

Responsive Teaching



Gerald Mahoney, Ph.D. & Frida Perales, M.Ed.
Responsive Teaching International Outreach
Case Western Reserve University

ResponsiveTeaching.org

Today's Agenda

- 9:00 - 10:00
 - Introduction, Curriculum Overview (1-8)
- 10:15-11:00
 - Responsive Teaching Strategies (9-21)
- 11:00-12:00
 - Intervention objectives Discussion points (22-42)
- 1:00-2:00
 - Planning- Goals and Objectives (43-56)
- 2:15-3:30
 - Session Plans, Family Action Plans (57-64)

Responsive Teaching Quick Start

RT is a **parent-mediated intervention** designed to enhance children's functioning across 3 developmental domains:

Cognition, Communication, and Social Emotional Functioning

RT strategies are the teaching procedures parents and others can use during routine interactions to help address children's developmental or social emotional needs

Pivotal Behaviors are the behaviors children must use in their routine interactions to improve their developmental learning in each of the domains targeted by RT.

RT targets 5 to 6 pivotal behaviors as the **intervention objectives** for each developmental domain.

Discussion Points guide discussions with parents about what a pivotal behavior is and the role that the pivotal behavior plays in learning and development.

The Pivotal Behavior Wizard is a tool that can be used to identify the pivotal behaviors that are individualized to a child's needs.

The RT Planning and Tracking Form/Program helps to select RT strategies and Discussion Points to be covered in an intervention session

The RT Curriculum Outline describes the content for intervention sessions including: (a) facts and considerations about each pivotal behavior (b) discussion points to be covered with the parent and (c) RT strategies that can be used to promote each pivotal behavior.

The **Pivotal Developmental Profile** is a tool for assessing children's progress in acquiring Pivotal Behavior Objectives

The Family Action Plan is a written plan outlining what parents will do to follow-through with RT strategies and suggestions.

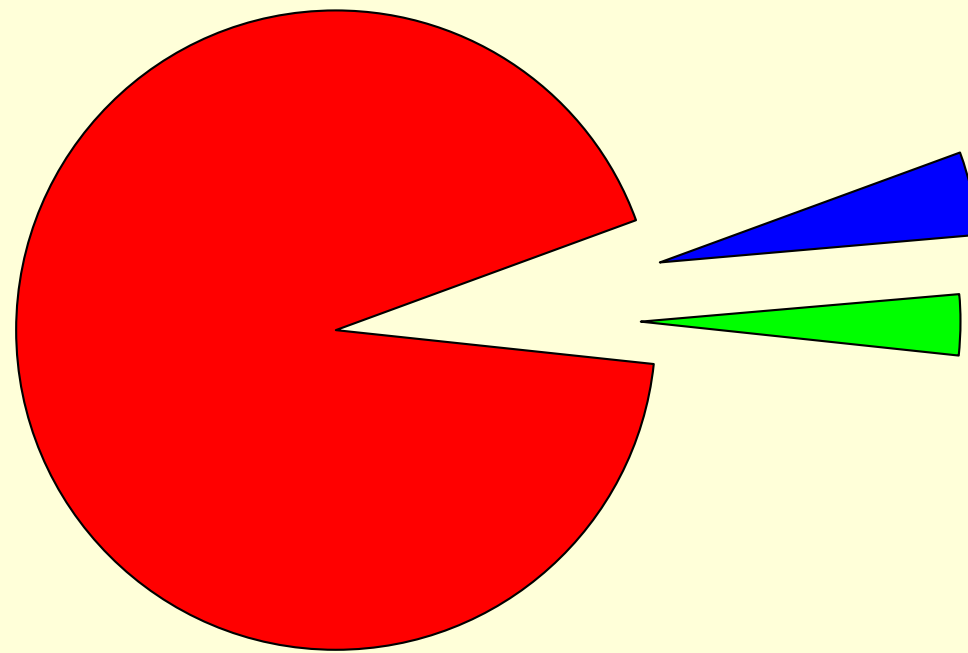
RT Derived From Research on Parental Influences on Children's Developmental Functioning

- Responsive Parent-Child Interaction is the most consistent predictor of early developmental outcomes for
 - Children At-Risk
 - Variability from Above Normal to Problem/Disability Range
 - IQ
 - Verbal Ability
 - Mental Health /Behavioral Problems
 - Children with Disabilities
 - Variability from Low Normal Problem/Disability Range
 - IQ
 - Verbal Ability
 - Mental Health /Behavioral Problems
 - All Children – Including Children From Different Cultural and Racial backgrounds

Why a Parent-Mediated Intervention

- Intervention Is Difficult, Complex, Demanding
 - Intervention is an effort to defy processes that are dictated by biology and/or history
 - Intervention requires high intensity effort
- Children Have the Potential to Learn During All Their Waking Moments
- Children Are More Attentive and Responsive to Parents than other Adults
- Parents Have Enormous Opportunities to Impact Children's Development Throughout Their Daily Routine

Who Has the Greatest Impact on Children's Development?



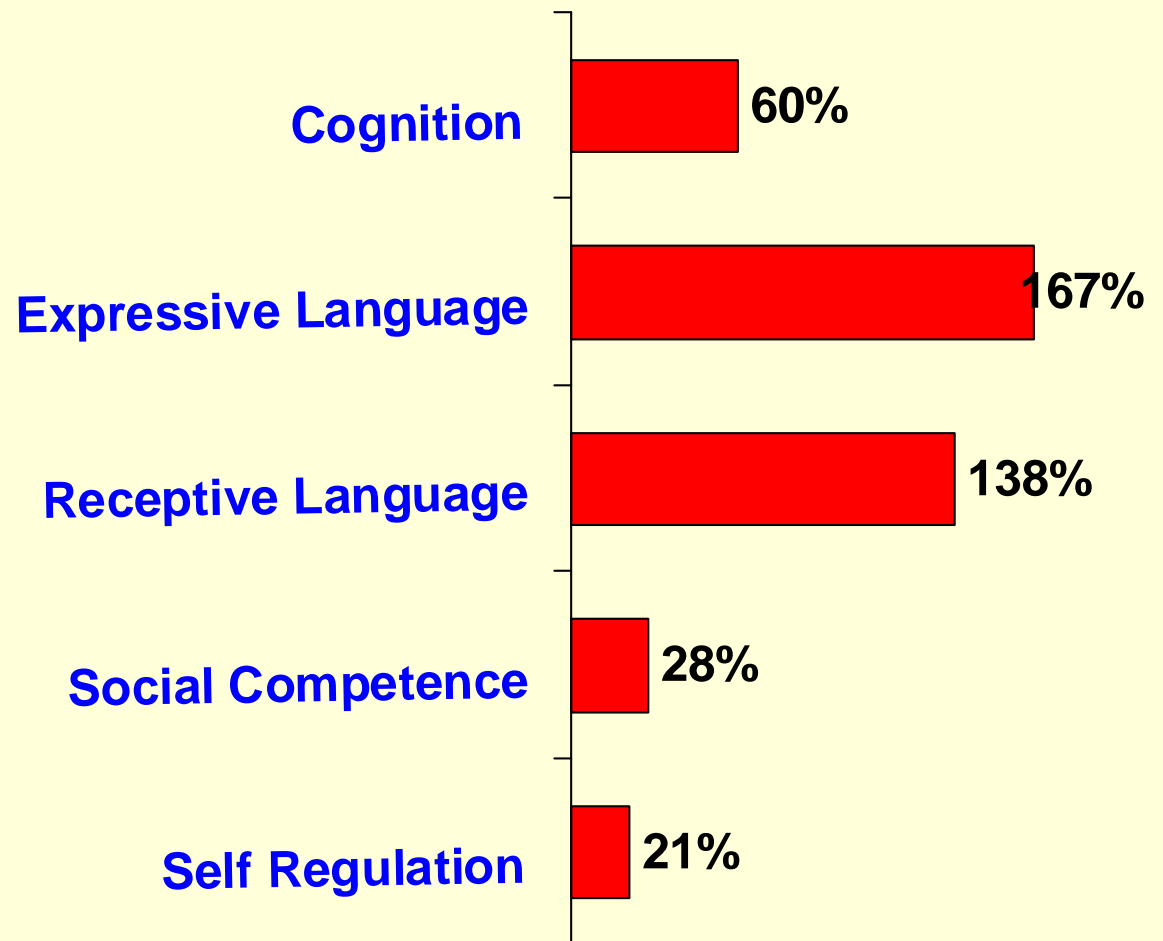
■ Teacher

■ Therapist

■ Parent

#1 Reason to Use Responsive Teaching: IT WORKS!!!

- 50 Children with Developmental Disabilities Including 20 Children with Autism/PDD
- MCA = 26 Months
- One Year of Weekly Parent-Child Intervention Sessions



Key to the Effectiveness of Responsive Teaching

- Mothers Learned to Use Responsive Teaching Strategies
- Responsive Teaching Strategies Helped Mothers Engage in More Responsive Interactions During Daily Routines with Their Children



Using The Maternal Behavior Scale to Identify Differences in Mothers' Interaction

Responsiveness

- **Sensitivity to Interest**

Awareness and understanding of child's activity or play interests

- **Responsivity**

Appropriateness and consistency of parent's responses to the child's behaviors

- **Effectiveness**

Ability of the parent to engage the child in the play interaction.

Using The Maternal Behavior Scale to Identify Differences in Mothers' Interaction

