Using Responsive and Reciprocal Interactions, Interventions, and Instruction

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

6.7

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.

Component 6.7

Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

Objectives

- Describe a planning process that uses multiple sources of data across a range of natural environments and inclusive settings to identify adaptations and improvements to interactions, interventions, and instruction.

- Identify data collection methods and systems to use during interactions, interventions, and instruction to document, monitor and improve child progress.

Using Data to Implement Responsive Interventions and Instruction Across Learning Environments

- How do EI/ECSE providers decide how to implement evidence-based practices to children in the context of everyday learning opportunities?

  - Use data from multiple sources (formal and informal) to inform plans/modifications needed to promote positive outcomes
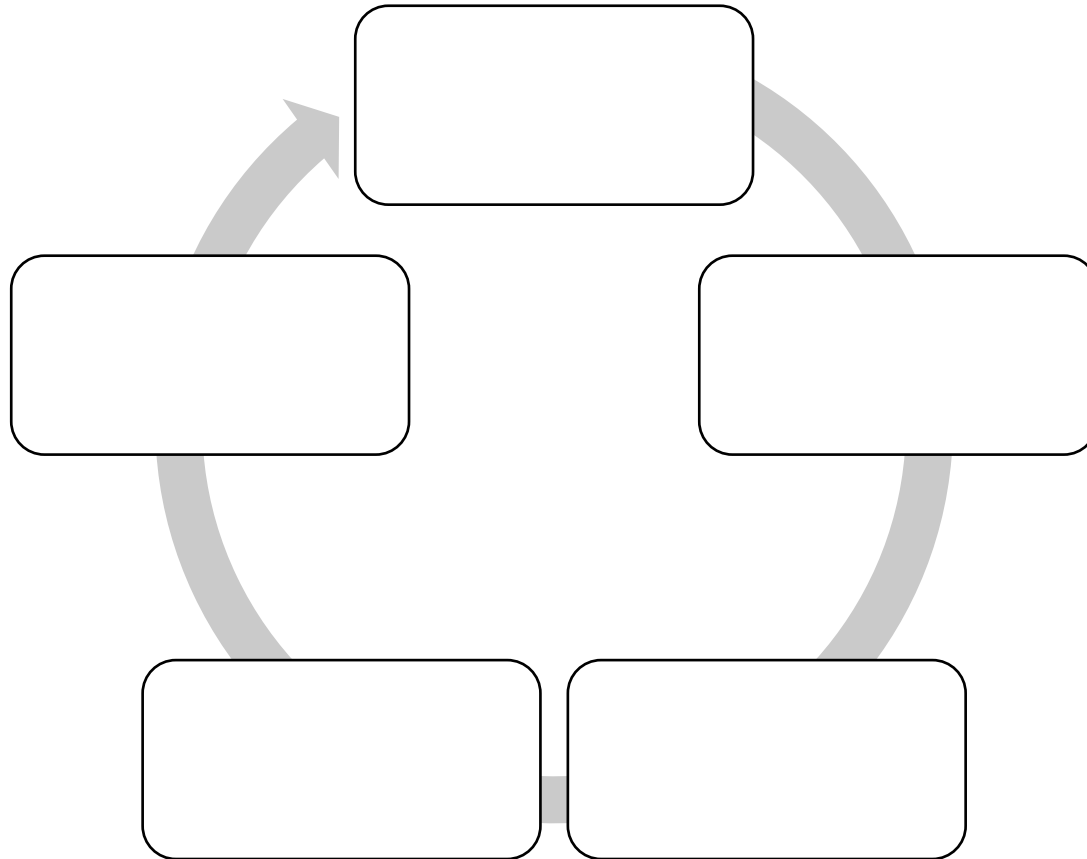
Data-Driven Practice

- Effective practices always include the use of systematic data collection to inform planning, intervention, and progress monitoring to support full participation and positive interactions

Data Based Decision Making

Measuring Elements of Interaction

- Children with delays/disabilities often use subtle or idiosyncratic cues to initiate interactions and demonstrate their preferences

- Adults need to gather data about how children show their desire to interact or to express preferences

  - Eye gaze, head turns, facial expressions

  - Sounds, gestures, or words

  - Challenging behaviors

Measuring Interaction

- Challenging behaviors may emerge from failed attempts to interact or express preferences

- Teachers support interaction goals by helping peers understand the way a child with disabilities asks to join play or indicates preferences

- Teachers and families can scaffold increasingly effective communication behaviors over time based on ongoing data

Methods of Measuring Interaction

- Family interviews – how does the child initiate/ respond to interactional bids at home with parents, peers? How does the child express preferences?

