

Using Responsive and Reciprocal Interactions, Interventions, and Instruction

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

6.6



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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 6.6

- Component 6.6: Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

Objectives

- Describe how to use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development
- Describe how to use responsive interactions, interventions, and instruction to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.



Why Responsive Practices/Interventions Across Settings Are Important

- Sensitive and responsive interactional practices are the foundation for promoting the development of language, cognitive and emotional competence
- Responsive environments, interventions, and instruction promote social learning and inclusion across settings for young children with disabilities



Activity

- Break into partners/groups
- One person will explain how to do something special they know how to do well to other members of the group so that they can do it too
- Return to large group after 10 minutes



Effective Implementation of Responsive Practices Across Settings

- Adults who care for/teach children at home/preschool require active support to attain practice fidelity/fluency to implement evidence-based practices
- Learn best in the context of positive and collaborative relationships
- When teachers and families consistently embed evidence-based practices into all caregiving, play, and instructional routines, child outcomes are improved



How Do Adults Learn Best?

Principles of Adult Learning

- **Introduction:** explain the practice
- **Illustration:** show/model the practice
- **Practice** in an authentic context
- **Guidance and feedback**
- Learner **reflection and self-monitoring**
- Frequent **follow up** to support generalization over time



Coaching: A Definition

- An adult learning strategy used to build capacity of a parent or colleague to improve existing abilities, develop new skills, and gain a deeper understanding of practices used in present and future situations

(Hanft, Rush & Shelden, 2004)



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Coaching in EI/ECSE Practice

- A practice to support families of children with disabilities as well as EI/ECSE practitioners
- Early intervention practitioners serve as coaches to maximize implementation of evidence-based practices across natural environments



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Coaching: Building Capacity

- Family members are collaboratively supported to promote child learning and positive interactions at home and in the community in fully authentic contexts
- Teachers are collaboratively supported to fully include children with disabilities and scaffold learning across learning environments with same-aged peers, in ways that work for everyone



Coaching: An evidence-based Practice

- Improves caregiver competence and confidence in implementing skills that promote child development (Rush & Shelden, 2011, Kemp & Turnbull, 2014)
- Improves outcomes for children in early intervention (e.g., Meadan et al., 2016; Althoff et al., 2019)
- Enables adults to address early intervention goals in the absence of EI/ECSE providers, increasing the dosage of intervention (Mahoney & McDonald, 2007)



Activity

Discuss the potential impact on intervention dosage and generalization of each of the two service delivery models:

- **Direct service therapy:** one-on-one instruction/intervention with child (adult in another room or primarily unengaged)
- **Coaching model:** works collaboratively with adults to learn and use intervention/instructional strategies with children/students in their care across natural routines



Characteristics of Effective Coaching

- **Listening, questioning, brainstorming:** establishes trust and active participation
- **Joint planning:** Collaborative planning for implementation between sessions
- **Explanation and illustration:** clear explanation and demonstration of practice by modeling or use of video, other modalities

Characteristics of Effective Coaching

- **Guided practice, observation, feedback:** multiple opportunities to practice in authentic contexts while being observed/recorded. Coach provides in-the-moment supportive and constructive feedback and summative feedback at the end of sessions
- **Reflection:** Opportunities to reflect on what went well, what felt difficult, identify new ways to make implementation happen more fluidly next time.
- **Short and long-term follow up:** frequent check-ins to monitor progress and identify the need for adjustments



Activity: Home-Based Coaching

Watch “[A Home Visit with Julia’s Family](#)” then discuss the following questions;

- What characteristics of effective coaching did you see in this video example?
- How did the provider protect this mother’s role as primary throughout this session?
- How did she empower this mother to use interventions with her child after she left home?



Activity: Coaching in Preschool Settings

Refer to the next slide to watch “[Practice-Based Coaching Overview](#)” video, then refer to the following questions

- How does the use of this coaching model support the ability of these teachers to use inclusive practices?
- What kind of collaboration did you see happening in these examples?



Video Activity: Coaching in Preschool Settings

Practice Based Coaching



<https://view.vzaar.com/21959855/player?apiOn=true&GAOn=true>



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References and Resources

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