Directiveness

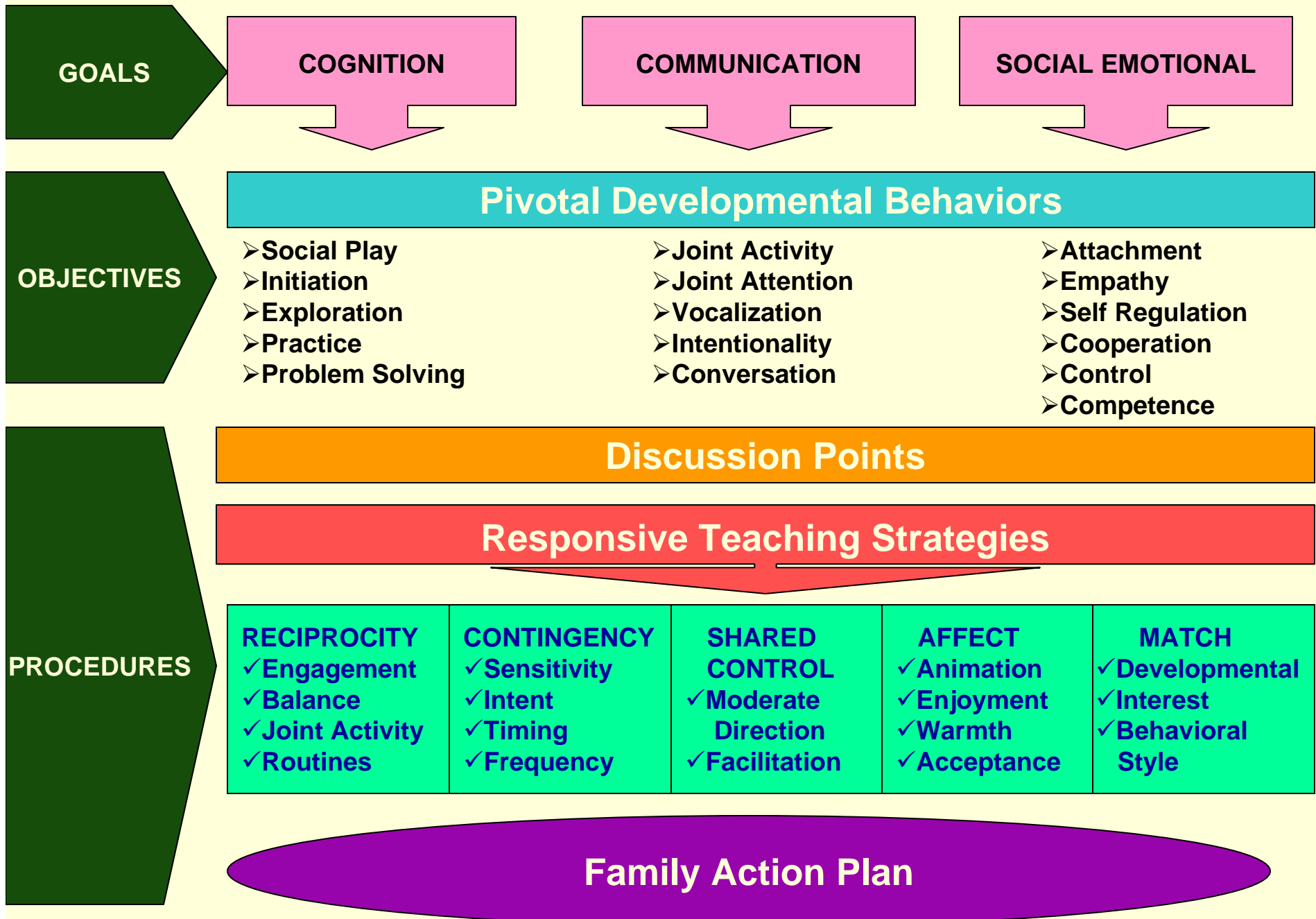
- **Pace**

The parent's rate of behavior considered independently of the child's behavior.

- **Directiveness**

The frequency and intensity of parent requests, commands, or other manners to direct the child's behavior

Responsive Teaching Strategies



GOALS

COGNITION

COMMUNICATION

SOCIAL EMOTIONAL

Pivotal Developmental Behaviors

- Social Play
- Initiation
- Exploration
- Practice
- Problem Solving

- Joint Activity
- Joint Attention
- Vocalization
- Intentionality
- Conversation

- Attachment
- Empathy
- Self Regulation
- Cooperation
- Control
- Competence

Discussion Points

Responsive Teaching Strategies

PROCEDURES

RECIPROCITY
 ✓ Engagement
 ✓ Balance
 ✓ Joint Activity
 ✓ Routines

CONTINGENCY
 ✓ Sensitivity
 ✓ Intent
 ✓ Timing
 ✓ Frequency

SHARED CONTROL
 ✓ Moderate Direction
 ✓ Facilitation

AFFECT
 ✓ Animation
 ✓ Enjoyment
 ✓ Warmth
 ✓ Acceptance

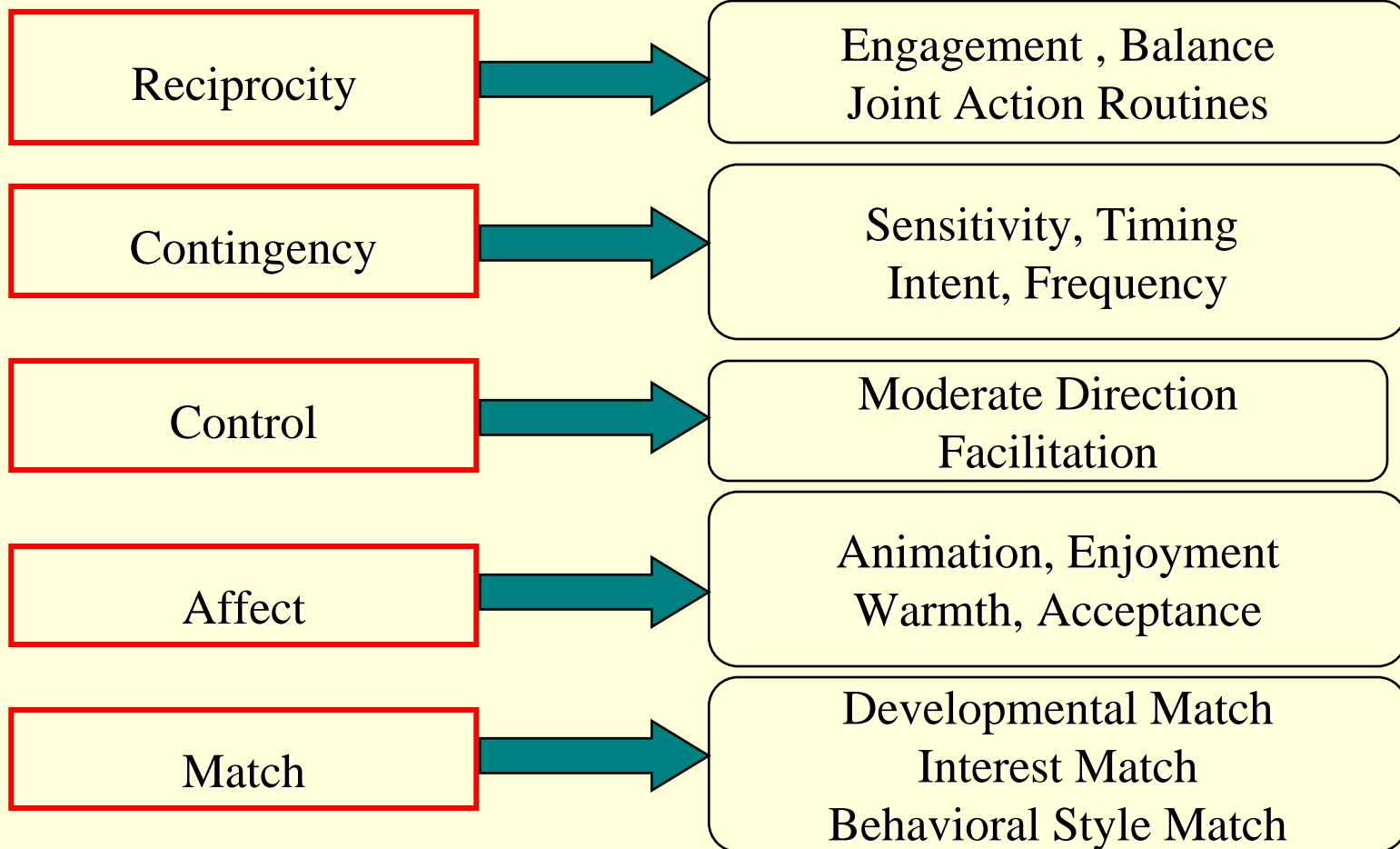
MATCH
 ✓ Developmental Interest
 ✓ Behavioral Style

Family Action Plan

What is Responsiveness

DIMENSION

STRATEGIES



How Do You Promote Responsiveness?

- Talk about the importance of responsiveness
- Model interacting Responsively with the child throughout a session
- Help parents deal with stress and other problems that may interfere with their interactions with their children
- Teach parents to use Responsive Teaching strategies
 - Learn by doing!!

Responsive Teaching Strategies

- RT strategies help adults think about, monitor and modify the way they interact with their children during routine encounters or play activities
- 66 Strategies
 - Organized according to the component of responsiveness that a strategy encourages parents to develop
 - Provide interventionists a variety of alternatives for helping parents interact more responsively with their children

RT Strategies that Promote Reciprocity

Responsive
Component

Reciprocity

Responsive
Dimension

Engagement

- Be physically available and interactive
- Play frequently together
- Get into my child's world
- Use mirroring/ parallel play to join activity
- Expect my child to interact

Balance

- Take one turn and wait
- Keep my child for one more turn than usual
- Play with sounds back and forth
- Get from my child as much as I give to my child
- Communicate less so my child communicates more

Joint Activity Routines

- Play face-to-face games without toys
- Sustain repetitive play or action sequences
- Join perseverative play (make it interactive)
- Play with child with toys
- Make a habit of communicating during Joint Activity Routines

RT
Strategies

RT Strategies that Promote Contingency

Responsive
Component

Contingency

Responsive
Dimension

Awareness

- Observe my child's behavior
- Take my child's perspective
- Be sensitive to my child's state

Timing

- Respond quickly to my child's signals, cries or nonverbal requests
- Respond immediately to little behaviors
- Discipline promptly and comfort

Intent

- Respond to unintentional behaviors "as if" they were meaningful conversation
- Accept incorrect word choice, pronunciation or approximations by responding to my child's intention
- Translate my child's actions, feelings, intentions into words
- Rephrase unclear vocalizations and word approximations
- Interpret noncompliance as a choice or lack of ability

Frequency

- Explore how responsive strategies can be used to enhance my child's participation throughout daily routines
- Encourage multiple caregivers to use responsive strategies

RT
Strategies

RT Strategies that Promote Shared Control

Responsive
Component

Responsive
Dimension

RT
Strategies

Shared Control

Moderate Direction

- Communicate without asking questions
- Imitate my child's actions and communications
- Give my child frequent opportunities to make choices

Facilitation

- Expand to show my child the next developmental step
- Expand to clarify my child's intention or develop my child's topic
- Wait silently for a more mature response
- Play for a purpose
- Change the environment

RT Strategies that Promote Affect

Responsive
Component

Affect

Responsive
Dimension

Animation

Enjoyment

Warmth

Acceptance

RT
Strategies

- Be animated
- Wait with anticipation
- Respond to my child in playful ways
- Be more interesting than my child's distractions
- Accompany communication with intonation, and nonverbal gestures

- Act as a playful partner (eye contact, face to face interaction)
- Interact for fun
- Turn routines into games
- Repeat activities my child enjoys

- Be physical but gentle
- Respond affectionately to child's cries and needs for attention
- Comfort my child when fussy, irritable or angry

- Value what my child is doing
- Treat my child's fears as meaningful and legitimate
- Accept whatever my child does
- Talk about the novel, funny and good things my child is doing

RT Strategies that Promote Match

Responsive
Component

Responsive
Dimension

RT
Strategies

Match

Developmental

- Interpret my child's behavior developmentally
- Know the developmental skills my child seems ready to learn
- Request actions that match my child's developmental level
- Act in ways my child can do
- Communicate the way my child communicates
- Have developmentally appropriate rules and expectations

Interest

- Read my child's behavior as an indicator of interest
- Follow my child's focus of attention
- Follow my child's lead

