

## Slide Handouts: Interaction – Take Action



Recommended Practices Modules

Module  
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# Module 1: Lesson 3

Take Action: Responding to Children's Interests, Abilities, and Emotions



Welcome to Module 1: Lesson 3. Take Action: Responding to Children's Interests, Abilities, and Emotions

# Performance Indicator

Participants will understand how to appropriately support a child's abilities, interests, and emotions by paying attention to and responding to a child's nonverbal and verbal cues, interests, and attempts to interact.

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Participants will understand how to appropriately support a child's abilities, interests, and emotions by paying attention to and responding to a child's nonverbal and verbal cues, interests, and attempts to interact.

# Learning and Practice Objectives

Demonstrate how adults:

- interpret their observations and respond contingently, appropriately, and promptly to nonverbal and verbal cues and interests of infants, toddlers, and preschoolers
- elaborate and expand on children's interactions and intent to engage and provide natural consequences to the child's behavior
- encourage the child to try new things through modeling, expansion, or other types of guided support
- encourage peer to peer interaction

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In lesson 3 we will take a closer look at how adults interpret their observations and respond contingently, appropriately, and promptly to nonverbal and verbal cues and interests of infants, toddlers, and preschoolers; elaborate and expand on children's interactions and intent to engage and provide natural consequences to the child's behavior; encourage the child to try new things through modeling, expansion, or other types of guided support; and encourage peer to peer interaction.

# Learning and Practice Objectives

How to evaluate whether you effectively responded to the nonverbal and verbal cues of an infant, toddler, or preschooler



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You will also learn how to evaluate whether you effectively responded to the nonverbal and verbal cues of an infant, toddler, or preschooler

# DEC Recommended Practices

INT1-  
INT5

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

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.

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.

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.

[Practices](#)[Continue](#)

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DEC recommends the following practices to support interaction. Take as much time as you need to review them. You may download a copy by clicking the "Practices" button. Continue when you are ready to move on.

# Ask the Expert



“The keys to responsive interaction are the adult’s sensitivity to the child’s emotions and emerging abilities and responsiveness to the child’s interests, emotions, and unintentional and intentional communicative acts.”

(McCollum, 2015)

Why are responsive interactions important?

They:

- support child engagement, competence, and development
- increase the opportunity for learning

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To begin let's ask, "Why are responsive interactions important?"

Responsive adult-child interaction supports child engagement, competence, and development and increases the opportunity for learning.



## What Does it Mean to Respond Contingently?



- Respond in a way that maintains a child's positive interaction
- Observe and identify a child's interests, non-verbal/verbal cues, and behavior
- Follow the child's lead
- Match the child's affect
- Respond quickly

Continue

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What does it mean to respond contingently? Review the information here, then click continue when you are ready to move forward.

## Key Considerations - Responding Contingently

- Introduce new information by extending and expanding with new language that elaborates on what the child does or says (e.g., labeling items, naming what the child is looking at, etc.)
- Pay attention to how the child responds during and following interaction with an adult or peer. If the child is engaged in the interaction, using existing or new behaviors, initiating the behavior, or using the behavior over and over again, then you know your response is effective.
- Pay attention to the child's actions and behaviors, or intent to engage
- Respond to the child's actions or behaviors by repeating or imitating her, or by adding a new element in order to support her in extending the action
- Support and encourage existing or new child behavior by asking questions or making comments

Continue

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Review the Key Considerations here, then click continue when you are ready to move forward.



## Key Considerations - Responding Contingently: Infants and Toddlers

- Vary your response to expand children's vocalizations.
- Notice when a child could be trying to initiate an interaction.
- Act as if children's actions are attempts to communicate.
- Engage children with toys/materials that match their interests.
- Join in a child's vocal play and engage in your-turn/my-turn interactions.
- Use vocal imitation or respond in a repetitive or exaggerated way, alternating between adult speech and baby-talk.
- Respond promptly and positively to acknowledge the child's interest or attempts to interact.
- Use praise and animated positive expressions of emotions (e.g., vocal and facial expressions).
- Positively respond to the child's communicative attempts.

[Continue](#)

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What does this look like for Infants and Toddlers? Review the Key Considerations here, then click continue to move forward.

