

Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators

6.4



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Standard 6

Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.



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Component 6.4

- Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors



Objectives

- Describe evidence-based strategies for teaching and promoting social and emotional competence in young children.
- Describe evidence-based strategies for teaching and promoting communication competence in young children.
- Describe using a functional behavioral assessment (FBA) to plan and implement function-based interventions to prevent and address challenging behaviors.



What is Social Emotional Competence?

- A child's developing ability to form close, secure relationships with others
- These bonds create the safety that all children need to explore the world and engage in positive interactions with others
- These safe, positive relationships support the development of **executive functioning**



Executive Functioning and the Development of Social-Emotional Health

- **Working memory:** retention and use of newly acquired information to make decisions
- **Mental Flexibility:** sustain/shift attention in response to different demands or to apply different rules in different settings
- **Self-control:** set priorities and resist impulsive actions



The Development of Executive Functioning



https://youtu.be/efCq_vHUMqs



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Supporting Social-Emotional Development: Tiers of Evidence-Based Practice

- Foundational
 - Nurturing and responsive relationships, supportive environments, developmentally appropriate teaching practices, universal screening
- Targeted
 - Social skills teaching, formative assessment, and progress monitoring
- Intensive
 - Intensive, function-based individualized interventions



Foundations of Social-Emotional Competence

Three inter-related areas:

- 1. Social interaction:** play together, take turns, help friends, cooperate
- 2. Emotional awareness:** Ability to recognize and understand feelings and actions of self and others
- 3. Self-regulation:** calming down, using functional communication to express negative emotions, persistence



Foundational Practices: Social Emotional Development

- Follow children's lead: Tune into the unique ways children initiate interactions and respond to their environment
- Maintain predictable routines
- Provide warm, responsive, and consistent care
- Talk/sign, read, and sing together every day



Foundational Practices, continued

- Offer choices
- Provide opportunities for play with peers/siblings (even in the context of parallel play!)
- Encourage and model turn-taking
- Help children understand and label emotions
- Set limits and model positive behaviors
- Use developmentally appropriate practices



Foundational Practices To Support Social Emotional Development: Preschool Classroom

- Build positive relationships
- Create environments that help children feel safe and connected
- Set expectations/classroom rules
- Teach emotional literacy
- Encourage appropriate behavior
- Use EBP to support a child experiencing challenging behavior



Foundational Practices: Supporting Peer Interactions in the Preschool Classroom

- Identify tasks that children can do to help: e.g., handing out materials, gathering coats with a peer
- Plan and support peer interactions during everyday routines
- Provide cues and assistance to support peer interactions when needed
- Reinforce social interactions when they occur



Activity

Watch the video “[Child Outcomes Step by Step](#)” on the next slide before reflecting on the following question;

- How can EI/ECSE providers create environments that help children feel connected and safe?



Video: Child Outcomes Step by Step



<https://youtu.be/g4PzdpLCu00>



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Foundational Practices To Support Social Emotional Development: Culturally Responsive Strategies

- Learn about children and families
- Develop and teach culturally relevant expectations
- Take the child's perspective
- Examine personal implicit biases and assumptions
- Teach and model empathy
- Use group times to discuss conflict



Individualizing Support: Challenging Behaviors

- “any repeated pattern of behavior...that interferes with or is at risk of interfering with the child’s optimal learning or engagement in pro-social interactions with peers and adults” (Smith & Fox, 2003, p. 6).
- Many ways to decide how any given behavior is a challenging one
- Influenced by an adult’s culture, beliefs, and biases

Targeted Support: Teaching Social Skills

- Involve family members to develop regulation strategies collaboratively and to identify and use culturally appropriate behavior management skills
- Teach social-emotional regulation skills
 - [Example: The Turtle Technique](#)
- Strengthen communication skills
- Provide ongoing opportunities to practice new skills

Targeted Interventions To Teach Social Skills

- Gather ongoing formative assessment to document baseline behaviors and to monitor progress
- Individualize modifications to environment and curriculum to address specific areas of concern
- Individualize activities to support peer interaction
- Peer buddy approach
- [Create Incentive systems for individual children](#)



Intensive Intervention: Positive Behavior Support

1. Build a behavior support team
2. Use child-centered planning
3. Implement a Functional Behavior Assessment
4. Develop a hypothesis
5. Monitor outcomes



Functional Behavior Assessment (FBA)

The behavior support team implements a Functional Behavior Assessment to:

- Provide a clear description of problem behaviors
- Identify variables that predict the behaviors
- Create a hypothesis about the purpose of the behavior
- Identify child strengths
- Results inform specific interventions/Behavioral Support Plan



Intensive Intervention: Behavioral Support Plan

A Behavioral Support Plan includes:

- Strategies for replacing the challenging behavior
- Eliminating or decreasing triggers associated with the challenging behavior
- Shared with all teaching staff and implemented with fidelity



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Functional Communication Training

- Tied to the purpose of the behavior as determined by the FBA
- Teaches easily-learned new communication behaviors as a replacement for challenging behavior
- Strengthens child's communication skills to reduce the need for challenging behavior
- Most effective when the child is given access to preferred objects, activities, people as a result of using the new behavior



Activity

- Review Brendan's [child and family description](#), [functional assessment interview](#), [hypothesis statement](#), and [behavior support plan](#) on the linked site
- On the next slides watch the videos of [Brendan before and after the PBS intervention](#) before discussing the following;
- What elements of the behavioral support plan would you say were most active to create positive change for Brendan and his mother? What data should be collected to ensure continued success?



Video: Brendan Before PBS



<https://youtu.be/1-lxirzQ9uk>



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Video: Brendan After PBS



https://youtu.be/WjKfSU3_cQ8



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References and Resources

- Center for the Social and Emotional Foundations for Early Learning: <http://csefel.vanderbilt.edu>
- CONNECT: The Center to Mobilize Early Childhood Knowledge and the Division for Early Childhood (DEC): <https://connectmodules.dec-sped.org/>
- Eisenberg, N., Valiente, C., & Eggum, N. D. (2010). Self-regulation and school readiness. *Early education and development, 21*(5), 681-698.



References and Resources

- Harvard Center on the Developing Child: [*In Brief: Executive Function: Skills for Life and Learning*](#)
- Joseph, G. E., & Strain, P. S. (2003). Comprehensive Evidence-Based Social—Emotional Curricula for Young Children: An Analysis of Efficacious Adoption Potential. *Topics in Early Childhood Special Education*, 23(2), 62-73. <https://doi.org/10.1177/02711214030230020201>
- National Association for the Education of Young Children (NAEYC): <https://www.naeyc.org/>
- Pyramid Model Consortium: www.pyramidmodel.org
- Technical Assistance Center on Social Emotional Intervention: <http://challengingbehavior.fmhi.usf.edu>

Disclaimer

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