Behavioral Style

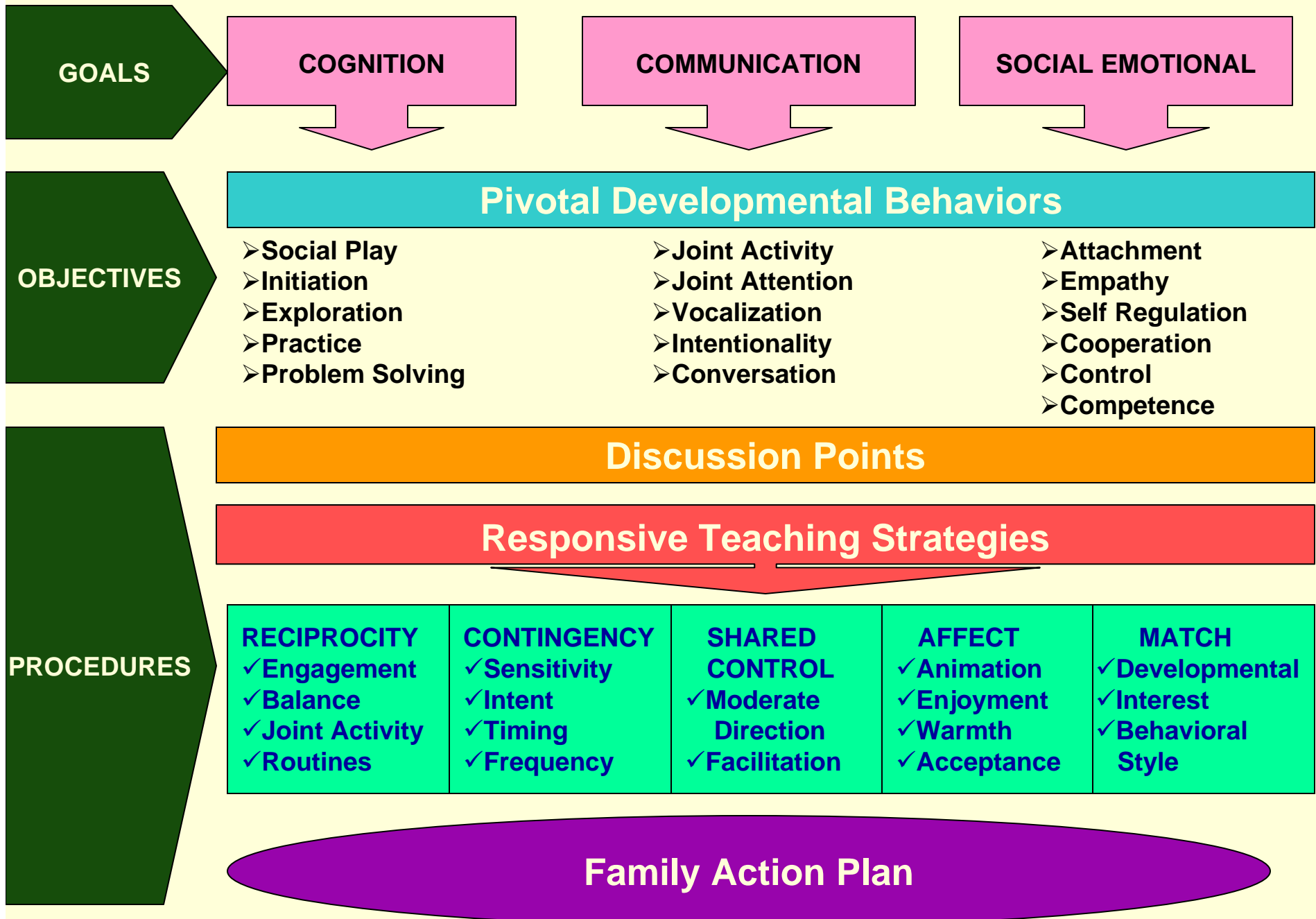
- Be sensitive to my child's sensations
- Observe how my child ordinarily engages in interaction
- Respond to my child's behavioral state
- Have expectations that conform to my child's behavioral style/
- Anticipate my child's reactions
- Match my child's interactive pace

Procedures for Teaching Responsive Teaching Strategies

- Explanation
- Demonstration
- Coaching
 - Requires a critical eye
 - Patience, Learn in Small Steps
- Practice
- Video Review
- Note: The Change Process

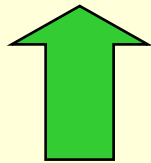
- Session Presenting a strategy

Intervention Goals and Objectives



Discrete Skills Developmental Model

Enhanced Child
Development



Directive/Didactic
Teaching



Discrete
Behaviors

Cognition
Communication
Socio-Emotional
Adaptive Functioning

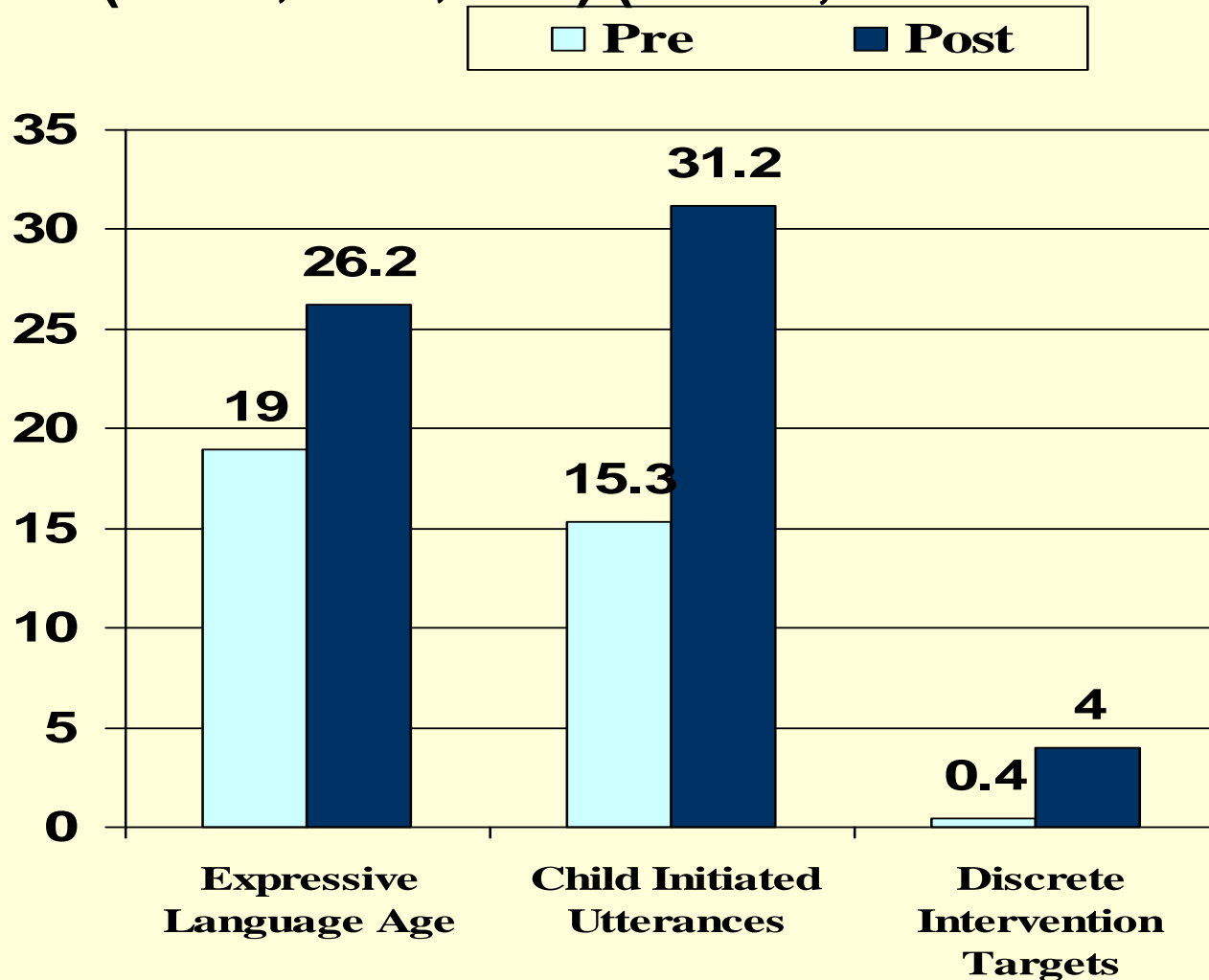
Modeling, Shaping
Prompting
Elicited Imitation
Rote Repetition

DEVELOPMENTAL SKILLS

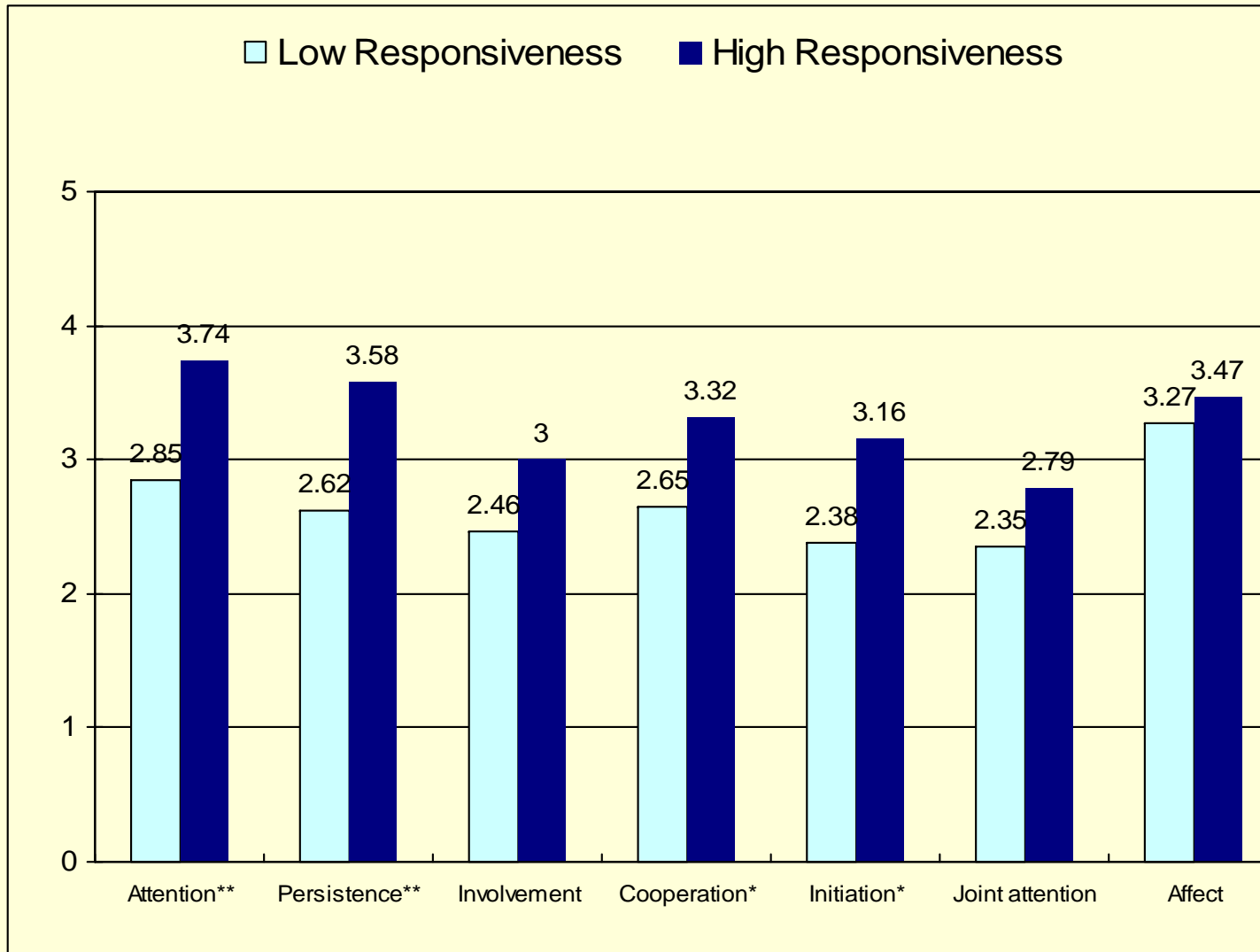
Cognitive Skills, Communication Skills
Social Skills, Behavioral Skills
Adaptive Behavior Skills

