

Responsive Teaching

Relationship Based Developmental Intervention

Volume 2: Session Plans and Intervention Forms

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RESPONSIVE TEACHING SESSION PLAN OVERVIEW

Responsive Teaching provides a structured series of session plans that can be used to address each of the 15 pivotal behaviors that are recommended as intervention objectives for this curriculum. For each pivotal behavior, there are four session plans that are identified in terms of levels.

- **Level 1 session plans** introduce parents to the pivotal behavior that is being targeted for their child. These session plans present : (1) the defining criteria for the pivotal behavior; (2) ask parents to rate their child's performance with regard to this pivotal behavior with the Pivotal Behavior Rating Scale after interacting/playing with the child for 5 to 10 minutes; and (3) present 2 to 3 **Foundational strategies** that parents can use to begin promoting their children's use of this pivotal behavior. In many instances these foundational strategies have been presented to parents for previous pivotal behavior intervention objectives.
- **Level 2 session plans** (1) review the definition of their children's pivotal behavior intervention objective; (2) engage parents in a discussion of "Primary Considerations" regarding the role that the pivotal behavior plays in children's development; (3) and presents 2 to 4 **Critical strategies** that play a central role in helping to promote this behavior.
- **Level 3 session plans** (1) review the definition of their children's pivotal behavior intervention objective; (2) present "Advanced considerations" which are designed to help parents refine their understanding of the importance of the pivotal behavior and of the impact that RI strategies can have on this behavior; and (3) present 1 to 3 **Advanced strategies** that can further enhance parents' ability to promote the pivotal behavior.
- **Level 4 session plans** (1) review the definition and defining characteristics of their child's pivotal behavior intervention objective; (2) emphasize some of the key information about the pivotal behavior that was presented previously; (3) review all RI strategies that were recommended for this pivotal behavior; and (4) asks parents to rate their child's pivotal behavior with the Pivotal Behavior Rating Scale after engaging in 5 to 10 minutes of play with the child.

Each session plan includes a detailed description of the pivotal behavior and Responsive Interaction Strategies that are the focus of the session. However, the session plans only provide bullet points for the discussions that should occur with parents. A more detailed description of these Discussion Points is provided in the Responsive Teaching Curriculum Guide (Mahoney, 2019)

Each of the four levels of session plans can be presented to parents either once or twice. However, we recommend that Session Plans be presented more than once only if either all of the information entailed in that plan was not presented previously, or parents had **extreme difficulty** understanding the information or strategies that were presented. It is not necessary that parents fully master the information presented for each session plan before moving on to the next level, since there is considerable redundancy from one level to another. The primary purpose of Level IV session plans is

to review the key information and all RI strategies that were recommended in the previous three levels of session plans.

Select the Pivotal Behavior Intervention Objective Most Relevant to Children's Developmental Needs.

For all children, regardless of the type and severity of their developmental needs, Responsive Teaching begins by addressing the pivotal behavior of Social Play. Social Play helps children learn to engage in frequent, reciprocal interactions with their parents or other caregivers. These interactive skills are the foundation for each of the three developmental goals addressed by RT. Social Play emphasizes the notion that child development is a two-person process that fundamentally depends upon children's ability to engage in sustained episodes of intimate, reciprocal interaction with their parents and others. It is strongly recommended that all four levels of Social Play be covered before moving on to the pivotal behavior intervention objective that is directly associated with the child's developmental needs. In fact, many of the pivotal behaviors that are targeted to address children's developmental needs across all three developmental domains list Social Play RISs as foundational or prerequisite strategies.

For each of the three developmental goals addressed by RT, five pivotal behaviors have been recommended for promoting children's developmental learning. The order that these behaviors are presented in RT corresponds to the order that they generally emerge in young children. This reflects the fact that some of these behaviors are prerequisite for others. For example, in the communication domain, children are not capable of learning the pivotal behavior "Joint Attention" unless they are already engaging in the pivotal behavior "Joint Activity". Similarly, in the Cognitive domain, children must engage in "Exploration" before they will encounter situations that require "Problem-Solving".

Children's developmental concerns/needs across each of the three domains targeted as RT Intervention Goals can be addressed by promoting the five pivotal behaviors listed for each domain. The actual order in which these pivotal behaviors are addressed depends upon the child's current developmental functioning. This can be determined either through clinical judgment or by using the Pivotal Behavior Wizard.

The Pivotal Behavior Wizard is a guide for selecting a Pivotal Behavior Intervention Objective that is appropriate for the child based upon the behaviors the child currently exhibits in the developmental domain of concern. For example, if the child's intervention goal is "To improve cognitive functioning", and his or her predominant style of engaging in play can be characterized as "seldom varies what s/he does when s/he plays with toys and materials", then the Cognitive Pivotal Behavior Wizard would suggest that "Exploration" as an appropriate pivotal behavior to target as that child's intervention objective.

RT Intervention Format The Intervention Session Guide lists the intervention activities that should occur for each intervention session.

| Intervention Session Guide | | | | |
|--|----|------------|---------------|----------------|
| Name _____ | | Date _____ | | Observer _____ |
| Phases and Activities | NA | No (a) | Partly (b) | Yes (c) |
| A. Planning | | | | |
| 1. Arrange environment in advance <ul style="list-style-type: none"> • Have toys and materials appropriate for child's level of development • Have sufficient materials to allow child to make choices • Select materials to promote behaviors related to the day's topic | | | | |
| 2. Have handouts and videotape materials available | | | | |
| 3. Review information from previous session | | | | |
| B. Rapport and Review | | | | |
| 4. Greet parents and child warmly | | | | |
| 5. Encourage parents to talk about information from previous session | | | | |
| 6. Be attentive to parents | | | | |
| 7. Compliment parents on their participation or parenting skills | | | | |
| C. Purpose and Rationale | | | | |
| 8. Describe purpose and focus of today's session | | | | |
| 9. Discuss rationale for strategy being presented | | | | |
| 10. Assess or describe the child's current use of the pivotal behavior objective | | | | |
| 11. Speak at parents' level of understanding | | | | |
| 12. Assess parents' understanding of information | | | | |
| 13. Invite parents' comments, questions, and concerns | | | | |
| D. Demonstration and Practice of Responsive Teaching Strategies | | | | |
| 14. Engage in responsive, balanced interactions with the child throughout session | | | | |
| 15. Model RT strategy that is the focus of today's session | | | | |
| 16. Explain strategy during and after it is modeled | | | | |
| 17. Demonstrate and explain the impact of RT strategy on child's behavior | | | | |
| 18. Involve the parents in interactions with their child | | | | |
| 19. Coach parents while they interact with their child | | | | |
| 20. Give parents feedback regarding their use of a strategy | | | | |
| E. Family Action Planning | | | | |
| 21. Develop with parents a written plan for follow-through activities | | | | |
| 22. Develop a plan to address barriers or obstacles to follow-through activities | | | | |
| 23. Address concerns parents have raised that are not directly related to RT | | | | |
| 24. Summarize discussion points, strategies, and plans that were covered during the session | | | | |
| Total Score | | | Total × 2 | Total × 3 |
| Criterion Score (b + c) | 60 | | | |

Session plans are designed to correspond to this recommended format.

- THE FIRST PAGE OF EACH SESSION PLAN IS DESIGNED TO ADDRESS:

B. Rapport and Review

Issues/Concerns Discussed by Parents. Describe any issues or concerns that parents raise when interventionists ask parents general questions such as “How have things been going for you and your child”. This section provides space to write down brief notes that summarize some of the major issues and concerns that parents might have. These issues should be acknowledged and addressed at the completion of the intervention session, particularly if they require more extensive discussion.

Feedback Related to last session's Family Action Plan. Use this section to take notes on parents' experiences in trying to follow through with the family action plan. Try to provide specific details with regard to how often parents follow through with the family action plan as well as the involvement of other family members.

- THE SECOND PAGE OF EACH PLAN IS DESIGNED TO ADDRESS:

C. Purpose and Rational

8. Session Objective describes the purpose of today's session

9. Discussion Points provide bulleted topics that provide the rationale for (a) the importance of the pivotal behavior in children's development and/or (b) how RI strategies promote the pivotal behavior.

- THE THIRD AND SUBSEQUENT PAGES OF THE SESSION PLANS PROVIDE DETAILED DESCRIPTIONS OF THE RI STRATEGIES THAT ARE TARGETED FOR THE INTERVENTION SESSION. THESE ADDRESS:

D. Demonstration and Practice of Responsive Interaction Strategies

15. Model the RT strategy that is the focus of today's session

16. Explain strategy during and after it is modeled

17. Coach parents while they interact with the child

18. Give parents feedback regarding their use of a strategy

The **Pivotal Behavior Rating Scale** is inserted into the Level I and Level IV session plans so that interventionists can use this form to rate your child's pivotal behavior. Hopefully, children's pivotal behavior ratings should increase from the first to final session. If increases do not occur either parents' understanding of the pivotal behavior has changed thus affecting their ratings, or parents are not yet using the RI strategies that have been presented for this behavior.

Cognitive Session Plans

| COGNITION PIVOTAL BEHAVIOR WIZARD | |
|---|-------------------------|
| Child's Behavior | Pivotal Behavior |
| <ul style="list-style-type: none"> • 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 other caregivers • Engages in play routines with parents and others that are more task oriented than playful and fun | Social Play |
| <ul style="list-style-type: none"> • Can sustained reciprocal interactions with adults but usually waits for the adult to decide what to play and/or how to play • Chooses what toys to play with or how to play less than half the time when playing with an adult | Initiation |
| <ul style="list-style-type: none"> • Seldom repeats developmental skills that are within his or her range of capabilities • Does not have access to toys or materials he or she enjoys • Is often encouraged to produce behaviors that are beyond his or her current level of functioning • Gives up easily whenever he or she encounters an obstacle | Practice |
| <ul style="list-style-type: none"> • Plays with very few toys or materials • Seldom varies what he or she 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 | Exploration |
| <ul style="list-style-type: none"> • Seeks the assistance of adults whenever he or she has difficulty doing something during play • tries to solve problems as they arise but becomes quickly frustrated when he or she is unable to solve them • Avoids engaging in activities that may only be difficult | Problem solving |

SOCIAL PLAY – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

SOCIAL PLAY – LEVEL 1

SESSION OBJECTIVE:

Social Play – The purpose of today’s session is to discuss Social Play and how this is a critical behavior that your child must do consistently to improve his or her play and developmental functioning. In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Social Play.

DISCUSSION POINTS:

What is Social Play?

- Play interactions between children and adults that are balanced
- Children and adults are aware of each other when they play and interact
- Duration of children’s social interactive episodes with adults increases over time
- Children interact frequently with adults in multiple contexts

Why is Social Play Important?

Children learn best when they play and communicate frequently with their parents during daily, routine interactions.

- How well children develop their play and communication skills is related to how their parents play and communicate with them.
- Parents’ influence on children’s development is related more to **the way they respond** to their children than to **what they do** when they play.
- Frequent short episodes of parent-child play during normal daily routines are the best way to support and encourage children’s developmental growth.
- Parents’ play and communication has the same effect on the development of children who have developmental problems as it has on typically developing children.

NOTES:

Rate your child's Social Play. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal cognitive behavior.

Pivotal Behavior Profile

Social Play

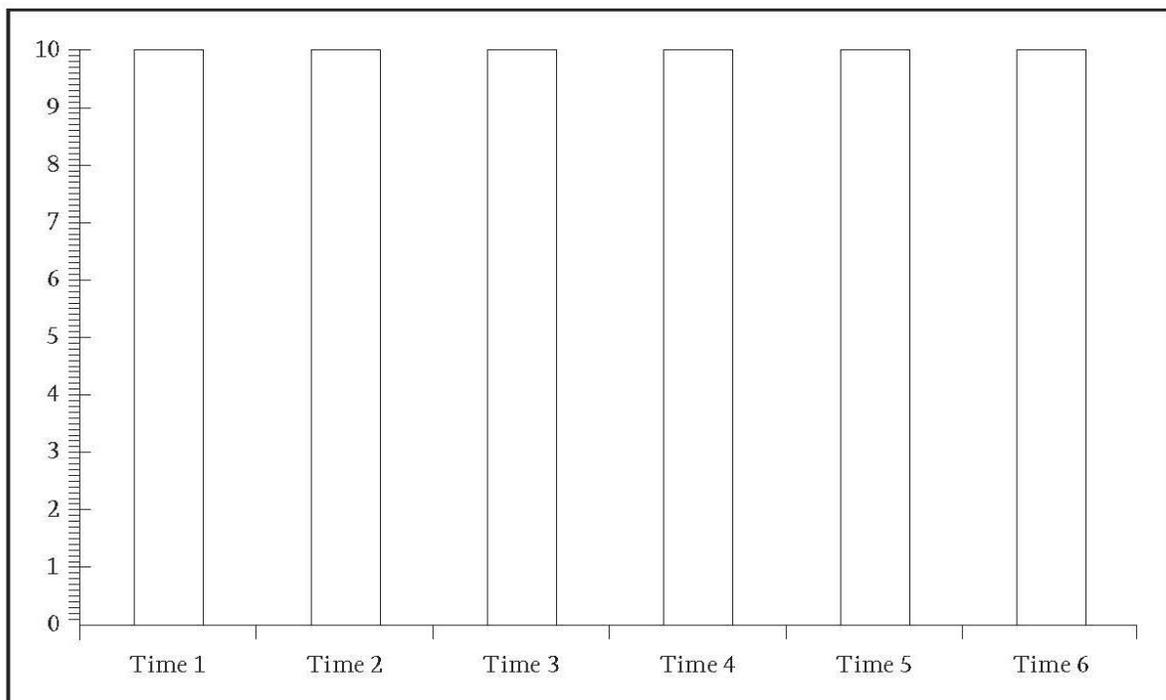
Do I play reciprocally with a partner across many situations? Is my play characterized by “give and take,” in which I contribute as much to the activity as my partner? Am I aware of my partner’s activity during play?

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 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.



RI STRATEGIES

Use the following strategies to promote the quality of your child's Social Play during daily routine activities

STRATEGY 1

Get into my child's world.

Make three adjustments to view the world as your child does. First, establish a mutual physical relationship with your child. Make eye-contact and interact on the same physical level as your child. Second, interact by playing or communicating like your child. Mimicking behaviors such as babbling, cooing, smiling and a playful face lets your child know that you are willing to interact on your child's terms. Third, consciously strive to try to understand the world as your child does. Remember that most experiences do not have the same meaning to your child as they do to you.

Practical Suggestions

- Play with your child in a face-to-face position. Interact on your child's physical level so that he or she does not have to look up to see you.
- Make eye contact with your child when you are playing or interacting with him/her.
- Consider that as your child begins to experience the world, he or she must make sense of his or her experiences. Your child sees and understands the world very differently than you do.
- Consider that as your child matures, he or she will continually rediscover his or her world. The world as your child understood it at the 3-month stage of development takes on a new meaning at the 9-month stage. The changes in thinking and understanding that occur in the early years of development lead your child to perceive and experience objects or events he or she was familiar with from a dramatically new perspective.
- Play in the small ways your child does without pressuring him or her to do anything other than stay involved in the interaction.

STRATEGY 2

Use mirroring and parallel play to join an activity.

Play side by side with your child using the same or similar toys or acting the same way that s/he is.

Practical Suggestions

- Consider that most children under 15 months developmental age have difficulty exchanging toys with an adult during interactive play. They do not yet understand the rules of 'give and take.'
- Observe how your child notices your actions when you play with the (a) same object; (b) in the same way; and (c) side by side with your child.
- Professionals can demonstrate how to take turns in parallel play by doing the same kinds of activities that the child is doing.

STRATEGY 3

Act as a playful partner.

Think of your role in your child's development to be that of a playful partner. To have an effective and satisfying relationship with your child, concentrate less on accomplishing tasks or goals and more on having fun and enjoying your child.

Practical Suggestions

- Consider that most children under 15 months developmental age have difficulty exchanging toys with an adult during interactive play. They do not yet understand the rules of 'give and take.'
- Observe how your child notices your actions when you play with the (a) same object; (b) in the same way; and (c) side by side with your child.
- Professionals can demonstrate how to take turns in parallel play by doing the same kinds of activities that the child is doing.

SOCIAL PLAY – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

SOCIAL PLAY – LEVEL 2

SESSION OBJECTIVE:

Social Play – The purpose of today’s session is to discuss Social Play and how this is a critical behavior that your child must do consistently to improve his or her play and developmental functioning.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Social Play.

DISCUSSION POINTS:

What is Social Play?

- Interactions between children and adults that are balanced
- Children and adults are aware of each other when they play and interact
- Duration of children’s social interactive episodes with adults increases over time
- Children interact frequently with adults in multiple contexts

Why is Social Play Important?

Social Play with parents is the key to developmental learning

- Children acquire the information and understanding needed to promote their cognitive growth by engaging in play.
- The best way parents can help their children learn is by joining them in Social Play.

By themselves, children can only learn information they discover accidentally.

- Children's play reflects their current understanding of their world.
- Children's discoveries are slow unless parents become involved in their play.

NOTES

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Social Play during daily routine activities.

STRATEGY 4

Imitate my child's actions and communications.

You can imitate any behavior that your child produces. If your child has little interest in interacting with you, you can get your child's attention by imitating behaviors that may even be inappropriate or bizarre (e.g., rocking, thumb sucking, loud shrieking or crying, throwing objects). Imitation has two functions. First, it helps to establish an interactive relationship with your child that is based upon what your child is doing. Second, imitation gives your child an immediate opportunity to control what you do.

Practical Suggestions

- Notice how imitation encourages your child to increase the variety and scope of his or her behavior and does not reinforce undesirable behavior.
- Consider that one important outcome of imitation is that your child will enjoy and have fun controlling what you do.
- When you imitate your child's nonverbal or verbal communication, you are helping your child learn to use his or her early communication skills to have an effect on others.

STRATEGY 5

Take one turn and wait.

Take One Turn means to reduce the length of each of your interactive turns so that each interaction with your child consists of a simple, discrete action or communication, whether verbal or nonverbal. After you produce your turn, wait 5 to 7 seconds for your child to take a turn. When you are waiting, do not do anything except give a clear visible look of anticipation for your child to take a turn (e.g., raise your eye brows, open your mouth, and extend your hands).

Practical Suggestions

- Your child's turns can be nonverbal communications and actions as well as verbal communications. Do or say one thing, then wait for your child to communicate in any way he or she can.
- Experiment waiting for periods as long as 5 to 7 seconds to identify the amount of time it typically takes your child to produce a turn.
- Do not wait so long that it disrupts or ends the interaction.
- If your child does not wait for you to take a turn, gently hold or restrain him or her until you have completed your turn.
- Consider that when you "wait" you give your child time to process the situation and come up with a creative response.
- Practice playing with your child in two ways: first by dominating play by doing all the actions and communications, and second by waiting for your child to interact. Notice the effects of the two styles. Children are more likely to stay interacting in the second situation than they are in the first.

STRATEGY 6

Wait with anticipation.

When you are waiting for your child to initiate or respond to you, show with your eyes, face, and body that you are attending to your child and that you expect your child to stay and do something back with you.

Practical Suggestions

- In achieving balanced turn taking, adults commonly have difficulty identifying which turns to wait for. Wait for your child to do anything.
- Some children may have very slow reaction times, and take as long as 5 seconds before doing something. If your child acts like this, silently count to 5 before initiating some other action.
- Make sure you do not wait so long that you disrupt the flow of interaction.

SOCIAL PLAY – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

SOCIAL PLAY – LEVEL 3

SESSION OBJECTIVE:

Social Play – The purpose of today's session is to discuss Social Play and how this is a critical behavior that your child must do consistently to improve his or her play and developmental functioning.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Social Play.

DISCUSSION POINTS:

What is Social Play?

- Interactions between children and adults that are balanced
- Children and adults are aware of each other when they play and interact
- Duration of children's social interactive episodes with adults increases over time
- Children interact frequently with adults in multiple contexts

During Social Play Parents Can:

- Enhance the duration of their child's play.
- Help their child consider alternative behaviors they can do.
- Help their child learn to socialize.
- Help their child learn how their actions and behaviors affect others.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Social Play during daily routine activities.

STRATEGY 7

Play with my child with toys.

When you play with your child with toys, begin by playing with the toys as your child does, then gradually show him or her new ways to use them.

Practical Suggestions

- Play with the toys your child is playing with. Your child will attend and interact more with you when you play with the things that your child has chosen.
 - Consider that it is important for your child to be able to interact with you without needing to do anything "right" or to engage in any particular activity with toys.
 - After you have established routine patterns of back-and-forth play with toys, gradually introduce new or more appropriate ways of play with your child.
-

STRATEGY 8

Match my child's interactive pace.

When you interact with your child, use an interactive pace that is similar to your child's.

Practical Suggestions

- Consider that your child's pace of interaction may be faster in movement and slower in thinking and interpretive processing than yours. You and your child can miss connecting with each other when your child is on an action fast-track and you are on a thinking fast-track.
- Give your child silent time to initiate contact with you. Silent time can be a signal for your child to interact.

SOCIAL PLAY – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

SOCIAL PLAY – LEVEL 4

SESSION OBJECTIVE:

Social Play – The purpose of today’s session is to discuss Social Play and how this is a critical behavior that your child must do consistently to improve his or her play and developmental functioning.

In addition, you will review the Responsive Interaction Strategies that you have learned to promote your child’s Social Play.

DISCUSSION POINTS:

What is Social Play?

- Interactions between children and adults that are balanced
- Children and adults are aware of each other when they play and interact
- Duration of children’s social interactive episodes with adults increases over time
- Children interact frequently with adults in multiple contexts

How Does Parental Responsiveness Promote Social Play?

Responsiveness enhances children’s Social Play in two ways:

- Increases child’s attention and involvement in an activity.
- Increases child’s responsiveness to their parents.

Parental directives and prompts that are not responsive to what their child is currently doing decreases their child’s involvement and participation in the activity.

- Often shortens the duration of their play episodes with their parents.

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Social Play. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

1. Get into my child's world (Engagement)
2. Use mirroring and parallel play to join activity (Engagement)
3. Act as a playful partner (Enjoyment)

Critical Strategies

4. Imitate actions and communications (Contingency/Non-directiveness)
5. Take one turn and wait (Reciprocity)
6. Wait with anticipation (Animation)

Advanced Strategies

7. Play with my child with toys (Joint Activity Routines)
 8. Match my child's interactive pace (Behavioral Style Match)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Social Play. How has your child's Social Play changed during intervention?

Pivotal Behavior Profile

Social Play

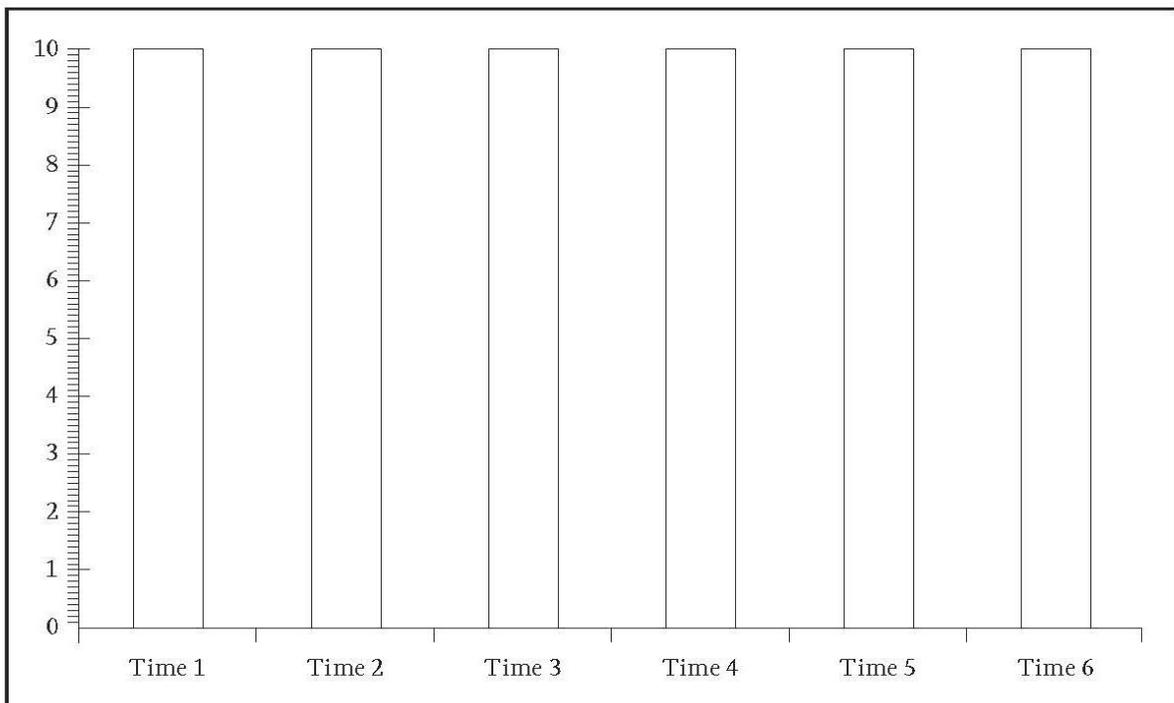
Do I play reciprocally with a partner across many situations? Is my play characterized by “give and take,” in which I contribute as much to the activity as my partner? Am I aware of my partner’s activity during play?

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 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.



INITIATION – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

INITIATION – LEVEL 1

SESSION OBJECTIVE:

Initiation – The purpose of today’s session is to discuss Initiation and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to initiate play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Initiation?

- Children begin or change activities on their own (Definition)
- Parents support children’s active learning by following and supporting rather than leading their child’s activity (Definition).
- Children’s Initiations occur across a variety of situations, such as having conversations with others, starting new games, changing activities with the same toys, or asking for help to solve problems.

Why is Initiation Important?

Child initiated, active learning is more effective than parent directed, passive learning.

- Cognitive learning occurs primarily through active learning.
- Active learning occurs when children are consciously involved in an activity and trying to make sense out of their experiences.
- Children are more likely to be actively involved in activities that they initiate.

NOTES:

Rate your child's Initiation. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal cognitive behavior.

Pivotal Behavior Profile

Initiation

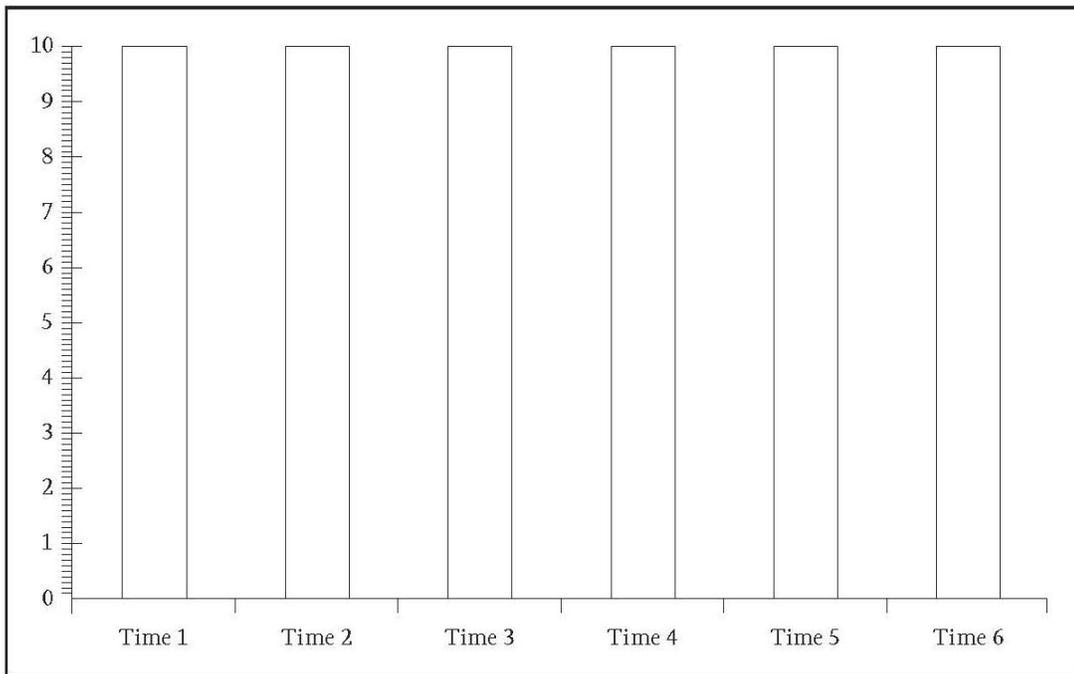
Do I start activities on my own, or do I always follow others' leads? Am I active in choosing the nature and direction of an activity? Do I initiate communications, start new games, and change my activities with the same toys? Do I attempt new activities without being prompted by my partner?

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 periods of time during which I am passive, am 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 passive and inactive during social play, or I engage in activities only when others take the lead and tell me what to do.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Initiation during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play.

1. Get into my child's world
 2. Use mirroring and parallel play to join activity
 3. Act as a playful partner
 4. Imitate actions and communications
 5. Take one turn and wait
 6. Wait with anticipation
 7. Play face-to-face games without toys (Non-Directiveness)
 8. Match my child's interactive pace (Behavioral Style Match)
-

STRATEGY 9

Expect my child to interact.

Show by your face, hands, and body language that you are anticipating your child will do something with you. Act in animated ways to make this even more effective.

Practical Suggestions

- Allow your child time to initiate contact with you. Silent waiting provides the opportunity for your child to initiate an activity on his or her own.
- During silent waiting, wait with anticipation by using body, gestures, or facial signals for your child to interact.
- If your child attempts to move away before engaging in interaction, gently hold or restrain him or her until the child has completed one to two interactive turns with you.

INITIATION – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

INITIATION – LEVEL 2

SESSION OBJECTIVE:

Initiation – The purpose of today’s session is to discuss Initiation and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to initiate play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Initiation?

- Children begin or change activities on their own (Definition)
- Parents support children’s active learning by following and supporting rather than leading their child’s activity (Definition).
- Children’s Initiations occur across a variety of situations, such as having conversations with others, starting new games, changing activities with the same toys, or asking for help to solve problems.

Why is Initiation Important?

The play and social activities children initiate enhance their learning effectiveness because they:

- Reflect children’s understanding, thinking and reasoning.
- Are personally meaningful to children.
- Are important learning opportunities.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Initiation during daily routine activities.

STRATEGY 10

Follow my child's lead.

Respond to your child in a manner that is compatible with or complements your child's activity and intentions. Play with toys or engage in activities in the same manner as your child. Do not make your child play with toys in the manner for which the manufacturer designed them unless that is the way your child chooses to play with them.

Practical Suggestions

- Whatever your child is playing with is what interests your child at the moment. Consider how much more you are motivated to engage in activities that interest you and to learn and remember information that you find interesting. Children are no different when it comes to the motivating power of their interests.
 - When you follow your child's lead, you are actually responding to your child's interests. The more you respond to your child's interests, the greater the number of interests your child will have, and the stronger these interests will be.
-

STRATEGY 11

Communicate without asking questions.

Parents often try to control what their children do by asking them to do things. A simple strategy for reducing the number of times you are directing or controlling your child is to "not ask questions."

Practical Suggestions

- Rather than asking your child questions, when you interact with him or her label, comment, notice, express delight or pleasure, and provide information related to what your child is doing.
- As you stop asking questions you will begin to understand how much you are actually directing what your child does. This is a good time to consider that, even if you reduced the number of your directives by half, you would still have numerous opportunities to guide and direct your child.
- Do not repeat questions to which your child has not responded.
- Occasionally ask your child to do things, but try to make requests that are closely related to what your child is already doing.
- Children learn best when they initiate activities of their own choosing. The more you ask questions when you play or interact with your child, the less opportunity your child will have to initiate his or her own activities.

INITIATION – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

INITIATION – LEVEL 3

SESSION OBJECTIVE:

Initiation – The purpose of today’s session is to discuss Initiation and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to initiate play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Initiation?

- Children begin or change activities on their own (Definition)
- Parents support children’s active learning by following and supporting rather than leading their child’s activity (Definition).
- Children’s Initiations occur across a variety of situations, such as having conversations with others, starting new games, changing activities with the same toys, or asking for help to solve problems.

How Can Parents Promote Initiation?

Parents encourage their children to initiate:

- By providing toys they can handle or manipulate independently.
- By encouraging them to play with toys the way they prefer.
- By responding supportively to the activities they initiate.

NOTES:

RI STRATEGIES

Use the following strategy together with other strategies you have learned to promote the quality of your child's Initiation during daily routine activities.

STRATEGY 12

Play with my child with toys.

When you play with your child with toys, begin by playing with the toys as your child does, then gradually show him or her new ways to use them.