## Key Considerations - Responding Contingently: Infants and Toddlers



- Encourage children to use gestures or signs during each turn by helping them learn gestures and signs and demonstrating gestures or signs and encouraging imitation.
- It is important to vary your response to expand children's vocalizations and provide them models of different or more complex sounds, sound patterns, and words.

Continue

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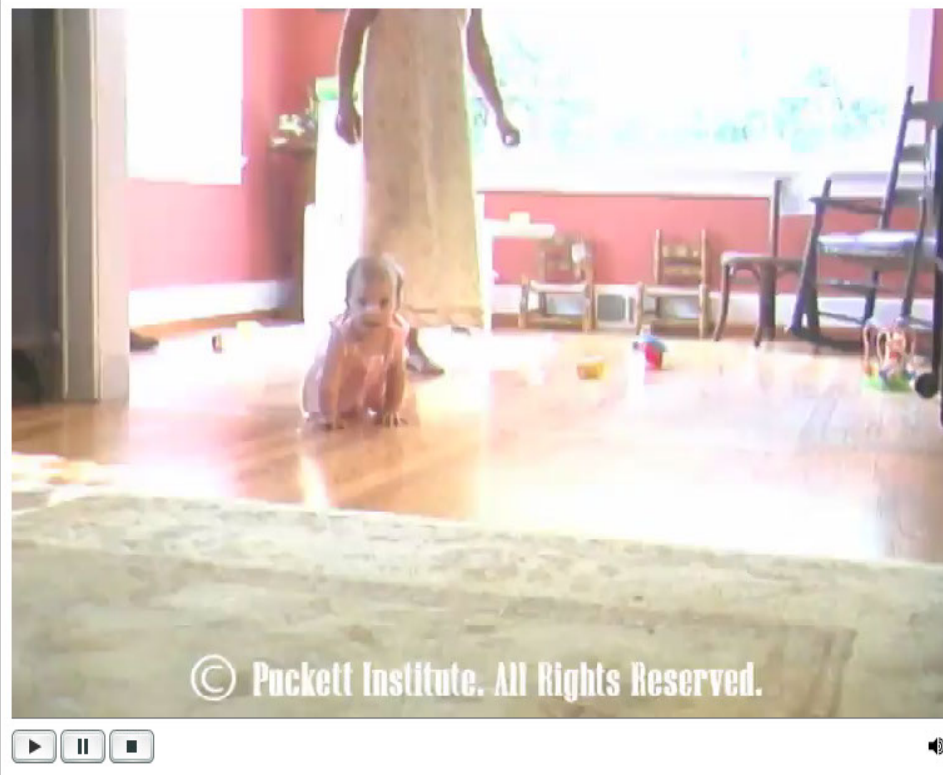
Review the last two points here, then click continue when you are ready to move forward.

# Activity: Wait and Watch



Parent-Child Interaction

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Let's See It: Parent-Child Interaction

Continue

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Let's watch a parent-child interaction with a mother who is responding positively to her infant. Click the play button on the video to watch, then click continue to move forward when you are ready to continue.

# What Did You See?

- Replies
- Expands on vocalizations
- Extends
- Matches enthusiasm

- Did you see how the mother notices her child's interest in the piano?
- When the child begins vocalizing, she promptly replies, showing that she is paying attention to her child's comments.
- The mother talks to her child about the piano, expanding on her child's vocalizations.
- She helps her up so she can play the piano, extending her experience.
- She also plays with her, matching her child's interest and enthusiasm.

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Did you see how the mother notices her child's interest in the piano? When the child begins vocalizing, she promptly replies, showing that she is paying attention to her child's comments. The mother talks to her child about the piano, expanding on her child's vocalizations. She helps her up so she can play the piano, extending her experience. She also plays with her, matching her child's interest and enthusiasm.