But Responsive Intervention Does Not Promote Discrete Skills

(Kaiser, et. al., 1996) (N = 11, MCA = 39.9 months)



Maternal Responsiveness Promotes Children's Engagement (Infant-Toddlers, n=45)



Responsive Teaching Strategies Promotes Pivotal Developmental Behaviors

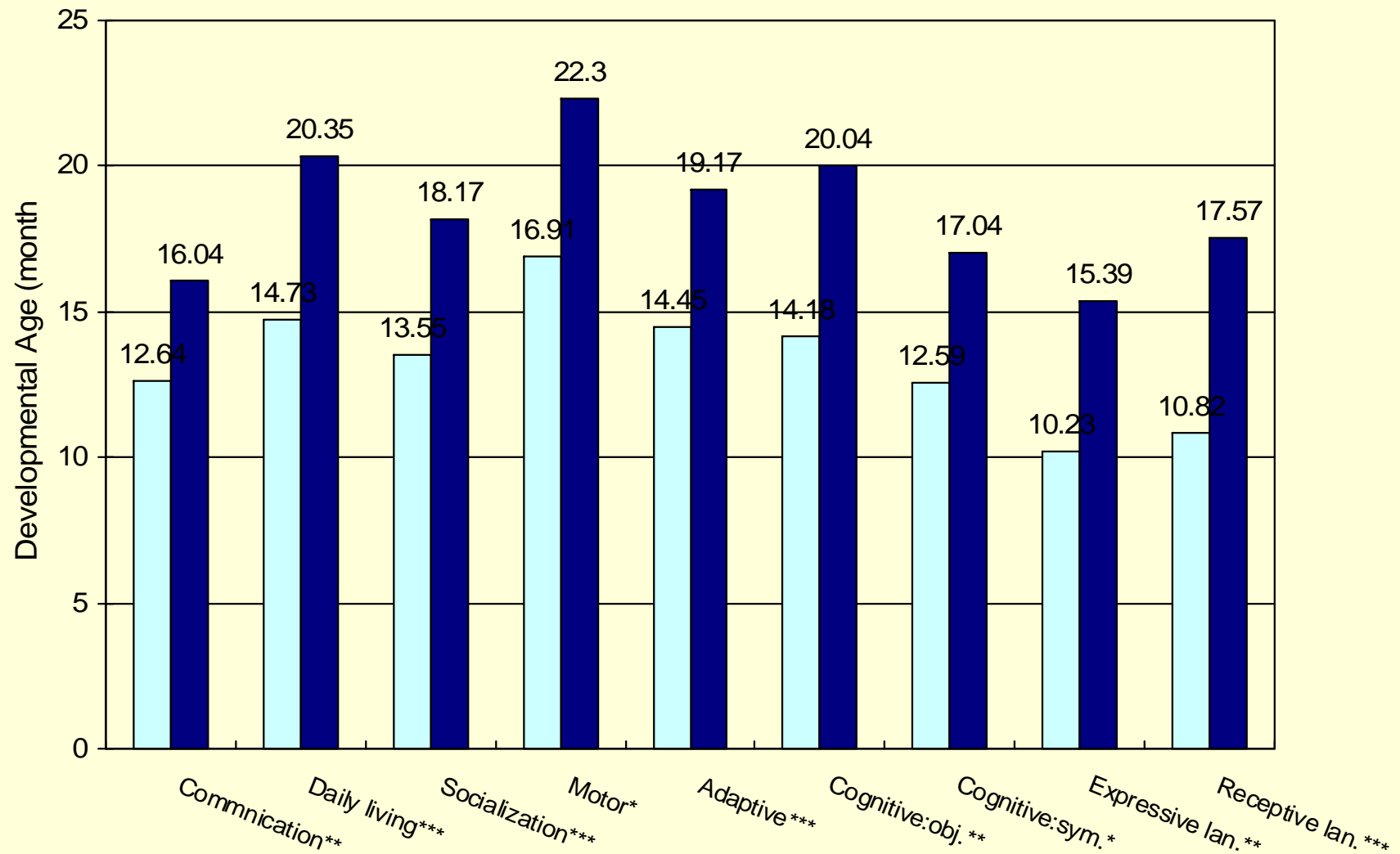
- Pivotal behaviors are “behaviors that are central to wide areas of functioning such that a change in the pivotal behavior will produce improvement across a number of behaviors”. (Koegel, Koegel & Carter, 1999 p. 577, [School Psychology Review](#))
 - Learning Processes
 - Learning Habits.

Relationship of Children's Pivotal Behavior to Their Developmental Competence

- Pivotal behaviors should enable children to learn a large repertoire of discrete developmental skills.
- Developmental tests measure children's competence by assessing their ability to perform a range of discrete skills
- Associations between children's "pivotal skills" with developmental measures would validate their "pivotal" nature.

Children's Pivotal Behavior is Highly Associated with Their Developmental Competence

□ Low Pivotal Behavior ■ High Pivotal Behavior



Responsive Interaction Promotes Pivotal Behaviors For Multiple Developmental Domains

Learning (Cognition)

- **Social play**
- **Child Initiation**
- **Exploration/ Manipulation**
- **Problem Solving**
- **Practice**

Communication

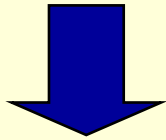
- **Joint Activity**
- **Joint Attention**
- **Vocalization**
- **Intentionality**
- **Conversation**

Socio-Emotional Functioning

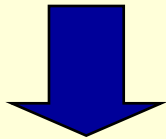
- **Trust/Attachment**
- **Empathy**
- **Cooperation**
- **Self Regulation**
- **Control**
- **Self Confidence**

Responsive Teaching Promotes Pivotal Behaviors That Enable Children To Learn Developmental Skills

**Responsive
Teaching
Strategies**



**Pivotal Behavioral
Objectives**



**Child Development
Outcomes**

**Reciprocity, Contingency
Shared Control Affect, Match**

COGNITIVE BEHAVIORS

Social Interaction

Exploration/Manipulation

Initiation

Problem Solving

Practice/Repetition

COMMUNICATION BEHAVIORS

Joint Activity

Joint Attention

Vocalization

Intentionality

Conversation

SOCIO-EMOTIONAL BEHAVIORS

Attachment/Trust

Empathy

Cooperation

Self Regulation

Control

Self Confidence

**Cognition, Communication
Socio-Emotional,**

Role of Pivotal Behaviors in Responsive Teaching

- Pivotal behaviors, NOT DISCRETE SKILLS, are the Intervention Objectives that are Targeted in Responsive Teaching
- Parents asked to use RT Strategies
 - To promote pivotal developmental behaviors that are related to the child's developmental needs
 - NOT to change their style of interaction
- The discrete skills listed on developmental tests are used to evaluate children's progress in Responsive Teaching

RT Discussion Points

GOALS

COGNITION

COMMUNICATION

SOCIAL EMOTIONAL

OBJECTIVES

Pivotal Developmental Behaviors

- Social Play
- Initiation
- Exploration
- Practice
- Problem Solving

- Joint Activity
- Joint Attention
- Vocalization
- Intentionality
- Conversation

- Attachment
- Empathy
- Self Regulation
- Cooperation
- Control
- Competence

PROCEDURES

Discussion Points

Responsive Teaching Strategies

RECIPROCITY ✓Engagement ✓Balance ✓Joint Activity ✓Routines	CONTINGENCY ✓Sensitivity ✓Intent ✓Timing ✓Frequency	SHARED CONTROL ✓Moderate Direction ✓Facilitation	AFFECT ✓Animation ✓Enjoyment ✓Warmth ✓Acceptance	MATCH ✓Developmental Interest ✓Behavioral Style
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Family Action Plan

Discussion Points Link RT Strategies to Children's Pivotal Behavior

- Used as Discussion Guides
- Educate parents About the Role Pivotal behaviors Play in Children's Development
- How Responsiveness promotes Children's Use of Pivotal Behaviors
- DP's are critical to helping parents incorporate RT strategies into their routine interactions with their children

Discussion Points for Cognitive Pivotal Behavioral Objectives

Pivotal
Behavior
Objective

Social Play

RT
Discussion
Points

- Children's play with adults is critical for promoting their developmental growth
- Cognitive learning is a two person, dyadic process
- By themselves children can only learn information they discover accidentally
- Adults scaffold children's involvement in play
- Adults enhance children's play by providing new information related to their current activities
- Adult responses to children's play activities enable children to learn the social consequences of their actions.
- Adults challenge children's thinking by occasionally mismatching children's play expectations/intentions

Pivotal
Behavior
Objective

Initiation

RT
Discussion
Points

- Child-initiated behavior is the hallmark of active learning
- The play behaviors children initiate on their own reflect their current level of thinking, understanding and reasoning
- Cognitive learning takes place whenever children are alert and active.
- All children initiate developmentally meaningful behaviors
- The idea that children learn through their routine, self initiated activities contrasts with many of developmental and therapeutic activities
- The type of toys and ways that adults ask children to use them can impact children's use of active learning strategies
- Children are likely to respond to information, guidance, or direction related to activities that they have initiated
- Children are likely to attend longer when adult interactions focus on actions or activities that children themselves have initiated

Discussion Points for Cognitive Pivotal Behavioral Objectives (Cont)

Pivotal
Behavior
Objective

Exploration

RT
Discussion
Points

- Exploration is the basis for discovery learning
- Knowing and understanding are multi-dimensional/multi-modal tasks
- As children's cognitions change, they rediscover new possibilities
- Similar concepts can be learned through a variety of experiences
- Exploration is child initiated - not a guided tour
- Curiosity is a critical tool for learning
- Play provides children opportunities to explore

Pivotal
Behavior
Objective

Problem Solving

RT
Discussion
Points

- Problem solving: persisting in the face of challenge
- Problem solving means learning what does not work as well as what works
- Situations become problems when they obstruct children from what they want
- Obstruction: the bigger they are the faster they quit
- Collaborate in children's problem solving by following their reasoning
- Interact with children to generate solutions
- Become children's partner, not solution, for their problems

Discussion Points for Cognitive Pivotal Behavioral Objectives (Cont)

Pivotal
Behavior
Objective

Practice

RT
Intervention
Topics

- Practice provides children the opportunity to master and determine the uses of behaviors
- To acquire a new developmental behaviors or ways of thinking children must give up old behaviors and ways thinking
- Repetition and practice are the most common features of children's play
- Children with developmental problems do not practice/repeat deficient behaviors
- Children cannot be stopped from practicing/repeating the developmental behaviors they naturally want to do
- Children do not spontaneously practice and rehearse behaviors that they learn through directed instruction

Discussion Points for Communication Pivotal Behavioral Objectives

Pivotal Behavior Objective

RT Intervention Topics

Joint Activity

- Children's early social interactions are their first conversations
- Children with language delays are often delayed in nonverbal communication
- Communication is an advanced level of social interaction: children must be actively involved in joint activity to learn to communicate
- In joint activity children and adults (a) interact equally and (b) have a common focus of attention
- Joint activities do not always need to involve toys; parents can be children's most effective toy
- Joint activity is a persistent life style - not just occasional games or activities.
- The longer children remain engaged in joint activities, the more sophisticated their communication will become
- Children must learn 'to give' in order 'to get'.
- Physical and sensory play are more effective at promoting joint activity than

Pivotal Behavior Objective

RT Intervention Topics

Joint Attention

- Children learn the meaning of language by using context and nonverbal cues to decipher the relationship to the feelings, observations, objects or actions these words refer to.
- Children make eye contact with parents when parents persist at making eye contact with them.
- Children attend to their parents when parents are attentive to their children's activity
- Children learn to follow their parents' focus of attention when parents use multiple cues to direct their attention.
- Children learn to direct their parents' attention by controlling their behavior
- It takes time for children to learn to develop joint attention.