Practical Suggestions

- Play with the toys your child is playing with. Your child will attend and interact more with you when you play with the things that your child has chosen.
- Consider that it is important for your child to be able to interact with you without needing to do anything "right" or to engage in any particular activity with toys.
- After you have established routine patterns of back-and-forth play with toys, gradually introduce new or more appropriate ways of toy play with your child. Go back to playing the way your child prefers if children become less actively involved in the play activity.

INITIATION – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

INITIATION – LEVEL 4

SESSION OBJECTIVE:

Initiation – The purpose of today’s session is to discuss Initiation and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to initiate play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Initiation?

- Children begin or change activities on their own (Definition)
- Parents support children’s active learning by following and supporting rather than leading their child’s activity (Definition).
- Children’s Initiations occur across a variety of situations, such as having conversations with others, starting new games, changing activities with the same toys, or asking for help to solve problems.

Why is Initiation Important?

Children attend to, understand, and remember information when it is related to activities or communications they initiate.

- Activities children initiate are the ones they are most interested in learning about.
- Children are most likely to understand the significance of information when it is related to activities they have initiated

• NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Initiation. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

1. Get into my child's world (Engagement)
2. Use mirroring and parallel play to join activity (Engagement)
3. Act as a playful partner (Enjoyment)
4. Imitate actions and communications (Contingency/Non-directiveness)
5. Take one turn and wait (Reciprocity)
6. Wait with anticipation (Animation)
7. Play face-to-face games without toys (Non-Directiveness)
8. Match my child's interactive pace (Behavioral Style Match)

Critical Strategies

9. Expect my child interact (Animation)
10. Follow my child's lead (Interest Match)
11. Communicate without questions (Moderate Direction)

Advanced Strategies

12. Play with my child with toys (Joint Activity Routines)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal behavior rating scale to rate your child's Initiation. How has your child's Initiation changed during intervention?

Pivotal Behavior Profile

Initiation

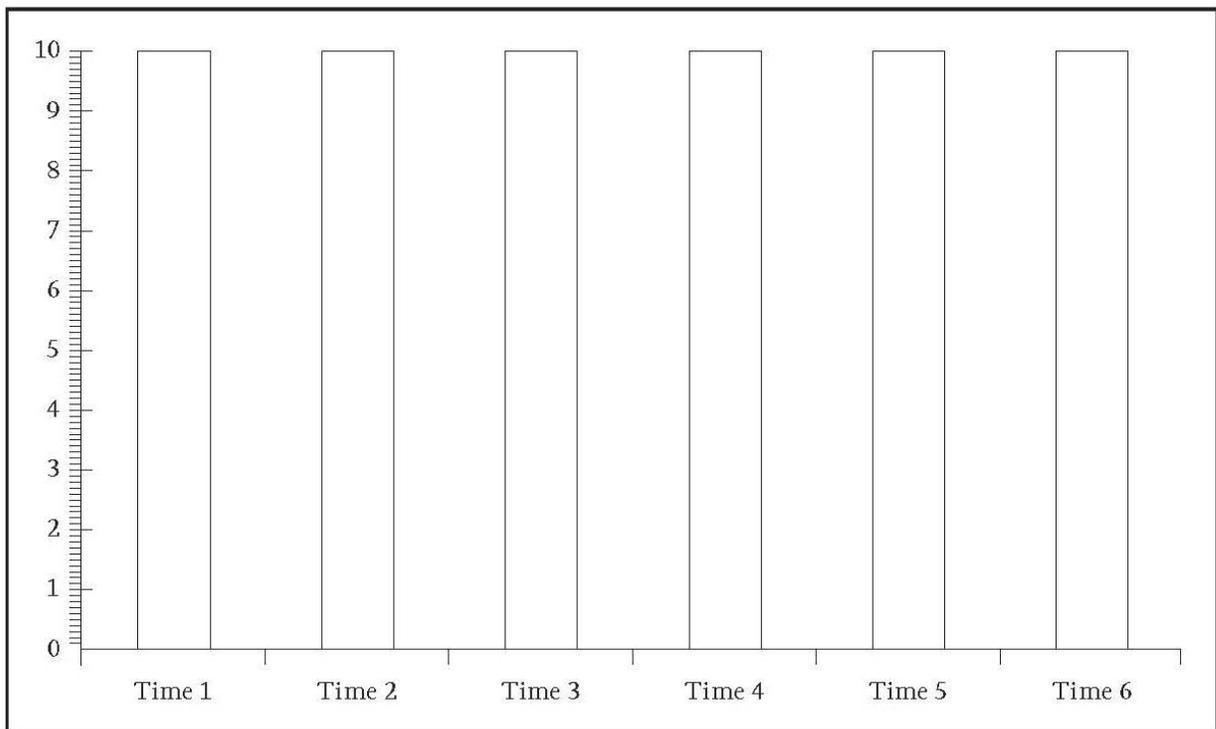
Do I start activities on my own, or do I always follow others' leads? Am I active in choosing the nature and direction of an activity? Do I initiate communications, start new games, and change my activities with the same toys? Do I attempt new activities without being prompted by my partner?

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 periods of time during which I am passive, am 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 passive and inactive during social play, or I engage in activities only when others take the lead and tell me what to do.



PRACTICE – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

PRACTICE – LEVEL 1

SESSION OBJECTIVE:

Practice – The purpose of today’s session is to discuss Practice and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Practice their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Practice?

Repeating the behaviors that children are capable of doing (Definition)

- by themselves and with their interactive partners (Definition)
- with different toys /objects (definition)
- with different people

Why is Practice Important?

- Practice promotes children’s proficiency with their new and current behaviors.
- Practice helps children learn the uses of recently acquired behaviors.

NOTES:

Rate your child's Practice. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal cognitive behavior.

Pivotal Behavior Profile

Practice

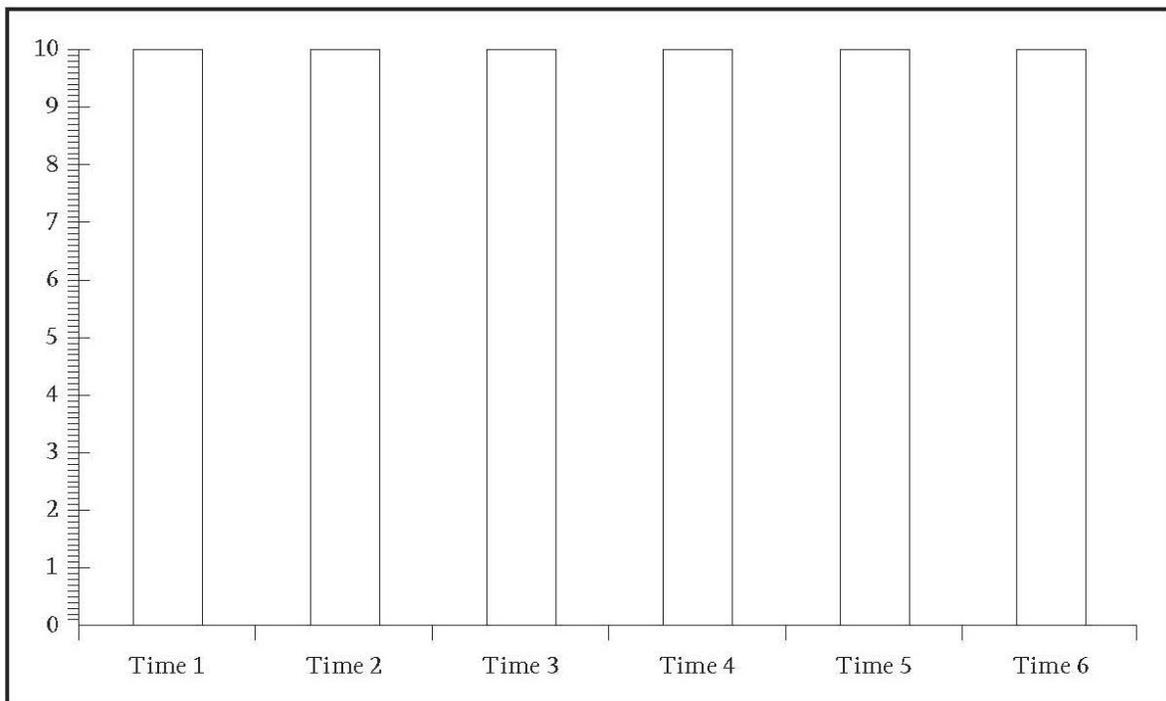
Do I repeat behaviors and activities in the same way or by varying them? Do I practice these behaviors by myself and with other people? Are my episodes of practice prolonged in duration, and do they occur with several objects and people?

How am I doing?

10 = Very High I almost always spend considerable time repeating vocal or behavioral sequences. I may frequently change activities, trying a variety of behaviors in a short period of time. Episodes of practice are a constant feature of my play, both alone and with others.

5 = Moderate I have several episodes in which I spend considerable time repeating vocal or behavioral sequences. I frequently change activities, trying a variety of behaviors in a short period of time. My episodes of practice occur about as often as my play episodes that do not involve repeating of behaviors.

1 = Very Low I never engage in sustained repetition of any behavior. I tend to engage in activities haphazardly, moving quickly from one behavior to the next.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Practice during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play and Initiation.

4. Imitate actions and communications.
 5. Take one turn and wait.
 9. Follow my child's lead.
 13. Act in ways my child can act.
-

STRATEGY 13

Act in ways that my child can act.

When you interact with your child, modify what you do and the way you do it so that your behaviors mirror the kinds of activities that your child typically does.

Practical Suggestions

- Imitate some of your child's actions. Notice how your child stays with you and attends more to you when you do this.
- Play with the toys and objects that your child is playing with and in the same way as your child. Your child will attend and interact more actively when you interact with the toys and objects your child prefers.
- Review a videotape of you playing with your child. How well are you matching your actions to your child's spontaneous behavior?
- When you match your child's actions, talk with your child using words that fit your child's actions, such as come, go, eat, mom, dog, or truck. These words are more meaningful to your child and thus easier to learn than words like two, three, red, yellow, horse, or days of the week.

PRACTICE – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

PRACTICE – LEVEL 2

SESSION OBJECTIVE:

Practice – The purpose of today’s session is to discuss Practice and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Practice their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Practice?

Repeating the behaviors that children are capable of doing

- by themselves and with their interactive partners
- with different toys /objects
- with different people

Why is Practice Important?

Practicing existing play behaviors is critical for learning more advanced behaviors.

- Practice helps children to:
 - learn the limitations of early developmental behaviors.
- To acquire new play behaviors or ways of thinking, children must give up old play behaviors and ways of thinking.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Practice during daily routine activities.

STRATEGY 14

Sustain repetitive play or action sequences.

Young children often go through lengthy periods where they play with the same toys or do the same things with objects over and over again. Children persist at repetitive play because the object or action is interesting to them. Continue playing like your child is playing, even if you get bored with what your child is doing.

Practical Suggestions

- Value your child's repetitive play. This is the type of behavior children commonly do at various stages of child development. Consider how repetitive play promotes constructive learning.
 - Children typically repeat sensorimotor behaviors such as mouthing, banging, or throwing until these behaviors no longer interest them. Encourage your child to continue these behaviors so your child will lose interest in them more quickly. This will reduce the time it takes to move on to a new behavior.
 - Try to get your child to perform higher level or new behaviors. After attempting this, observe how your child goes back to doing repetitive, lower level sensorimotor behaviors as soon as he or she has the opportunity to do what he or she wants.
-

STRATEGY 15

Repeat activities my child enjoys.

Keep doing activities that your child finds fun and amusing. The more you emphasize these activities, the more you and your child will enjoy being with each other.

Practical Suggestions

- Unlike adults, children may do things many times before they get tired of the activity. When you repeat activities your child enjoys, you may tire of the activity long before your child does. However, if you continue this activity to promote your child's enjoyment, your child will learn that interacting with you is an enjoyable activity.
- Children develop a sense of humor by parents joining in their amusement. The more you support activities your child enjoys, the more your child will learn to share amusing and enjoyable things with you. Your child will make the effort to bring joy to you the more you make your child's enjoyment a focus of your interactions with him or her.

PRACTICE – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

PRACTICE – LEVEL 3

SESSION OBJECTIVE:

Practice – The purpose of today’s session is to discuss Practice and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Practice their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Practice?

Repeating the behaviors that children are capable of doing

- by themselves and with their interactive partners
- with different toys /objects
- with different people

Practicing or repeating the same behaviors over and over does not impede children from learning higher-level developmental behaviors.

- The behaviors children practice spontaneously are appropriate for their current developmental level.
- Children cannot be stopped from repeating developmental behaviors they want to do
- Efforts to pressure children to produce and practice higher-level play behaviors often discourages them from practicing their current developmental play behaviors.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Practice during daily routine activities.

STRATEGY 16

Join perseverative play; Make it interactive.

When your child is perseverating or playing in self-stimulatory ways, enter into your child's world and make the play interactive. After you have successfully entered your child's world, gradually show your child other ways to play.

Practical Suggestions

- If your child does the same thing with every toy (e.g., pretends that all objects are trains), join your child's play rather than try to force your child to use objects in a different way. It is more important to use anything that interests your child as an opportunity for interaction than it is for your child to break his or her compulsive behaviors. Compulsive behaviors almost always decrease over time.
 - Often, children use stereotypic, repetitive behaviors (e.g., rocking, flapping their hands) to avoid interacting with others. Make your child's stereotypic behavior an opportunity to interact with you. Place yourself next to your child, imitate your child's stereotypic behavior, and notice how your child starts to pay attention to you.
 - If your child engages in stereotypic behavior such as "hand flapping" while interacting with you, ignore the behavior and focus on the activity you are doing with your child.
 - Never imitate or encourage self-destructive or harmful behavior. For self-destructive behaviors (e.g., head banging, biting self) make sure your child has protective clothing (e.g., gloves, long-sleeved shirts) or equipment (e.g., helmet).
-

STRATEGY 17

Use RISs to enhance my child's participation throughout daily routines.

Help your child learn language and cognitive skills by using RISs in a wide range of activities, such as caretaking, car rides, games, video watching, and teaching activities.

Practical Suggestions

- Your child will learn how to participate more effectively in everyday routines when you infuse RI strategies into your routine interactions.
- Consider how RI strategies can be applied to daily activities such as feeding, holding and comforting a child, changing clothes, brushing teeth, • Make a list of all the ways that you have incorporated RI strategies into your routine experiences with your child.
- Professionals can model and coach the parent to use RI strategies to carry out a typical childcare routine (e.g., feeding the child, changing diapers).

PRACTICE – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

PRACTICE – LEVEL 4

SESSION OBJECTIVE:

Practice – The purpose of today’s session is to discuss Practice and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Practice their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Practice?

Repeating the behaviors that children are capable of doing (Definition)

- by themselves and with their interactive partners (Definition)
- with different toys /objects (definition)
with different people

The Role of Practice Among Children with Developmental Delays.

- Children with developmental delays need much more practice than typically developing children to obtain comparable levels of developmental functioning.
- Children who do not have neurologically-based disabilities, may have developmental delays because their opportunities to practice their existing developmental skills are severely limited.
- Parents can dramatically increase the rate or frequency that all children practice by consistently using the RISs recommended for this pivotal behavior during routine interactions with their children

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Practice. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

- 4. Imitate actions and communications (Contingency/Non-directiveness)
- 5. Take one turn and wait (Reciprocity)
- 10. Follow my child's lead (Interest Match)

Critical Strategies

- 13. Act in ways my child can do (Developmental Match)
- 14. Sustain repetitive play (Reciprocity – Joint Activities)
- 15. Repeat activities my child enjoys (Affect- Enjoyment)

Advanced Strategies

- 16. Join perseverative play- Make it interactive (Behavioral Style Match)
 - 17. Use RI strategies to enhance participation in daily routines (Reciprocity-Joint Activity Routines)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Practice. How has your child's Practice changed during intervention?

Pivotal Behavior Profile

Practice

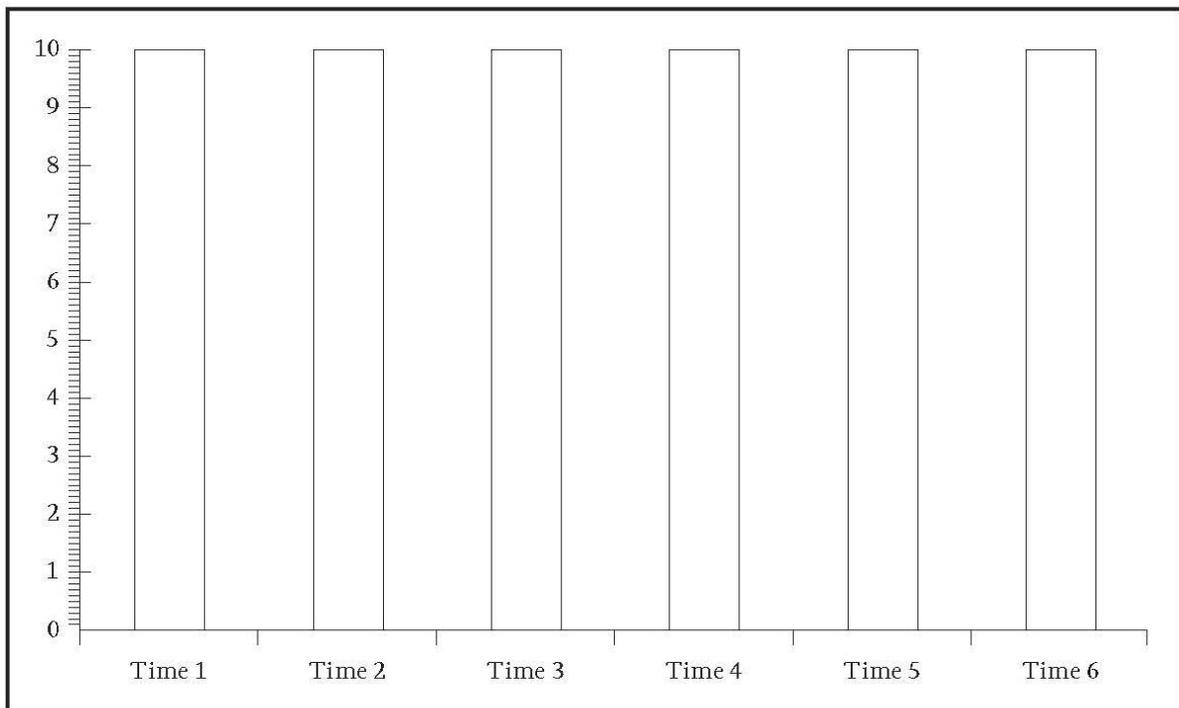
Do I repeat behaviors and activities in the same way or by varying them? Do I practice these behaviors by myself and with other people? Are my episodes of practice prolonged in duration, and do they occur with several objects and people?

How am I doing?

10 = Very High I almost always spend considerable time repeating vocal or behavioral sequences. I may frequently change activities, trying a variety of behaviors in a short period of time. Episodes of practice are a constant feature of my play, both alone and with others.

5 = Moderate I have several episodes in which I spend considerable time repeating vocal or behavioral sequences. I frequently change activities, trying a variety of behaviors in a short period of time. My episodes of practice occur about as often as my play episodes that do not involve repeating of behaviors.

1 = Very Low I never engage in sustained repetition of any behavior. I tend to engage in activities haphazardly, moving quickly from one behavior to the next.



EXPLORATION – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

EXPLORATION – LEVEL 1

SESSION OBJECTIVE:

Exploration – The purpose of today’s session is to discuss Exploration and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Exploration their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Exploration?

Children discover new information about toys/objects, people and events (Definition)

- By manipulating, experimenting, and observing
- Both alone and with others

Children explore by using all of their senses

- Mouthing, smelling, touching handling, looking and listening

Why is Exploration Important?

- Children understand and remember information they discover much better than information others provide.
- Discovery learning impacts development because it is personal and multidimensional.

NOTES:

Rate your child's Exploration. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal cognitive behavior.

Pivotal Behavior Profile

Exploration

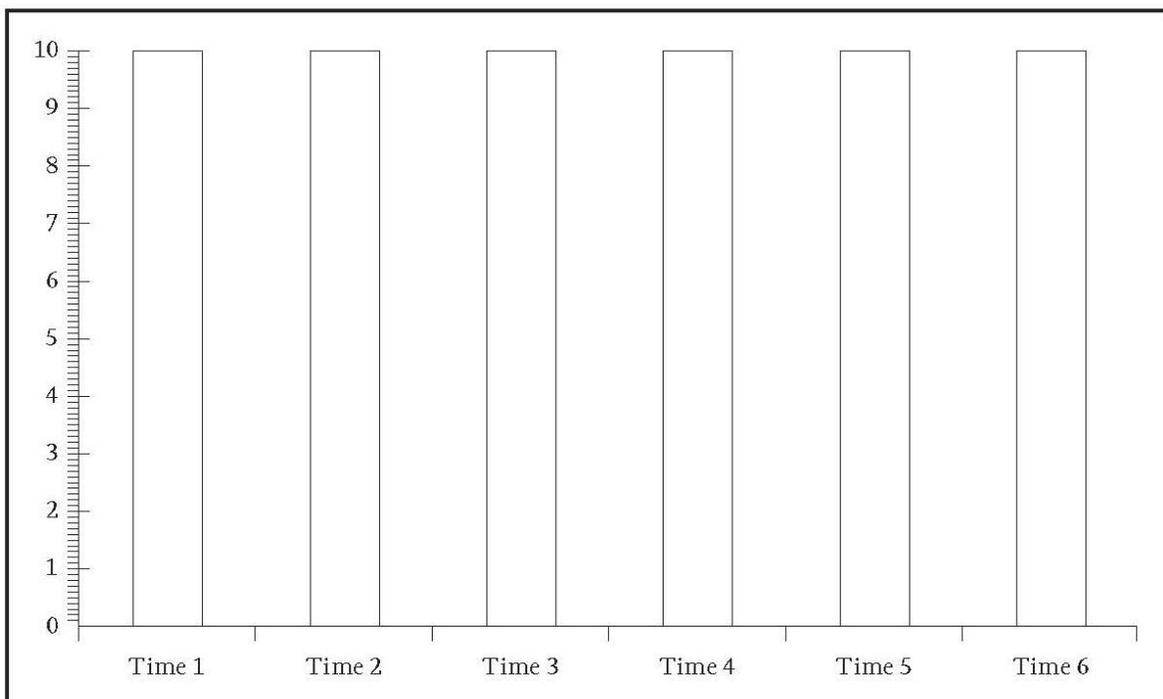
Do I investigate or handle objects and events rather than only observe or come in brief contact with them? Do I explore by using my senses—by mouthing, throwing, handling, looking, or listening? Do I participate actively in the environment by experimenting as well as observing people and things?

How am I doing?

10 = Very High I frequently explore my environment either physically or visually. I may examine multiple objects or respond quickly to novel stimuli. I like to feel, taste, shake, listen to, and view objects and to manipulate them to see what they can do. I continually investigate my surroundings.

5 = Moderate I actively participate in the environment by occasionally exploring and manipulating it in novel ways. Although I experiment with some things, I only engage in these behaviors about half of the time that I have the opportunity to do them.

1 = Very Low I am mostly nonresponsive to my environment. I am not very interested in the external world, and I am often withdrawn, passive, or focused on playing with the same objects in the same ways.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's exploration during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play and Initiation focusing particularly on the following three strategies.

4. Imitate actions and communications.
 10. Follow my child's lead.
 11. Communicate without asking questions.
-

STRATEGY 18

Observe my child's behavior.

Observe your child methodically. Notice and listen to the subtle signs and sounds your child uses in various situations.

Practical Suggestions

- Make a list of your child's typical behaviors. Then imitate your child for several days (e.g., 1 week). After this period, write down another list describing what your child does when he or she plays or communicates. Did imitating your child make you more aware of the little things he or she does? Why do you think this happened?
- If you are concerned that your child does something or learn something in particular, it will become more difficult for you to see all the things your child is actually doing. Observing and understanding what your child is currently doing will make you more effective at helping your child learn what you would like him or her to do.
- Professionals can lead parents through observations of their children by describing their own observations while either playing with the child or watching the child on videotape.
- Professionals can ask parents to describe videotaped observations of their children playing and comment immediately about behaviors that parents did not describe.

STRATEGY 19

Interpret my child's behavior developmentally.

View your child's behavior as a meaningful reflection of his or her current level of cognitive, social, and language competence. Many of the behaviors that children with developmental problems produce are not typical for their chronological age; however, the things they do and the ways they behave are generally similar to the developmental behaviors of younger children.

Practical Suggestions

- Use a developmental profile such as the Developmental Rainbow (Perales & Mahoney, 2019) to identify the behaviors your child is currently producing.
- Consider that the way your child communicates, plays, and reacts to social situations is a reflection of how your child understands, reasons, or solves social and nonsocial problems at his or her stage of developmental functioning. Whether children are developing typically or have developmental problems, the way they act and communicate is a reflection of how they currently think and reason.
- Keep in mind that even when children's behaviors may be delayed for their age, most resemble the same types of behaviors produced by younger children. As such, consider that these behaviors are developmentally important because they are the building blocks that all children use to learn higher level developmental skills.

STRATEGY 20

Value what my child is doing.

View what your child is doing as important, interesting, and meaningful. Do not dismiss what your child does simply because it is not what other children do at your child's age level.

Practical Suggestions

- Make a list of the things your child has done since the last intervention session. Focus on the positive aspects of your child's behavior.
- Videotape your child in several situations: playing alone, playing with you, and playing with other children. Review the video to identify what your child is doing. Keep this video as a record of your child's accomplishments.
- Professionals should consistently comment on what children are doing during intervention sessions. Celebrate what children are doing. Discuss with parents the importance or developmental significance of their children's behavior.

EXPLORATION – SESSION 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

EXPLORATION – LEVEL 2

SESSION OBJECTIVE:

Exploration – The purpose of today’s session is to discuss Exploration and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Exploration their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Exploration?

Children discover new information about toys/objects, people and events (Definition)

- By manipulating, experimenting, and observing (Definition)
- Both alone and with others

Children explore by using all of their senses

- Mouthing, smelling, touching handling, looking and listening (Definition)

Important considerations about Exploration?

- Exploration and discovery must be child initiated.
- Exploration is a continuous process, not a one-time event

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Exploration during daily routine activities.

STRATEGY 14

Sustain repetitive play or action sequences.

Young children often go through lengthy periods where they play with the same toys or do the same things with objects over and over again. Children persist at repetitive play because the object or action is interesting to them. Continue playing like your child is playing, even if you get bored with what your child is doing.

Practical Suggestions

- Value your child's repetitive play. This is the type of behavior children commonly do at various stages of child development. Consider how repetitive play promotes constructive learning.
 - Children typically repeat sensorimotor behaviors such as mouthing, banging, or throwing until these behaviors no longer interest them. Encourage your child to continue these behaviors so your child will lose interest in them more quickly. This will reduce the time it takes to move on to a new behavior.
 - Try to get your child to perform higher level or new behaviors. After attempting this, observe how your child goes back to doing repetitive, lower level sensorimotor behaviors as soon as he or she has the opportunity to do what he or she wants.
-

STRATEGY 21

Expand to show the next developmental step.

Children need parents and others to show them the next step in both play and communication. Remember to "show your child the next step" in whatever he or she does. By doing this, you will expose your child to new information while keeping him or her interacting with you.

Practical Suggestions

- Make sure that your expansions are related to your child's behavior and activities in ways that show new meanings and purposes of the behavior.
- Do not pressure your child to imitate or produce the next developmental step. If your child does not follow your expansion revert to doing what your child prefers to do.

EXPLORATION – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

EXPLORATION – LEVEL 3

SESSION OBJECTIVE:

Exploration – The purpose of today’s session is to discuss Exploration and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Exploration their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Exploration?

Children discover new information about toys/objects, people and events (Definition)

- By manipulating, experimenting, and observing (Definition)
- Both alone and with others

Children explore by using all of their senses

- Mouthing, smelling, touching handling, looking and listening (Definition)

Other Considerations About Exploration

- Children discover through play.
- Exploration and discovery occur in the context of daily activities and routines.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Exploration during daily routine activities.

STRATEGY 22

Change the environment.

Make simple changes in familiar environments to challenge your child to notice more of the world and to explore and seek solutions.

Practical Suggestions

- Move cups and utensils that are usually placed in the same drawers of a play stove or books that are placed on the same shelves to change the environment and encourage your child to do something differently.
 - Consider that changes in the environment encourage flexibility and will help some children move away from ritualized behavior.
-

STRATEGY 23

Play for a purpose.

Sometimes children have difficulty starting a purposeful action and knowing what to do next. Occasionally respond to your child's purposeless activity by helping him or her engage in actions that might lead toward a more purposeful goal.

Practical Suggestions

- Model a simple behavior to suggest what your child can do. Monitor your child's response to what you did very carefully. If your child follows your suggestion, continue to guide your child to more purposeful activity. If your child turns away from you or becomes less active, let him or her go back to doing what he or she wants to do.

EXPLORATION – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

EXPLORATION – LEVEL 4

SESSION OBJECTIVE:

Exploration – The purpose of today’s session is to discuss Exploration and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Exploration their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Exploration?

Children discover new information about toys/objects, people and events (Definition)

- By manipulating, experimenting, and observing (Definition)
- Both alone and with others

Children explore by using all of their senses

- Mouthing, smelling, touching handling, looking and listening (Definition)

Exploration is fueled by children’s interest and curiosity

- Adults enhance children’s curiosity by responding to and supporting their exploration.

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Exploration. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

Social Play

- 4. Imitate actions and communications (Contingency/Non-directiveness)
- 10. Follow my child's lead. (Interest Match)
- 11. Communicate without asking questions (Non-Directiveness).

Critical Strategies

- 18. Observe my child's behaviors (Sensitivity)
- 19. Interpret my child's behavior developmentally (Developmental Match)
- 20. Value what my child is doing (Acceptance)
- 14. Sustain repetitive play, actions or communications (Joint Activity Routines)
- 21. Expand to show the next developmental step (Facilitation)

Advanced Strategies

- 22. Change the environment (Facilitation)
 - 23. Play for a purpose (Facilitation))
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Practice. How has your child's Practice changed during intervention?

Pivotal Behavior Profile

Exploration

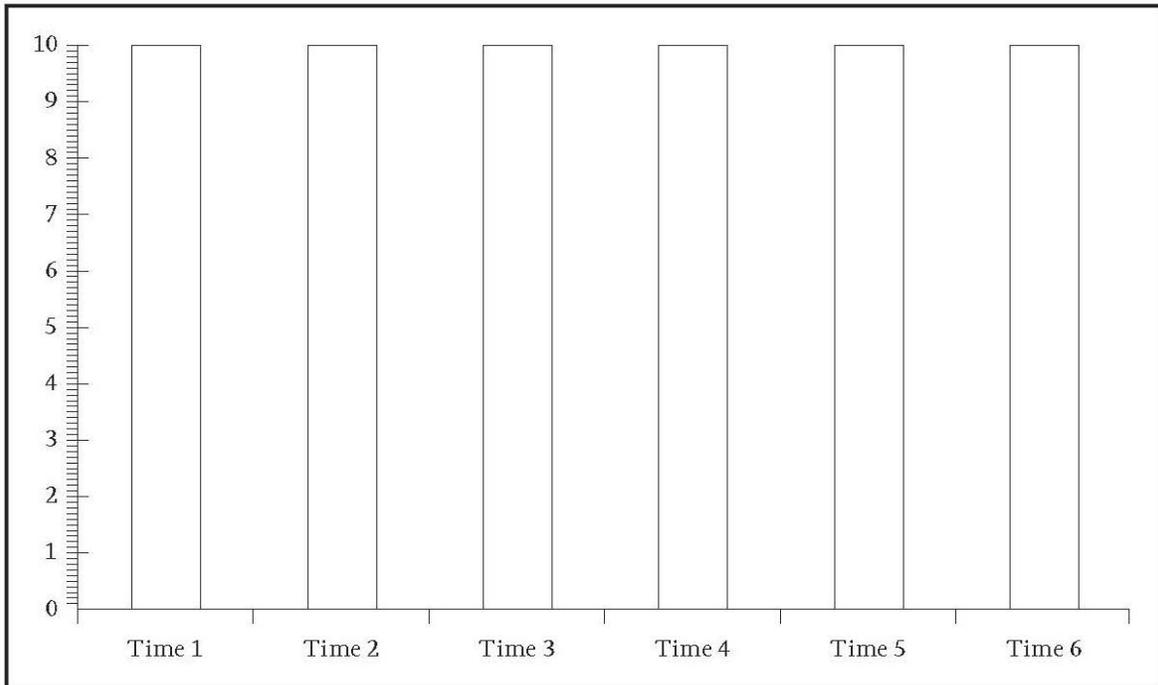
Do I investigate or handle objects and events rather than only observe or come in brief contact with them? Do I explore by using my senses—by mouthing, throwing, handling, looking, or listening? Do I participate actively in the environment by experimenting as well as observing people and things?

