

Handout 1.2 Interaction – Research

Supporting DEC Recommended Practices on Interaction



Note: This document does not include an exhaustive list of existing research studies on every recommended practice on interaction, nor do all promising practices have a supporting body of rigorous research evidence. Citations for each of the practices include best available research in the form of research reviews or syntheses as well as the most recent and relevant individual studies evaluating specific DEC Recommended Practices on Interaction.

INT1. Practitioners promote the child’s social- emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.

- Bernard, K., Dozier M., Bick, J., Lewis-Morrarty, E., Lindhiem, O., & Carlson, E. (2012). Enhancing attachment organization among maltreated children: Results of a randomized clinical trial. *Child Development*, 83(2), 623-636.
- Juffer, F., Bakermans-Kranenburg, M.J., & van IJzendoorn, M.H. (2004). The importance of parenting in the development of disorganized attachment: Evidence from a preventive intervention study in adoptive families. *Journal of the Association for Child Psychology and Psychiatry*, 46, 263- 274.
- Mahoney, G., & Perales, F. (2003). Using relationship-focused intervention to enhance the social-emotional functioning of young children with Autism Spectrum Disorders. *Topics in Early Childhood Special Education* 23 (2), 74-86.
- Van Zeigl, J., Mesman, J., van IJzendoorn, M. H., Bakermans-Kranenburg, M.J., Juffer, F., Stolk, M.N., Koot, H.M. (2006). *Journal of Consulting and Clinical Psychology*, 74 (6), 994-1005.
- Kassow, D. Z., & Dunst, C. J. (2007a). Relationship between parental contingent-responsiveness and attachment outcomes (Winterberry Research Syntheses, vol. 1, No. 1). Asheville, Winterberry Press.
- Kong, N. Y., & Carta, J. J. (2011). Responsive interaction interventions for children with or at risk for developmental delays: A research synthesis. *Topics in Early Childhood Special Education*. Advance online publication. doi: 10.1177/02711214111426486

INT2. 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.

INT3. 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.

- Girolametto, L. E. (1988). Improving the social-conversational skills of developmentally delayed children: An intervention study. *Journal of Speech and Hearing Disorders*, 53, 156-167.
- Girolametto, L., & Weitzman, E. (2003). Training day care staff to facilitate children’s language. *American Journal of Speech-Language Pathology*, 12, 299-311.
- Girolametto, L., Pearce, P. S. (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech and Hearing Research*, 39 (6), 1274-1283.
- Warren, S.F., & Brady, N.C. The role of maternal responsivity in the development of children with intellectual disabilities. *Mental Retardation and Developmental Disabilities Research Reviews*, 13, 330-338.
- Schertz, H. H., Odom, S.L., Baggett, K. M., & Sideris, J. H. 2013). Effects of Joint Attention Mediated Learning for toddlers with autism spectrum disorders: An initial randomized controlled trial. *Early Childhood Research Quarterly*, 28, 249-258.
- Kong, N. Y., & Carta, J. J. (2011). Responsive interaction interventions for children with or at risk for developmental delays: A research synthesis. *Topics in Early Childhood Special Education*. Advance online publication. doi: 10.1177/02711214111426486

INT4. 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.

- Deutscher, B., Fewell, R.R., & Gross, M. (2006). Enhancing the interactions of teenage mothers and their at-risk children: Effectiveness of a maternal-focused intervention. *Topics in Early Childhood Special Education, 26*(4), 194-205. (contrast group, not random)
- Dunst C.J., Raab, M., Wilson, L. L., & Parkey, C. (2007). Relative efficiency of response-contingent and response-independent stimulation on child learning and concomitant behavior. *Behavior Analyst Today, 8*, 226-236).
- Dunst, C.J., Raab, M., Trivette, C.M., Wilson, L. L., Hamby, D. W., & Parkey, C. (2010). Extend child and caregiver benefits of behavior-based child contingency learning games. *American Association on Intellectual and Developmental Disabilities, 48* (4), 259-270.
- Karaaslan, O., Diken, I. H., & Mahoney, G. (2011). A randomized control study of responsive teaching with young Turkish children and their mothers. *Topics in Early Childhood Special Education, 33*(1), 18-27.
- Landry, S.H., Smith, K.E., & Swank, P.R. (2006). Responsive parenting: Establishing early foundations for social, communication, and independent problem-solving skills. *Developmental Psychology, 42*(4), 617-642. (used multiple measures - could also be used for practices #1 and #2).
- Mahoney, G., & Perales, F. (2005). Relationship-focused early intervention with children with pervasive developmental disorders and other disabilities: A comparative study. *Journal of Developmental and Behavioral Pediatrics, 26* (2), 77-85.
- Schertz, H. H., Odom, S.L., Baggett, K. M., & Sideris, J. H. 2013). Effects of Joint Attention Mediated Learning for toddlers with autism spectrum disorders: An initial randomized controlled trial. *Early Childhood Research Quarterly, 28*, 249-258.
- Wood, D., Wood, H., & Middleton, D. (1978). An experimental evaluation of four face-to-face teaching strategies. *International Journal of Behavioral Development, 1*, 131-147.

INT5. 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.

- Bernier, A., Carlson, S.M., & Whipple, N. (2010). From external regulation to self-regulation: Early parenting precursors of young children's executive functioning. *Child Development, 81*(1), 326-339.
- Flippin, M., & Watson, L. R. (2011). Relationships between the responsiveness of fathers and mothers and the object play skills of children with Autism Spectrum Disorders. *Journal of Early Intervention, 33*(3), 220-234.
- Hammond, S. I., Carpendale, J. I. M., Bibok, M. B., Muller, U., & Liebermann-Finestone, D. P. (2012). The effects of parental scaffolding on preschoolers' executive function. *Developmental Psychology, 48*(1), 271-281.
- Neitzel, C., & Stright, A. D. (2003). Mothers' scaffolding of children's problem solving: Establishing a foundation of academic self-regulatory competence. *Journal of Family Psychology, 17*(1), 147-159.
- Schertz, H. H., Odom, S.L., Baggett, K. M., & Sideris, J. H. 2013). Effects of Joint Attention Mediated Learning for toddlers with autism spectrum disorders: An initial randomized controlled trial. *Early Childhood Research Quarterly, 28*, 249-258.