Discussion Points for Communication Pivotal Behavioral Objectives (Cont)

Pivotal
Behavior
Objective

Vocalization

RT
Discussion
Points

- Sound production evolves from practicing vocalization.
- Children must make sounds before they will speak.
- Quiet babies make quiet adults who make quieter children
- Children may be quiet when they have motor impairments that impede their ability to make sounds
- Vocalization (Vocal Play) leads to more conventional sound production
- Children develop oral-motor skills most effectively in social communicative contexts, not in rote, repetitive drills.

Pivotal
Behavior
Objective

Intentionality

RT
Discussion
Points

- Intentional communication occurs when children get others to understand their feelings, needs and observations
- The first step toward becoming an intentional communicator is understanding that gestures and vocalizations can be used to express feelings and needs.
- Children become intentional communicators to the degree that their early nonverbal behaviors have effects on others
- Children's early communications do not have to be understood, only responded to.
- Children's first words describe their actions, experiences and nonverbal communications.
- Children learn words and language rapidly as they discover how they help them communicate more effectively

Discussion Points for Communication Pivotal Behavioral Objectives (Cont)

Pivotal
Behavior
Objective

Conversation

RT
Intervention
Topics

- Children who have language but rarely use it in conversations need to have frequent interactions to learn to converse.
- Children will converse longer and more frequently when adults respond to their intentions rather than correct their speech or language.
- Children are more likely to have conversations in situations that are enjoyable, interesting and related to what they know.
- Communicating for needs is not sufficient to build a habit of conversation
- Every interaction is an opportunity to practice and learn to have conversations
- Children will become conversational when others speak to them more in ways they can speak than in ways they can only understand
- Children practice language by talking to themselves; joining a child's self talk is a good way to help him learn.
- Asking children to imitate and testing them with questions can interfere with their becoming conversational

Discussion Points for Social Emotional Pivotal Behavioral Objectives

Pivotal
Behavior
Objective

Trust/Attachment

RT
Discussion
Points

- Attachment refers to children's dependency on their mothers, fathers and other primary caregivers
- Children's attachment is manifested by their seeking out and trusting their parents and other primary caregivers
- Children's attachment relationship with their parents/ primary caregivers predicts their social emotional functioning later in life
- Disrupted attachment relationships will affect children's social emotional behavior
- Fathers and other primary caregivers play a critical role in children's attachment formation
- Children's attachment relationship with adults is dependent upon the degree to which adults engage in warm and responsive interactions with them
- Children who are attached to highly responsive adults learn to function independently in later childhood
- Children's attachment behaviors progress through predictable developmental stages
- Parents promote children's independence by comforting them at times of separation distress
- Attachment - prerequisite to effective discipline

Pivotal
Behavior
Objective

Empathy

RT
Discussion
Points

- Effective social relationships occur when children become capable of sharing emotional states with others
- Children learn how to react emotionally from their parents/caregivers
- Eyes, facial displays, body gestures: windows to children's feelings/emotions
- Intersubjectivity: setting the stage for children's emotional reactions
- The more sensitive adults are to children's affective cues, the more reactive children become to adults' emotions
- Depressed mothers have depressed babies: animated mothers have animated babies.

Discussion Points for Social Emotional Pivotal Behavioral Objectives (Cont)

Pivotal Behavior Objective

Cooperation

RT Discussion Points

- Children learn to be cooperative when they are successful at complying with requests made by their parents or others
- Failure to cooperate: one of the major forms of misbehavior
- Children will comply successfully with their parents' requests when parents ask them to do things that are within their current range of ability
- Children are more likely to comply with their parents' requests when parents ask them to do things are related children's immediate interests
- Children will comply more often to their parents' requests when parents reduce the number of requests they ask their children to do
- Children are more likely to comply with adults' requests, when adults engage in frequent reciprocal interactions with them
- Gain my child's cooperation by giving him/her frequent opportunities to make choices
- Transitions are often difficult for children to cooperate with. Parents can reduce the stress of children's transitions

Pivotal Behavior Objective

Self Regulation

RT Discussion Points

- Self regulation - learning to cope with emotions
- Children develop their coping skills with time
- Children's behavioral style or temperament plays a major role in the ease with which they learn to self regulate
- Tantruming: children's reaction to stress/frustration
- Children do not tantrum just to get their way
- Comfort and acceptance help children learn to soothe themselves
- Parental anger aggravates children's frustration
- Parents are most successful at managing their children behavior when they expect them to react according to their temperament or behavioral style
- Give children room to react

Discussion Points for Social Emotional Pivotal Behavioral Objectives (Cont)

Pivotal
Behavior
Objective

Feelings of Competence

RT
Discussion
Points

- Children's ability does not determine how they feel about themselves
- Even at early ages children form internal models of who they are.
- Children feel good about themselves when we express pleasure/take delight in what they do.
- Success breeds feelings of competence; failure breeds feelings of incompetence
- Children fail when they are unable to do what they are asked to do.
- Long-term learning is dependent more on how children feel about themselves than on specific skills and behaviors that are taught them
- Children who feel competent confront challenges and assert themselves in cognitive and social tasks

Pivotal
Behavior
Objective

Feelings of Control

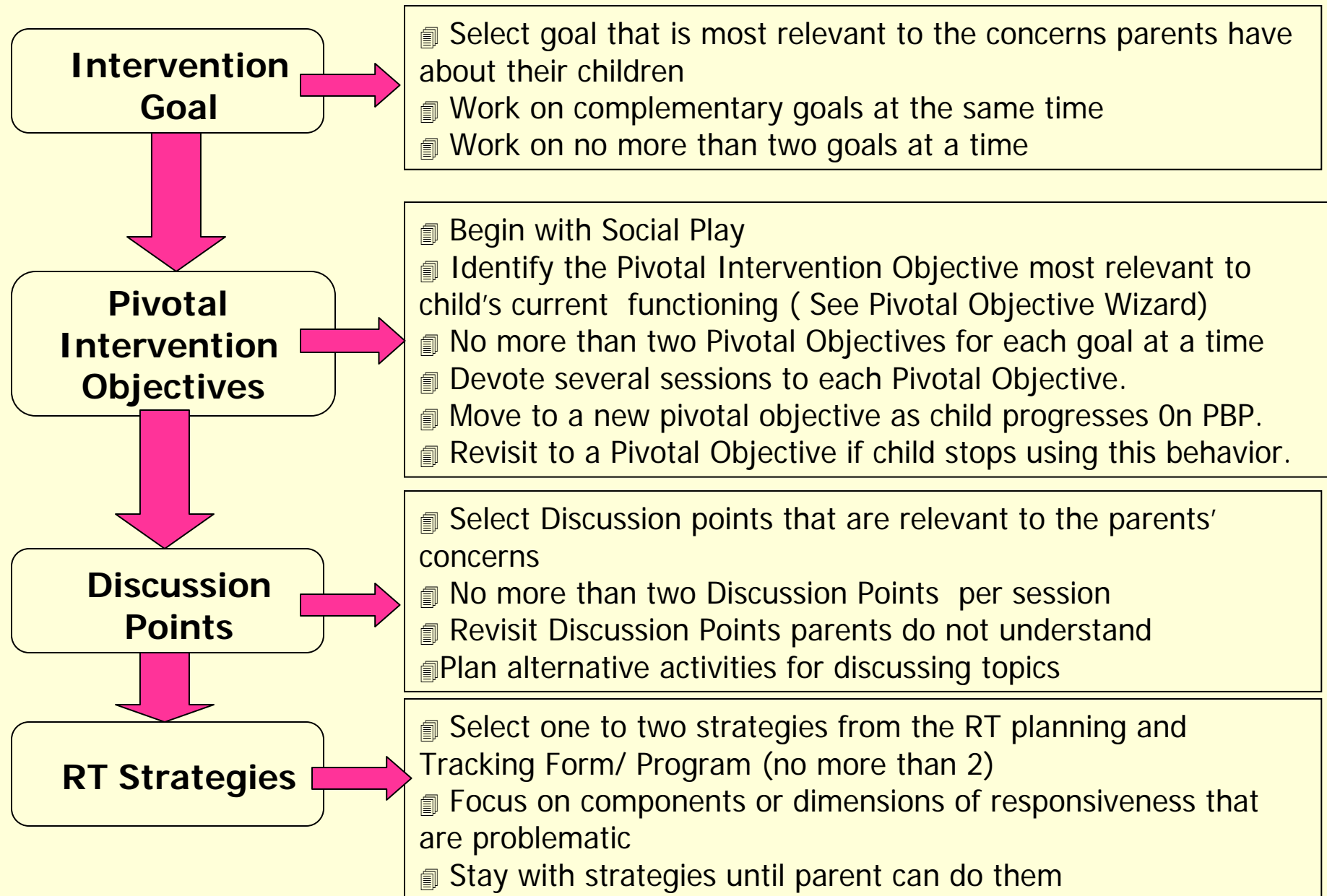
RT
Discussion
Points

- Children have a basic need to control their environment
- Children learn to control by controlling others
- Children have no choice if parents always tell them what to do
- How young children make choices
- Activities that children choose are just as important as those that parents choose
- Learned helplessness-not feeling able to control
- Children with high feelings of control confront challenges

Planning and Tracking

- Planning is critical for effective intervention
- Planning should be done prior to each intervention session
 - What you do is based upon
 - Capacity of parent to learn and change
 - The unique developmental needs of the child
- **Do Not** over-load parents with information
- Make sure that parents learn something new each intervention session
- Track progress of parent and child
- Plans are made to be broken

RT Intervention Planning: A Menu Based System

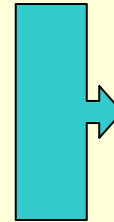


Intervention Goals Address Common Parent- Identified Outcomes For Their Children

Parent Outcome

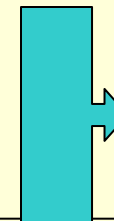
Intervention Goal

“I want my child to be normal/catch up”.
“I want my child to learn what he needs for school”.
“I want my child to play meaningfully”.
“I want my child to learn colors shapes, letters, numbers”.
“I want my child to learn to share”



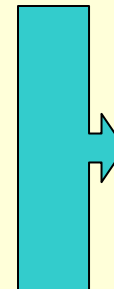
Cognition

“I want my child to recognize me”
“I want my child to make her needs known to me”.
“I want my child to talk/ learn words”.
“I want my child to have conversations with me”.
“I want my child to speak so others can understand her”.