# Parent-Child Interaction



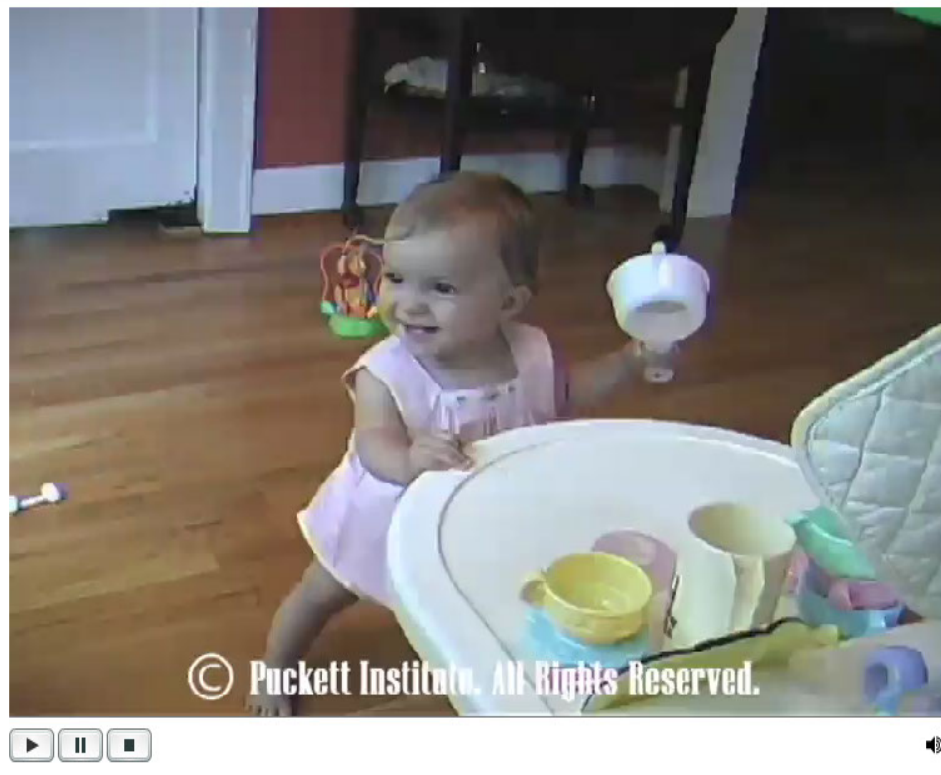
- What should the mother do next?
- How can she extend her child's interest?

Continue

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Let's watch this mother and child again. The child picks up a strainer from her kitchen toy. What do you think the mother should do next to respond to her child? How can she extend her child's interest in this toy? Think about these questions, then click continue to see what the mother does next.





Let's See It: Wait and Watch

Continue

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Click the play button on the video to watch, then click continue when you are ready to move forward.

# Check Your Knowledge



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Let's check your knowledge.

# What did You See?

The mother in the video was:

- attentive
- responsive
- supporting and encouraging
- extending and expanding

- She paid attention to the child's actions and behaviors.
- She said "mama" after the child said "mama."
- She provided support and encouragement by asking "What is that?"
- She extended and expanded her child's language by asking "Is that a strainer?"

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This mother paid attention to the child's actions and behaviors, or intent to engage. You can see the mother watching her child, and she noticed she wanted to play with the kitchen set. This mother then responded and said "mama" after her child said "mama." This mother provided support and encouragement by asking "What is that?" She also introduced new information by extending with new language. When this mother says, "Is that a strainer?" she is extending and expanding her child's language.

## Key Considerations - Identifying Interactions: Preschoolers

Preschoolers are able to engage in activities with peers and have learned reciprocal play (McCollum, 2016), which means they may invite adults and other children into their play and respond to ideas and questions. It's important to:

- Extend a child's ideas and language.
- Use words to explain what the child is thinking, doing, and feeling.
- Match his enthusiasm and positive emotional tone.
- Structure the activities around the child's play and interest.
- Pay attention to what they do and wait for a child to approach or otherwise show interest in another child or adult.
- Use peers to support the development of positive social relationships and skills.

Peer  
Interaction  
Guide

Continue

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What does this look like for older children? Review the key considerations here, then click continue to move forward. For more information on using peers to support development of positive social relationships and skills, see the Peer Interaction guide.



Take notes on what the mother does to respond contingently to her child. You will have a chance to enter these notes after you watch the video and click continue.



Let's See It: Parent-Child Interaction

Continue

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Let's watch a parent-child interaction with a mother who is responding positively to her child. Press the play button on the video to watch, then click continue to move forward when you are done.