How am I doing?

10 = Very High I frequently explore my environment either physically or visually. I may examine multiple objects or respond quickly to novel stimuli. I like to feel, taste, shake, listen to, and view objects and to manipulate them to see what they can do. I continually investigate my surroundings.

5 = Moderate I actively participate in the environment by occasionally exploring and manipulating it in novel ways. Although I experiment with some things, I only engage in these behaviors about half of the time that I have the opportunity to do them.

1 = Very Low I am mostly nonresponsive to my environment. I am not very interested in the external world, and I am often withdrawn, passive, or focused on playing with the same objects in the same ways.



PROBLEM SOLVING – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

PROBLEM SOLVING – LEVEL 1

SESSION OBJECTIVE:

Problem Solving – The purpose of today’s session is to discuss Problem Solving and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Problem Solving their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Problem Solving?

Children persist with tasks that are difficult, challenging or novel.

Children learn to problem solve through

- Trial and error
- Experimentation and success.

Important Considerations About Problem Solving

- Problem solving means learning what works and what does not work.
- Parents should use RISs to partner with children’s attempts to solve problems, including unsuccessful and successful efforts.
- Children persist when challenges are within their reach.

NOTES:

Rate your child's Problem Solving. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal cognitive behavior.

Pivotal Behavior Profile

Problem Solving

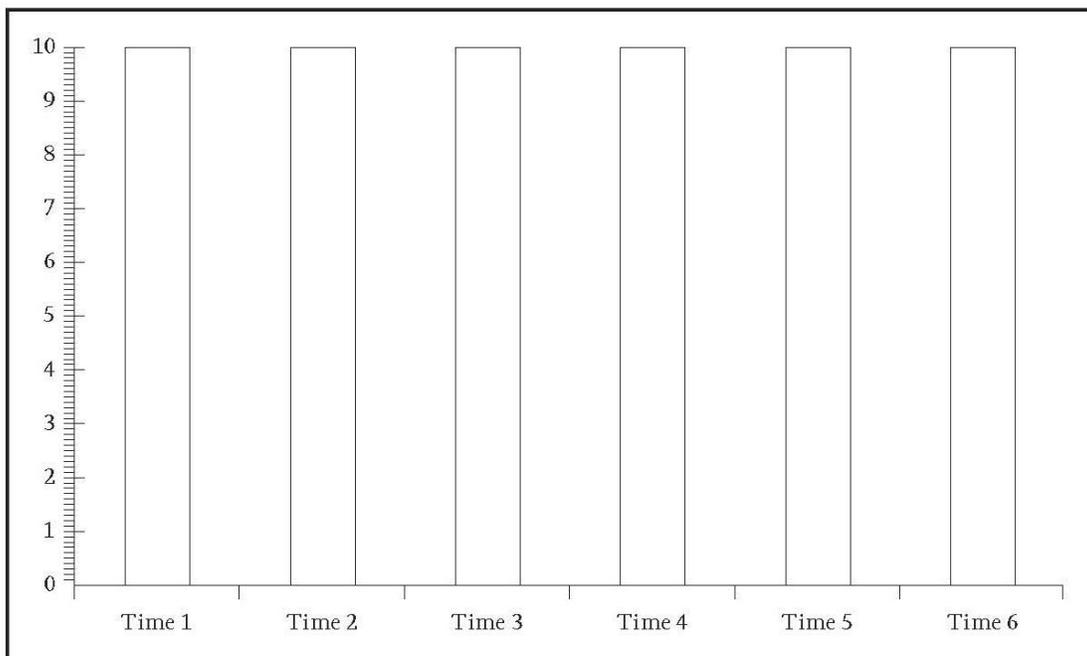
Do I persist with tasks that pose some challenge or difficulty? Do I make several attempts and continue to experiment with different solutions even though I am not successful? Do I frequently assess my impact on the environment? Am I creative in attempting to deal with new or challenging situations?

How am I doing?

10 = Very High I almost always make repeated attempts to solve problems, often trying a variety of solutions. I continue to persist at succeeding in challenging situations, even after several efforts have failed. Persistence at problem solving is the highlight of my play behavior.

5 = Moderate I make some attempts to solve problems, but I tend to give up after a few tries. I often fail to vary my attempts to find a solution, or I quickly seek an adult partner's assistance to solve it for me.

1 = Very Low I never attempt a second try when I encounter difficulty. I become frustrated easily when I encounter a problem, and I leave tasks quickly rather than making attempts to overcome obstacles.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Initiation during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play and Initiation, focusing especially on the following four strategies:

1. Get into my child's world.
 5. Take one turn and wait.
 10. Follow my child's lead.
 11. Communicate without asking questions (Non-Directiveness).
-

Collaborate with your child's reasoning by:

STRATEGY 4

Imitate my child's actions.

You can imitate any behavior that your child produces. If your child has little interest in interacting with you, you can get your child's attention by imitating the way he or she is currently playing). Imitation plays an important role in enhancing children's Problem Solving by encouraging your child to involve you in interactive play.

Practical Suggestions

- Notice how imitation encourages your child to increase the variety and scope of his or her behavior and does not reinforce undesirable behavior.
- Consider that one important outcome of imitation is that your child will enjoy and have fun controlling what you do.

Collaborate with your child's reasoning by:

STRATEGY 24

Follow my child's focus of attention.

What he or she is looking at, listening to, or touching indicates what your child is paying attention to. The sounds, objects, people, or actions that your child attends to are all reflections of his or her interests. You must become sensitive and responsive to the subtle cues that reflect your child's focus of attention. Continue to follow your child as his or her attention shifts from one thing to another.

Practical Suggestions

- Consider that young children become absorbed in their immediate experiences. Children's activities and what they attend to are dominated by their immediate interests. As children lose interest in something, they quickly shift the focus of their attention to aspects of the environment that seem more captivating.
- What your child is interested in is partly dependent on his or her current level of developmental functioning. For example, midway in the first year of development, children are captivated by the physical properties of objects such as taste, texture, shape, and sound. Later in the first year, as children's development changes, children are more interested in the function of objects—what they can do—than they are in the properties of objects.
- The more you follow your child's focus of attention, the greater insight you will develop about how your child perceives and understands the world.

Promote trial and error learning by:

STRATEGY 21

Expand to show the next developmental step.

Children need parents and others to show them the next step in both play and communication. Remember to "show your child the next step" in whatever he or she does. By doing this, you will expose your child to new information while keeping him or her interacting with you.

Practical Suggestions

- Make sure that your expansions are related to your child's behavior and activities in ways that show new meanings and purposes of the behavior.

PROBLEM SOLVING – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

PROBLEM SOLVING – LEVEL 2

SESSION OBJECTIVE:

Problem Solving – The purpose of today’s session is to discuss Problem Solving and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Problem Solving their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Problem Solving?

Children persist with tasks that are difficult, challenging or novel (Definition, C- 401)

Children learn to problem solve through

- Trial and error (Definition)
- Experimentation and success (Definition)

How do parents promote Problem Solving?

Parents facilitate problem solving by:

- Becoming their children’s partner.
- By collaborating with children’s reasoning.
- By modeling trial and error learning.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Problem Solving during daily routine activities.

Promote trial and error learning by:

STRATEGY 25

Give my child frequent opportunities to make choices.

While interacting with your child, wait for your child to choose what he or she wants to do and how he or she wants to do it. Follow your child's choice of toys and activities, particularly if they are appropriate to the situation and not harmful to the child or to others.

Practical Suggestions

- Your child may have difficulty choosing what to do when one or a combination of three things occurs. First, the toys or activities are too difficult for your child to use alone. Second, the toys are out of your child's reach. Third, your child is not able to manipulate or control these toys alone. If your child is having difficulty making choices, give your child several toys and activities that are within his or her range of ability that he or she can get to, handle, and operate alone.
-

Promote trial and error learning by:

STRATEGY 26

Wait silently for a more mature response.

You can encourage your child to use higher level behaviors by occasionally waiting to respond when your child produces his or her "old" immature behaviors. Many children prefer to do easy behaviors. However, if you wait before responding to your child, your child may show you that he or she knows how to do more mature behaviors. Remember that waiting can only be effective at encouraging your child to do what he or she is already able to do.

Practical Suggestions

- Wait for your child to produce behaviors that you have seen him or her do only several times before. If your child produced a more advanced behavior only a few times in the past, this may not yet be a behavior that is easy for your child to do.
- If your child does not produce the behavior you are "waiting" for within 5 seconds, simply model the behavior you would like and continue the activity without insisting that your child imitate or produce the behavior on his or her own.

PROBLEM SOLVING – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

PROBLEM SOLVING – LEVEL 3

SESSION OBJECTIVE:

Problem Solving – The purpose of today’s session is to discuss Problem Solving and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Problem Solving their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Problem Solving?

Children persist with tasks that are difficult, challenging or novel.

Children learn to problem solve through

- Trial and error.
- Experimentation and success

Other Considerations About Problem Solving

- Parent imposed obstructions need to be within children’s range of developmental capabilities, and only an occasional parent-child activity.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Problem Solving during daily routine activities.

Understand my child's limitations by:

STRATEGY 27

Know the developmental skills my child seems ready to learn.

Your child is most likely to learn from or be able to respond to developmental behaviors that extend from his or her current developmental skill level to the next highest developmental level. This is referred to as your child's range of accommodation.

Practical Suggestions

- Use the Developmental Rainbow (Mahoney & Perales, 1996) to identify behaviors that fall within your child's range of accommodation in the areas of fine motor, gross motor, expressive language, social interaction, and object interaction (i.e., behaviors that fall within the range of Developmental Age - 1 month to Developmental Age 1 + month).
- Identify behaviors that exceed your child's current range of accommodation. These are behaviors or skills that are more than 1 month higher than your child's current developmental level.
- Professionals should continually provide parents information about their child's developmental behaviors to help them adjust their concept of their child's range of accommodation as their child develops higher level skills and competencies.

PROBLEM SOLVING – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

PROBLEM SOLVING – LEVEL 4

SESSION OBJECTIVE:

Problem Solving – The purpose of today’s session is to discuss Problem Solving and how this is a critical behavior that your child must do consistently to improve his or her play and cognitive development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to Problem Solving their play and other social or communicative behaviors.

DISCUSSION POINTS:

What is Problem Solving?

Children persist with tasks that are difficult, challenging or novel (Definition, C- 401)

Children learn to problem solve through

- Trial and error (Definition)
- Experimentation and success (Definition)

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Problem Solving. Make sure that each of these strategies is incorporated into your daily routine activities with your child.

Foundational Strategies

1. Get into my child's world (Engagement)
2. Use mirroring and parallel play to join activity (Engagement)
3. Act as a playful partner (Enjoyment)
5. Take one turn and wait (Reciprocity)
9. Follow my child's lead. (Interest Match)
12. Communicate without asking questions (Non-Directiveness).

Critical Strategies

4. Imitate actions (Contingency)
24. Follow child's focus of attention (Interest Match)
25. Give opportunities to make choices (Moderate Direction)
26. Wait for a more mature response (Facilitation)
27. Expand to show the next step (Facilitation)

Advanced Strategies

28. Know the developmental skills my child seems ready to learn (Developmental Match)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal behavior rating scale to rate your child's Problem Solving. How has your child's Problem Solving changed during intervention?

Pivotal Behavior Profile

Problem Solving

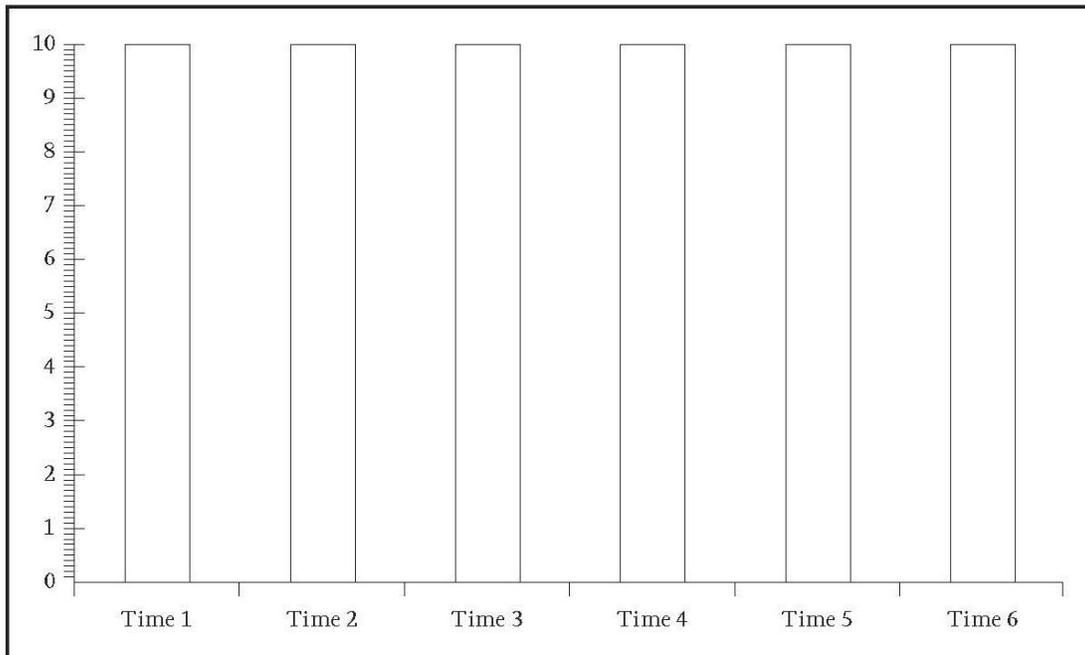
Do I persist with tasks that pose some challenge or difficulty? Do I make several attempts and continue to experiment with different solutions even though I am not successful? Do I frequently assess my impact on the environment? Am I creative in attempting to deal with new or challenging situations?

How am I doing?

10 = Very High I almost always make repeated attempts to solve problems, often trying a variety of solutions. I continue to persist at succeeding in challenging situations, even after several efforts have failed. Persistence at problem solving is the highlight of my play behavior.

5 = Moderate I make some attempts to solve problems, but I tend to give up after a few tries. I often fail to vary my attempts to find a solution, or I quickly seek an adult partner's assistance to solve it for me.

1 = Very Low I never attempt a second try when I encounter difficulty. I become frustrated easily when I encounter a problem, and I leave tasks quickly rather than making attempts to overcome obstacles.



Communication Session Plans

| COMMUNICATION PIVOTAL BEHAVIOR WIZARD | |
|---|----------------------------------|
| Child's Behavior | Pivotal Behavior |
| <ul style="list-style-type: none"> • Does not engage in frequent one-to-one interactions throughout the day • Does not stay engaged in social interaction with parents and caregivers more than briefly • Engages in Play Routines with Parents and Others That Are More Task Oriented Than Playful and Fun has few opportunities to engage in interactive routines with parents of a playful, fun, and predictable | Joint Activity |
| <ul style="list-style-type: none"> • Seldom uses vocalizations for language to interact • Makes his or her own special sounds but you conventional speech sounds • Is extremely quiet most of the time • Is difficult to understand | Vocalization |
| <ul style="list-style-type: none"> • Uses nonverbal cues to express feelings or needs • Jargons, babbles, or uses words by him or herself but not with others • Jargons and babbles while interacting with others • Vocalizes but only occasionally uses vocalizations to communicate intentions to others • Understands a considerable amount of language primarily uses nonverbal communication rather than words to communicate • No several words but either seldom uses them to communicate his or her intentions or uses them only in the restricted way | Intentional communication |
| <ul style="list-style-type: none"> • Engages in joint activities but seldom directs parents' attention other than to get his or her needs met • Maintains eye contact with the parent or other adult for longer than a few seconds at a time • Is unable to follow parents' nonverbal and verbal directional cues (e.g., eye gaze, pointing, gesturing) • Is capable of directing and following the parents' focus of attention but seldom does it | Joint Attention |
| <ul style="list-style-type: none"> • Uses words and jargon to interact with people • Is rapidly acquiring new words • Is starting to put words together to form longer than two word utterances • Has several words but seldom stays engage with adults for more than a few conversational turns • Communicates get his or her needs met but seldom for other reasons • Actively attempts to involve parents and others in his or her play even though his or her language is limited • Is interested in communicating elaborate sequences or observations but lacks the language to do it | Conversation |

JOINT ACTIVITY – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

JOINT ACTIVITY – LEVEL 1

SESSION OBJECTIVE:

Joint Activity – The purpose of today’s session is to discuss Joint Activity and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Joint activity .

DISCUSSION POINTS:

What is Joint Activity?

- Reciprocal interactions in which partners are aware of each other
- Parents respond to nonverbal behaviors and cues as well as verbal/vocal behaviors regardless of their purpose or intention
- Parents respond to their children’s Initiations in about one half of all interactive episodes
- Children respond to parents in about one half of all interactive episodes
- Reciprocal interactive episodes become increasing longer over time

Why is Joint Activity Important?

Children learn to communicate through social interaction

- Before children learn to use words to communicate, they must first learn to engage in nonverbal social interactions
- Language learning primarily occurs in the context of reciprocal social interactive exchanges.
- Children learn to communicate with language only in the context of reciprocal social activities with parents and adults

NOTES:

Rate your child’s Joint activity. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important communication behavior.

Pivotal Behavior Profile

Joint Activity

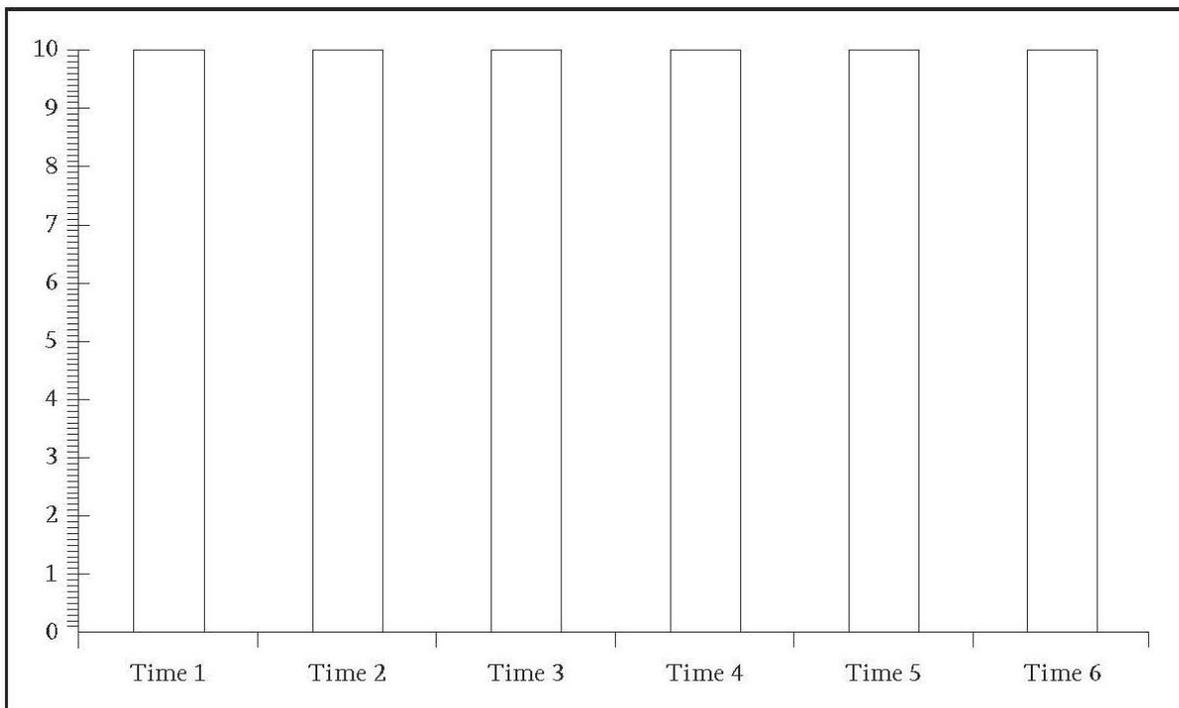
Do I engage in active, reciprocal interactions with my partner? Do my partner and I direct our interactions toward each other? Do we respond to each others' behaviors and cues? Are my interactions with my partner characterized by collaboration and exchange?

How am I doing?

10 = Very High I consistently seek out partners, initiate play, and actively keep others in play with me. I make an effort to engage others in my play. I remain engaged with others on a common activity for significant periods of time. My behavior is affected by what my partner does in the interaction.

5 = Moderate I occasionally engage in activities with others for a mutual purpose. Most of my interactions with others are brief sequences of joint activity (e.g., less than 20 seconds at a time). My episodes of joint activity occur about half of the time that I am with adult partners.

1 = Very Low I rarely engage in activities with my partner that focus on a common purpose. I seldom notice my partner, and I use my partner only to get my needs met. If I use a partner to facilitate play, there is no shared activity or purpose. I generally act independently of my partner, except when I need help.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's joint activity during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play.

2. Get into my child's world
 3. Use mirroring and parallel play to join activity
 4. Act as a playful partner
 5. Imitate actions and communications
 6. Take one turn and wait
 7. Wait with anticipation
 8. Play face-to-face games without toys
 9. Match child's interactive pace
-

STRATEGY 10

Expect my child to interact.

Show by your face, hands, and body language that you are anticipating your child will do something with you. Act in animated ways to make this even more effective.

Practical Suggestions

- Allow your child time to initiate contact with you. Silent waiting provides the opportunity for your child to initiate an activity on his or her own.
- During silent waiting, wait with anticipation by using body, gestures, or facial signals for your child to interact.
- If your child attempts to move away before engaging in interaction, gently hold or restrain him or her until the child has completed one to two interactive turns with you.

STRATEGY 11

Interact for fun.

There are many reasons that parents interact with children. They can interact to take care of their children's physical needs, comfort their children, teach their children, or just be with them. Use this strategy to motivate yourself to spend at least one third of the interactions you have with your child focused on having fun.

Practical Suggestions

- Give your child opportunities to influence you in playful ways. You can promote this by making exaggerated reactions to the little things your child does.
- Become your child's favorite toy by acting like a toy your child can manipulate, control, and enjoy.
- Consider the importance of interacting with your child more during enjoyable times than during stressful ones. You are more likely to help your child learn when you join your child's enjoyable moments.

JOINT ACTIVITY – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

JOINT ACTIVITY – LEVEL 2

SESSION OBJECTIVE:

Joint Activity – The purpose of today’s session is to discuss Joint Activity and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Joint Activity.

DISCUSSION POINTS:

What is Joint Activity?

- Reciprocal interactions in which partners are aware of each other
- Parents respond to nonverbal behaviors and cues as well as verbal/vocal behaviors regardless of their purpose or intention
- Parents respond to their children’s Initiations in about one half of all interactive episodes
- Children respond to parents in about one half of all interactive episodes
- Reciprocal interactive episodes become increasing longer over time

Other Considerations About Joint Activity

Deficits in nonverbal communication impede children’s rate of developing language

- Many children with language delays often have a low frequency of nonverbal communication.
- If children do not engage in frequent joint activities, they simply will not have sufficient opportunities to learn how to communicate.

How Parents Promote Joint Activity

- Interactive balance
- Frequent interaction

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Joint Activity during daily routine activities.

STRATEGY 11

Communicate less so my child communicates more.

Talking too much is one of the major obstacles to adults having balanced interactions with children. To learn how to speak, it is important for your child to hear language stimulation, but it is even more important for your child to practice the sounds and words he or she already knows. You will communicate less if you use short sentences, do not repeat what you have said, and wait for your child to say more. This may result in longer periods of silence or quiet during the interaction. However, your child will quickly learn to fill this void with his or her own vocalizations and language.

Practical Suggestions

- Consider how speaking in short sentences and saying less to your child will give your child more opportunity to do something during the interaction.
 - Experiment using short, medium, and long sentences with your child. Observe how your child responds to different sentence lengths.
 - Review a videotape of you interacting with your child. Count the number of times that you repeat what you say with your child.
 - Keep track of the number of times you repeat yourself during 5 minutes of play with your child. Consider whether you are repeating yourself more than is necessary.
-

STRATEGY 12

Get from my child as much as I give.

For children to learn, they need to give in order to get. Expect your child to play an active role in interaction. Your child's developmental well-being is dependent on his or her being an active rather than a passive participant in interactions.

Practical Suggestions

- Use simple exchange games to practice showing your child how to give and not always to be on the taking end.
- Build a turn-taking habit. Help your child learn the social rule of give and take by making turn-taking a habit in play and communication.
- Get into a give-and-take rhythm of talking with your child so that your child will learn that interrupting is not appropriate.
- Share the terminations. Be sure that neither you nor your child is the one who always ends social contacts. At least half of the time you should determine when the interaction ends.

JOINT ACTIVITY – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

JOINT ACTIVITY – LEVEL 3

SESSION OBJECTIVE:

Joint Activity – The purpose of today’s session is to discuss Joint Activity and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Joint Activity.

DISCUSSION POINTS:

What is Joint Activity?

- Reciprocal interactions in which partners are aware of each other (Definition)
- Parents respond to nonverbal behaviors and cues as well as verbal/vocal behaviors regardless of their purpose or intention (Definition)
- Parents respond to their children’s Initiations in about one half of all interactive episodes
- Children respond to parents in about one half of all interactive episodes
- Reciprocal interactive episodes become increasing longer over time

Considerations About Joint Activity

- Joint Activities do not always need to involve toys; parents can be their children’s most effective toy
- The longer children remain engaged in Joint Activity with their parents and others, the more sophisticated their communication will become.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Joint Activity during daily routine activities.

STRATEGY 13

Be more interesting than my child's distractions.

Children learn more from their parents than from toys. Consequently, you need to become animated so that you are more attention-getting than the toys and other inanimate objects in your child's world that do little to help your child learn to socialize and communicate.

Practical Suggestions

- Use animation to regain your child's attention. If your child is not attentive to you, act in entertaining ways to gain his or her attention.
 - Act like your child's favorite TV and video characters. Watch your child's TV and video programs, and act out the events that get your child's attention.
 - Share in your child's excitement. When your child becomes interested and excited with his or her favorite toy, enter your child's world by using this toy to play with him or her.
-

STRATEGY 14

Play face-to-face games without toys.

Use simple games with your child such as songs, nursery rhymes, hand games, and games with other parts of the body that require simple sequences in which your child can play an active role.

Practical Suggestions

- Consider the kinds of games that you have seen your own parents or other parents play with young children.
- Find books that describe simple games that parents can do with young children.
- Professionals can show parents how to modify games to make them balanced, interactive routines. It is especially important to simplify games that are difficult for children who are developmentally young.

JOINT ACTIVITY – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

JOINT ACTIVITY – LEVEL 4

SESSION OBJECTIVE:

Joint Activity – The purpose of today’s session is to discuss Joint Activity and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Joint Activity.

DISCUSSION POINTS:

What is Joint Activity?

- Reciprocal interactions in which partners are aware of each other (Definition)
- Parents respond to nonverbal behaviors and cues as well as verbal/vocal behaviors regardless of their purpose or intention (Definition)
- Parents respond to their children’s Initiations in about one half of all interactive episodes
- Children respond to parents in about one half of all interactive episodes
- Reciprocal interactive episodes become increasing longer over time

Considerations about Joint Activity.

- RISs help to improve children’s participation in Joint Activity by:
 - Encouraging children to initiate social communication (Imitate my child’s actions and communications; Get from my child as much as I give; Communicate less so that my child communicates more)
 - Enhancing children’s active participation in social interaction (Take one turn and wait; Interact for fun)
 - Enhancing children’s responsiveness to their parents (Be more interesting than my child’s distractions)
- **The more parents and others can enhance children’s participation in reciprocal Joint Activity, the sooner their communication skills will develop.**

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Joint Activity. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

1. Get into my child's world (Engagement)
2. Use mirroring and parallel play to join activity (Engagement)
3. Interact for fun (Enjoyment)
4. Imitate actions and communications (Non-directiveness)
5. Take one turn and wait (Reciprocity)
6. Wait with anticipation (Animation)
7. Play face to face games without toys (Joint Activity Routines)
8. Match my child's interactive pace (Behavioral Style Match)

Critical Strategies

9. Expect my child interact (Engagement)
10. Interact for fun (Enjoyment)
11. Communicate less so my child communicates more (Reciprocity)
12. Get from my child as much as I give (Reciprocity)

Advanced Strategies

13. Be more interesting than my child's distractions (Animation)
 14. Play face-to-face games without toys (Joint Activity Routines)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal behavior rating scale to rate your child's Joint Activity. How has your child's Joint Activity changed during intervention?

Pivotal Behavior Profile

Joint Activity

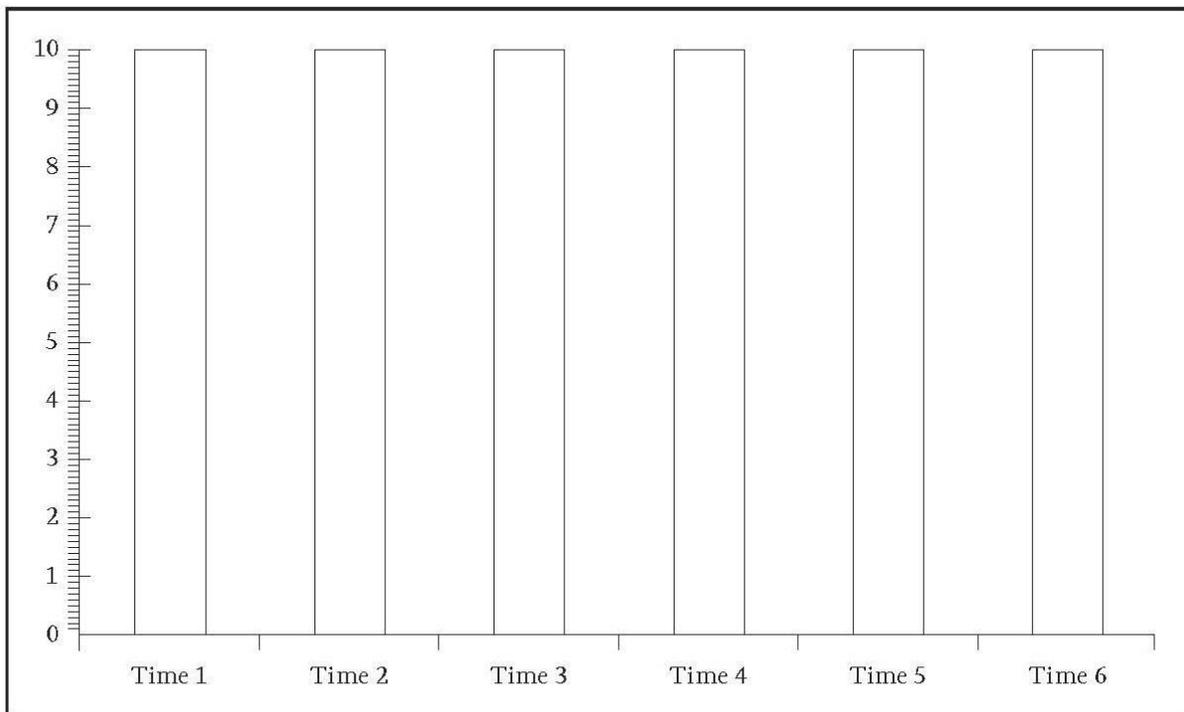
Do I engage in active, reciprocal interactions with my partner? Do my partner and I direct our interactions toward each other? Do we respond to each others' behaviors and cues? Are my interactions with my partner characterized by collaboration and exchange?

How am I doing?

10 = Very High I consistently seek out partners, initiate play, and actively keep others in play with me. I make an effort to engage others in my play. I remain engaged with others on a common activity for significant periods of time. My behavior is affected by what my partner does in the interaction.

5 = Moderate I occasionally engage in activities with others for a mutual purpose. Most of my interactions with others are brief sequences of joint activity (e.g., less than 20 seconds at a time). My episodes of joint activity occur about half of the time that I am with adult partners.

1 = Very Low I rarely engage in activities with my partner that focus on a common purpose. I seldom notice my partner, and I use my partner only to get my needs met. If I use a partner to facilitate play, there is no shared activity or purpose. I generally act independently of my partner, except when I need help.



VOCALIZATION – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

VOCALIZATION – LEVEL 1

SESSION OBJECTIVE:

Vocalization – The purpose of today’s session is to discuss Vocalization and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at encouraging your child to vocalize frequently.

DISCUSSION POINTS:

What is Vocalization?

- Degree to which children practice or repeat any sounds (Definition).
- Frequency of sound production is without regard to meaning or word approximation.

Why is Vocalization Important?

Children cannot talk until they develop the ability to produce sounds.

- For children to attain the vocal proficiency needed to produce their first words, they must spend considerable time practicing sounds, both by themselves and with others

Children learn how to produce sounds through frequent vocalization

- Initially children’s sound production is an automatic biological response.
- Children’s long-term vocal development depends on their receiving vocal feedback to their sounds, which encourages them to produce and practice more complex vocalizations

NOTES:

Rate your child's Vocalization. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal communication behavior.