- Functional Behavior Assessments – using observational assessments to determine the purpose of challenging behaviors

Assistive Technology (AT) Assessments

Working with families, use systematic and ongoing assessment to plan and monitor the need for AT to ensure full access to participation and interaction

Sample tools and resources:

- Quality Indicators for Assistive Technology (QIAT)

- Student, Environments, Tasks and Tools (SETT) Framework

- Center of Technology and Disability: https://www.ctdinstitute.org

Environmental Assessments to Support Social Interaction Goals: A Sample

Environmental Rating Scales (ERS-3)

- ITERS-3: Infants and Toddlers. ECERS-3: Preschool, FCCERS-3: Family Child Care Provider

Classroom Assessment Scoring System (CLASS)

- Early childhood, K-12

Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

- Assess and monitor quality of parent-child interactions from 10-47 months

Using Data to Identify and Monitor Priority Learning Targets (PLTs)

- Record child behaviors and functional competencies that occur naturally across daily activities and routines

- This process helps to identify priority learning targets (PLTs) to inform embedded instruction and progress monitoring

Priority Learning Targets (PLTs)

- A PLT is a behavioral objective that describes a describes and observable, measurable, and developmentally proximal skill that the family and teacher want to support (Bishop et al., 2020)

Using PLTs to Support Child Outcomes in the Early Childhood Classroom

- Clear statement of functional behavior child will learn

- Conditions under which the child will demonstrate skills (e.g., independently, following a model, with familiar adults and peers)

- Activities within which the child will use the functional behavior

- Criterion for determining when the functional behavior has been acquired

- Aligned with curriculum and IEP goals

Informal Data Collection

- Informal data collection using teacher or provider-created forms, or other dedicated data collection tools:

    - https://connectmodules.dec-sped.org/connect-modules/resources/handouts/connect-handout-1-14/

- Use data about frequency, duration, rate, accuracy, and level of support as appropriate to the goal

- May target: social initiations, requests, turn-taking, cooperation, waiting in line, etc.

Preparing for Progress Monitoring

- What data will be collected? (specific definition of PLT so that everyone agrees on target)

- How will it be collected? (e.g., matrix forms for school, home)

- When and how often will it be collected? (e.g., during free play, 3 times a week)

- Who will collect the data? (e.g., teacher, EI/ECSE provider, family members)

Making Data-Informed Decisions

Regularly summarizing data to:

- Evaluate the success of embedded instruction

- Make plans to modify instruction by changing the level of support (taper, increase)

- Make plans to modify materials or procedures as patterns are identified

- Revise or create new PLTs

Activity

Watch "Cody Plays with Glue" on the next slide, then continue to the following slide for discussion questions

- Cody will consistently initiate (with gaze, gestures, sounds, words) at least two positive interactions with peers and/or respond to invitations to interact with peers while playing together during art time so that he increases the amount of interaction he has with peers each day

Activity Video: Cody Plays With Glue

Cody Plays with Glue and Wood
from Desired Results Access Project

https://vimeo.com/154116309

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Activity: Discussion Questions

- Based on Cody's goal, what behaviors (PLTs) would you like to collect data for during this play routine? Describe them.

- How would this data inform your plans to modify this intervention/instruction to enhance Cody's progress?

- What strategies might the teacher use to support increased interaction? What data would you collect on how adults support his goals?

- How will you monitor his progress towards his goal?

References and Resources

- Bishop, C., Shannon, D., Harrington, J. (2020). Progress Monitoring Within the Embedded Instruction Approach: Collecting, Sharing and Interpreting Data to Inform Instruction. In: *Assessment: Recommended Practices for Young Children and Families*, Division for Early Childhood (DEC) Recommended Practices Monograph Series, No. 7.

- Desired Results Access Project (vimeo.com)

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References and Resources

- Peck, N.F. & Neeper, L.S. (2020). Assessment and assistive technology: providing support for early childhood teams. In: *Assessment: Recommended Practices for Young Children and Families*, DEC Recommended Practices Monograph Series, No. 7.

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