# What Did You See?

This mother:

- extends
- uses words to explain what the child is doing
- pays attention
- waits

- She repeats what her daughter says and names ingredients.
- She uses words to explain the measuring cups and what they are for.
- She promptly replies.
- She lets her child process what has been said.

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Notice how this mother repeats what her child says and uses words to name ingredients and extend what her child says. She uses words to explain what her child is doing when she has measuring cups. She also explains the usefulness of the measuring cups. You can think of this as answering a question a child could have asked, but didn't. She promptly replies, showing that she is paying attention to her child's comments, but also waits after responding to let her child process what has been said.



# Responding Contingently - Reflection



How else might you respond contingently to the child from the dish washing video?

Continue

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Take a few minutes to write down some other ways you could respond contingently to this child during this activity. Click continue when you are finished.

# Interactions



Social Play, Joint-Attention, and Peer Interactions

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## Social Play Activities

Social play activities are play activities in which a child is able to interact with an adult or child in a meaningful way. In order to practice interaction skills, children need repeated opportunities.



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Social play activities are play activities in which a child is able to interact with an adult or child in a meaningful way. In order for children to practice interaction skills, they need repeated opportunities.

# Social Play Activities

Social play activities are important because they provide opportunities:

- for a child to interact with an adult and/or another child
- to express his/her emotions and have them interpreted
- for a child to communicate verbally and/or non-verbally
- to build a child's social-emotional competence

Playing  
with

Peer  
Interaction  
Guide

Continue

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Social play activities that occur every day or frequently are critical. Review the reasons social play is important, then click continue when you are ready to move forward. For more information, see the Practice Guides available on the screen.


## Joint-Attention Activities

- Occur when a child shares an interest in a toy, object, or event with an adult or peer
- There is shared understanding that both are interested in the same toy, object, or event



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Joint attention activities occur when a child shares interest in a toy, object or event with an adult or a peer, and there is shared understanding that both are interested in the same toy, object or event. One activity in which this commonly occurs is shared storybook reading.



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Write down what the father in this video does to respond contingently to his child.

Let's See It: Joint-Attention

Continue 28

The image shows a video player interface. On the left is a video frame showing a man (the father) holding a young girl (his daughter) in a kitchen. The man is looking at the girl, and she is looking towards the camera. The man's hands are positioned as if he is playing a game of copycat. Below the video frame are standard video controls: a play button, a pause button, and a stop button. To the right of the video frame is a light blue rectangular box containing the text: "Write down what the father in this video does to respond contingently to his child." Below the video frame, the text "Let's See It: Joint-Attention" is displayed. To the right of this text is a blue button labeled "Continue" and a circular icon containing the number "28".

In this video, you will see a father holding his daughter and playing a game of copycat. Press the play button on the video to watch. Click continue when you are ready to move forward.



# What Did You See?

This father:

- observes and identifies
- responds
- waits



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Did you see how the father observes and identifies that his daughter is using her voice to make sounds as her way to interact with him? Did you see how the father responds by imitating his daughter's sounds? The father knows he has interpreted his daughter's interactions correctly, because she continues to make the sounds and is cooing. Did you notice how the father waited for his daughter to initiate the interaction?



Let's See It: Shared Reading

Continue

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Let's watch a video of a father and an older child both attending to a book about trains.

# What Did You See?

This father provides:

- opportunity to interact
- opportunity to communicate verbally and non-verbally
- attention



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Notice how this father is providing an opportunity to interact with his son. This activity is giving his son the opportunity to express himself both verbally and nonverbally, showing his interest. This father is paying attention to the child's interest and expanding on what his child says with new words and information.

# Parent - Child Interaction

What is the father doing to create opportunities?

How will he extend his child's interest?



Continue

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Let's watch this father and son again. The child is pointing to something in the book. What is this father doing to create opportunities for his child? How will he extend his child's interest in this book? Think about these questions, then click continue to see what this parent does next.



Let's See It: Shared Reading, Part 2

Continue

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Click the play button on the video to watch.

# Check Your Knowledge



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Let's check what you've learned.



## Which Opportunities Does This Activity Provide for the Child?

- Opportunities for a child to interact with an adult and/or another child.
- Opportunities for a child to express his emotions and have them interpreted.
- Opportunities for a child to communicate verbally and/or non-verbally.
- Opportunities to build a child's social-emotional competence.