Pivotal Behavior Profile

Vocalization

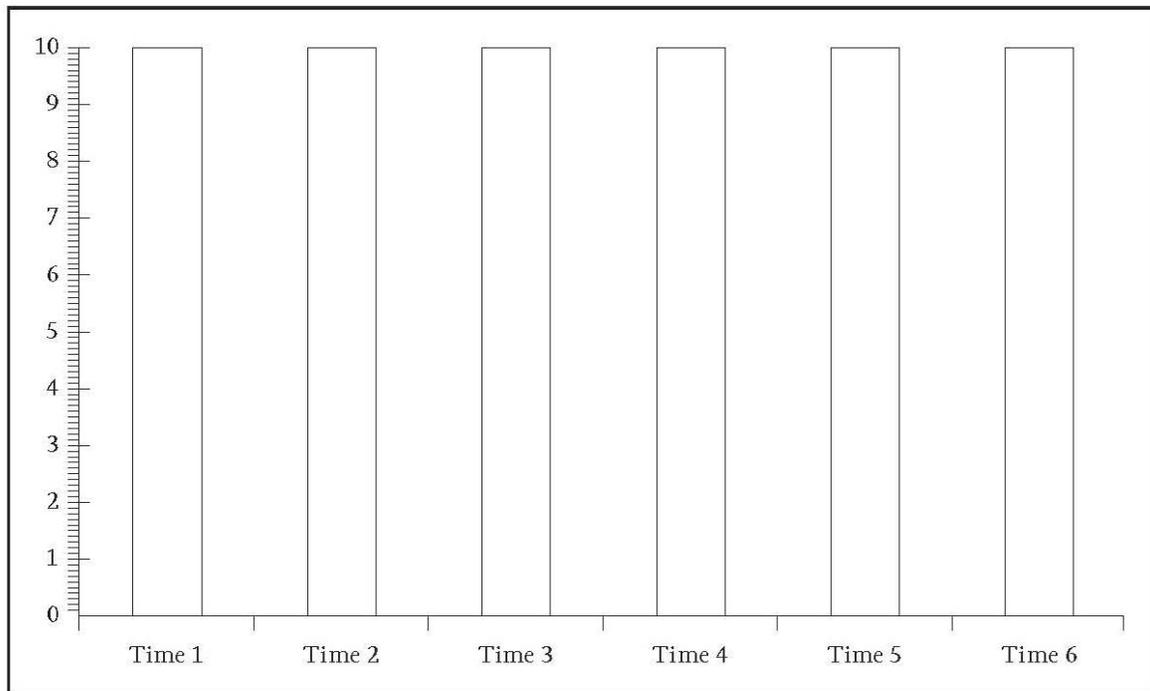
Do I practice or repeat sounds including grunting, vocalization, singing, or words?
 Do I make sounds frequently, both by myself and with others?

How am I doing?

10 = Very High I frequently make sounds using my voice, both while playing alone and with others. I vocalize all of the time, both for personal stimulation as well as for communication. I frequently experiment and produce a wide range of sounds.

5 = Moderate I occasionally make sounds when I play by myself and with others. Sometimes I have long periods of quiet, and other times I have episodes in which I produce a high frequency of sounds. I may have inconsistencies in my pattern of vocalizing, such as vocalizing a great deal with people but hardly at all when I am alone.

1 = Very Low I rarely make sounds with my voice. I may be silent much of the time. If I do make sounds, they are restricted to a narrow range.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Vocalization during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using the RI strategies that you learned to promote your child's Social Play and Joint Activity.

5. Take one turn and wait
 6. Wait with anticipation
 7. Wait with anticipation (Animation)
 9. Expect my child to interact
 11. Communicate less so my child communicates more
 13. Be more interesting than my child's distractions (Animation)
-

STRATEGY 4

Imitate my child's actions and communications.

You can imitate any behavior that your child produces. If your child has little interest in interacting with you, you can get your child's attention by imitating behaviors that may even be inappropriate or bizarre (e.g., rocking, thumb-sucking, loud shrieking or crying, throwing objects). Imitation has two functions. First, it helps to establish an interactive relationship with your child that is based upon what your child is doing. Second, imitation gives your child an immediate opportunity to control what you do.

Practical Suggestions

- Imitating most anything your child does will increase the probability that you will imitate most every sound your child makes, particularly if your child seldom produces sounds.
- Imitate any sounds your child might make no matter how unusual the sounds are.
- When you imitate sounds, imitate louder than your child, emphasizing the actual sound your child is making.
- When you imitate your child's sounds, you are helping your child learn to use his or her sounds to have to have an effect on others.

VOCALIZATION – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

VOCALIZATION – LEVEL 2

SESSION OBJECTIVE:

Vocalization – The purpose of today’s session is to discuss Vocalization and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at encouraging your child to vocalize frequently.

DISCUSSION POINTS:

What is Vocalization?

- Degree to which children practice or repeat any sounds (Definition).
- Frequency of sound production is without regard to meaning or word approximation.

Considerations About Vocalization.

- There are two reasons why children do not produce sounds
 - First, they may have motor impairments that impede their ability to make sounds
 - Second, they may receive limited verbal feedback to the sounds they do produce
- Vocal play helps children learn to produce more normal, word-like sounds
- Parents will be more effective at helping children learn to talk by simply playing back and forth with sounds

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote your child's Vocalization during daily routine activities.

STRATEGY 15

Respond immediately to little behaviors.

Little behaviors are behaviors such as burps, change of visual regard, kicking legs, waving hands, facial displays, and so forth.

Practical Suggestions

- Even if your child is not directing his or her "little behaviors" to you, and even though these behaviors have no apparent purpose or meaning, by responding immediately you can transform these behaviors into meaningful social interactions.
 - Immediate responding to your child's solitary play and self-speech will help your child become more aware of you and more apt to direct these behaviors toward you.
 - Review videotaped observations to see how quickly you respond to your child's behavior
-

STRATEGY 16

Communicate the way my child communicates.

Communicate in ways that your child is currently able to do (e.g., respond to your child's movements with movement and gestures, respond to sounds with sounds, and respond to one- or two word utterances with one- or two-word utterances).

Practical Suggestions

- Notice that when you communicate more like your child, your child communicates more with you. Interact with your child for 2 to 3 minutes using the types of words, sounds, or gestures your child uses. Then interact with your child for another 2 to 3 minutes by not responding to your child's words, sounds, or gestures. Keep track of the number of vocalizations your child uses in these two situations. Consider why these differences occur and what implications they have for helping your child to produce sounds.

STRATEGY 17

Play back and forth with sounds.

Your child may produce vocalizations or sounds that do not have obvious purpose or meaning. Interact with your child by simply imitating or responding promptly with animation to these vocalizations. If your child continues to vocalize with you, vary your vocalizations in response to him or her to transform this interaction into playful back-and-forth sound play.

Practical Suggestions

- Get into the habit of responding to your child's sounds, even when they are part of your child's self-play. The more you respond to your child's sounds, the more your child will communicate with sounds.
- Consider that when you get into a give-and-take rhythm of exchanging sounds with your child, you are teaching your child the social conventions about how to talk with others.
- Nursery rhymes and songs provide an excellent resource for back-and-forth child to make a sound or other action before singing the next few phrases.
- Limit your child's sounds or speech when it interrupts or prevents you from engaging in back-and-forth interaction. From the earliest phases of development, teach your child that communication is not a one-way street but requires giving you time to talk as well.

VOCALIZATION – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

VOCALIZATION – LEVEL 3

SESSION OBJECTIVE:

Vocalization – The purpose of today’s session is to discuss Vocalization and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at encouraging your child to vocalize frequently.

DISCUSSION POINTS:

What is Vocalization?

- Degree to which children practice or repeat any sounds (Definition)
- Frequency of sound production is without regard to meaning or word approximation

Other Considerations About Vocalization.

- Vocalization skills develop most effectively during social interactive episodes-not rote practice.
- Speech is a social event, not just a motor activity.
- Parents promote children’s oral motor skills by using RISs recommended to promote Vocalization during routine interactions in children’s natural environment

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Vocalization. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

4. Imitate my child's actions and communications (Non--Directiveness)
5. Take one turn and wait (Reciprocity)
6. Wait with anticipation (Animation)
9. Expect my child to interact (Engagement)
11. Communicate less so my child communicates more (Reciprocity)
13. Be more interesting than my child's distractions (Animation)

Critical Strategies

15. Respond immediately to little behaviors (Contingency)
16. Communicate the way my child communicates (Developmental Match)

Advanced Strategies

17. Play back and forth with sounds (Reciprocity))
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal behavior rating scale to rate your child's Vocalization. How has your child's Vocalization changed during intervention?

Pivotal Behavior Profile

Vocalization

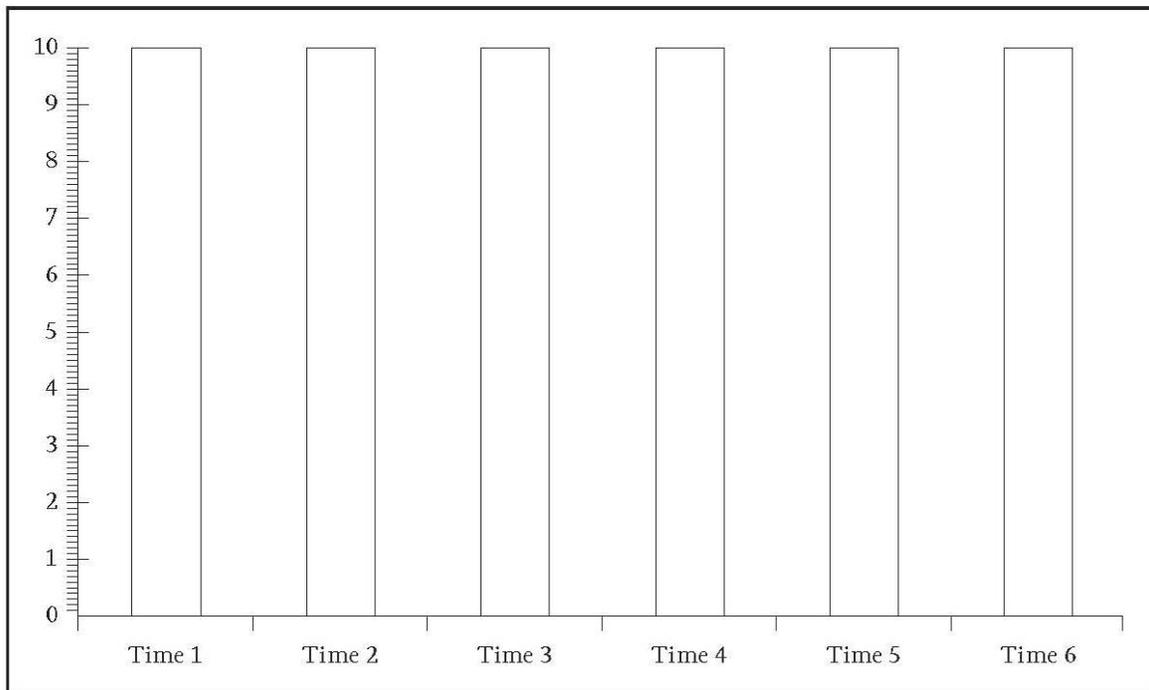
Do I practice or repeat sounds including grunting, vocalization, singing, or words?
 Do I make sounds frequently, both by myself and with others?

How am I doing?

10 = Very High I frequently make sounds using my voice, both while playing alone and with others. I vocalize all of the time, both for personal stimulation as well as for communication. I frequently experiment and produce a wide range of sounds.

5 = Moderate I occasionally make sounds when I play by myself and with others. Sometimes I have long periods of quiet, and other times I have episodes in which I produce a high frequency of sounds. I may have inconsistencies in my pattern of vocalizing, such as vocalizing a great deal with people but hardly at all when I am alone.

1 = Very Low I rarely make sounds with my voice. I may be silent much of the time. If I do make sounds, they are restricted to a narrow range.



INTENTIONAL COMMUNICATION – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

INTENTIONAL COMMUNICATION – LEVEL 1

SESSION OBJECTIVE:

Intentional Communication – The purpose of today’s session is to discuss Intentional Communication and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Intentional Communication.

DISCUSSION POINTS:

What is Intentional Communication?

Children attempt to make their intentions (needs, feelings and observations) known through

- **Unintentional** body movement, visual displays, crying, gestures/pointing, sounds and vocalizations
- **Intentional** body movement, visual displays, crying, gestures/pointing, sounds and vocalizations
- Words or signs

Why is Intentional Communication Important?

- Learning to communicate intentionally evolves gradually as children become aware of their ability to convey their feelings, needs and observations to others.
- Children’s ability to recognize and express their intentions is the prerequisite for learning and using new words
- The key to helping children learn words to communicate his make sure they have frequent opportunities communicate nonverbally with others

NOTES:

Rate your child's Intentional Communication. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal communication behavior

Pivotal Behavior Profile

Intentional Communication

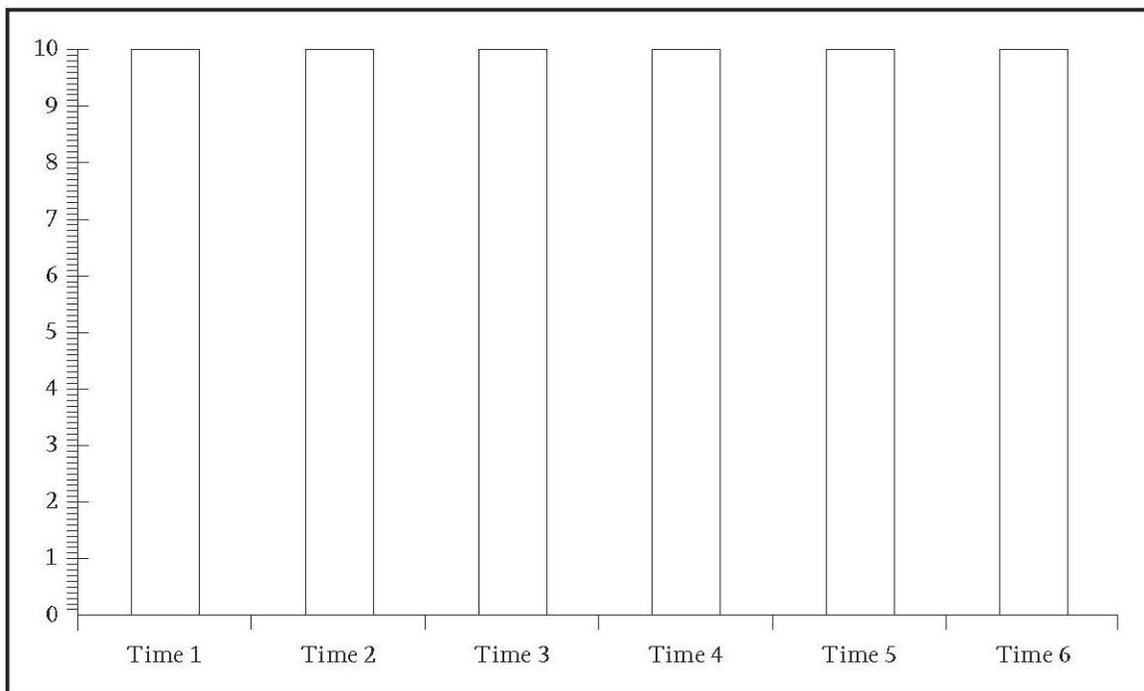
Do I frequently attempt to make my intentions known to my partner? Am I effective at using nonverbal communication, words, or both to make my needs, feelings, and observations known to others? Do I use the words and language I know to communicate my intentions?

How am I doing?

10 = Very High Most of the time I attempt to communicate my intentions to others. I am very effective at communicating a wide range of communicative functions, including greeting, socializing, sharing feelings and observations, noticing and directing attention, and requesting.

5 = Moderate About half of the time, I attempt to communicate my intentions to others. I do not yet express the full range of communicative functions, such as greeting, socializing, sharing feelings and observations, directing attention, and requesting. I tend to communicate mainly to get my needs met.

1 = Very Low I make very few attempts to communicate, and I am usually not effective at communicating my intentions to others. I may know several words and nonverbal signals that could be used to communicate, but I seldom use them to make my intentions known to others.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Intentional Communication during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play and Joint Activity focusing especially in the following three strategies:

3. Act as a playful partner
 4. Imitate actions and communications
 5. Take one turn and wait
-

STRATEGY 18

Respond quickly to my child's signals, cries, or nonverbal requests.

Before children talk, they cry or use nonverbal cues to make their needs known. By responding promptly to your child's nonverbal signals or cries, you help your child learn how to use these behaviors and to increase the rate that he or she begins to use more sophisticated behaviors to communicate.

Practical Suggestions

- Review the child development research findings by Ainsworth and Bell (1974), which indicated that parents who responded quickly to their children's cries during the first year of life had children who were better communicators in their second year of life.
- Consider that prompt responses to your child's cries and other nonverbal signals will not reinforce lower forms of behavior; rather, it will teach your child how to use these behaviors more effectively in social interactions.
- Respond promptly to your child's nonverbal signals and cries, and observe how your child becomes more attentive and responsive to you when you do this.

INTENTIONAL COMMUNICATION – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

INTENTIONAL COMMUNICATION – LEVEL 2

SESSION OBJECTIVE:

Intentional Communication – The purpose of today’s session is to discuss Intentional Communication and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Intentional Communication.

DISCUSSION POINTS:

What is Intentional Communication?

Children attempt to make their intentions (needs, feelings and observations) known through
(Definition)

- **Unintentional** body movement, visual displays, crying, gestures/pointing, sounds and vocalizations
- **Intentional** body movement, visual displays, crying, gestures/pointing, sounds and vocalizations
- Words or signs (Definition)

Keys to Intentional Communication

- Children learn to be intentional by noticing the effects their unintentional behaviors have on others
- Early communications do not have to be understood or correct, only responded to

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Intentional Communication during daily routine activities.

STRATEGY 19

Respond to unintentional vocalizations, facial displays, and gestures as if they were meaningful conversation.

Often children make sounds for sensory play but not for communicating intentionally. Every vocalization, facial display, and gesture your child makes can become a communication. The more you respond to your child's vocalizations, facial displays, and gestures, the quicker your child will learn to use these actions to exchange meanings with you and others.

Practical Suggestions

- Get into the habit of responding to your child's sounds/vocalizations, even when they are just for self-play and do not have any obvious meaning or communicative intent.
- If your child makes sounds/vocalizations while playing but does not use sounds/vocalizations to communicate his or her intentions, he or she has not yet learned that sounds can get people's attention. To help your child learn to use his or her sounds as communication, respond more to your child's sounds than to his or her facial displays or touches.

STRATEGY 20

Accept incorrect word choice, pronunciations, or word approximations by responding to my child's intention.

Practical Suggestions

- Consider that, as children begin to learn language, they are more concerned with communicating ideas, observations, or needs than they are with using language correctly. Be careful not to discourage your child from communicating by trying to get him or her to say the right words in the right way.
- After you have established the habit of responding to your child's play or communicative intentions, occasionally model more appropriate words or pronunciations, **without** making your child imitate you.

INTENTIONAL COMMUNICATION – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

INTENTIONAL COMMUNICATION – LEVEL 3

SESSION OBJECTIVE:

Intentional Communication – The purpose of today’s session is to discuss Intentional Communication and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Intentional Communication.

DISCUSSION POINTS:

What is Intentional Communication?

Children attempt to make their intentions (needs, feelings and observations) known through

- **Unintentional** body movement, visual displays, crying, gestures/pointing, sounds and vocalizations
- **Intentional** body movement, visual displays, crying, gestures/pointing, sounds and vocalizations
- Words or signs (Definition)

Other Considerations About Intentional Communication

The primary motivation for children to learn words and language is their desire to communicate more effectively.

- Children incorporate words and language into their spontaneous communication as they discover how these help them communicate their intentions more effectively.
- When children are taught words using elicited imitation, the words they learn often have little to do with their immediate interests or intentions.
- When adults recast children’s language and conversational forms they show children how to use language to express their intentions more effectively.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Intentional Communication during daily routine activities.

STRATEGY 21

Read my child's behavior as an indicator of interest.

To read your child's behavior, engage in two activities while interacting with your child. First, observe carefully the subtle as well as obvious behaviors your child is doing. Second, use context cues to interpret your child's interests.

Practical Suggestions

- Your child's interests/thoughts are likely to be very different than yours. Objects or activities that seem unexciting to you can be interesting to your child — particularly because many of them are novel experiences for your child.
- Consider that your child's interests/thoughts can change from moment to moment. What interests your child on one day may not interest him or her on the next.
- Not all of your child's interests may be strong. Even if your child is not actively engaged in what he or she is doing, it is still an indicator of his or her interest.
- Use the following questions to interpret your child's behavior: "What does that behavior reflect about my child's interests/thoughts?" "What is my child trying to communicate by doing that?"
- Professionals can describe the behaviors they see as indicators of a child's interests/thoughts while interacting with them.
- Ask parents to describe what their children are interested in doing and help parents think of their children's behaviors as indicators of interest.

STRATEGY 22

Translate my child's actions, feelings, and intentions into words.

The most effective way to teach words to children is respond to children with words that fit what they are experiencing at the moment. When you use words that match your child's actions, feelings, and intentions, such as come, go, eat, mom, dog, and truck, your words have more relevance to what your child is experiencing than words like two, three, red, yellow, horse, and barn.

Practical Suggestions

- Become your child's living dictionary. Children's first words come from their routine actions, experiences, and sensations. You can help your child learn words more rapidly by modeling one- or two-word phrases that are directly related to what your child is currently doing, seeing, touching, hearing, or feeling.
- Become sensitive to what your child is sensing and experiencing. Give your child a word for these feelings and sensations
- In choosing what to say to your child, consider asking yourself how your child will communicate with a particular word

INTENTIONAL COMMUNICATION – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

INTENTIONAL COMMUNICATION – LEVEL 4

SESSION OBJECTIVE:

Intentional Communication – The purpose of today’s session is to discuss Intentional Communication and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Intentional Communication.

DISCUSSION POINTS:

What is Intentional Communication?

Children attempt to make their intentions (needs, feelings and observations) known through

- **Unintentional** body movement, visual displays, crying, gestures/pointing, sounds and vocalizations
- **Intentional** body movement, visual displays, crying, gestures/pointing, sounds and vocalizations
- Words or signs (Definition)

What Are the First Words That Children Learn?

- Children’s first words are about actions, objects, and agents (doers) that they experience
- Words are useful only if they relate to children’s immediate experiences
- Parents help their children communicate more quickly when they model words that match children’s current experiences and nonverbal communications

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Intentional Communication. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

3. Act as a playful partner (Enjoyment)
4. Imitate actions and communications (Non-directiveness)
5. Take one turn and wait (Reciprocity)

Critical Strategies

18. Respond quickly to my child's signals cries and nonverbal requests (Contingency)
19. Respond to unintentional behaviors as if they were meaningful (Intent)
20. Accept incorrect word choice, pronunciations, or word approximations by responding to my child's intentions (Intent)

Advanced Strategies

21. Read my child's observations, actions and experiences and needs as indicators of interest, thoughts or intentions (Interest Match)
 22. Translate my child's actions feelings and intentions into words (Intent)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Intentional Communication. How has your child's Intentional Communication changed during intervention?

Pivotal Behavior Profile

Intentional Communication

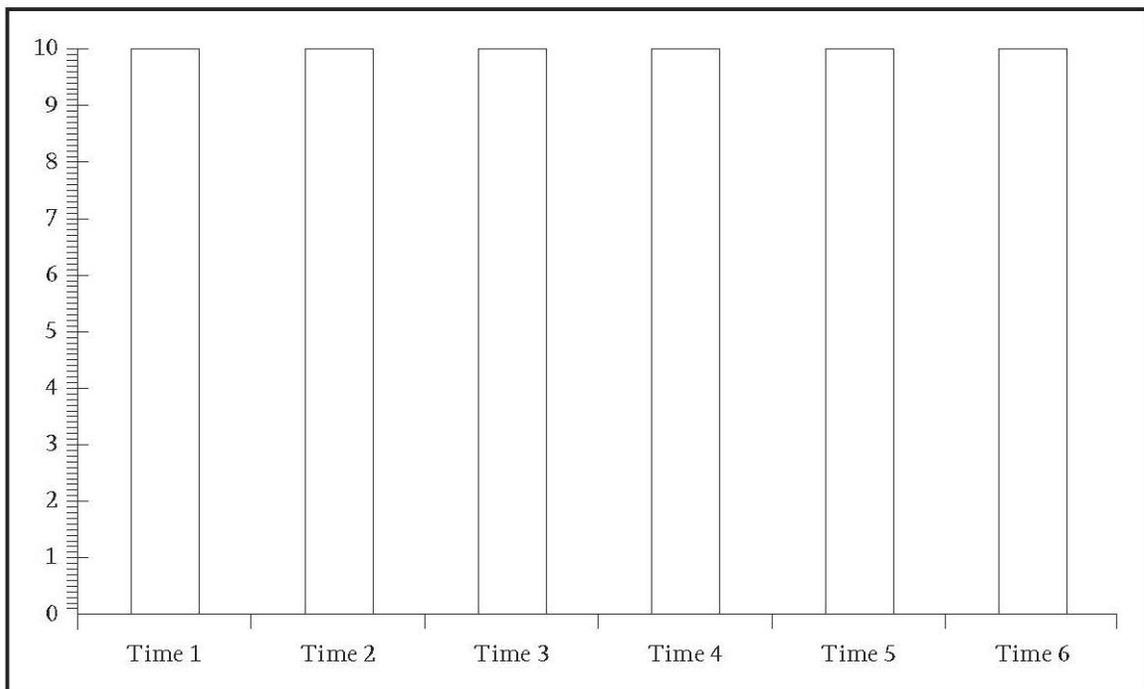
Do I frequently attempt to make my intentions known to my partner? Am I effective at using nonverbal communication, words, or both to make my needs, feelings, and observations known to others? Do I use the words and language I know to communicate my intentions?

How am I doing?

10 = Very High Most of the time I attempt to communicate my intentions to others. I am very effective at communicating a wide range of communicative functions, including greeting, socializing, sharing feelings and observations, noticing and directing attention, and requesting.

5 = Moderate About half of the time, I attempt to communicate my intentions to others. I do not yet express the full range of communicative functions, such as greeting, socializing, sharing feelings and observations, directing attention, and requesting. I tend to communicate mainly to get my needs met.

1 = Very Low I make very few attempts to communicate, and I am usually not effective at communicating my intentions to others. I may know several words and nonverbal signals that could be used to communicate, but I seldom use them to make my intentions known to others.



JOINT ATTENTION – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

JOINT ATTENTION – LEVEL 1

SESSION OBJECTIVE:

Joint Activity – The purpose of today’s session is to discuss Joint Attention and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Joint Attention.

DISCUSSION POINTS:

What is Joint Attention?

- Frequent episodes of eye contact and sharing behaviors (Definition)
- Children show what they want through, vocalizations pointing, looking or words
- Children follow gestures, eye gaze, or other communications of their partners

Why is Joint Attention Important?

Joint Attention is a:

- Critical behavior that helps children develop their vocabulary
- Behavior that develops gradually during the initial stages of language learning
- Behavior that impedes language learning especially for children with social interaction problems such as ASD

NOTES:

Rate your child's Joint Attention. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal communication behavior.

Pivotal Behavior Profile

Joint Attention

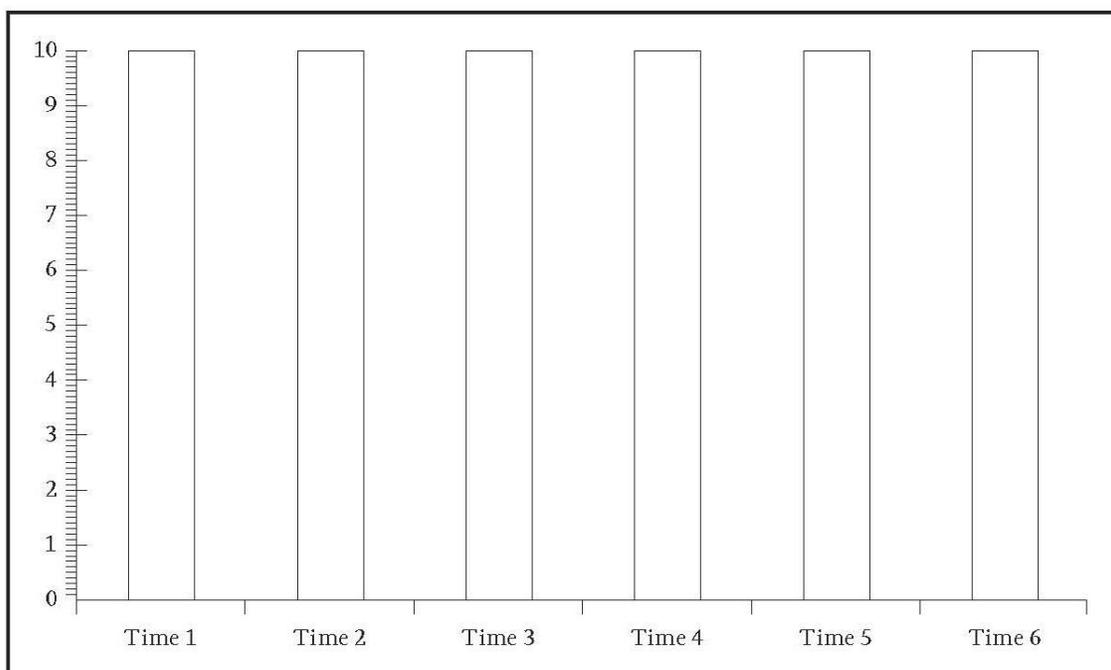
Do I have frequent bouts of eye contact and other sharing behaviors such as vocalizations with my partner? Do I try to show my partner what I want or what I am interested in by using words, vocalizations, gestures, or looking? Do I follow the gestures, facial displays, eye gaze, or other communications 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 him or her for affirmation, cues, or information. I have periods in which I engage in eye contact or other sharing behaviors, but I am 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 to 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.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Joint Attention during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play and Joint Activity including the following:

1. Get into my child's world
 2. Use mirroring and parallel play to join activity
 3. Act as a playful partner
 4. Imitate actions and communications
 5. Take one turn and wait
 6. Wait with anticipation
-

STRATEGY 23

Respond immediately to little behaviors.

Little behaviors are behaviors such as burps, change of visual regard, kicking legs, waving hands, facial displays, and so forth.

Practical Suggestions

- Even if your child is not directing his or her "little behaviors" to you, and even though these behaviors have no apparent purpose or meaning, by responding immediately you can transform these behaviors into meaningful social interactions.
- Immediate responding to your child's solitary play and self-speech will help your child become more aware of you and more apt to engage in social exchanges.
- Review videotaped observations to see how quickly you respond to your child's behavior.

JOINT ATTENTION – LEVEL 2

Name of Child:

Date

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

JOINT ATTENTION – LEVEL 2

SESSION OBJECTIVE:

Joint Activity – The purpose of today’s session is to discuss Joint Attention and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Joint Attention.

DISCUSSION POINTS:

What is Joint Attention?

- Frequent episodes of eye contact and sharing behaviors (Definition)
- Children show what they want through, vocalizations pointing, looking or words
- Children follow gestures, eye gaze, or other communications of their partners

How Can Parents Promote Joint Attention?

- Parents promote children’s Joint Attention by:
 - Making eye contact
 - Using multiple cues to direct their children’s attention.
 - Responding to children’s attentional cues whether intentional or not
- Children pay attention to their parents when parents are attentive to their children
 - If children are not attentive to their parents, parents need to make extra efforts to gain their attention.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Joint Attention during daily routine activities.

STRATEGY 24

Follow my child's focus of attention.

What your child is paying attention to is indicated by what he or she is looking at, listening to, or touching. The sounds, objects, people, or actions that your child attends to are all reflections of his or her interests. You must become sensitive and responsive to the subtle cues that reflect your child's focus of attention. Continue to follow your child as his or her attention shifts from one thing to another.

Practical Suggestions

- Consider that young children become absorbed in their immediate experiences. Children's activities and what they attend to are dominated by their immediate interests. As children lose interest in something, they quickly shift the focus of their attention to aspects of the environment that seem more captivating.
- What your child is interested in is partly dependent on his or her current level of developmental functioning. For example, midway in the first year of development, children are captivated by the physical properties of objects such as taste, texture, shape, and sound. Later in the first year, as children's development changes, children are more interested in the function of objects—what they can do—than they are in the properties of objects.
- The more you follow your child's focus of attention, the greater insight you will develop about how your child perceives and understands the world.

