

**DEC Recommended Practices in the INTERACTION Domain Cross-Referenced with ECTA Performance Checklists
(10/13/16)**

DEC Recommended Practices - INTERACTION					
Adult-Child Interaction Checklist #1 Items	1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.	2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.	3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.	4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.	5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.
1. Observe the child's participation in everyday activities and social play	✓	✓	✓	✓	✓
2. Identify the focus of the child's attention or engagement (e.g., child interests)		✓	✓		
3. Follow the child's lead and his or her interests or preferences		✓		✓	
4. Interpret the child's behavior and responses as an intent to interact or communicate with you	✓				✓
5. Respond contingently to the child's behavior (i.e., respond in a way that maintains a child's interactions)	✓		✓		
6. Enter into the child's play or interactions to encourage your turn my turn play				✓	
7. Encourage the child to try new things (behavior elaborations) through modeling, expansions, or other types of guided support		✓		✓	

DEC Recommended Practices - INTERACTION

Child Social-Communication Interaction Checklist #2 Items	1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.	2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.	3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.	4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.	5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.
1. Observe the child's attempts to communicate or interact with you during everyday activities	✓	✓	✓		
2. Identify the social-communication behavior the child uses or attempts to use to initiate interactions	✓		✓	✓	
3. Follow the child's lead and interpret the child's behavior (e.g., visual attention, smiling, gestures) as an intent to communicate		✓	✓	✓	
4. Respond contingently to the child's social-communication behavior to sustain the child's interactions with you	✓	✓	✓		
5. Join in the child's social communication interactive play by imitating the child's nonverbal and verbal behavior		✓	✓	✓	
6. Focus on increasing the child's social-communicative interactive behavior to encourage child requests, preferences, or interests		✓	✓		
7. Vary your responses through modeling, feedback, etc., to the child's interactive behavior to encourage child expansions		✓		✓	

DEC Recommended Practices - INTERACTION

Child Social-Emotional Competence Checklist #3 Items	1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.	2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.	3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.	4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.	5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.
1. Observe the child's participation in social play and everyday activity involving adult-child social exchanges	✓	✓		✓	
2. Identify the child's emotional expressions, social gestures, and other social-emotional behavior that are indicators of child interest				✓	✓
3. Engage the child in the everyday activity and social play that promote and enhance child social-emotional behavior	✓	✓		✓	
4. Respond contingently to the child's social-emotional behavior and expressions during activities in a positive manner and by demonstrating positive affect while interacting with the child	✓	✓			
5. Engage the child in different types of social play (joint attention, your turn my turn interactions, social games, etc.) to provide the child a range of opportunities to display social-emotional competence	✓	✓		✓	
6. Encourage the child to use different social behavior to initiate and sustain social interactions during adult-child play		✓		✓	

DEC Recommended Practices - INTERACTION

Child-Child Interaction Checklist #4 Items	1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.	2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.	3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.	4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.	5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.
1. Provide the child opportunities to interact with other children		✓			
2. Observe the child's attempts to interact with or gain the attention of peers	✓	✓	✓		
3. Identify the behavior the child uses to initiate interactions by focusing on the children's shared interests		✓		✓	
4. Respond contingently to the child's attempts to engage and sustain interactions with peers during everyday activities and routines			✓	✓	
5. Provide natural consequences to the children's behavior and peer play to sustain child-child interactions				✓	
6. Encourage child behavior elaborations through modeling, imitation, expansion, and other supports				✓	