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In this activity the child is interacting with an adult. He is able to express his emotions through smiling and acting shy. He is able to communicate both verbally and nonverbally. This activity builds social and emotional competence because this father is paying attention and responding to his son, giving him the message that he matters!

## Key Considerations: Responding Contingently

- Acknowledge positive behaviors by labeling them
- Repeat words or actions
- Model appropriate behavior
- Provide the child with additional ways to use behavior
- Imitate the behavior
- Encourage the child to try new things



Continue

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Another way to respond contingently is to enter into the child's play or interactions, as appropriate, and elaborate or expand on positive behaviors. Review the key considerations here, then click continue to move forward.

# Key Considerations: Natural Consequences

Natural consequences: Outcomes of behaviors that happen naturally. These consequences are not planned and involve no adult interferences.

It's important to provide natural consequences to the child's behavior and peer play to help sustain the interaction.

- Providing natural consequences in response to child-initiated behavior
- Responding positively to the child's attempts to repeat or practice the same behaviors

Continue

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Review the Key Considerations for Natural Consequences, then click continue to move forward.



*Video courtesy of LEAP Preschool Model, University of Colorado Denver*

Take note:

Pay attention to what the teacher does to support the young girl in supporting her friend to engage in social play. Notice what the child does to support her peer.

Let's See It: Intervention - Using Peers

Continue

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Now let's watch a short video of peer interaction. Press the play button on the video to watch, then click continue when you are ready to move forward.

# Intervention: Using Peers



- Did you notice the strategies the teacher used to reinforce the young girl in supporting her friend to engage in social play?
- Did you notice that she initiated social interactions and led him to the balls to play?
- Did you notice that she modeled the desired actions and praised her friend?

Continue

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Did you notice the strategies the teacher used to reinforce the young girl in supporting her friend to engage in social play? Did you notice that she initiated social interactions and led him to the balls to play? Did you notice that she modeled the desired actions and praised her friend?

# Lesson 3 Take-Aways

- Pay Attention to the child's actions and behaviors, or intent to engage
- Respond to the child's actions or behaviors by repeating or imitating him/her
- Introduce new information that elaborates on what the child does or says (e.g., labeling, naming)
- Support and encourage existing or new child behavior by asking questions or making comments
- Enter into the child's play or interactions, as appropriate, and elaborate or expand on positive behaviors
- Provide natural consequences

[Continue](#)

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Review the Key Take Aways for Lesson 3, then click continue to move forward.



# Summary



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In this lesson we learned to interpret children's observations and respond contingently, appropriately, and promptly to their nonverbal and verbal cues. We reviewed ways to elaborate and expand on children's interactions and encourage children to try new things through modeling, expansion, and guided support. We also covered how to evaluate whether you have effectively responded to children's nonverbal and verbal cues. Remember that responding contingently (following a child's lead, matching her enthusiasm, and responding promptly) supports child engagement, competence, and development and increases the opportunity for learning. Adults can enhance children's development by encouraging social play and peer interactions. These are also places where children have plenty of opportunities to express themselves.



# Check Your Knowledge



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Now we invite you to test your knowledge with a short matching quiz.

# References and Resources

McCollum, J. (2015). From qualities of interaction to intervention practices: Using what comes naturally. Division of Early Childhood, *DEC Recommended Practices: Enhancing Services for Young Children With Disabilities and Their Families* (pp.87-98). Los Angeles, CA: Author.

Early Childhood Technical Assistance Center. (2017). *Peer Social Interactions*. Retrieved from [http://ectacenter.org/~pdfs/decrp/PG\\_Int\\_PeerSocialhttp://ectacenter.org/~pdfs/decrp/PG\\_Int\\_PeerSocialnteractions\\_prac\\_print\\_2017.pdf](http://ectacenter.org/~pdfs/decrp/PG_Int_PeerSocialhttp://ectacenter.org/~pdfs/decrp/PG_Int_PeerSocialnteractions_prac_print_2017.pdf)

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This concludes Lesson 3. Thank you for participating. For more information, see the resources listed here. After downloading, you may close this window.