STRATEGY 25

Repeat activities my child enjoys.

Keep doing activities that your child finds fun and amusing. The more you emphasize these activities, the more you and your child will enjoy being with each other.

Practical Suggestions

- Unlike adults, children may do things many times before they get tired of the activity. When you repeat activities your child enjoys, you may tire of the activity long before your child does. However, if you continue this activity to promote your child's enjoyment, your child will learn that interacting with you is an enjoyable activity.
- Children develop a sense of humor by parents joining in their amusement. The more you support activities your child enjoys, the more your child will learn to share amusing and enjoyable things with you. Your child will make the effort to bring joy to you the more you make your child's enjoyment a focus of your interactions with him or her.

STRATEGY 26

Be animated.

Children are more likely to stay interacting with adults who are childlike and exciting. Help your child interact and pay attention to you by making conscious efforts to be animated.

Practical Suggestions

- Notice how it is easier to get your child to interact and keep him or her in interaction when you use expressive faces and make games out of your child's sounds and actions.
- Exaggerate your movements when you are playing with your child. Your child will attend more closely to your movements when you move in interesting, unpredictable ways.
- Even if your child has serious developmental problems, your child is more likely to learn when you interact with him or her more as a play partner than a teacher. Help your child learn by playing in your child's world of actions.
- How animated parents are with their children is often a function of their personality and how they feel at the moment. However, even people who naturally tend to be animated with children, often need to make a conscious effort to do so.

JOINT ATTENTION – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

JOINT ATTENTION – LEVEL 3

SESSION OBJECTIVE:

Joint Attention – The purpose of today’s session is to discuss Joint Attention and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Joint Attention.

DISCUSSION POINTS:

What is Joint Attention?

- Frequent episodes of eye contact and sharing behaviors (Definition)
- Children show what they want through, vocalizations pointing, looking or words
- Children follow gestures, eye gaze, or other communications of their partners

Other Considerations about Joint Attention

Joint Attention helps children identify the contextual and nonverbal cues that accentuate the relationship of parents words and phrases to the feelings, observations, objects, or actions they are referring to.

- Children learn language in the same way that adults learn foreign language.
- How well adults learn the meaning of the foreign language is dependent upon the effectiveness with which native speakers use (a) cues such as facial features or eye gaze to display affect, (B) pointing and gesturing to direct attention, or (C) words that refer directly to what we’re involved with.
- Children learn the meaning of words from the context of the interactions with others-by using the same kinds of context cues that adults use to learn foreign language.

NOTES:

RI STRATEGIES

Use the following strategy together with other strategies you have learned to promote the quality of your child's Joint Attention during daily routine activities.

STRATEGY 27

Accompany my communications with intonation, pointing and gestures

Make sure to communicate with your child using inflection, intonation, and nonverbal gestures and cues.

Practical Suggestions

- Observe how your child is more attentive when you communicate with inflected versus monotonic voice and when you accompany your communications with pointing and other nonverbal gestures.
- Review a videotape of you communicating with your child. Then rate how well you think you are using intonation and nonverbal communication with your child. How can you make your communications with your child livelier?

JOINT ATTENTION – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

JOINT ATTENTION – LEVEL 4

SESSION OBJECTIVE:

Joint Attention – The purpose of today’s session is to discuss Joint Attention and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Joint Attention.

DISCUSSION POINTS:

What is Joint Attention?

- Frequent episodes of eye contact and sharing behaviors (Definition)
- Children show what they want through, vocalizations pointing, looking or word
- Children follow gestures, eye gaze, or other communications of their partners

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Joint Attention. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

1. Get into my child's world (Engagement)
2. Use mirroring and parallel play to join activity (Engagement)
3. Act as a playful partner (Enjoyment)
4. Imitate actions and communications (Contingency/Non-directiveness)
5. Take one turn and wait (Reciprocity)
6. Wait with anticipation (Animation)

Critical Strategies

23. Respond immediately to little behaviors (Contingency)
24. Follow my child's focus of attention (Interest Match)
25. Repeat activities my child enjoys (Enjoyment)
26. Be Animated (Animation)

Advanced Strategies

27. Accompany my communications with intonation, pointing and other nonverbal gestures (Animation)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal behavior rating scale to rate your child's Joint Attention. How has your child's Joint Attention changed during intervention?

Pivotal Behavior Profile

Joint Attention

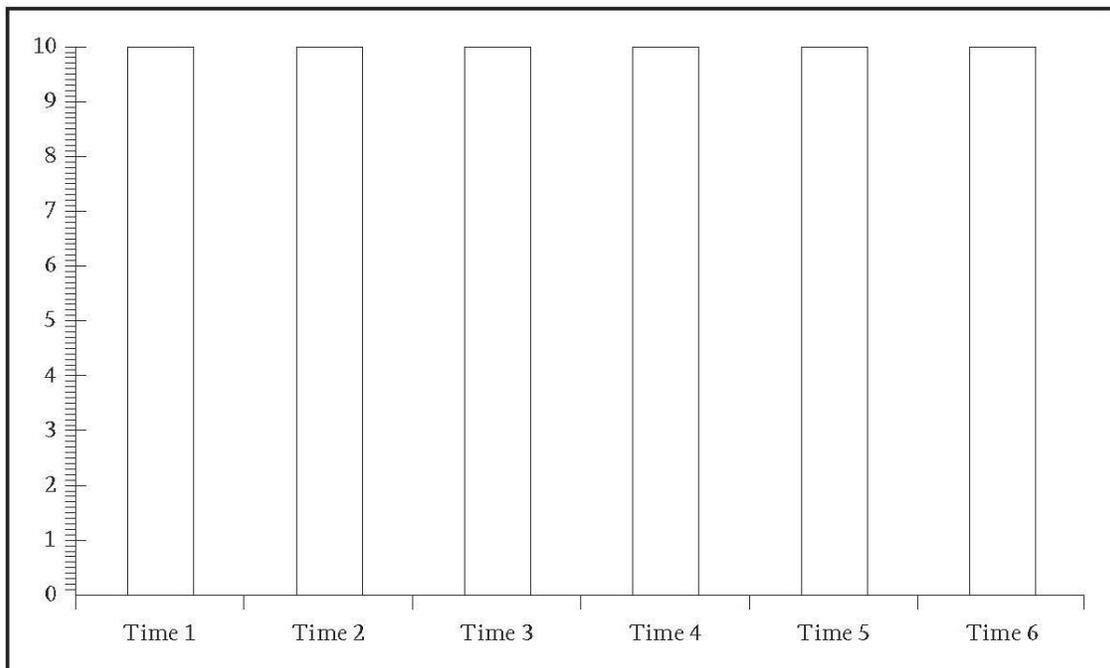
Do I have frequent bouts of eye contact and other sharing behaviors such as vocalizations with my partner? Do I try to show my partner what I want or what I am interested in by using words, vocalizations, gestures, or looking? Do I follow the gestures, facial displays, eye gaze, or other communications 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 him or her for affirmation, cues, or information. I have periods in which I engage in eye contact or other sharing behaviors, but I am 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 to 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.



CONVERSATION – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

CONVERSATION – LEVEL 1

SESSION OBJECTIVE:

Conversation – The purpose of today’s session is to discuss Conversation and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Conversation.

DISCUSSION POINTS:

What is Conversation?

- Children engage in conversations using both nonverbal and verbal communication. (Definition)
- Children converse in a give-and-take style and follow and sustain changes in conversational topics (definition)

Considerations about Conversation

Children need to engage in frequent preverbal social-communicative interactions to learn to converse

- Children with language problems often know and understand a lot of language, but seldom use it to express themselves in conversations.
- Many parents expect that once their children know words, they have all they need for conversation.
- Children learn the skills and rules for more mature forms of conversation through engaging in responsive, child-centered conversations with their parents.

NOTES:

Rate your child's Conversation. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal communication behavior.

Pivotal Behavior Profile

Conversation

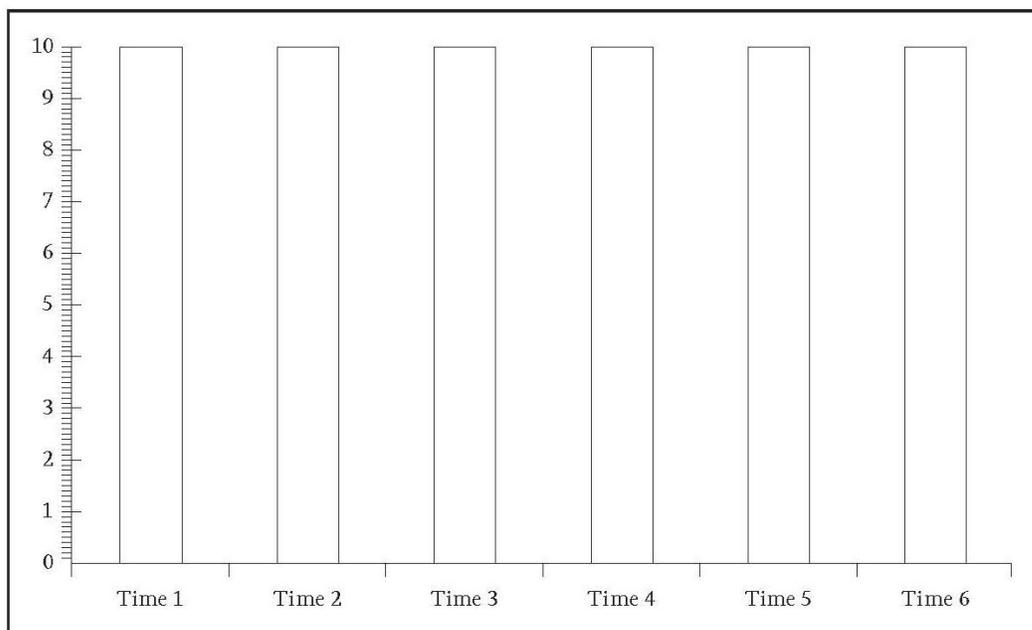
Do I engage in conversations on a variety of topics with multiple people? Do I use both nonverbal communication and verbal language? Do I lead and follow conversations in a give-and-take style? Do I sustain and follow changes in topics? Do I communicate for many purposes, such as companionship, persuasion, information exchange, feelings, and needs?

How am I doing?

10 = Very High I initiate and sustain conversations frequently with many people. I have conversations for many purposes, including enjoyment, information, joint activity, and to be with people. I participate in the give and take of a conversation, spending equal time listening and contributing to the exchange. I can converse about my partners' topic as well as my own.

5 = Moderate I occasionally engage in conversation, but only with certain people (e.g., mother) and not others. Conversations are often brief and focus mostly on topics of my choice. I have difficulty changing topics. I often terminate conversations when my partner changes the topic.

1 = Very Low I rarely initiate or sustain conversations. Most of my conversations are short, nonverbal communications or utterances involving less than two interactive turns. My conversation partner bears the burden for conversation. I do not contribute to conversation exchanges and frequently leave the situation.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Conversation during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play and Joint Activity focusing especially in the following strategies:

1. Get into my child's world
 3. Act as a playful partner
 4. Imitate actions and communications
 5. Take one turn and wait
 6. Wait with anticipation
-

STRATEGY 28

Make a habit of communicating during joint activity routines.

Playing with sounds, gestures, and words will help your child learn how to build communicative relationships. It teaches your child that a major way of being with people is to play with communication for its companionship value.

Practical Suggestions

- Observe how your child communicates not only with words but also with gestures and sounds. Consider how you can communicate with your child as effectively with nonverbal signals as with words or phrases before your child has words or at the early-language stage.
- Many parents communicate with children by asking questions (i.e., "Do you want to ...?"). Often this results in a dead-end communication. Frequently the child might answer or respond to the parent but not continue the conversation.
- Communicate with your child by labeling, commenting, expressing delight about what your child is doing, or describing your feelings or the feelings of your child. Observe how this results in longer communicative exchanges than does asking questions.

CONVERSATION – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

CONVERSATION – LEVEL 2

SESSION OBJECTIVE:

Conversation – The purpose of today’s session is to discuss Conversation and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Conversation.

DISCUSSION POINTS:

What is Conversation?

- Children engage in conversations using both nonverbal and verbal communication
- Children converse in a give- and- take style and follow and sustain changes in conversational topics

How Do Adults Enhance Children’s Conversation?

- Respond to children’s intentions rather than correct their language
- Converse in situations are enjoyable, interesting, and related to what children know
- Speak to children in ways their children can speak
- Respond to children’s self talk

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Conversation during daily routine activities.

STRATEGY 29

Communicate the way my child communicates.

Communicate in ways that your child is currently able to do (e.g., respond to your child's movements with movement and gestures, respond to sounds with sounds, and respond to one- or two word utterances with one- or two-word utterances).

Practical Suggestions

- Notice that when you communicate more like your child, your child communicates more with you. Interact with your child for 2 to 3 minutes using the types of words, inflections, or gestures your child uses. Then interact with your child for another 2 to 3 minutes communicating with the type of language you would use with an adult. Keep track of the amount of time your child is actively involved in interaction in these two situations. Consider why these differences occur and what implications they have for helping your child learn to speak.
- Talk baby talk. Childcare books used to advise parents not to talk "baby talk" to their children because it was believed that children needed exposure to adult models of language to learn how to communicate in a mature way. More recently, however, child development research has reported that children are more likely to attend to and participate in conversations when their parents use baby talk.

STRATEGY 30

Communicate without asking questions.

Parents often try to control what their children do by asking them to do things. A simple strategy for reducing the number of times you are directing or controlling your child is to "not ask questions."

Practical Suggestions

- Rather than asking your child questions, when you interact with him or her label, comment, notice, express delight or pleasure, and provide information related to what your child is doing.
- As you stop asking questions you will begin to understand how much you are actually directing what your child does. This is a good time to consider that, even if you reduced the number of your directives by half, you would still have numerous opportunities to guide and direct your child.
- Do not repeat questions to which your child has not responded.
- Occasionally ask your child to do things, but try to make requests that are closely related to what your child is already doing.
- Children learn best when they initiate activities of their own choosing. The more you ask questions when you play or interact with your child, the less opportunity your child will have to initiate his or her own activities.

CONVERSATION – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

CONVERSATION – LEVEL 3

SESSION OBJECTIVE:

Conversation – The purpose of today’s session is to discuss Conversation and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Conversation.

DISCUSSION POINTS:

What is Conversation?

- Children engage in conversations using both nonverbal and verbal communication (definition)
- Children converse in a give-and-take style and follow and sustain changes in conversational topics (definition)

How Do Adults Interfere with Children Becoming Conversational?

- Asking children to imitate or to answer test-questions.

How Can Adults Promote Children’s Conversations?

- Instead of elicited imitations and test questions, promote children’s nonverbal conversations by using strategies such as labeling, commenting, or exclaiming in ways that complement the child’s activity.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Conversation during daily routine activities.

STRATEGY 31

Wait silently for a more mature response.

You can encourage your child to use higher level behaviors by occasionally waiting to respond when your child produces his or her "old" immature behaviors. Many children prefer to do easy behaviors. However, if you wait before responding to your child, your child may show you that he or she knows how to do more mature behaviors. Remember that waiting can only be effective at encouraging your child to do what he or she is already able to do.

Practical Suggestions

- Wait for your child to produce behaviors that you have seen him or her do only several times before. If your child produced a more advanced behavior only a few times in the past, this may not yet be a behavior that is easy for your child to do.
 - If your child does not produce the behavior you are "waiting" for within 5 seconds, simply model the behavior you would like and continue the activity without insisting that your child imitate or produce the behavior on his or her own.
-

STRATEGY 32

Respond/communicate with my child in playful ways

Think of your role in your child's development to be that of a playful partner. To have an effective and satisfying relationship with your child, concentrate less on accomplishing tasks or goals and more on having fun and enjoying your child.

Practical Suggestions

- Being a playful partner may be hard because parenting is laden with tasks that need to be accomplished. However, your child lives in a world of play and fun, not work. The more you act as a playful partner, the more opportunities you will have to join your child's activity on his or her terms rather than your own.
- All parents have their own internal models about how they should act. To some degree these models are learned from their own parents. For your child to learn in the early phases of life, you must be playful with your child, even though this may not be the way you have learned to act as a parent.
- Being a playful partner does not interfere with your child learning to respect you; rather, playful interaction will help you to establish the type of warm, mutual, and caring relationship that is necessary to be an effective parent as your child grows older.
- In some families, one parent has fun with the child and the other becomes the taskmaster. Reflect on the degree to which this occurs in your family. Who is the fun parent and who is the taskmaster? Encourage the taskmaster to think about how to become more like the fun parent

CONVERSATION – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

CONVERSATION – LEVEL 4

SESSION OBJECTIVE:

Conversation – The purpose of today’s session is to discuss Conversation and how this is a critical behavior that your child must do consistently to improve his or her communication and language development.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to engage in Conversation.

DISCUSSION POINTS:

What is Conversation?

- Children engage in conversations using both nonverbal and verbal communication (definition)
- Children converse in a give- and- take style and follow and sustain changes in conversational topics (definition)

Other considerations about Conversation.

- Every interaction with their parents and other adults provides children an opportunity to develop their conversational skills.

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Conversation. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

1. Get into my child's world (Engagement)
2. Act as a playful partner (Enjoyment)
4. 's Imitate actions and communications (Contingency/Non-directiveness)
5. Take one turn and wait (Reciprocity)
6. Wait with anticipation (Animation)

Critical Strategies

28. Make a habit of communicating during joint activity routines (Joint Activity Routines)
29. Communicate the way my child communicates (Developmental Match)
30. Communicate without asking questions (Moderate Directiveness)

Advanced Strategies

31. Wait silently for a more mature response (Facilitation)
 32. Respond/communicate with my child in playful ways (Enjoyment)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Conversation. How has your child's Conversation changed during intervention?

Pivotal Behavior Profile

Conversation

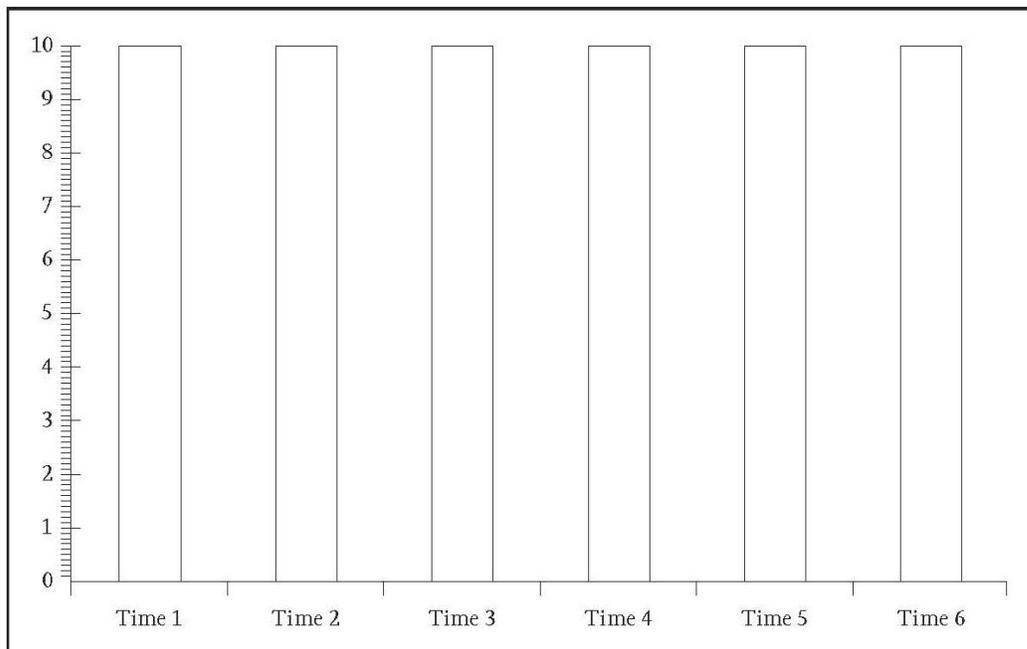
Do I engage in conversations on a variety of topics with multiple people? Do I use both nonverbal communication and verbal language? Do I lead and follow conversations in a give-and-take style? Do I sustain and follow changes in topics? Do I communicate for many purposes, such as companionship, persuasion, information exchange, feelings, and needs?

How am I doing?

10 = Very High I initiate and sustain conversations frequently with many people. I have conversations for many purposes, including enjoyment, information, joint activity, and to be with people. I participate in the give and take of a conversation, spending equal time listening and contributing to the exchange. I can converse about my partners' topic as well as my own.

5 = Moderate I occasionally engage in conversation, but only with certain people (e.g., mother) and not others. Conversations are often brief and focus mostly on topics of my choice. I have difficulty changing topics. I often terminate conversations when my partner changes the topic.

1 = Very Low I rarely initiate or sustain conversations. Most of my conversations are short, nonverbal communications or utterances involving less than two interactive turns. My conversation partner bears the burden for conversation. I do not contribute to conversation exchanges and frequently leave the situation.



Social – Emotional Session Plans

| SOCIAL EMOTIONAL PIVOTAL BEHAVIOR WIZARD | |
|--|-------------------------------|
| Child's Behavior | Pivotal Behavior |
| <ul style="list-style-type: none"> • Is not responsive to his or her primary caregivers • Seldom initiates contact with his or her primary caregivers • Avoids interacting with his or her primary caregivers • Appears tense and anxious one with his or her primary caregivers • Does not respond to parent's discipline | Trust |
| <ul style="list-style-type: none"> • Seems unaware or unaffected by the emotions of people around him or her • Has unusual emotional reactions • Generally has a flat affect • Seems quiet, depressed, or withdrawn • Seldom expresses his or her feelings whether by crying, smiling, or laughing | Empathy |
| <ul style="list-style-type: none"> • Does not actively participate in routine childcare activities (dressing, eating) with parents • Does not allow primary caregivers to become involved in his or her play • Leaves interactions whenever primary caregivers asked him or her to do something • Has difficulty conforming to his or her parents' expectations • Reacts negatively to many of his or her caregivers' request to do something • Has difficulty playing with other children | Cooperation |
| <ul style="list-style-type: none"> • Cries with minimal provocation • Cries frequently and for long time periods • Has difficulty with transitions from one activity to another • Has difficulty adjusting to new people • Tantrums frequently • Act aggressively toward others by hitting, biting, screaming, or spitting • Destroys things in his or her environment | Self Regulation |
| <ul style="list-style-type: none"> • Is often described by parents in terms of what he or she cannot do rather than what he or she can do • Is hesitant and uncertain • Is dissatisfied with his or her efforts and accomplishments • Seldom asks others to notice what he or she is doing • Gives up in the face of challenge | Feelings of Confidence |

TRUST – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

TRUST – LEVEL 1

SESSION OBJECTIVE:

Trust – The purpose of today’s session is to discuss Trust and how this behavior is critical for helping your child improve his or her social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s Trust..

DISCUSSION POINTS:

What is Trust?

Trusting and warm relationship with caregiver

- Seek out and touch base with parent
- Eye, contact, smiles or hugs
- Share information or objects

Why is Trust Important?

Trust/attachment associated with later social-emotional functioning including:

- Children’s tendency to respond positively to their parents
- Children’s willingness to trust other adults and adjust to child care or preschool
- Children’s ability to relate to other children

NOTES:

Rate your child's Trust. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal social emotional behavior.

Pivotal Behavior Profile

Trust

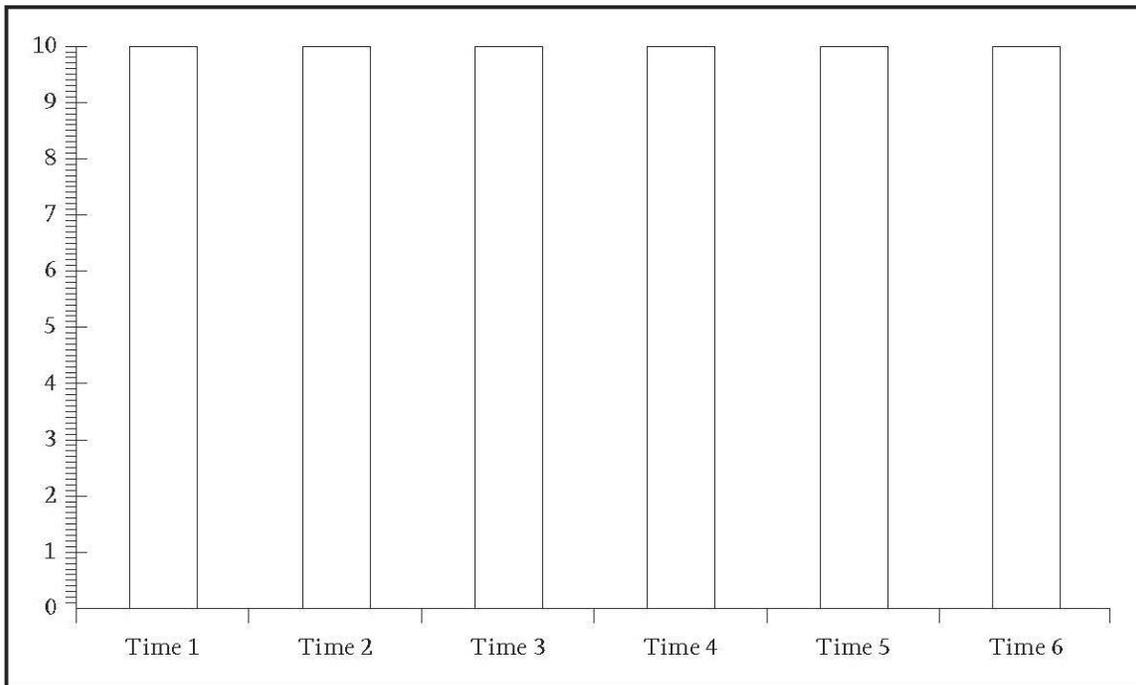
Do I have a trusting and warm relationship with my primary caregiver? Do I seek out or touch base with my caregiver for comfort or security? Do I take pleasure in being with my caregiver? Do I frequently share information or objects, and do I give my caregiver eye contact, smiles, or hugs?

How am I doing?

10 = Very High I frequently touch base with my caregiver for playful hugs, teasing, and so forth. I often make eye contact and smile at my caregiver. I am comfortable sitting on my caregiver’s lap. I frequently seek my caregiver’s attention, and I enjoy showing him or her the things that interest or excite me.

5 = Moderate I occasionally display trust in my caregiver. About half of the time I am with my caregiver I show pleasure and comfort, as indicated by smiling, eye contact, and seeking physical contact. However, I am more likely to seek out my caregiver to get my needs met rather than to be with him or her.

1 = Very Low I avoid or I am uncomfortable with my caregiver. I rarely make eye contact or smile at my caregiver. Often I withdraw or physically stiffen when I am with my caregiver. I frequently try to move away when my caregiver approaches me.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Trust during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play.

1. Get into my child's world
 2. Use mirroring and parallel play to join activity
 3. Act as a playful partner
 4. Take one turn and wait
 5. Wait with anticipation
-

STRATEGY 6

Be physically available and interactive.

Be accessible or within your child's touch. Touch your child frequently to make the engagement more real for him or her.

Practical Suggestions

- Consider that being with your child and physically interacting with your child can be very different things. You are not physically available simply because you are with your child.
 - Spend time together with your child attending visually to what he or she is doing.
 - Make sure that a substantial part of your time with your child involves physically interacting with him or her. Keep a chart or log of how much this actually occurs.
-

STRATEGY 7

Play frequently together.

Play is an ideal way to interact with your child. Engage in several brief episodes of play with your child throughout the day. Play as often as possible, particularly when your child is alert and ready to engage in playful interaction.

Practical Suggestions

- Consider how often you play with your child and what kinds of things you do together.
- Find out what kinds of toys your child is most likely to play with at his or her current developmental age level (libraries and Web Sites are great resources for this)
- Professionals can model various types of play with the child.
- Professionals can share with parents the kinds of games they like to do with children.

TRUST – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

TRUST – LEVEL 2

SESSION OBJECTIVE:

Trust – The purpose of today’s session is to discuss Trust and how this behavior is critical for helping your child improve his or her social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s Trust.

DISCUSSION POINTS:

What is Trust?

Trusting and warm relationship with caregiver (Definition)

- Seek out and touch base with parent
- Eye, contact, smiles or hugs
- Share information or objects

Keys to Promoting Children’s Trust

- Caregiver responsiveness
- Stability of primary caregivers
- Fathers and other caregivers

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Trust during daily routine activities.

STRATEGY 8

Take my child's perspective.

Empathize with your child's experiences by considering what your child's interests, fears, sensitivities, sources of anger, and rewards might be. Consider what it feels like to be in your child's shoes in terms of the expectations that are placed on him or her, the stimulation he or she receives, and the enjoyment and frustration in his or her life.

Practical Suggestions

- You might never know exactly what it feels like to be your child, but you can more closely understand your child's life experiences by carefully observing the kinds of events that affect or do not affect your child.
 - Rely on your own feelings and intuitions about what your child knows, cares about, and is capable of doing. Do not expect that professional tests and evaluations will tell you more about your child than you already know.
 - Do not focus on the things your child does incorrectly; rather, think of reasons that might explain why your child does things that you consider to be incorrect (e.g., does not understand, does not yet have the skills or ability to do something, does not feel good).
-

STRATEGY 9

Respond quickly to my child's signals, cries, or nonverbal requests.

Before children talk, they cry or use nonverbal cues to make their needs known. By responding promptly to your child's nonverbal signals or cries, you help your child learn how to use these behaviors and to increase the rate that he or she begins to use more sophisticated behaviors to communicate.

Practical Suggestions

- Review the child development research findings by Ainsworth and Bell (1974), which indicated that parents who responded quickly to their children's cries during the first year of life had children who cried less in their second year of life.
- Consider that prompt responses to your child's cries and other nonverbal signals will not reinforce lower forms of behavior; rather, it will teach your child how to use these behaviors more effectively in social interactions.
- Observe how your child becomes more attentive and responsive to you when you respond promptly to your child's nonverbal signals and cries.

STRATEGY 10

Be physical but gentle.

Frequently touch, hold, caress, kiss, hug, and rock your child. When you interact with your child, engage in physical play (e.g., tickling, swinging the child in the air). Make sure to be gentle and avoid causing discomfort to your child.

Practical Suggestions

- Read your child's nonverbal cues (e.g., facial displays, eye gaze, posture) to make sure that your physical activity does not exceed your child's tolerance for this type of stimulation.
- Consider how your child's first experience of love and affection occurs primarily through touch and other nonverbal cues.
- Write a list of the cues your child uses when he or she does not want to be physical in interactions.
- If your child avoids touch and is hypersensitive, touch your child only a few seconds at a time, but continue to use gentle touching as often as possible. Like adults, children have different sensitivities to touch and physical activity that reflect their biological predispositions. Your child's aversion to touch does not reflect his or her attitude about you. Over time, frequent, brief, gentle touching will help your child become more comfortable with touch.
- Infant massage is a technique many parents use with young children. Try to find books or information on infant massage, and consider incorporating it into your daily routines with your child, particularly if you and your child find this experience rewarding.

TRUST – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

TRUST – LEVEL 3

SESSION OBJECTIVE:

Trust – The purpose of today’s session is to discuss Trust and how this behavior is critical for helping your child improve his or her social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s Trust.

DISCUSSION POINTS:

What is Trust?

Trusting and warm relationship with caregiver (Definition)

- Seek out and touch base with parent
- Eye, contact, smiles or hugs
- Share information or objects

Two Factors That Enhance the Effectiveness of Parents’ Discipline

- Reduce the frequency of discipline
- Foster children’s trust and respect

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Trust during daily routine activities.

STRATEGY 11

Respond affectionately to my child's cries and needs for attention.

Respond promptly and affectionately (e.g., touch, soothing voice) to your child when he or she cries, whines, or seeks your attention. Treat your child's cries and efforts to gain your attention as an important and legitimate need that your child has to be loved and comforted.

Practical Suggestions

- Consider that your child's feelings of security will evolve from confidence that you will comfort and hold him or her when he or she needs it. Responding to your child's need for attention will not spoil your child, but rather will help your child become more secure about your love and affection and will help your child learn to cope more effectively with his or her feelings and anxieties.
- Changes in children's development affect the extent to which parents can defer providing warmth and affection in response to children's cries or other expressions of their need for attention. In the first 2 years, parents should respond as promptly as possible to attend to their children's needs. In later years, as children feel more secure about their parents' love and have better coping skills, parents can delay their response for increasingly longer periods of time. When parents delay responding, they need to let their children know that they will address their needs as soon as they can.

STRATEGY 12

Discipline promptly and comfort.

When your child misbehaves, discipline him or her immediately to stop these behaviors. The discipline you use should be stern enough to get your child's attention, yet appropriate to your child's physical and developmental level (e.g., a stern "No!" to restrain your child from doing something). Timing is important for effective discipline; therefore, you should discipline your child while he or she is misbehaving or immediately afterward. Comfort your child a few minutes after you discipline him or her. The positive affection children receive from parents will help them understand that they were disciplined because of what they did and that their parents still love them as always.