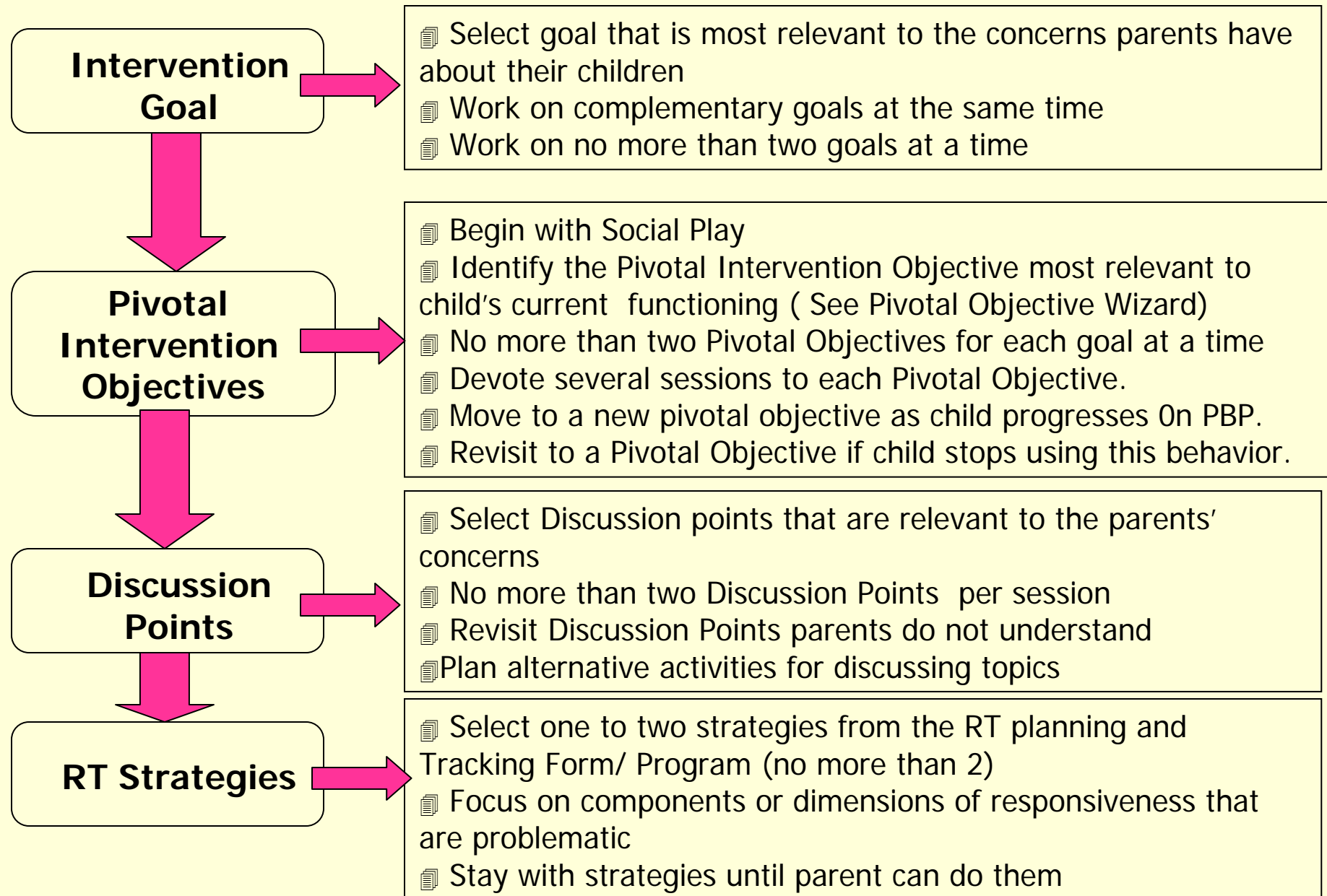
Communication

“I want my child to stop fussing/crying/tantruming”.
“I want my baby to obey me”.
“I want my baby to go to bed at a decent hour”
“I want my child to behave in the restaurant /at church/ at my relatives home”.
“I want my child not to hit/bite”.
“I want my child to act independently”
“I want my child to be more active”



Socioemotional

RT Intervention Planning: A Menu Based System



Pivotal Behavior Wizard

Cognition

Child's Behavior

Intervention Objective

- does not have frequent episodes of one to one play with parents and other caregivers
- does not stay engaged long in play and other interactive episodes with parents and caregivers
- engages in play routine with parents and others that are more task oriented than playful and fun

- can sustain reciprocal interactions with adults, but usually waits for the adult to decide what to play with or how to play.
- chooses what to play with and/or how to play less than half of the time that the child plays with an adult

- plays with very few toys or materials
- seldom varies what he does with toys or materials
- shows little if any interest in any of the features of objects (e.g., shape, texture, parts)
- shows little interest in objects, people or novel occurrences in the environment

- seldom repeats developmental skills that are within his range of capabilities.
- does not have access to toys or materials he enjoys
- is often encouraged to produce behaviors that are beyond his current level of functioning
- gives up easily whenever he encounters an obstacle

- seeks the assistance of adults whenever he has difficulty doing something during play
- tries to solve problems as they arise, but becomes quickly frustrated when he is unable to solve them
- avoids engaging in activities that may be difficult

Social Play

Initiation

Exploration

Practice

Problem Solving

Pivotal Intervention Objective Wizard

Communication/Language

Child's Behavior

Intervention Objective

- ➔ does not engage in frequent one to one social interactions throughout the day
- ➔ does not stay engaged in social interaction with parents and caregivers more than briefly
- ➔ has few opportunities to engage in interactive routines with parents that are playful, fun and predictable

- ➔ engages in joint activities but seldom directs parents' attention other than to get their needs met
- ➔ maintains eye contact with the parent and or other adults for longer than a few seconds at a time.
- ➔ unable to follow his parents' nonverbal and verbal directional cues (e.g., eye gaze, pointing/ gesturing)
- ➔ capable of directing and following the parent's focus of attention but seldom does it

- ➔ seldom uses vocalizations or language to interact
- ➔ makes his own special sounds but few conventional speech sounds
- ➔ is extremely quiet most of the time
- ➔ is difficult to understand

Joint Activity

Joint Attention

Vocalization

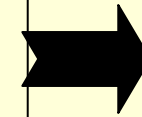
Pivotal Intervention Objective Wizard

Communication/Language (cont.)

Child's Behavior

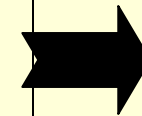
Intervention Objective

- uses nonverbal cues to express feelings or needs
- jargons, babbles or uses words by himself but not with others
- jargons and babbles while interacting with others
- vocalizes but only occasionally uses vocalizations to communicate intentions (e.g., have effects on) to others
- understands a considerable amount of language, but primarily uses nonverbal communication rather than words to communicate
- knows several words but either seldom uses them to communicate his intentions or uses them only in a very restricted way
- uses a combination of words and jargon to communicate



Intentionality

- uses words and jargon to interact with people
- is rapidly acquiring new words
- is starting to put words together to form two, three and longer word utterances
- has several words but seldom stays engaged with adults for more than a few conversational turns
- communicates to get his needs met, but seldom for other reasons
- actively attempts to involve parents and others in his play even though his language is limited
- is interested in communicating elaborate sequences or observations but lacks the language to do it



Conversation

Pivotal Intervention Objective Wizard

Social Emotional Functioning

Child's Behavior

Intervention Objective

- ➔ is not responsive to his primary caregivers
- ➔ seldom initiates contact with his primary caregivers
- ➔ avoids interacting with his primary caregivers
- ➔ appears tense and anxious when he is with his primary caregivers
- ➔ child does not respond to parents' discipline

- ➔ seems unaware or unaffected by the emotions of people around him
- ➔ has unusual emotional reactions
- ➔ generally has a flat affect
- ➔ seems quiet, depressed or withdrawn
- ➔ seldom expresses his feelings whether by crying or smiling/laughing

- ➔ cries with minimum provocation
- ➔ cries frequently and for long periods
- ➔ has difficulty with transitions from one activity to another
- ➔ has difficulty adjusting to new people
- ➔ tantrums frequently

- ➔ does not actively participate in routine child care activities (dressing, eating) with parents
- ➔ does not allow primary caregivers to become involved in his play
- ➔ leaves interactions whenever primary caregivers ask him to do something
- ➔ has difficulty conforming to his parents' expectations
- ➔ reacts negatively to many of his caregivers' requests to do something
- ➔ has difficulty playing with other children

Attachment/
Trust

Empathy

Self
Regulation

Cooperation

Pivotal Behavior Objective Wizard
Social Emotional Functioning (cont.)

Child's Behavior

**Intervention
Objective**

- is often described by his parents in terms of what he cannot do rather than what he can do
- is hesitant and uncertain
- is dissatisfied with his efforts and accomplishments
- seldom asks others to notice what he is doing
- gives up in the face of challenge

- seldom chooses what to do
- usually looks to adults for guidance or direction
- seems hesitant to initiate activities with others
- remains quiet or unoccupied unless someone tells/shows him what to do

Feelings of
Competence

Feelings of
Control

Assessing Children's Progress

The pivotal behaviors that have been selected as the child's intervention objectives are assessed with the Pivotal Behavior Profile at the following points:

- ✓ The first time an intervention objective is introduced;
- ✓ At two to four week intervals during the period that intervention is addressing this behavior;
- ✓ A minimum of every three months after this behavior is no longer addressed during intervention.

Pivotal Behavior Profile: Social Play

Do I play reciprocally with a partner across many situations?

Is my play characterized by a “give-and-take” in which I contribute as much to the activity as my partner?