Practical Suggestions

- Discipline is one way that parents respond to children's behavior. Think of discipline as a natural and immediate consequence of your child's undesirable or harmful behavior.
- Regardless what strategy you use to discipline your child (e.g., sharp rebuke, restraining), discipline should be sufficiently forceful to get your child's attention and to let him or her know that he or she has done something wrong. Discipline should never physically harm or injure your child.
- If you are disciplining your child more than you think you should, explore the possibility that you may not be interacting enough with your child. You will become more effective at disciplining your child the more time you spend engaging in highly responsive interactions with him or her.

TRUST – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

TRUST – LEVEL 4

SESSION OBJECTIVE:

Trust – The purpose of today’s session is to discuss Trust and how this behavior is critical for helping your child improve his or her social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s Trust.

DISCUSSION POINTS:

What is Trust?

Trusting and warm relationship with caregiver (Definition)

- Seek out and touch base with parent
- Eye, contact, smiles or hugs
- Share information or objects

Other Considerations About Promoting Children’s Trust

- Parental responsiveness increases the pivotal behavior of trust by strengthening the quality of children’s relationship and dependency on their parents
 - When parents interact responsibly they wait for the children to initiate an activity before they respond
 - Parental responsiveness encourages children to make choices.
 - As parents encourage and support the choices children make children become more confident

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Trust. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

1. Get into my child's world (Engagement)
2. Use mirroring and parallel play to join activity (Engagement)
3. Act as a playful partner (Enjoyment)
4. Take one turn and wait (Reciprocity)
5. Wait with anticipation (Animation)

Critical Strategies

6. Be physically available and interactive
7. Play frequently together (Engagement)
8. Take my child's perspective (Sensitivity)
9. Respond quickly to signals, cries or nonverbal requests (Contingency)
10. Be physical but gentle (Warmth)
11. Respond affectionately to cries and needs for attention (Warmth)

Advanced Strategies

12. Discipline promptly and comfort (Contingency/Timing)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Trust. How has your child's Trust changed during intervention?

Pivotal Behavior Profile

Trust

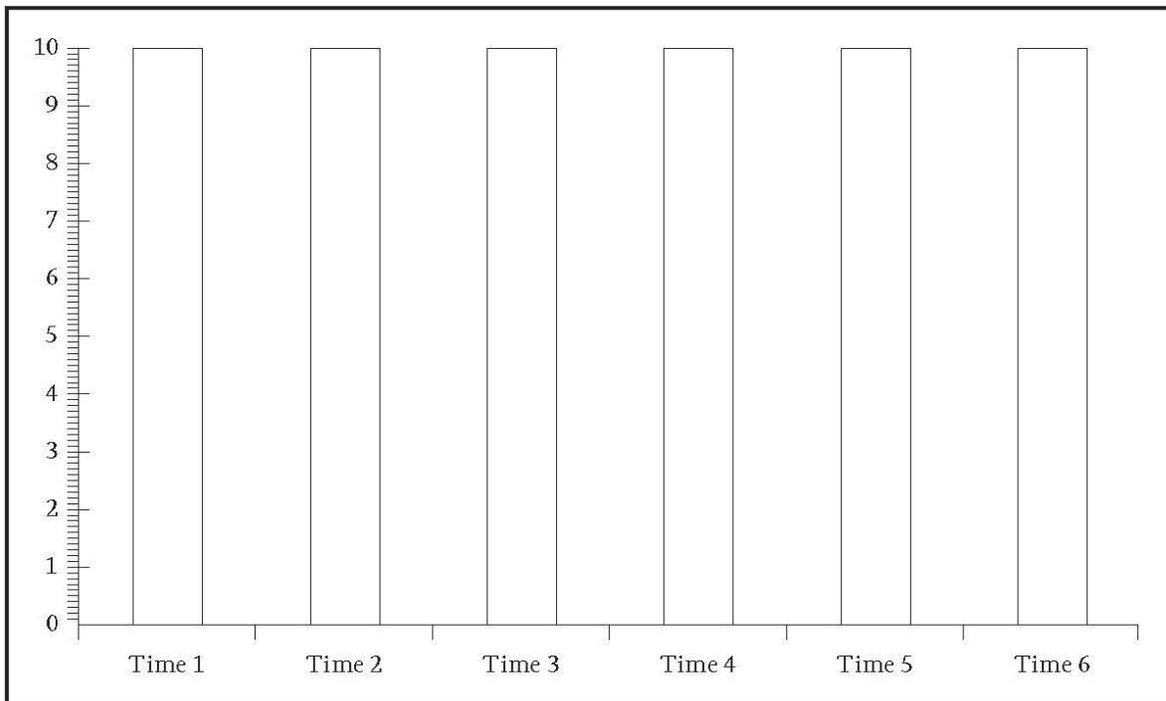
Do I have a trusting and warm relationship with my primary caregiver? Do I seek out or touch base with my caregiver for comfort or security? Do I take pleasure in being with my caregiver? Do I frequently share information or objects, and do I give my caregiver eye contact, smiles, or hugs?

How am I doing?

10 = Very High I frequently touch base with my caregiver for playful hugs, teasing, and so forth. I often make eye contact and smile at my caregiver. I am comfortable sitting on my caregiver’s lap. I frequently seek my caregiver’s attention, and I enjoy showing him or her the things that interest or excite me.

5 = Moderate I occasionally display trust in my caregiver. About half of the time I am with my caregiver I show pleasure and comfort, as indicated by smiling, eye contact, and seeking physical contact. However, I am more likely to seek out my caregiver to get my needs met rather than to be with him or her.

1 = Very Low I avoid or I am uncomfortable with my caregiver. I rarely make eye contact or smile at my caregiver. Often I withdraw or physically stiffen when I am with my caregiver. I frequently try to move away when my caregiver approaches me.



EMPATHY – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

EMPATHY – LEVEL 1

SESSION OBJECTIVE:

Empathy – The purpose of today’s session is to discuss Empathy and how this is a critical behavior that will help your child improve his or her social emotional functioning.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to be empathetic.

DISCUSSION POINTS:

What is Empathy

Empathy refers to children’s ability to:

- Take the perspective of the people with whom they interact
- Respond to the feelings and emotions of others
- Share their feelings and emotions with others.

Why Is Empathy Important?

- Empathy is the process through which children gain awareness of the emotional state of others and take on the perspective of the people with whom they interact.
- Children who experience significant relationship challenges with their parents, or children who avoid engaging in reciprocal interactions with their parents, are likely to have difficulty learning the emotional behaviors that the foundation for Empathy.
- Children who fail to develop Empathy are at-risk for serious social emotional problems

NOTES:

Rate your child's Empathy. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal social emotional behavior.

Pivotal Behavior Profile

Empathy

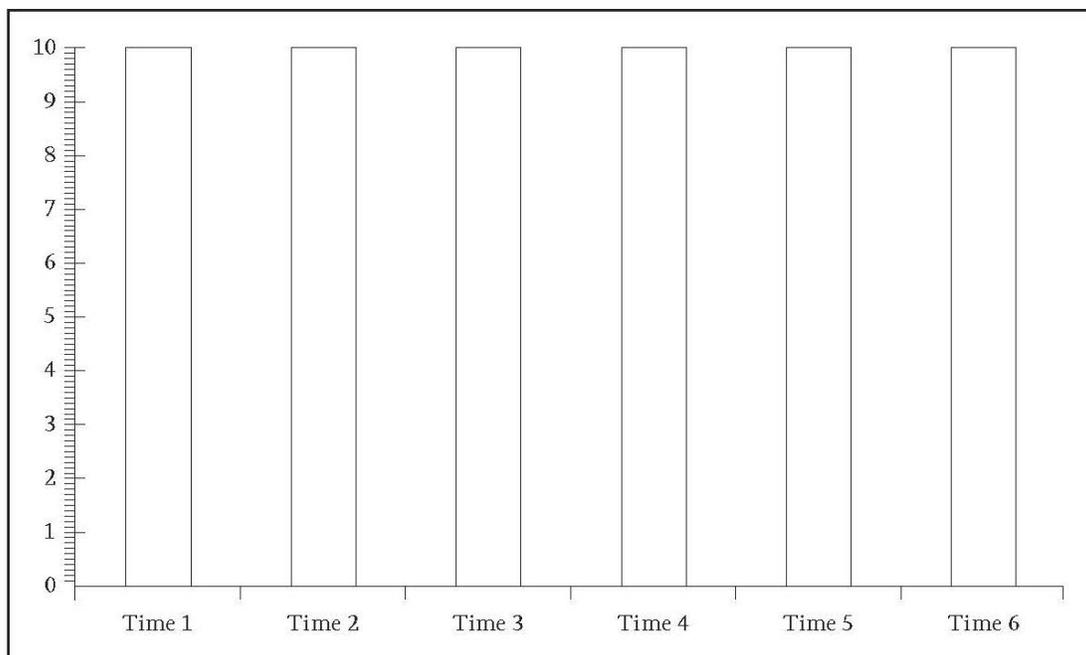
Am I sensitive to others' feelings and emotions and able to adjust my own emotional state according to the emotions of others? Do I care about how others feel, and am I affected by the emotions of others? Do I use my caregivers' reactions to gauge the safety and friendliness of the situation and to regulate how I react?

How am I doing?

10 = Very High I frequently respond appropriately to several emotional states such as joy, sadness, anger, or fear. I am emotionally expressive and display appropriate levels of positive and negative emotions. I reciprocate to others' emotions. I usually assess my parents' responses to decide whether to avoid or explore the object, person, or situation.

5 = Moderate I occasionally respond to the moods of others, particularly if they are high in intensity, such as crying or scolding. I often ignore emotions of lower intensity. I generally display moderate levels of emotional intensity, including positive as well as negative emotions. Occasionally, I alter my emotional behavior to match the emotional responses of others.

1 = Very Low I show little awareness of others' moods or emotions. I do not respond to others being angry or agitated. I seldom alter my emotional state in response to the emotions of others. I also display few appropriate emotional reactions of my own. I appear to be in my own world with little concern for others.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote of your child's empathy during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play and Trust

9. Respond quickly to signals, cries or nonverbal requests.
 11. Respond affectionately to cries and needs for attention.
-

STRATEGY 13

Play face-to-face games without toys.

Use simple games with your child such as songs, nursery rhymes, hand games, and games with other parts of the body that require simple sequences in which your child can play an active role.

Practical Suggestions

- Consider the kinds of games that you have seen your own parents or other parents play with young children.
 - Find books that describe simple games that parents can do with young children.
 - Professionals can show parents how to modify games to make them balanced, interactive routines. It is especially important to simplify games that are difficult for children who are developmentally young.
-

STRATEGY 14

Respond immediately to little behaviors.

Little behaviors are behaviors such as burps, change of visual regard, kicking legs, waving hands, facial displays, and so forth.

Practical Suggestions

- Even if your child is not directing his or her "little behaviors" to you, and even though these behaviors have no apparent purpose or meaning, by responding immediately you can transform these behaviors into meaningful social interactions.
- Immediate responding to your child's solitary play and self-speech will help your child become more aware of you and more apt to engage in social exchanges.
- Review videotaped observations to see how quickly you respond to your child's behavior.

STRATEGY 15

Translate my child's feelings into words.

Become sensitive to what your child is sensing and experiencing. Give your child a word for these feelings and sensations. This will help you to be more sensitive to your child's emotional state. In addition, over time this will help your child learn these words to better express his/her emotions and feelings.

EMPATHY – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

EMPATHY – LEVEL 2

SESSION OBJECTIVE:

Empathy – The purpose of today’s session is to discuss Empathy and how this is a critical behavior that will help your child improve his or her social emotional functioning.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to be empathetic.

DISCUSSION POINTS:

What is Empathy

Empathy refers to children’s ability to:

- Take the perspective of the people with whom they interact
- Respond to the feelings and emotions of others
- Share their feelings and emotions with others.

Children Learn How to React Emotionally from Their Parents or Caregivers

- Children learn how to react emotionally in the context of their interactions with their parents.
- The more frequently parents engage in one-to-one, reciprocal interactions with their children, the more accurate they will become at detecting and interpreting their children’s affective state.
- Parental responses that are sensitively matched to their children’s affect provide the support children need to regulate their own emotions.
- Through repeated and sustained reciprocal interactions with their parents, children begin to notice how their own affective signals are related to their behavior (e.g., smile when they encounter familiar people).

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote of your child's Empathy during daily routine activities.

STRATEGY 16

Take my child's perspective.

Empathize with your child's experiences by considering what your child's interests, fears, sensitivities, sources of anger, and rewards might be. Consider what it feels like to be in your child's shoes in terms of the expectations that are placed on him or her, the stimulation he or she receives, and the enjoyment and frustration in his or her life.

Practical Suggestions

- You might never know exactly what it feels like to be your child, but you can more closely understand your child's life experiences by carefully observing the kinds of events that affect or do not affect your child.
- Rely on your own feelings and intuitions about what your child knows, cares about, and is capable of doing. Do not expect that professional tests and evaluations will tell you more about your child than you already know.
- Do not focus on the things your child does incorrectly; rather, think of reasons that might explain why your child does things that you consider to be incorrect (e.g., does not understand, does not yet have the skills or ability to do something, does not feel good).

STRATEGY 17

Be sensitive to my child's state.

State refers to children's biological or physiological status. When your child becomes inactive, fussy, dull-eyed, sullen (non-smiley), or when he or she yawns, turns away, arches his or her back, or lays down on the floor, your child may be telling you that he or she is tired, hungry, uncomfortable, or distressed. When your child smiles, vocalizes, makes eye contact, and is bright-eyed and responsive, his or her behavior suggests that he or she is alert, happy, content, and ready to engage in interaction. Your child's state can change suddenly while he or she is engaging in interaction and can shift quickly from one phase to another. Learn how to detect your child's cues. Your child's nonverbal behaviors are windows to his or her biological and physiological status.

Practical Suggestions

- Write down what your child does to indicate his or her different states.
- When you interact with your child, label his or her state as he or she produces various nonverbal behaviors.
- Professionals can help parents learn to read their children's nonverbal behaviors by becoming children's voice to describe their feelings/states when they are playing with their parents (e.g., as the child turns away, say "I am getting tired, Mommy").

STRATEGY 18

Comfort my child when fussy, irritable, or angry.

Physically comfort and soothe your child when he or she becomes fussy or angry, unless your child is so agitated that he or she cannot tolerate contact with you. If your child becomes too agitated for social contact, provide comfort after he or she regains composure. During the early years of life, your child needs your comfort and affection to learn to cope more effectively with his or her feelings.

Practical Suggestions

- How do you feel when your child becomes fussy and irritable? Your child's negative states and moods are not meant to agitate you, but rather, they occur because your child has good reasons to be irritable or angry.
- If you get angry when your child become fussy and irritable, try to empathize or identify with your child's feelings.
- Professionals can demonstrate how children can be comforted by holding them, speaking soothingly to them, and gently rocking them.

EMPATHY – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

EMPATHY – LEVEL 3

SESSION OBJECTIVE:

Empathy – The purpose of today’s session is to discuss Empathy and how this is a critical behavior that will help your child improve his or her social emotional functioning.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to be empathetic.

DISCUSSION POINTS:

What is Empathy

Empathy refers to children’s ability to:

- Take the perspective of the people with whom they interact
- Respond to the feelings and emotions of others
- Share their feelings and emotions with others.

Depressed Mothers Have Depressed Babies; Animated Mothers Have Animated Babies.

- When babies interact with depressed mothers they tend to display the same types of depressed affect and low animation as their mothers.
- If a parent’s depression is severe or long-lasting, it is important to recognize the impact it can have on their children’s emotional state.
- When parents are experiencing episodes of depression, it is important that they make an effort to interact with their children with enthusiasm and animation.
- When parents’ depression is severe and long-lasting (i.e., more than a few weeks) they should consult with their physician to determine if their depression can be treated with medication

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote of your child's Empathy during daily routine activities.

STRATEGY 19

Treat my child's fears as meaningful and legitimate.

Early in their lives, children develop fears of people, places, lights, sounds, and so forth, which may not seem fearful to adults. Understand that your child's fears stem from his or her limited understanding of different people and events. Provide comfort and support to help your child cope with fears.

Practical Suggestions

- As your child develops, his or her understanding of people, places, and sensations constantly change. For example, fear of strangers typically begins at about 8 to 12 months of developmental age when children begin to perceive their parents as unique sources of support and protection. At this time, children become fearful of strangers they previously did not fear because they lack confidence that these strangers will protect them from harm.
-

STRATEGY 20

Be more interesting than my child's distractions.

Children develop empathy by interacting with their parents. Consequently, you need to become animated so that you are more attention-getting than the toys and other inanimate objects in your child's world.

Practical Suggestions

- Share in your child's excitement. When your child becomes interested and excited with his or her favorite toy, enter your child's world by using this toy to play with him or her.
- Use animation to gain your child's attention. If your child is not attentive to you, act in entertaining ways to gain his or her attention.

EMPATHY – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

EMPATHY – LEVEL 4

SESSION OBJECTIVE:

Empathy – The purpose of today’s session is to discuss Empathy and how this is a critical behavior that will help your child improve his or her social emotional functioning.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at teaching your child to be empathetic.

DISCUSSION POINTS:

What is Empathy?

Empathy refers to children’s ability to:

- Take on the perspective of the people with whom they interact (Definition)
- Respond to the feelings and emotions of others (Definition)
- Share their feelings and emotions with others.

The more sensitive and responsive adults are to children’s affective cues, the more reactive children become to adults’ emotions.

- Children are under reactive if the display behavior such as looking through or past people, acting like others are not there, resisting looking at others in the face, rarely smiling or laughing, responding stoically to new and exciting events, not reacting to their own name, or not becoming upset when toys are taken from them.
- There are two reasons for these behaviors:
 - Children may be temperamentally slow to react and fearful of social interaction.
 - Children may have biologically based disorders, such as autism, which limit their ability to react to social stimulation
- Parents can fight their children’s under-reactivity.

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Empathy. Make sure that all of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

- 9. Respond quickly to signals, cries or nonverbal requests. (Contingency)
- 11. Respond affectionately to cries and needs for attention. (Warmth)

Critical Strategies

- 13. Play face-to-face games without toys. (Joint Activity)
- 14. Respond immediately to little behaviors. (Timing)
- 15. Translate my child's feelings into words. (Intent)
- 16. Take my child's perspective. (Awareness)
- 17. Be sensitive to my child's state. (Awareness)
- 18. Comfort my child when he is fussy, irritable, or angry. (Warmth)

Advanced Strategies

- 19. Treat my child's fears as meaningful and legitimate. (Acceptance)
 - 20. Be more interesting than my child's distractions. (Animation)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Empathy. How has your child's Empathy changed during intervention?

Pivotal Behavior Profile

Empathy

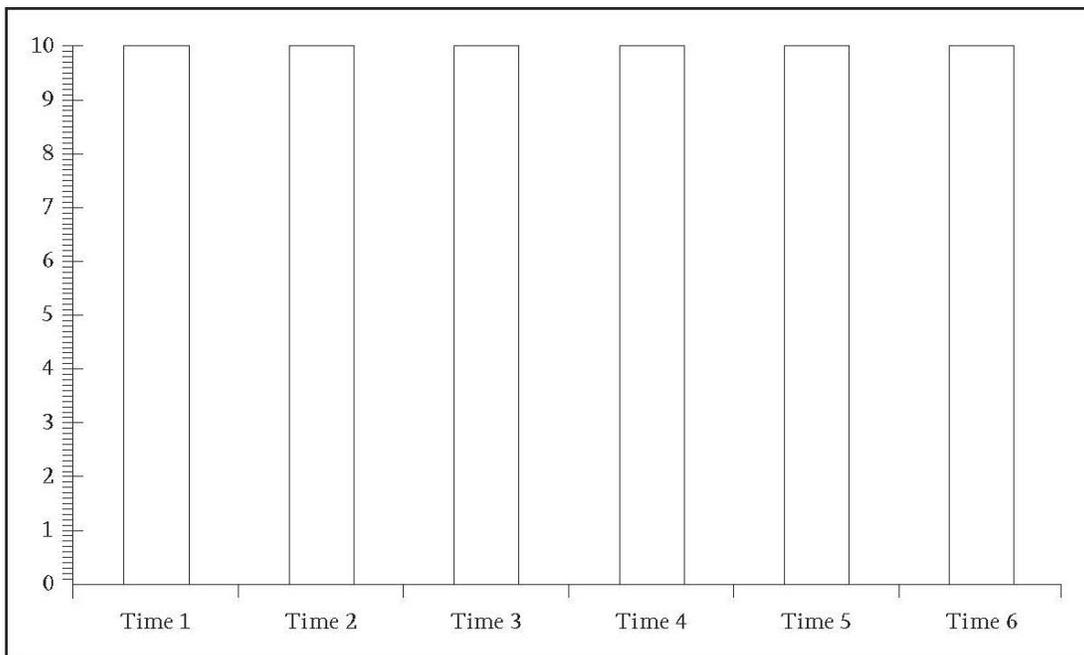
Am I sensitive to others' feelings and emotions and able to adjust my own emotional state according to the emotions of others? Do I care about how others feel, and am I affected by the emotions of others? Do I use my caregivers' reactions to gauge the safety and friendliness of the situation and to regulate how I react?

How am I doing?

10 = Very High I frequently respond appropriately to several emotional states such as joy, sadness, anger, or fear. I am emotionally expressive and display appropriate levels of positive and negative emotions. I reciprocate to others' emotions. I usually assess my parents' responses to decide whether to avoid or explore the object, person, or situation.

5 = Moderate I occasionally respond to the moods of others, particularly if they are high in intensity, such as crying or scolding. I often ignore emotions of lower intensity. I generally display moderate levels of emotional intensity, including positive as well as negative emotions. Occasionally, I alter my emotional behavior to match the emotional responses of others.

1 = Very Low I show little awareness of others' moods or emotions. I do not respond to others being angry or agitated. I seldom alter my emotional state in response to the emotions of others. I also display few appropriate emotional reactions of my own. I appear to be in my own world with little concern for others.



COOPERATION – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

COOPERATION – LEVEL 1

SESSION OBJECTIVE:

COOPERATION – The purpose of today’s session is to discuss Cooperation and how this is a critical behavior that your child must consistently do to improve his or her social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s ability to cooperate.

DISCUSSION POINTS:

What is Cooperation?

- Children comply with adult requests and collaborate in working with adults
- Children consistently make efforts to do what adults ask
- Children respond quickly to adult suggestions

Issues Related to Cooperation

- Failure to cooperate: one of the major forms of misbehavior.
- Children learn to cooperate by successfully complying with parent requests.
- Children learn to cooperate when parents and children act together.

NOTES:

Rate your child's Cooperation. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal social emotional behavior.

Pivotal Behavior Profile

Cooperation

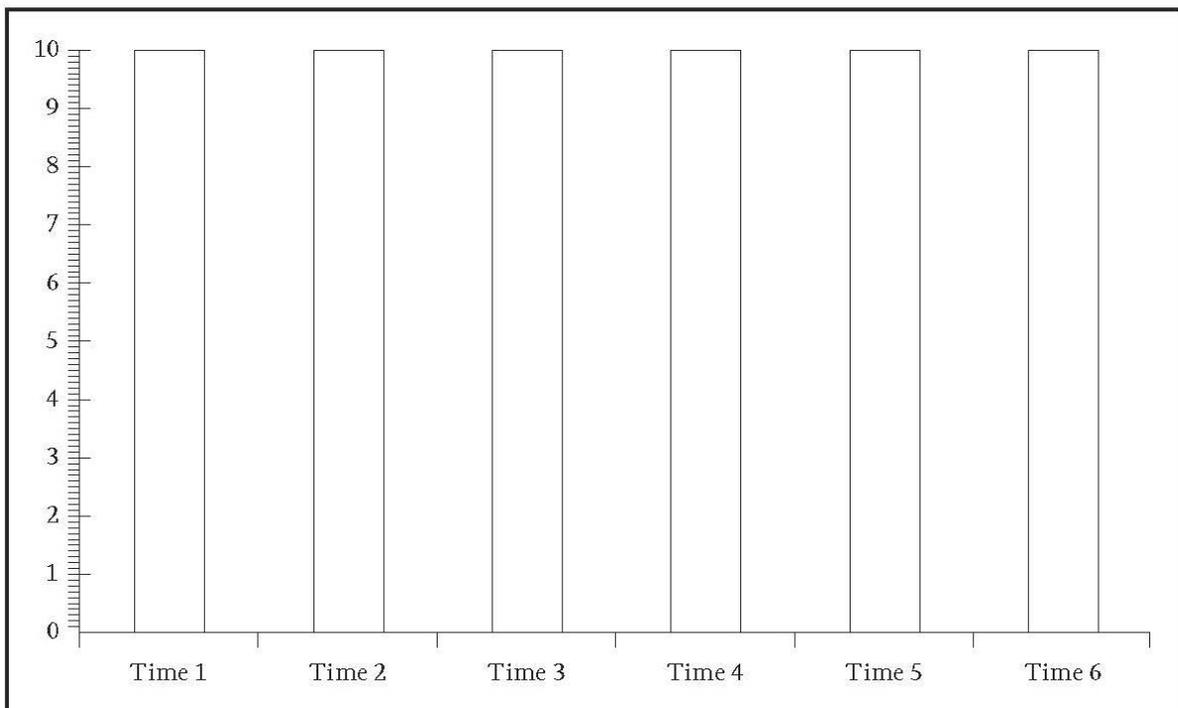
Do I comply with my partners' requests or suggestions and collaborate in working together with them for definite purposes? Do I consistently make an effort to do what my partners ask? Do I respond quickly to my partners' suggestions?

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 partners become more insistent.

1 = Very Low I almost never follow the requests or wishes of my partners. I often ignore my partners' 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.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Cooperation during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play

1. Get into my child's world
 2. Use mirroring and parallel play to join activity
 3. Act as a playful partner
 4. Take one turn and wait
 5. Wait with anticipation
 7. Play frequently together.
-

STRATEGY 21

Give my child frequent opportunities to make choices.

While interacting with your child, wait for your child to choose what he or she wants to do and how he or she wants to do it. Follow your child's choice of toys and activities, particularly if they are appropriate to the situation and not harmful to the child or to others.

Practical Suggestions

- Your child may have difficulty choosing what to do when one or a combination of three things occurs. First, the toys or activities are too difficult for your child to use alone. Second, the toys are out of your child's reach. Third, your child is not able to manipulate or control these toys alone. If your child is having difficulty making choices, give your child several toys and activities that are within his or her range of ability that he or she can get to, handle, and operate alone.

STRATEGY 22

Make request that are closely related to my child's current activities and intentions.

Children learn to cooperate in the context of enjoyable, reciprocal play or social interaction. While engaging in reciprocal play or social interaction, "occasionally" ask your child to do something that will compliment his/her activity and is consistent with his/her interests. Accept whatever positive response the child makes, even if the response is not fully compliant to what you are asking.

If the child does not respond to the request, repeat the request up to **two** more times. If the child continues not to respond, either revert to doing what the child is doing, or perform the action that you are requesting. (e.g., Adult Request: "Comb the dolly's hair". Child does not comply. Adult Reaction; Combs the dolly's hair

Practical Suggestions

- Responding to an adult request, no matter how simple, can be difficult for children to do, especially if the request diverts them from continuing an activity they prefer or are interested in doing. Keep in mind that children are less responsive to requests to do something that they do not know how to do, or find difficult to do. In this situation, failure to comply is not an act of disobedience or disrespect.
- If children do not respond to your request, change the focus of subsequent requests to asking your child do something you have seen him/her do frequently.

COOPERATION – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

COOPERATION – LEVEL 2

SESSION OBJECTIVE:

COOPERATION – The purpose of today’s session is to discuss Cooperation and how this is a critical behavior that your child must consistently do to improve his or her social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s ability to cooperate.

DISCUSSION POINTS:

What is Cooperation?

- Children comply with adult requests and collaborate in working with adults
- Children consistently make efforts to do what adults ask
- Children respond quickly to adult suggestions

How do parents promote their children’s Cooperation?

- Ask children to do what they are capable of doing.
- Become aware of the difficulty of the request by.
 - Observing what children do
 - Using a developmental test or profile
- Reduce their number of requests.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Cooperation during daily routine activities.

STRATEGY 23

Request actions that match my child's developmental level.

Limit requests for your child to do or say things to behaviors that are within your child's range of accommodation. Your child will have difficulty responding to behaviors and communications that exceed his or her range of accommodation.

Practical Suggestions

- Review a videotape of you and your child playing together. Write down the behaviors that you have asked your child to do. Look up these behaviors on the Developmental Rainbow (Mahoney & Perales, 1996) or other developmental profile. Notice how your child was more reactive and engaged when you asked him or her to do things that were within his or her range of accommodation. Notice how your child became passive or ignored you when you asked him or her to do things that are difficult (i.e., beyond the child's range of accommodation).
 - Consider how you react when you are asked to do something that you do not know how to do.
 - Increase your child's opportunities to succeed with you by asking him or her to do things within his or her developmental capabilities
-

STRATEGY 24

Follow my child's lead.

Respond to your child in a manner that is compatible with or complements your child's activity and intentions. Play with toys or engage in activities in the same manner as your child. Do not make your child play with toys in the manner for which the manufacturer designed them unless that is the way your child chooses to play with them.

Practical Suggestions

- Whatever your child is playing with is what interests your child at the moment. Consider how much more you are motivated to engage in activities that interest you and to learn and remember information that you find interesting. Children are no different when it comes to the motivating power of their interests.
- When you follow your child's lead, you are actually responding to your child's interests. The more you respond to your child's interests, the greater the number of interests your child will have, and the stronger these interests will be.

STRATEGY 25

Limit the number of requests.

Make sure that your requests are relatively infrequent and only an occasional part of your interactions with your child. While it is important to occasionally ask children to do things during play and other forms of social interaction, the focus of these interactions should be on responding to and supporting the activity your child has chosen to do as opposed to encouraging children to respond to your requests.

Practical Suggestions

- Count the number of requests that you make from recordings of you playing with your child. Consider whether the number of requests you are making may be more than your child can reasonably be expected to respond to.
- Consider how you respond when you are constantly being asked or told what to do.

STRATEGY 26

Turn routines into games.

Transform routine childcare activities — such as dressing, feeding, bathing, putting your child to bed, driving from one place to another, or transitioning your child from one routine or situation to another — into games. Even if you are tired and not feeling up to playing with your child, a dose of playfulness will encourage your child to be more cooperative and enjoyable.

Practical Suggestions

- Make ordinary routines playful by accompanying your child with songs, nursery rhymes, or games like “I’m going to get you.”
- Consider what you typically do to get your child to smile or laugh. Try to infuse these into the routine activities with your child that you find tedious and trying.

COOPERATION – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

COOPERATION – LEVEL 3

SESSION OBJECTIVE:

COOPERATION – The purpose of today’s session is to discuss Cooperation and how this is a critical behavior that your child must consistently do to improve his or her social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s ability to cooperate.

DISCUSSION POINTS:

What is Cooperation?

- Children comply with adult requests and collaborate in working with adults
- Children consistently make efforts to do what adults ask
- Children respond quickly to adult suggestions

How can parents enhance their children’s cooperation?

- Request children to do things that are related to their immediate interests.
- Consider how often their requests are related to their children’s interests.
- Provide children choices about what to do or how to cooperate.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Cooperation during daily routine activities.

STRATEGY 27

Have developmentally appropriate rules and expectations.

You are more likely to gain your child's cooperation, and your child will be less likely to act out or misbehave, if your rules and expectations are compatible with what most children are able to do at your child's current level of social–emotional functioning.

Practical Suggestions

- Use a developmental observation guide such as the Developmental Rainbow to determine your child's current level of social–emotional functioning. Many children have levels of social–emotional functioning that are different from their current age level and from their level of communication and cognitive development.
 - Identify common situations where your child typically acts out or does not conform to your expectations. Review the Developmental Rainbow or other social–emotional profile to determine whether your rules or expectations are compatible with your child's current level of social–emotional functioning. If your rules and expectations are too high, try to modify them so they are more consistent with your child's social–emotional capabilities
-

STRATEGY 28

Interpret noncompliance as a choice or lack of ability.

Children communicate their intentions by “not complying” with what you ask them to do. Often children do not comply with their parents' request because they (a) feel that what their parents are asking them to do is too difficult, or (b) their parents are trying to coax them to do something that does not interest them. When what you are asking your child to do is not critically important, a very effective way of keeping your child interacting with you is letting your child not comply.

Practical Suggestions

- Consider that accepting your child's choice not to comply does not teach your child to be disobedient. When you do this you are actually responding to your child's interests and limitations. The more you recognize and respond to your child's limitations and desires, the more successful you will be at gaining your child's voluntary cooperation.

COOPERATION – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

COOPERATION – LEVEL 4

SESSION OBJECTIVE:

COOPERATION – The purpose of today’s session is to discuss Cooperation and how this is a critical behavior that your child must consistently do to improve his or her social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s ability to cooperate.

DISCUSSION POINTS:

What is Cooperation?

- Children comply with adult requests and collaborate in working with adults
- Children consistently make efforts to do what adults ask
- Children respond quickly to adult suggestions

Reduce the Stress of Children’s Transitions

- Transitions are one of the most difficult times to gaining children’s cooperation.
- Increase children’s cooperation during transitions by
 - Anticipating how your child is likely to react during a transition
 - Diverting your child’s interests.
 - Comforting your child through transitions.

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Cooperation. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

1. Get into my child's world (Engagement)
2. Use mirroring and parallel play to join activity (Engagement)
3. Act as a playful partner (Enjoyment)
4. Take one turn and wait (Reciprocity)
5. Wait with anticipation (Animation)
7. Play frequently together (Engagement).

Critical Strategies

21. Give my child frequent opportunities to make choices (Non-Directiveness)
22. Make requests that are closely related to my child's current activities and intentions (Facilitation)
23. Request actions that match my child's developmental level (Developmental Match)
24. Follow my child's lead (Interest Match)
25. Limit the number of requests (Non-Directiveness)
26. Turn routines into games (Enjoyment)

Advanced Strategies

27. Interpret noncompliance as a choice or lack of ability. (Contingency-Intent)
 28. Have developmentally appropriate rules and expectations (Developmental Match)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Cooperation. How has your child's Cooperation changed during intervention?

Pivotal Behavior Profile

Cooperation

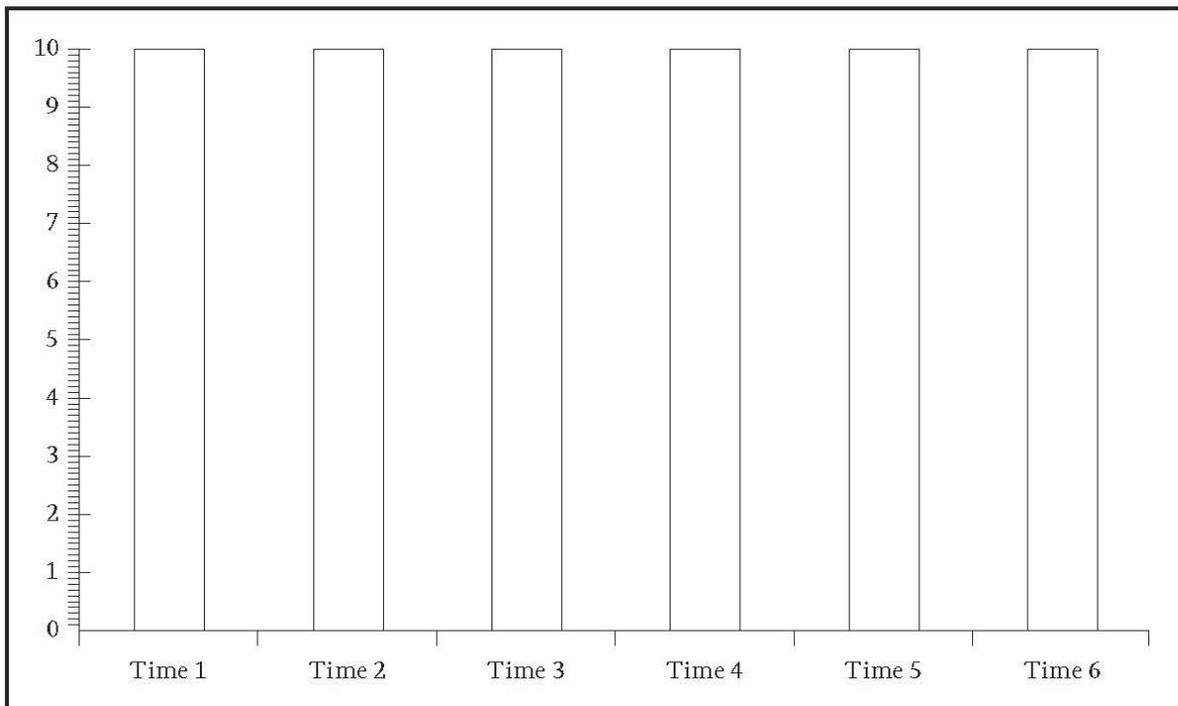
Do I comply with my partners' requests or suggestions and collaborate in working together with them for definite purposes? Do I consistently make an effort to do what my partners ask? Do I respond quickly to my partners' suggestions?

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 partners become more insistent.

1 = Very Low I almost never follow the requests or wishes of my partners. I often ignore my partners' 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.



SELF REGULATION – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

SELF REGULATION – LEVEL 1

SESSION OBJECTIVE:

SELF REGULATION – The purpose of today’s session is to discuss Self Regulation and how this is behavior is critical to help your child’s social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s ability to self regulate.

DISCUSSION POINTS:

What is Self Regulation?

Children’s ability to soothe themselves when frustrated (Definition)

- Adapt to transitions
- Adapt to change in routine

Issues related to Self Regulation

- Young children react instinctively to their feelings.
- Children learn to cope with their emotions throughout the early childhood years.
 - Self-regulation is a critical social emotional competency that children develop in the early childhood years
 - Throughout the early childhood years, children gradually develop strategies for coping with or regulating their emotional responses.
- Parents help children cope with their negative emotions by treating these as legitimate feelings and by comforting, soothing, and empathizing with their children during times of distress.
- Helping children cope with their emotions is different than coercing them to suppress outbursts and other negative behavior.

NOTES:

Rate your child's Self Regulation. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal social emotional behavior.

Pivotal Behavior Profile

Self-Regulation

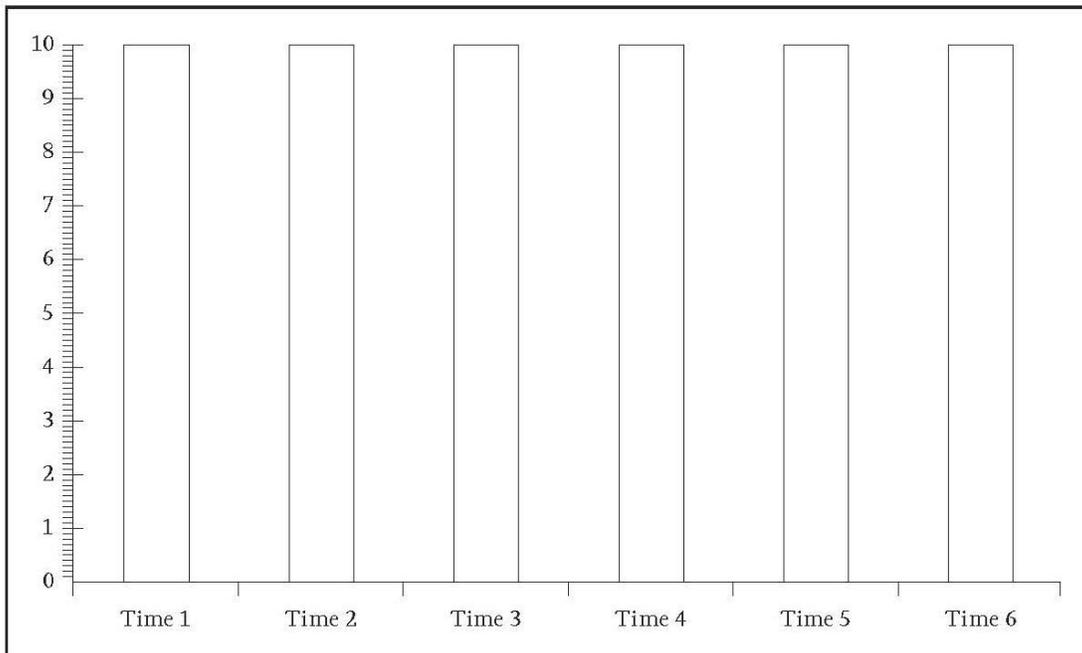
Can I soothe myself when I am upset or frustrated? Are my periods of tantruming and crying infrequent and short in duration? Do I comfort myself by holding a favorite toy or by becoming engaged in a different play activity? Can I make transitions easily and adapt quickly to changes in my environment or routine?

How am I doing?

10 = Very High I am usually very easygoing and tolerate frustration and change well. My periods of crying or frustration are rare and happen primarily when I am very tired or ill. I quickly find relief on my own. I can calm down quickly when comforted by a caregiver, and I can be distracted easily from my distress when presented with a new toy or activity.

5 = Moderate I have periods of difficulty tolerating frustration or change, depending on how I am feeling or whether I am stressed. I need extra comfort and support from caregivers during these times. With some effort, I can be comforted by my caregivers. Occasionally, I can comfort myself either by holding my favorite toy or becoming involved in a new activity.

1 = Very Low I am easily frustrated and I cry and tantrum frequently. I have little tolerance for changes in routine. When upset, I am difficult to comfort, and I do not have self-comforting behaviors. When I cry, I remain upset for a long time, despite my caregiver's attempts to comfort me.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Self Regulation during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play

6. Be physically available and interactive
7. Play frequently together
8. Take my child's perspective
9. Respond quickly to signals, cries or nonverbal requests
10. Be physical but gentle
11. Respond affectionately to cries and needs for attention

STRATEGY 29

Observe how my child ordinarily engages in interaction.

Soon after they are born, children develop a fairly consistent style of reacting to people and to changes in their environment. Because this style of interaction is strongly influenced by children's genetic makeup, it is not something children can easily control in the early childhood years. The more you are aware of your child's behavioral style, the easier it is to anticipate and adjust to how your child will typically react.

Practical Suggestions

- Determine what your child's behavioral style is by considering the following questions:
 - Is my child active or passive?
 - Is my child generally happy or more inconsistent in his or her moods?
 - How does my child react to me and other familiar people? How does he or she react to strangers?
 - How does my child react to touch and physical stimulation?
 - Does my child have regular routines with regard to sleeping, hunger, and bowel movements, or does he or she have inconsistent routines?
 - What does my child do when routines change, such as when he or she goes to new places?
 - Is my child easy to console, or does it take him or her a long time to calm down?
 - In general, is my child an easy child, a slow to warm-up child, or a difficult child?

SELF REGULATION – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

SELF REGULATION – LEVEL 2

SESSION OBJECTIVE:

SELF REGULATION – The purpose of today’s session is to discuss Self Regulation and how this is behavior is critical to help your child’s social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s ability to self regulate.

DISCUSSION POINTS:

What is Self Regulation?

Children’s ability to soothe themselves when frustrated (Definition)

- Adapt to transitions
- Adapt to change in routine

Keys to Self Regulation

- Children's behavioral style or temperament plays a major role in the ease with which they learn to self-regulate.
- Parental comfort and acceptance help children learn to soothe themselves.
- Parents can reduce conflict with children who have difficult temperament by giving them room to react.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Self Regulation during daily routine activities.

STRATEGY 30

Have expectations that conform to my child's behavioral style.

If your child is slow to warm up to new situations, expect your child to behave this way in future situations. If your child can only interact with you or others for a few minutes at a time, do not expect your child to react positively to situations that require sustained periods of interaction.

Practical Suggestions

- Consider that your child cannot change his or her behavioral style just because the situation demands it. For example, 2-year-olds who are naturally active and impulsive will still be active and impulsive in public places, where such behavior is not appropriate (e.g., church, restaurants, stores, friends' homes).
- Make accommodations for how your child typically reacts. Do not expect your child to behave more appropriately in public places than he or she typically behaves. Understand that your child's reactions are not ones that he or she is able to control. To avoid conflict that arises when your child is unable to conform to the behavioral norms that are required for different situations, either avoid these situations, or get a babysitter so that you can go without your child.
- Plan activities that will help your child adjust to difficult or stressful situations (e.g., use a favorite toy to coax your child to leave a place or activity that he or she is enjoying; talk to your child about what will happen; go to a restaurant or sit in a section of the restaurant where your child can leave the table and wander without harming him- or herself).

STRATEGY 31

Respond to my child's behavioral state.

Identify and respond to the cues your child uses to indicate whether he or she is ready to engage in interaction with you.

Practical Suggestions

- Your child likely has periods of time when he or she is receptive to interacting with you and periods of time when he or she prefers to be left alone. Identify the cues that your child uses to indicate his or her disposition for interacting. Use his or her cues to regulate your interactive episodes with your child.
- Children typically engage and then disengage for periods of time. Your child can be next to you and yet want to interact by himself and not with you. Identify the behaviors your child uses to disengage from you.
- If your child prefers to be alone and actively avoids interacting with you, interject yourself into the child's activity. A good way to do this is often to join in your child's activity by doing what your child is doing.

SELF REGULATION – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session’s Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

SELF REGULATION – LEVEL 3

SESSION OBJECTIVE:

SELF REGULATION – The purpose of today's session is to discuss Self-Regulation and how this is behavior is critical to help your child's social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child's ability to self regulate.

DISCUSSION POINTS:

What is Self Regulation?

Children's ability to soothe themselves when frustrated (Definition)

- Adapt to transitions
- Adapt to change in routine

Keys to Self Regulation

- Parents are most successful at managing their children's behavior when they expect them to react according to their temperament or behavioral style.
 - Parents need to have expectations that match the manner in which children are most likely to respond.
 - By accommodating to children's natural predispositions, parents can make it easier for their children to behave or cooperate.
 - Expecting children to behave in ways that are contrary to their natural tendencies only heightens parents' conflict and tension with their children.
- Parental anger aggravates children's emotional outbursts
 - When parents react with anger at their children's distress, their reaction heightens children's distress and exacerbates their outbursts.
 - Parents need to control their own emotions to deal effectively with their children's emotional distress.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Self Regulation during daily routine activities.

STRATEGY 32

Have developmentally appropriate rules and expectations.

Your child will be less likely to act out or misbehave, if your rules and expectations are compatible with what most children are able to do at your child's current level of social–emotional functioning.

Practical Suggestions

- Use a developmental observation guide such as the Developmental Rainbow to determine your child's current level of social–emotional functioning. Many children have levels of social–emotional functioning that are different from their current age level and from their level of communication and cognitive development.
 - Identify common situations where your child typically acts out or does not conform to your expectations. Review the Developmental Rainbow or other social–emotional profile to determine whether your rules or expectations are compatible with your child's current level of social–emotional functioning. If your rules and expectations are too high, try to modify them so they are more consistent with your child's social–emotional capabilities
-

STRATEGY 33

Comfort my child when fussy, irritable, or angry.

Physically comfort and soothe your child when he or she becomes fussy or angry, unless your child is so agitated that he or she cannot tolerate contact with you. If your child becomes too agitated for social contact, provide comfort after he or she regains composure. During the early years of life, your child needs your comfort and affection to learn to cope more effectively with his or her feelings.

Practical Suggestions

- How do you feel when your child becomes fussy and irritable? Your child's negative states and moods are not meant to agitate you, but rather, they occur because your child has good reasons to be irritable or angry.
- If you get angry when your child become fussy and irritable, try to empathize or identify with your child's feelings.
- Comfort children by holding them, speaking soothingly, and gently rocking them.

STRATEGY 12

Discipline promptly and comfort.

When your child misbehaves, discipline him or her immediately to stop these behaviors. The discipline you use should be stern enough to get your child's attention, yet appropriate to your child's physical and developmental level (e.g., a stern "No!" to restrain your child from doing something). Timing is important for effective discipline; therefore, you should discipline your child while he or she is misbehaving or immediately afterward. Comfort your child a few minutes after you discipline him or her. The positive affection children receive from parents will help them understand that they were disciplined because of what they did and that their parents still love them as always.

Practical Suggestions

- Discipline is one way that parents respond to children's behavior. Think of discipline as a natural and immediate consequence of your child's undesirable or harmful behavior.
- Regardless what strategy you use to discipline your child (e.g., sharp rebuke, restraining), discipline should be sufficiently forceful to get your child's attention and to let him or her know that he or she has done something wrong. Discipline should never physically harm or injure your child.
- If you are disciplining your child more than you think you should, explore the possibility that you may not be interacting enough with your child. You will become more effective at disciplining your child the more time you spend engaging in highly responsive interactions with him or her.

SELF REGULATION – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

SELF REGULATION – LEVEL 4

SESSION OBJECTIVE:

SELF REGULATION – The purpose of today’s session is to discuss Self Regulation and how this is behavior is critical to help your child’s social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s ability to self regulate.

DISCUSSION POINTS:

What is Self Regulation?

Children’s ability to soothe themselves when frustrated (Definition)

- Adapt to transitions
- Adapt to change in routine

Self Regulation and Tantrums

- Children’s tantrums and aggressive behaviors are reactions to stress and frustration.
 - Children become aggressive and tantrum when their stress or frustration exceeds their capacity to cope with or regulate their emotions.
 - Tantruming decreases as children develop strategies for regulating their emotions.
 - Children with a “difficult” temperament must develop greater coping strategies to manage their behavior effectively.

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Self Regulation. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

6. Be physically available and interactive (Engagement)
7. Play frequently together (Engagement)
8. Take my child's perspective (Sensitivity)
9. Respond quickly to signals, cries or nonverbal requests (Timing)
10. Be physical but gentle (Warmth)
11. Respond affectionately to cries and needs for attention (Warmth)

Critical Strategies

29. Observe how my child ordinarily engages in interactions or deals with stress (Sensitivity)
30. Have developmentally appropriate expectations (Developmental Match)
31. Have expectations that conform to my child's behavioral style (Behavioral Style Match)
32. Respond to my child's behavioral state (Behavioral Style Match)
33. Comfort my child when fussy, irritable, or angry (Warmth)

Advanced Strategies

12. Discipline promptly and comfort (Timing)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Self Regulation. How has your child's Self Regulation changed during intervention?

Pivotal Behavior Profile

Self-Regulation

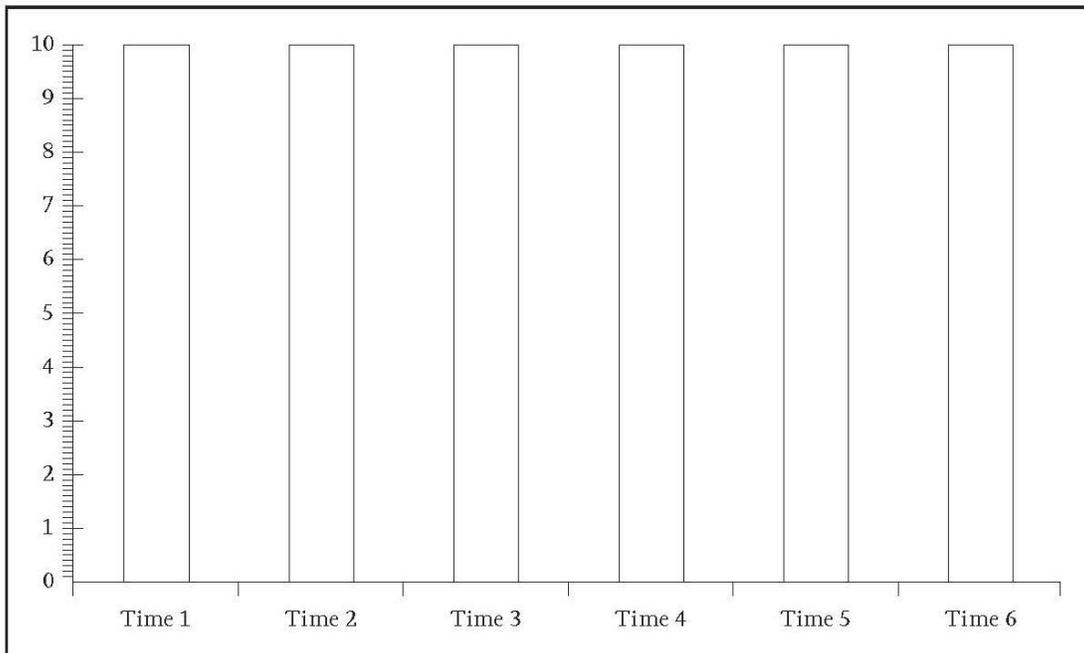
Can I soothe myself when I am upset or frustrated? Are my periods of tantruming and crying infrequent and short in duration? Do I comfort myself by holding a favorite toy or by becoming engaged in a different play activity? Can I make transitions easily and adapt quickly to changes in my environment or routine?

How am I doing?

10 = Very High I am usually very easygoing and tolerate frustration and change well. My periods of crying or frustration are rare and happen primarily when I am very tired or ill. I quickly find relief on my own. I can calm down quickly when comforted by a caregiver, and I can be distracted easily from my distress when presented with a new toy or activity.

5 = Moderate I have periods of difficulty tolerating frustration or change, depending on how I am feeling or whether I am stressed. I need extra comfort and support from caregivers during these times. With some effort, I can be comforted by my caregivers. Occasionally, I can comfort myself either by holding my favorite toy or becoming involved in a new activity.

1 = Very Low I am easily frustrated and I cry and tantrum frequently. I have little tolerance for changes in routine. When upset, I am difficult to comfort, and I do not have self-comforting behaviors. When I cry, I remain upset for a long time, despite my caregiver's attempts to comfort me.



FEELINGS OF CONFIDENCE – LEVEL 1

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

FEELINGS OF CONFIDENCE – LEVEL 1

SESSION OBJECTIVE:

Feelings of Confidence – The purpose of today’s session is to discuss Feelings of Confidence and how this is critical for your child’s social emotional well being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s Feelings of Confidence.

DISCUSSION POINTS:

What are Feelings of Confidence?

Children’s positive feelings about themselves

- Children take pride in themselves
- Motivated to interact with people and try new things

Why are Feelings of Confidence important?

- Feelings of Confidence play a critical role in motivating children to succeed.
 - Children who feel confident in their selves confront challenges and assert themselves in cognitive and social tasks
 - Children who have strong feelings of confidence are more likely to persist in activities that are difficult and challenging.
 - Helping children develop the feelings of confidence should be the highest goal of early developmental intervention.

NOTES:

Rate your child's Feelings of Confidence. This initial rating will be used to document the progress your child is making as you begin to use RI strategies to promote this important pivotal social emotional behavior.

Feelings of Confidence

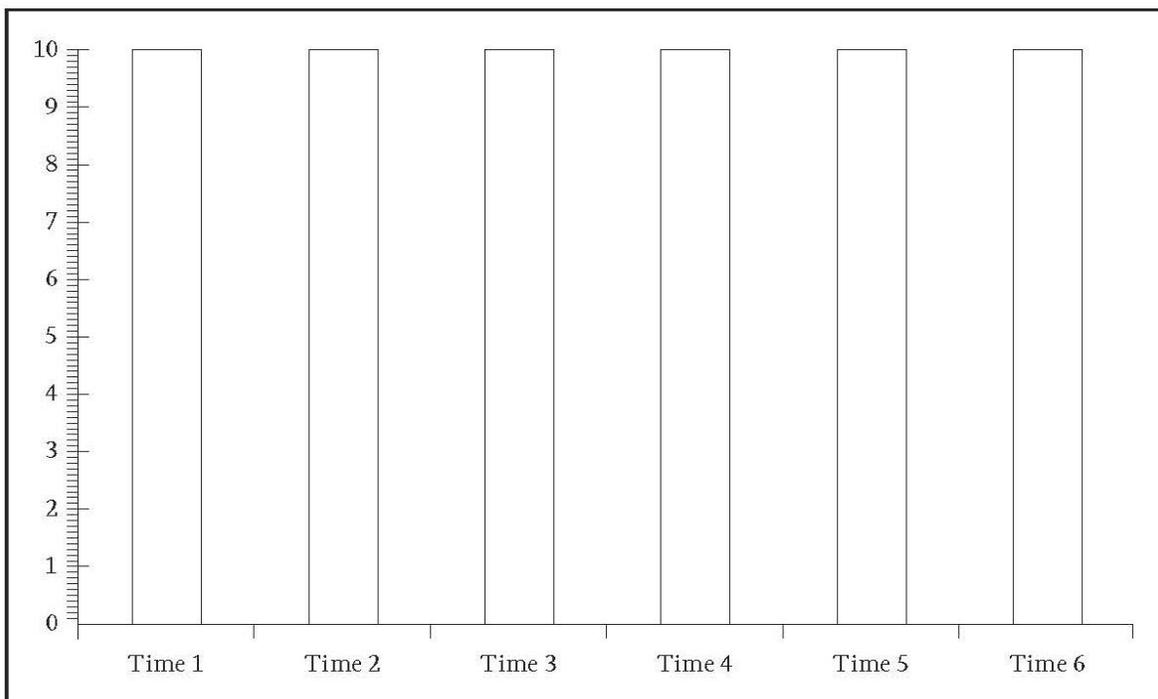
Do I have positive feelings about my own abilities to carry out both social and nonsocial tasks? Do I have a positive view of myself, and am I motivated by this to interact with people and to try new things? Do I take pride in what I can do, and am I willing to try new behaviors or activities?

How am I doing?

10 = Very High I am direct and forthright in engaging people and activities. I readily engage with the environment and easily interact with new activities and people. I am outgoing and capable of handling new situations. I rarely hesitate to try new things, and I am reluctant only if the activity is entirely unfamiliar.

5 = Moderate I can be characterized as approach/avoidant. Although I am interested in attempting new activities or situations, I seem unsure of myself. Occasionally, when I am hesitant to try new activities, I may engage by slowly easing into them. I usually withdraw from activities when I encounter any type of obstacle.

1 = Very Low I rarely seem self-assured and often act as though I cannot do things that I am capable of doing. I am usually fearful and hesitant to engage in activities. I am shy and timid and I seldom draw attention to myself by asking adults to look at me or by showing adults what I am doing.



RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Feelings of Confidence during daily routine activities.

FOUNDATIONAL STRATEGIES

Continue using each of the RI strategies that you learned to promote your child's Social Play

3. Act as a playful partner
 4. Take one turn and wait
 6. Be physically available and interactive
 7. Play frequently together
 14. Respond affectionately to cries and needs for attention
-

STRATEGY 34

Request actions that match my child's developmental level.

Limit requests for your child to do or say things to behaviors that are within your child's range of accommodation. Your child will have difficulty responding to behaviors and communications that exceed his or her range of accommodation.

Practical Suggestions

- Review a videotape of you and your child playing together. Write down the behaviors that you have asked your child to do. Look up these behaviors on the Developmental Rainbow (Mahoney & Perales, 1996) or other developmental profile. Notice how your child was more reactive and engaged when you asked him or her to do things that were within his or her range of accommodation. Notice how your child became passive or ignored you when you asked him or her to do things that are difficult (i.e., beyond the child's range of accommodation).
- Consider how you react when you are asked to do something that you do not know how to do.
- Increase your child's opportunities to succeed by asking him or her to do things within his or her developmental capabilities.

STRATEGY 35

Play with my child with toys.

When you play with your child with toys, begin by playing with the toys as your child does, then gradually show him or her new ways to use them.

Practical Suggestions

- Play with the toys your child is playing with. Your child will attend and interact more with you when you play with the things that your child has chosen.
- Consider that it is important for your child to be able to interact with you without needing to do anything “right” or to engage in any particular activity with toys.
- After you have established routine patterns of back-and-forth play with toys, gradually introduce new or more appropriate ways of play with your child.

FEELINGS OF CONFIDENCE – LEVEL 2

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

FEELINGS OF CONFIDENCE – LEVEL 2

SESSION OBJECTIVE:

Feelings of Confidence – The purpose of today’s session is to discuss Feelings of Confidence and how this is critical for your child’s social emotional well being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s Feelings of Confidence.

DISCUSSION POINTS:

What are Feelings of Confidence?

Children’s positive feelings about themselves

- Children take pride in themselves
- Motivated to interact with people and try new things

Keys to Feelings of Confidence

- Children’s feelings about themselves are strongly affected by the kinds of interactions they have with their parents.
 - Young children whose parents make a big deal about each of their new accomplishments, who take delight in whatever they do, who constantly tell their children they are “so big,” “so cute,” and “so clever,” and “light up” when they are with them, continually give their children messages that they are competent, unique, and worthwhile.
 - Daily exposure to negative messages eventually result in children forming negative perceptions about how capable and worthwhile they are.
- Children develop feelings of confidence when parents consistently express unconditional acceptance.
 - Acceptance means valuing children regardless of what they do.
 - Praise is not the same as acceptance.
 - Parents who are concerned about their children’s development too often focus on what their children are not doing or what they need to learn to do

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Feelings of Confidence during daily routine activities.

STRATEGY 36

Accept what my child does.

Respond supportively to any behaviors your child does, except for behaviors that are harmful, disrespectful, or incompatible with your family's values and priorities.

Practical Suggestions

- There are long-term implications to your responding to what your child does. Although your responsiveness will encourage your child to repeat behaviors he or she is currently doing, it will not prevent your child from learning new developmental behaviors. Rather than reinforcing undesirable behavior, your responding communicates that you value and accept what your child is doing. Over time, your repetitive, positive feedback will help your child form self-perceptions of being competent and capable.
- Consider how your parents influenced your development. Did your parents play a strong role in helping you learn specific behaviors, or in helping you form your own self-concept and personality? If you become too focused on the behaviors your child is not able to do, you may be overlooking the potentially negative impact that you might be having on how your child feels about him- or herself.
- Consider that if we help a child learn a behavior, but at the same time give negative messages by not accepting the behaviors he or she is able to do, will the new behavior that we have helped the child learn compensate for the negative feedback he or she received?

STRATEGY 37

Repeat activities my child enjoys.

Keep doing activities that your child finds fun and amusing. The more you emphasize these activities, the more you and your child will enjoy being with each other.

Practical Suggestions

- Unlike adults, children may do things many times before they get tired of the activity. When you repeat activities your child enjoys, you may tire of the activity long before your child does. However, if you continue this activity to promote your child's enjoyment, your child will learn that interacting with you is an enjoyable activity.
- Children develop a sense of humor by parents joining in their amusement. The more you support activities your child enjoys, the more your child will learn to share amusing and enjoyable things with you. Your child will make the effort to bring joy to you the more you make your child's enjoyment a focus of your interactions with him or her.

STRATEGY 38

Talk about the novel, funny, and good things my child is doing.

Talk about the positive and amusing things that your child does. Engage in these conversations not only during intervention sessions but also in routine interactions with spouses, friends, and relatives.

Practical Suggestions

- Talk about positive experiences and stories about your child to friends and relatives. The more you get into the habit of focusing on the positive and amusing things your child does, the easier it becomes to value and accept what your child is doing.
- The more you focus on your child's developmental problems or disabilities, the more difficult it becomes to truly accept your child for who he or she is. It is difficult to ignore your child's developmental problems, because these are issues that have lifelong implications. However, when you talk about the things that make your child "a child" as opposed to a "person with a problem," you are more apt to accept and nurture your child than to fight the developmental problems over which your child has little control.
- Professionals should ask parents at the beginning of each intervention session to describe a funny experience or anecdote that happened with their child since the last session.

FEELINGS OF CONFIDENCE – LEVEL 3

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

FEELINGS OF CONFIDENCE – LEVEL 3

SESSION OBJECTIVE:

Feelings of Confidence – The purpose of today’s session is to discuss Feelings of Confidence and how this is critical for your child’s social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s Feelings of Confidence.

DISCUSSION POINTS:

What are Feelings of Confidence?

Children’s positive feelings about themselves

- Children take pride in themselves
- Motivated to interact with people and try new things

Keys to Feelings of Confidence

- The more children experience success, the more likely they are to form positive concepts of themselves (i.e., high feelings of confidence).
 - From their earliest days of life, experiences of success during routine interactions with their parents can have a major influence on children’s feelings of competence.
 - Success breeds self-confidence; failure breeds lack of confidence.
 - Success and failure are defined in terms of children’s ability to do what is asked or expected of them.
 - Children’s failure has more to do with whether they can meet the expectations others have for them, than how capable they are.

NOTES:

RI STRATEGIES

Use the following strategies together with other strategies you have learned to promote the quality of your child's Feelings of Confidence during daily routine activities.

STRATEGY 32

Have developmentally appropriate rules and expectations.

Your child will be less likely to act out or misbehave, if your rules and expectations are compatible with what most children are able to do at your child's current level of social–emotional functioning.

Practical Suggestions

- Use a developmental observation guide such as the Developmental Rainbow to determine your child's current level of social–emotional functioning. Many children have levels of social–emotional functioning that are different from their current age level and from their level of communication and cognitive development.
 - Identify common situations where your child typically acts out or does not conform to your expectations. Review the Developmental Rainbow or other social–emotional profile to determine whether your rules or expectations are compatible with your child's current level of social–emotional functioning. If your rules and expectations are too high, try to modify them so they are more consistent with your child's social–emotional capabilities
-

STRATEGY 39

Accept incorrect word choice, pronunciations, or word approximations by responding to my child's intention.