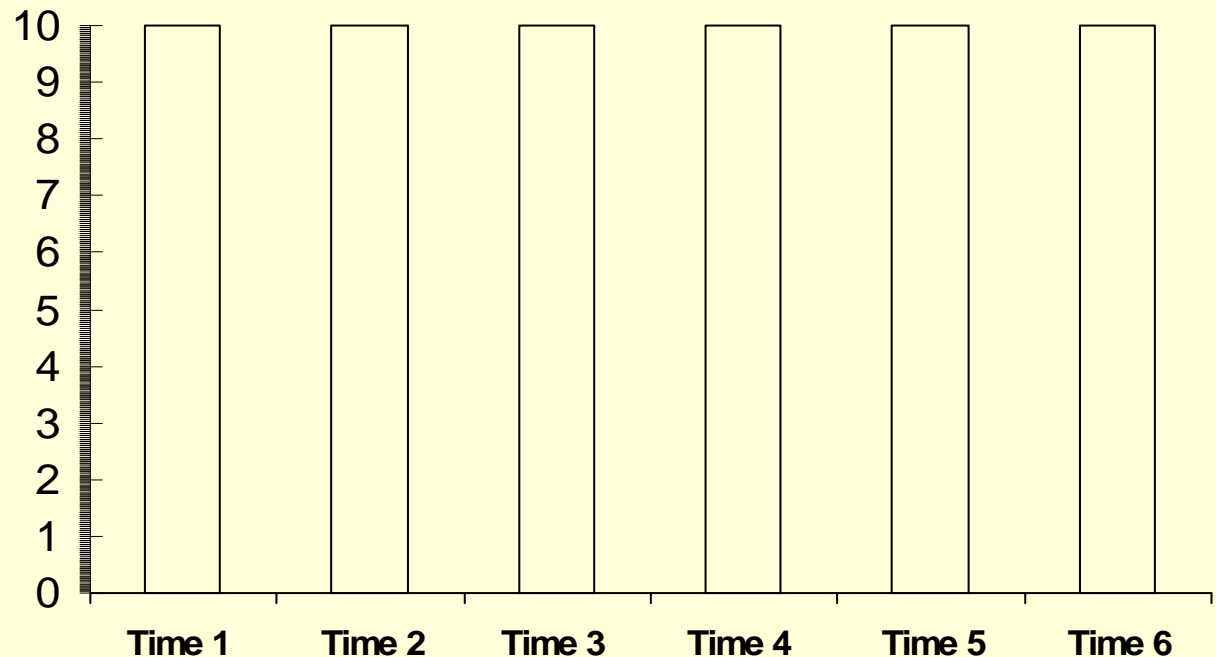
Am I aware of my partner's activity during play?

How am I doing?

10 - Very High - I almost always engage in mutual play activities. My play can be characterized as reciprocal interaction in which I both observe the other person's behavior and contribute to the activity when it is my turn.

5 -- Moderate – Sometimes I am interested in play with other partners and I engage in reciprocal interaction about half the time with them. I make face-to-face contact and attempt other types of communication at least half of the time I am with them. My partner and I each contribute to a joint activity at least half of the time.

1 - Very Low - I never include others in my play. I prefer to play alone or in parallel with my partner. I ignore my partner in parallel play and am usually unaware of my partner's attempts to play with me.



Pivotal Behavior Profile: Initiation

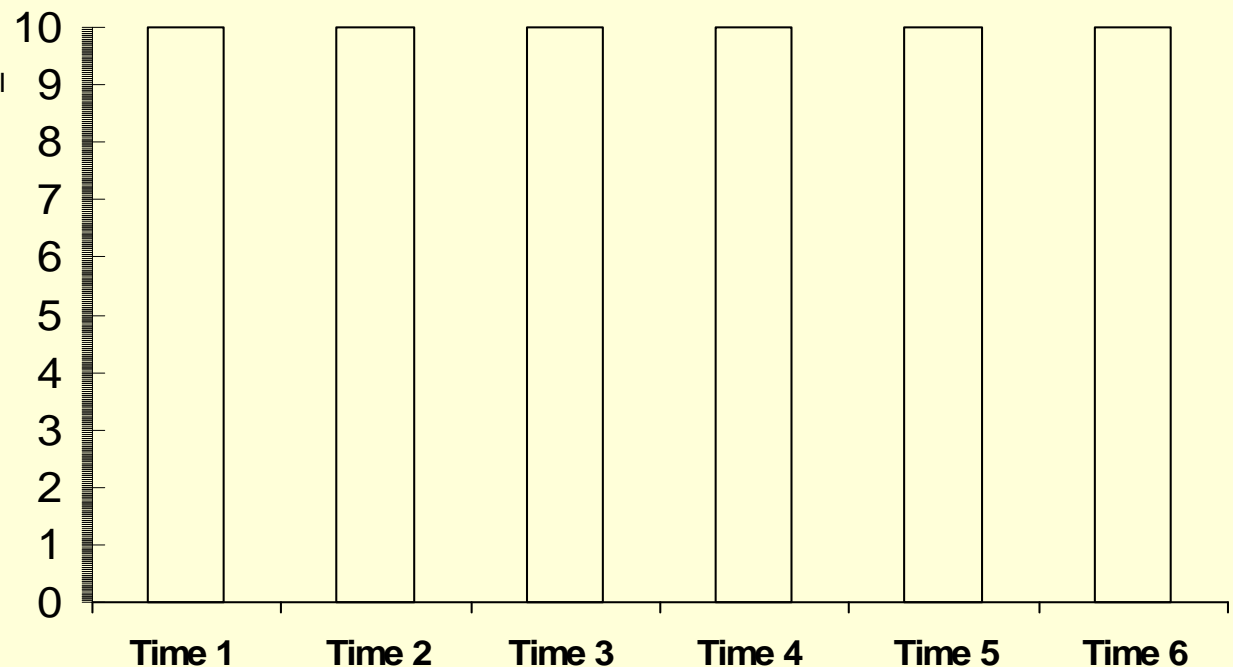
Do I start activities on my own, or do I always follow others' lead? Am I active in choosing the nature and direction of an activity? Do I initiate communications, start new games, change my activities with the same toys. Do I attempt new activities without being prompted by my partner?

How am I doing?

10- Very High - I continually initiate activities when I am playing. I have my own agenda and I usually insist on following it. I rarely play a passive role while playing with others.

5 - Moderate – About half of the time I try to initiate activities. However, there are also several periods of time during which I am passive, uninvolved, or play primarily by responding to my partner's suggestions, requests, or play agenda.

1 - Very Low - I never begin an activity on my own. I tend to be very passive and inactive during social play, or I only engage in activities when others take the lead and tell me what to do.



Pivotal Behavior Profile: Joint Attention

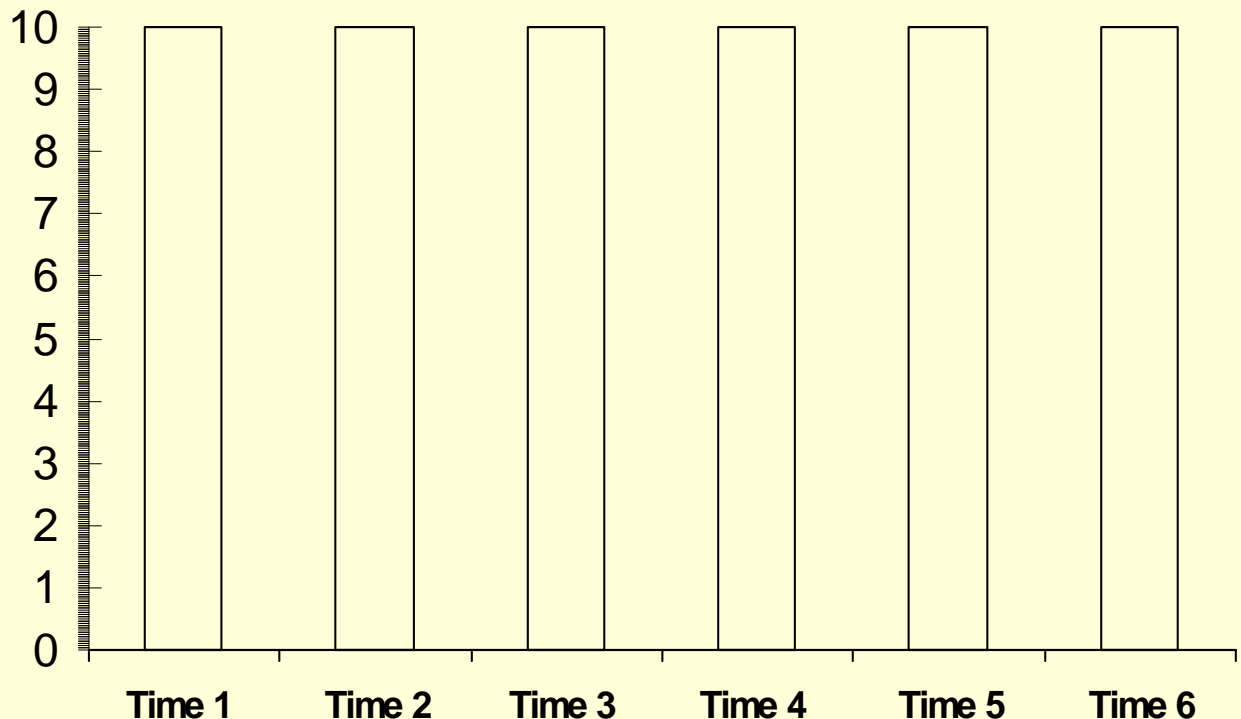
Do I have frequent bouts of eye-contact and other sharing behaviors such as vocalizations with my partner? Do I try to show my partner what I want or what I am interested in by using words, vocalizations, gestures, or looking? Do I follow the gestures, facial displays, eye gaze or the other communications my partner uses to direct my attention?

How am I doing?

10- Very High - I have frequent and lengthy bouts of joint attention with my partners. I make frequent eye contact and I respond to the cues they use to guide or direct my attention. I also frequently share my experiences by showing or offering toys or objects or by using nonverbal signals or words to direct my partner's attention.

5 - Moderate – About half of the time I make eye contact with my partner, referencing her/him for affirmation, cues or information. I have periods in which I engage in eye-contact or other sharing behaviors, but I equally likely to have periods of inattention.

1 - Very Low - I rarely make eye contact or attempt to gain the attention of my partner. I usually focus only on my own behavior without referencing my partner to gauge reactions or read cues. I generally do not respond to my partner's attempts to direct my attention. I may physically bring things to get my partner to understand my needs or interests.



Pivotal Behavior Profile: Cooperation

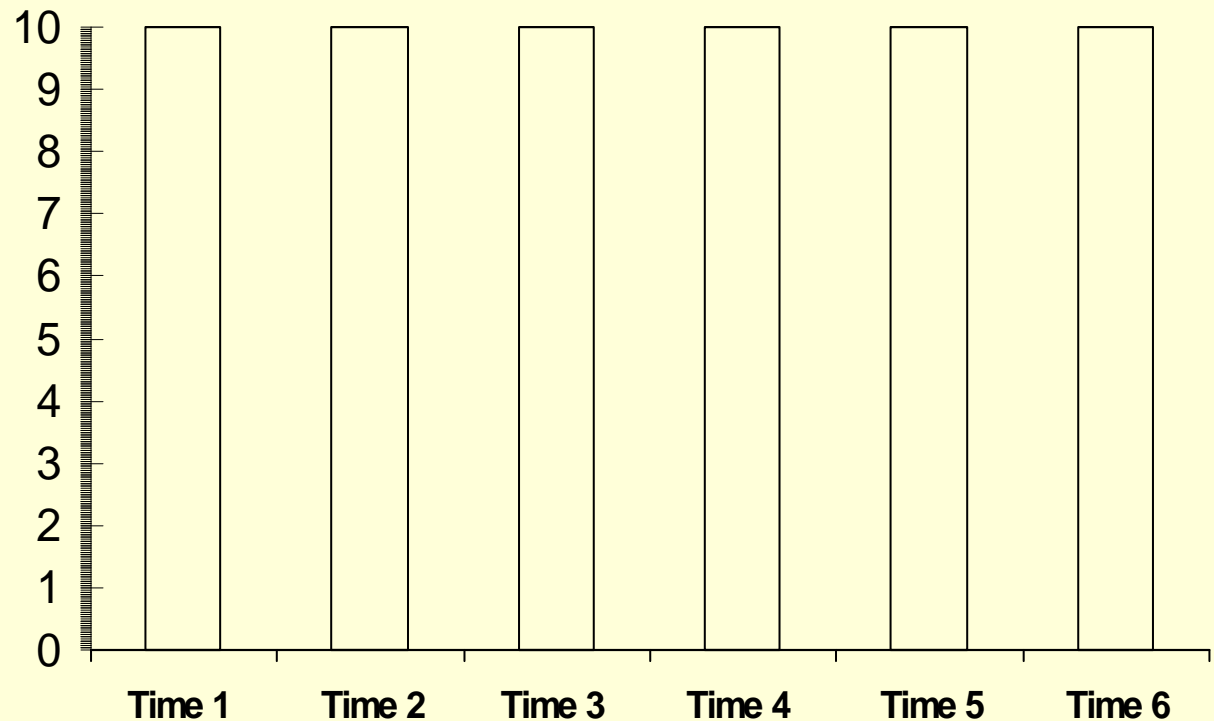
Do I comply with my partner's requests or suggestions and collaborate in working together with them for definite purposes. Do I consistently make an effort to do what my partner asks? Do I respond quickly to my partners' suggestions

How am I doing?

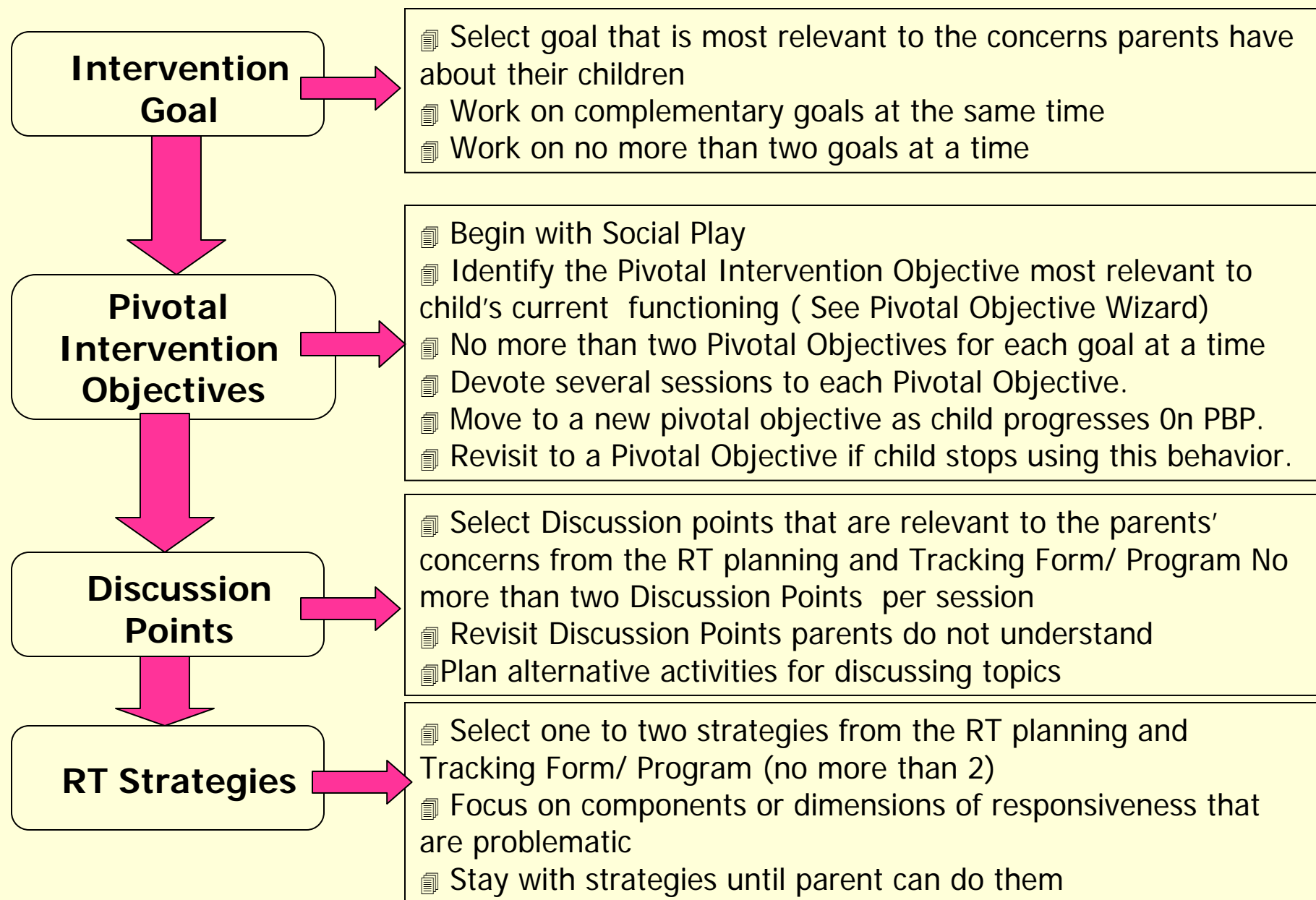
10- Very High - I consistently attempt to comply with my partners' requests or suggestions. I understand what is expected of me and I rarely refuse to do the desired behavior. I am happy and enjoy myself when I am able to do what is asked or expected of me. I rarely resist my partners' requests, and when I do it is caused by circumstances such as tiredness or an unfamiliar environment.

5 - Moderate – I cooperate with my partners' requests or suggestions about as often as I do not cooperate. I may be resistant to an activity at first, and then cooperate when my partner becomes more insistent.

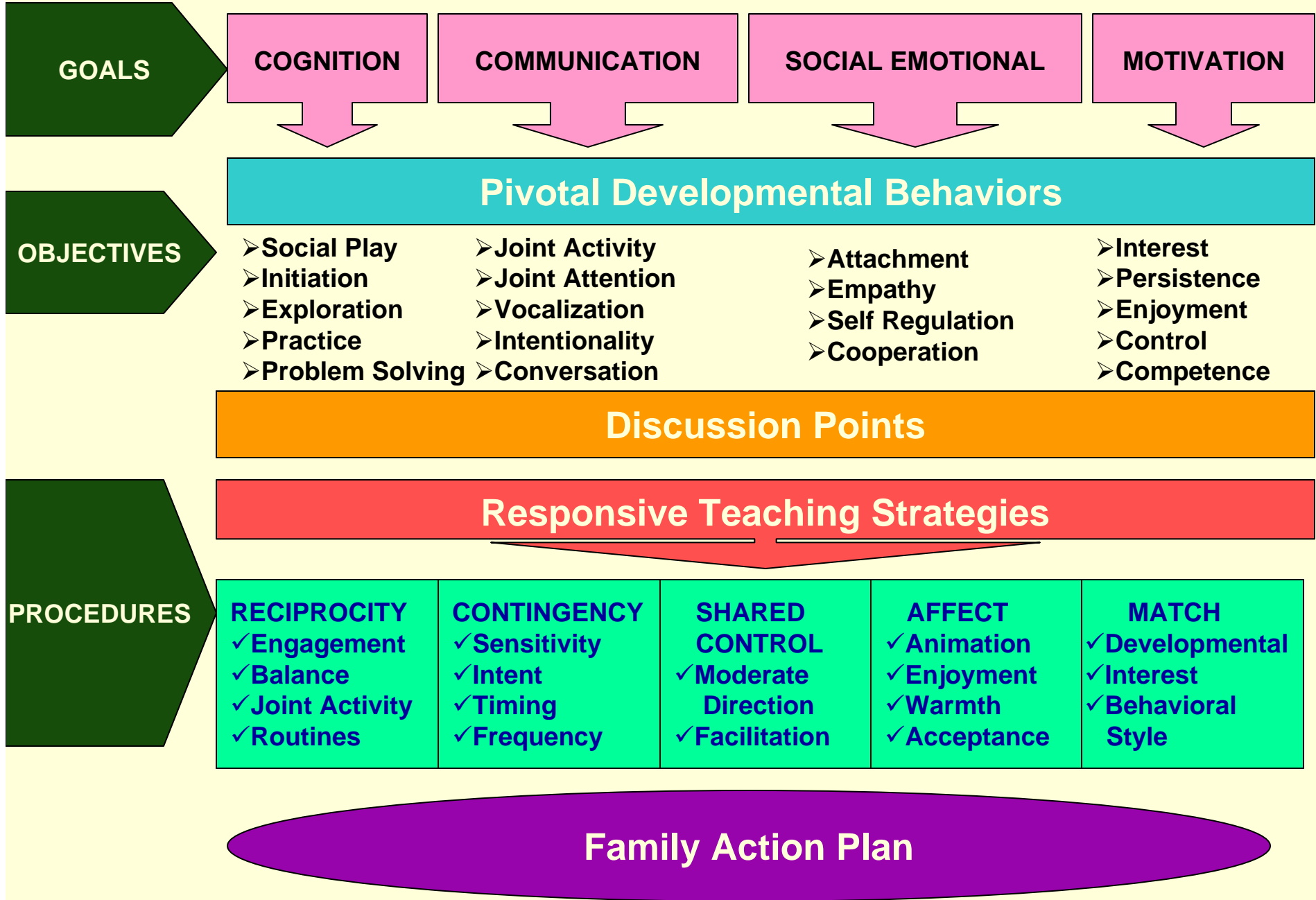
1 - Very Low - I almost never follow the requests or wishes of my partner. I often ignore my partner's requests. I leave or turn away when my partners ask me to do something, If my partners pressure me to comply, I usually refuse by saying "no" or by tantruming.



RT Intervention Planning: A Menu Based System



Responsive Teaching Family Action Plan



Family Action Plan

- The heart of RT
- Specific plan for parents to follow-through with information from intervention session
- Developed collaboratively with parents
- Can include a variety of activities
 - Observation/Discussion
 - Practice – (Skill Development)
 - Integration into daily routine
 - Problem solve obstacles to RT
 - Incremental approach to change process
- Must be practical/feasible
- Must be followed-up at each session

Sample Family Action Plan

Family Action Plan

What:

- 1) Practice the strategy “Follow my child’s lead” that we talked about today. Notice how your child reacts to you when you do this. Practice only 3 to 5 minutes at a time.***
- 2) Discuss with your husband the role that Initiation plays in your child’s development. Give me a call if you need some help about what to talk about***
- 3) Jot down some notes about any questions your husband has about RT so that we can talk about these questions at our next meeting***

Where/When: Practice RT strategies during bath time or in the mornings after you have completed your chores and have some time to play with your child. Do not try to practice if either you or your child are getting tired.

How to Address Obstacles: Take some time to talk about RT with your husband. See if there is a time when we can all meet together. We can discuss this at our next session.

RESPONSIVE TEACHING