Practical Suggestions

- Consider that, as children begin to learn language, they are more concerned with communicating ideas, observations, or needs than they are with using language correctly. Be careful not to discourage your child from communicating by trying to get him or her to say the right words in the right way.
- After you have established the habit of responding to your child's play or communicative intention, occasionally model more appropriate words or pronunciations, without making your child imitate you.

STRATEGY 40

Value what my child is doing.

View what your child is doing as important, interesting, and meaningful. Do not dismiss what your child does simply because it is not what other children do at your child's age level.

Practical Suggestions

- Make a list of the things your child has done since the last intervention session. Focus on the positive aspects of your child's behavior.
- Videotape your child in several situations: playing alone, playing with you, and playing with other children. Review the video to identify what your child is doing. Keep this video as a record of your child's accomplishments.
- Professionals should consistently comment on what children are doing during intervention sessions. Celebrate what children are doing. Discuss with parents the importance or developmental significance of their children's behavior.

FEELINGS OF CONFIDENCE – LEVEL 4

Name of Child:

Date:

Interventionist

Location:

Issues/ Concerns Discussed by Parents

Feedback Related to Last Session's Family Action Plan:

Tell me about what you did.

How often did you do this?

What other family members carried out Family Action Plan Activities?

What did they do?

Barriers to Following Through with Family Action Plan:

FEELINGS OF CONFIDENCE – LEVEL 4

SESSION OBJECTIVE:

Feelings of Confidence – The purpose of today’s session is to discuss Feelings of Confidence and how this is critical for your child’s social emotional well-being.

In addition, you will learn some Responsive Interaction Strategies that you can incorporate into your routine interactions that are highly effective at enhancing your child’s Feelings of Confidence.

DISCUSSION POINTS:

What are Feelings of Confidence?

Children’s positive feelings about themselves

- Children take pride in themselves
- Motivated to interact with people and try new things

Lifelong implications of Feelings of Confidence

- Long-term learning is more dependent on how children feel about themselves than on the specific skills and behaviors they are encouraged to learn
- Children learn about their ability to be successful from their parents.

NOTES:

RI STRATEGIES

Review of all of the strategies that have been recommended to improve your child's Feelings of Confidence. Make sure that each of these strategies are incorporated into your daily routine activities with your child.

Foundational Strategies

- 3. Act as a playful partner (Enjoyment)
- 4. Take one turn and wait (Reciprocity)
- 6. Be physically available and interactive. (Engagement)
- 7. Play frequently together. (Engagement)
- 14. Respond affectionately to cries and needs for attention (Warmth)

Critical Strategies

- 32. Have developmentally appropriate expectations (Developmental Match)
- 34. Request actions that match my child's developmental level (Developmental Match)
- 35. Play with my child with toys. (Joint Action Routines)
- 36. Accept what my child does. (Acceptance)
- 37. Repeat activities my child enjoys. (Enjoyment)
- 38. Talk about the novel, funny, and good things my child is doing. (Acceptance)

Advanced Strategies

- 39. Accept incorrect word choice, pronunciations, or word approximations by responding to my child's intention. (Intent)
 - 40. Value what my child is doing. (Acceptance)
-

PIVOTAL BEHAVIOR RATING

Use the Pivotal Behavior Rating Scale to rate your child's Feelings of Confidence. How has your child's Feelings of Confidence changed during intervention?

Pivotal Behavior Profile

Feelings of Confidence

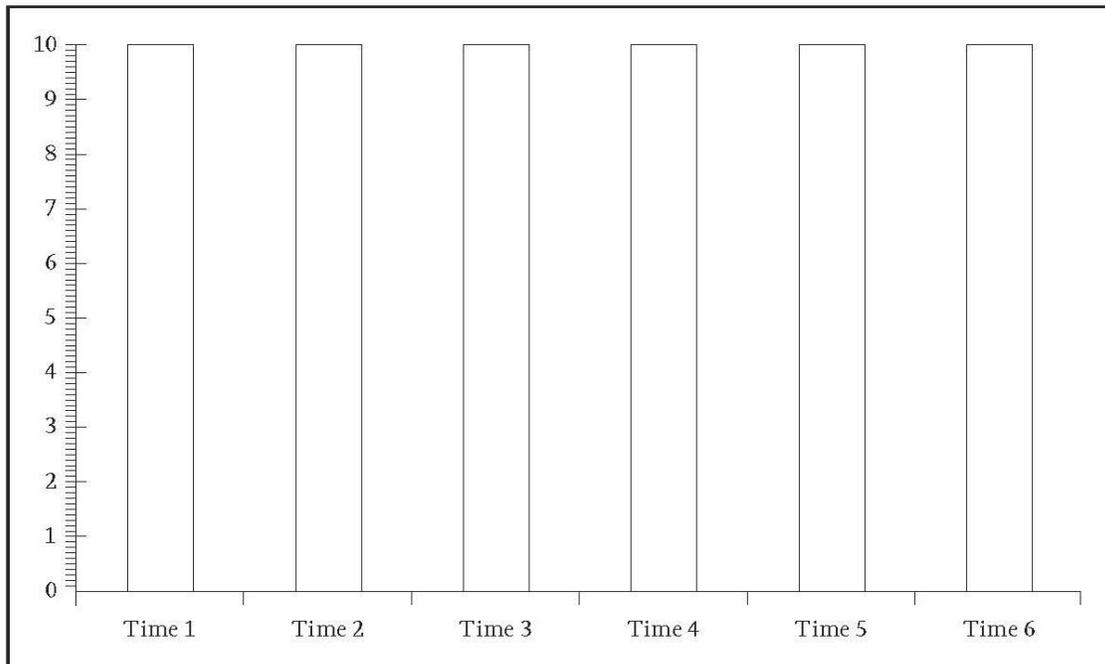
Do I have positive feelings about my own abilities to carry out both social and nonsocial tasks? Do I have a positive view of myself, and am I motivated by this to interact with people and to try new things? Do I take pride in what I can do, and am I willing to try new behaviors or activities?

How am I doing?

10 = Very High I am direct and forthright in engaging people and activities. I readily engage with the environment and easily interact with new activities and people. I am outgoing and capable of handling new situations. I rarely hesitate to try new things, and I am reluctant only if the activity is entirely unfamiliar.

5 = Moderate I can be characterized as approach/avoidant. Although I am interested in attempting new activities or situations, I seem unsure of myself. Occasionally, when I am hesitant to try new activities, I may engage by slowly easing into them. I usually withdraw from activities when I encounter any type of obstacle.

1 = Very Low I rarely seem self-assured and often act as though I cannot do things that I am capable of doing. I am usually fearful and hesitant to engage in activities. I am shy and timid and I seldom draw attention to myself by asking adults to look at me or by showing adults what I am doing.



8. Responsive Teaching Intervention Forms

In the following section, we provide the intervention tools and curricular materials that are needed to implement Responsive Teaching intervention sessions. All the materials in this section may be photocopied for individual use. These materials are also available on the Responsive Teaching Planning and Tracking computer program. These materials include the following:

Curriculum Material 1. Pivotal Behavior Wizard—Identifies appropriate intervention objectives based on a child’s current behavior in the intervention’s target domain

Curriculum Material 2. Pivotal Behavior Profile—Assesses a child’s current level of using each of the 15 pivotal behaviors targeted by Responsive Teaching

Curriculum Material 3. Session Tracking Form—Track’s intervention session plans across each of the three developmental domains addressed by RT that have been implemented with individual children and their parents as well the effectiveness of each session

Curriculum Material 4. Intervention Session Planning Forms

- Professional Session Plan—Professionals use to develop an intervention session plan
- Parent Session Plan—Parents use to follow through with Responsive Teaching at home
- Family Action Plan—Parents and professionals use to develop a Family Action Plan

Curriculum Material 5. Intervention Session Guide—Assesses whether the activities identified for each phase of an intervention session occur during a particular session. Can be used to improve the fidelity of implementing Responsive Teaching.

| Cognitive Development Intervention Session Tracking Form | | | | | | | | |
|--|--------------|--|--|--|------------|--|--|-------------------------|
| Child's Name: | | | | | Birthdate: | | | |
| Social Play | Session Date | | | | | | | Pivotal Behavior Rating |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Initiation | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Practice | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Exploration | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Problem Solving | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |

| Communication Development Intervention Session Tracking Form | | | | | | | | |
|--|--------------|--|--|--|------------|--|--|-------------------------|
| Child's Name: | | | | | Birthdate: | | | |
| Joint Activity | Session Date | | | | | | | Pivotal Behavior Rating |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Vocalization | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Intentional Communication | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Joint Attention | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Conversation | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |

| Social Emotional Functioning Intervention Session Tracking Form | | | | | | | | |
|---|---------------------|--|--|--|------------|--|--|--------------------------------|
| Child's Name: | | | | | Birthdate: | | | |
| Trust | Session Date | | | | | | | Pivotal Behavior Rating |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Empathy | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Cooperation | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Self Regulation | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |
| Feelings of | Session Date | | | | | | | |
| Level 1 | | | | | | | | |
| Level 2 | | | | | | | | |
| Level 3 | | | | | | | | |
| Level 4 | | | | | | | | |
| Session Effectiveness Rating (1-5) | | | | | | | | |

Pivotal Behavior Profile

Social Play

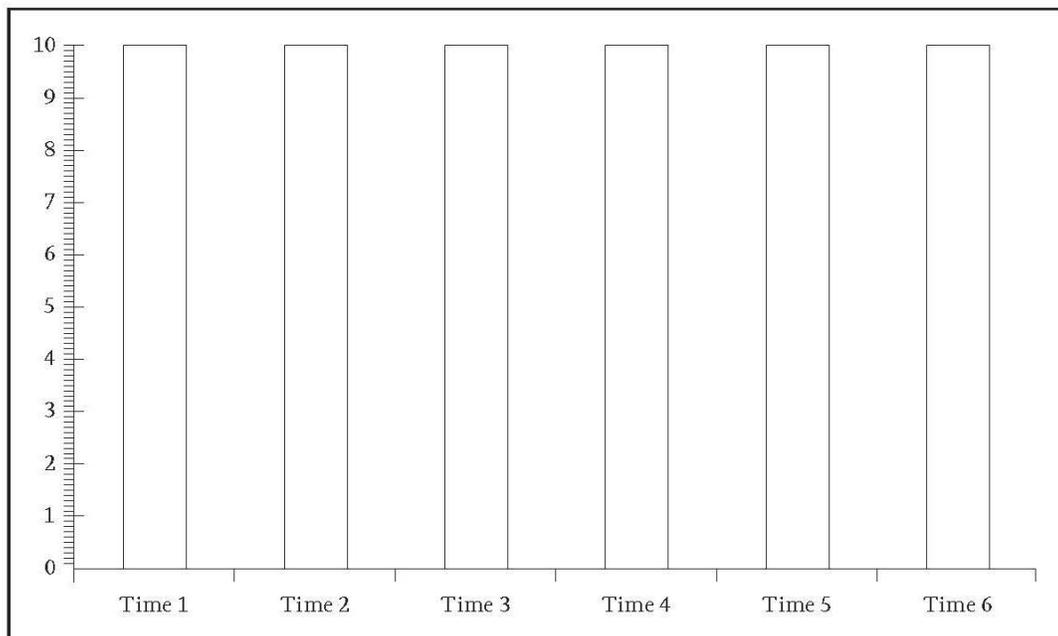
Do I play reciprocally with a partner across many situations? Is my play characterized by “give and take,” in which I contribute as much to the activity as my partner? Am I aware of my partner’s activity during play?

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 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

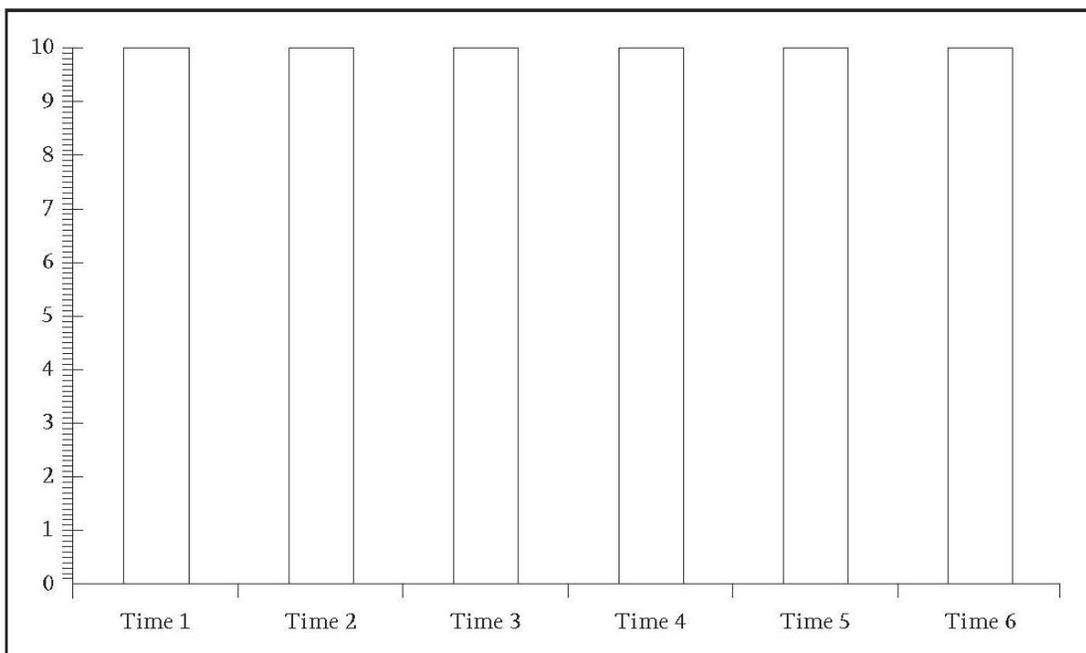
Do I start activities on my own, or do I always follow others' leads? Am I active in choosing the nature and direction of an activity? Do I initiate communications, start new games, and change my activities with the same toys? Do I attempt new activities without being prompted by my partner?

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 periods of time during which I am passive, am 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 passive and inactive during social play, or I engage in activities only when others take the lead and tell me what to do.



Pivotal Behavior Profile

Practice

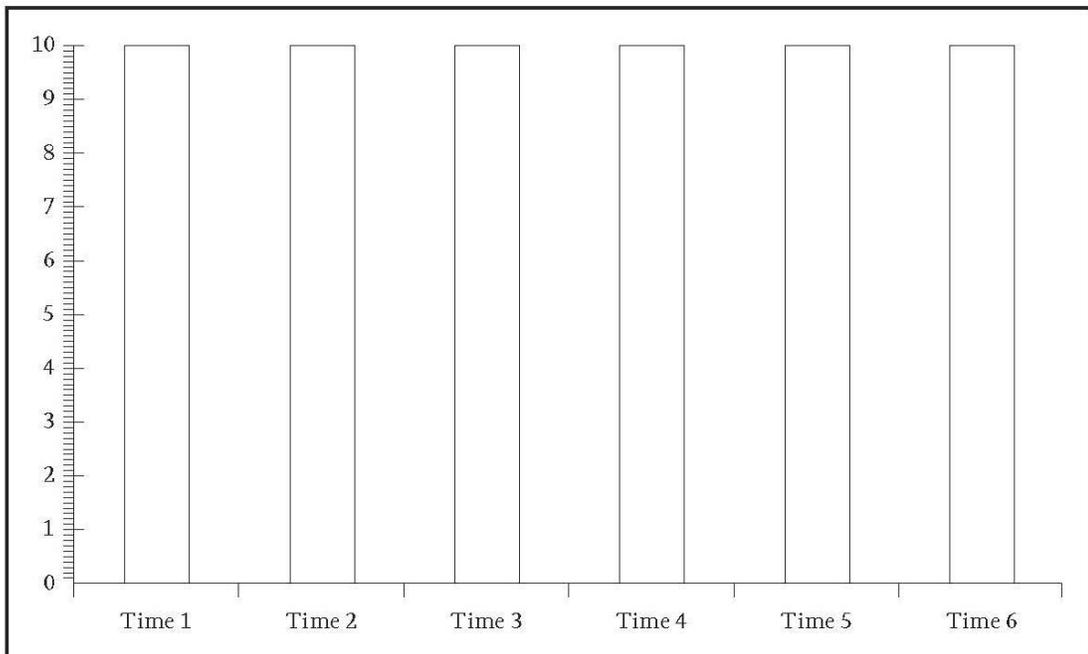
Do I repeat behaviors and activities in the same way or by varying them? Do I practice these behaviors by myself and with other people? Are my episodes of practice prolonged in duration, and do they occur with several objects and people?

How am I doing?

10 = Very High I almost always spend considerable time repeating vocal or behavioral sequences. I may frequently change activities, trying a variety of behaviors in a short period of time. Episodes of practice are a constant feature of my play, both alone and with others.

5 = Moderate I have several episodes in which I spend considerable time repeating vocal or behavioral sequences. I frequently change activities, trying a variety of behaviors in a short period of time. My episodes of practice occur about as often as my play episodes that do not involve repeating of behaviors.

1 = Very Low I never engage in sustained repetition of any behavior. I tend to engage in activities haphazardly, moving quickly from one behavior to the next.



Pivotal Behavior Profile

Exploration

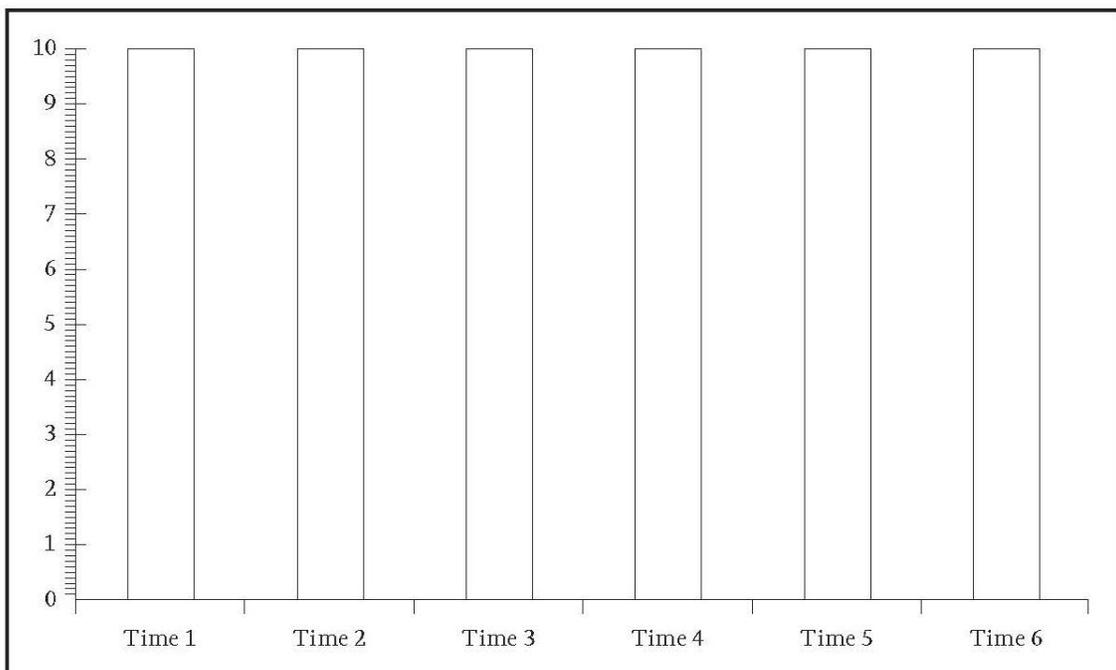
Do I investigate or handle objects and events rather than only observe or come in brief contact with them? Do I explore by using my senses—by mouthing, throwing, handling, looking, or listening? Do I participate actively in the environment by experimenting as well as observing people and things?

How am I doing?

10 = Very High I frequently explore my environment either physically or visually. I may examine multiple objects or respond quickly to novel stimuli. I like to feel, taste, shake, listen to, and view objects and to manipulate them to see what they can do. I continually investigate my surroundings.

5 = Moderate I actively participate in the environment by occasionally exploring and manipulating it in novel ways. Although I experiment with some things, I only engage in these behaviors about half of the time that I have the opportunity to do them.

1 = Very Low I am mostly nonresponsive to my environment. I am not very interested in the external world, and I am often withdrawn, passive, or focused on playing with the same objects in the same ways.



Pivotal Behavior Profile

Problem Solving

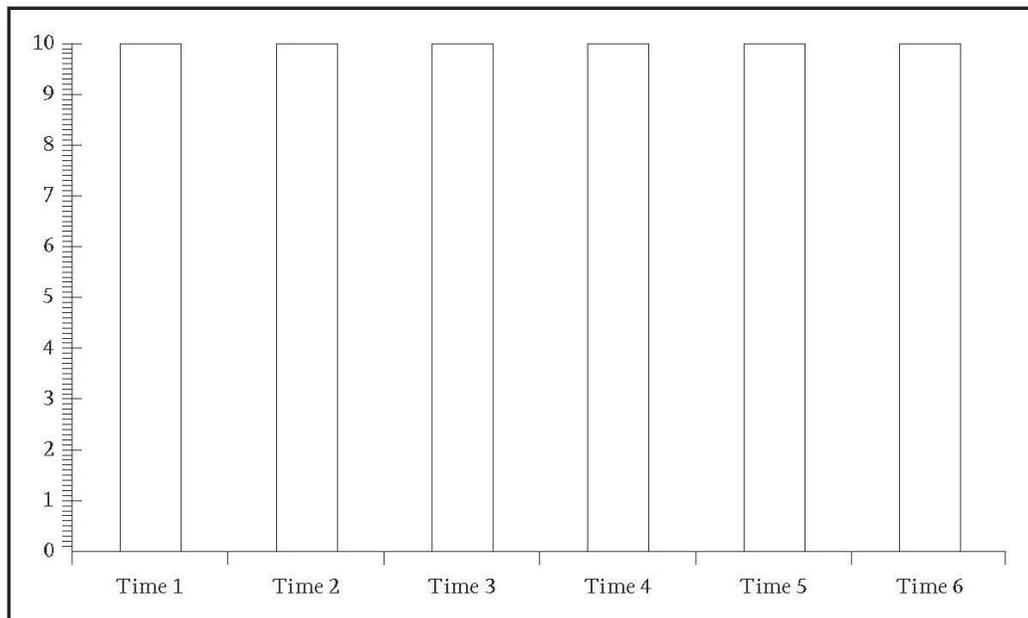
Do I persist with tasks that pose some challenge or difficulty? Do I make several attempts and continue to experiment with different solutions even though I am not successful? Do I frequently assess my impact on the environment? Am I creative in attempting to deal with new or challenging situations?

How am I doing?

10 = Very High I almost always make repeated attempts to solve problems, often trying a variety of solutions. I continue to persist at succeeding in challenging situations, even after several efforts have failed. Persistence at problem solving is the highlight of my play behavior.

5 = Moderate I make some attempts to solve problems, but I tend to give up after a few tries. I often fail to vary my attempts to find a solution, or I quickly seek an adult partner's assistance to solve it for me.

1 = Very Low I never attempt a second try when I encounter difficulty. I become frustrated easily when I encounter a problem, and I leave tasks quickly rather than making attempts to overcome obstacles.



Pivotal Behavior Profile

Joint Activity

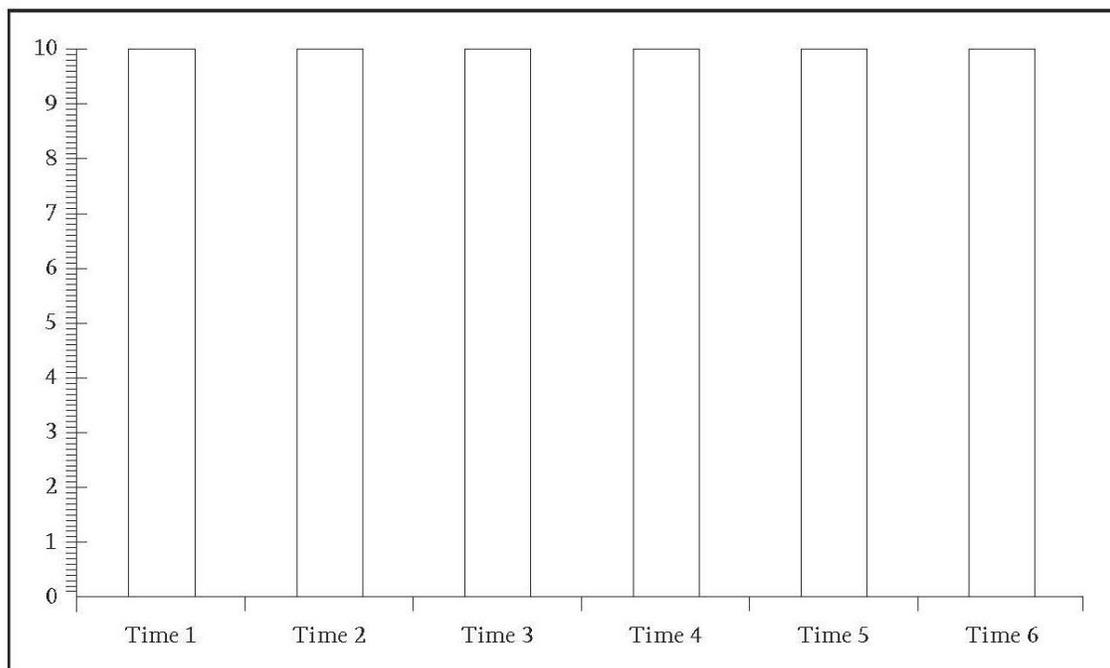
Do I engage in active, reciprocal interactions with my partner? Do my partner and I direct our interactions toward each other? Do we respond to each others' behaviors and cues? Are my interactions with my partner characterized by collaboration and exchange?

How am I doing?

10 = Very High I consistently seek out partners, initiate play, and actively keep others in play with me. I make an effort to engage others in my play. I remain engaged with others on a common activity for significant periods of time. My behavior is affected by what my partner does in the interaction.

5 = Moderate I occasionally engage in activities with others for a mutual purpose. Most of my interactions with others are brief sequences of joint activity (e.g., less than 20 seconds at a time). My episodes of joint activity occur about half of the time that I am with adult partners.

1 = Very Low I rarely engage in activities with my partner that focus on a common purpose. I seldom notice my partner, and I use my partner only to get my needs met. If I use a partner to facilitate play, there is no shared activity or purpose. I generally act independently of my partner, except when I need help.



Pivotal Behavior Profile

Vocalization

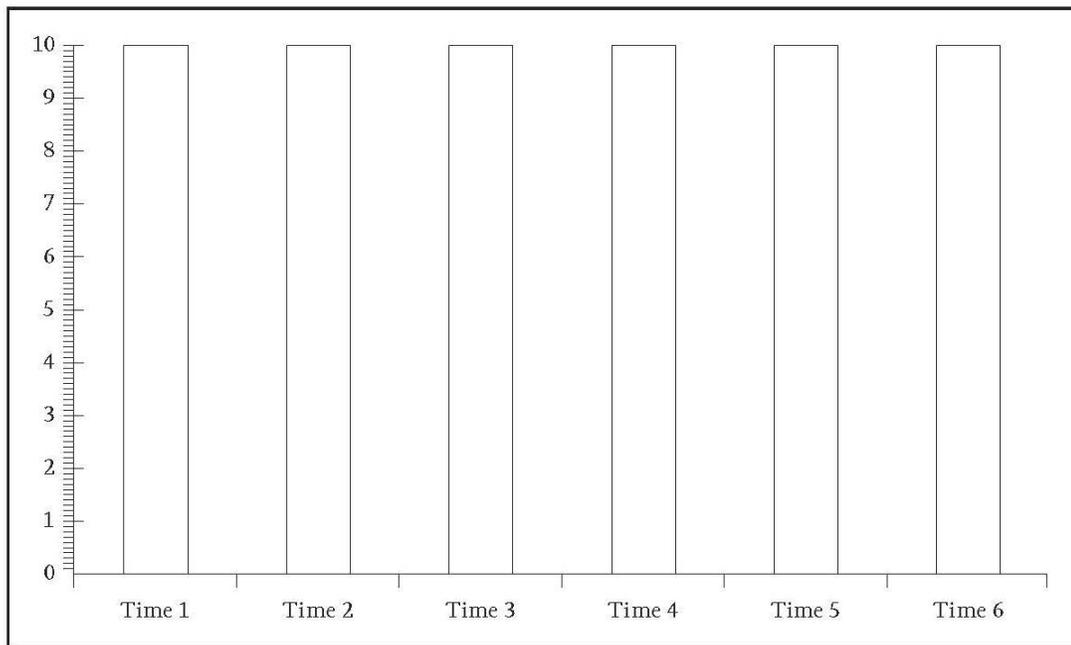
Do I practice or repeat sounds including grunting, vocalization, singing, or words?
 Do I make sounds frequently, both by myself and with others?

How am I doing?

10 = Very High I frequently make sounds using my voice, both while playing alone and with others. I vocalize all of the time, both for personal stimulation as well as for communication. I frequently experiment and produce a wide range of sounds.

5 = Moderate I occasionally make sounds when I play by myself and with others. Sometimes I have long periods of quiet, and other times I have episodes in which I produce a high frequency of sounds. I may have inconsistencies in my pattern of vocalizing, such as vocalizing a great deal with people but hardly at all when I am alone.

1 = Very Low I rarely make sounds with my voice. I may be silent much of the time. If I do make sounds, they are restricted to a narrow range.



Pivotal Behavior Profile

Intentional Communication

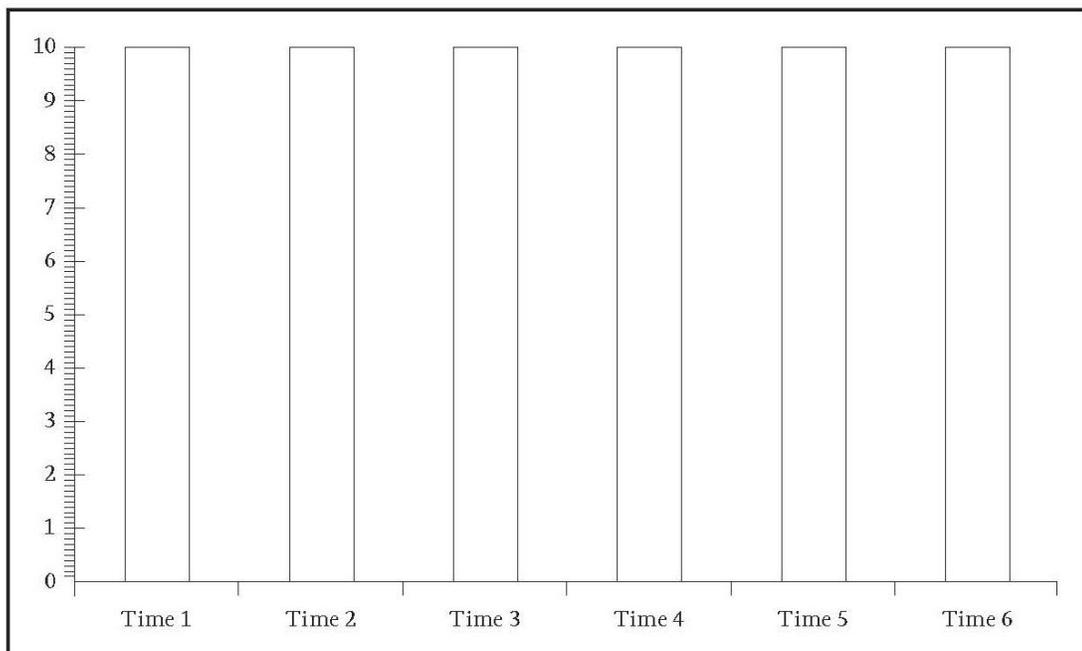
Do I frequently attempt to make my intentions known to my partner? Am I effective at using nonverbal communication, words, or both to make my needs, feelings, and observations known to others? Do I use the words and language I know to communicate my intentions?

How am I doing?

10 = Very High Most of the time I attempt to communicate my intentions to others. I am very effective at communicating a wide range of communicative functions, including greeting, socializing, sharing feelings and observations, noticing and directing attention, and requesting.

5 = Moderate About half of the time, I attempt to communicate my intentions to others. I do not yet express the full range of communicative functions, such as greeting, socializing, sharing feelings and observations, directing attention, and requesting. I tend to communicate mainly to get my needs met.

1 = Very Low I make very few attempts to communicate, and I am usually not effective at communicating my intentions to others. I may know several words and nonverbal signals that could be used to communicate, but I seldom use them to make my intentions known to others.



Pivotal Behavior Profile

Joint Attention

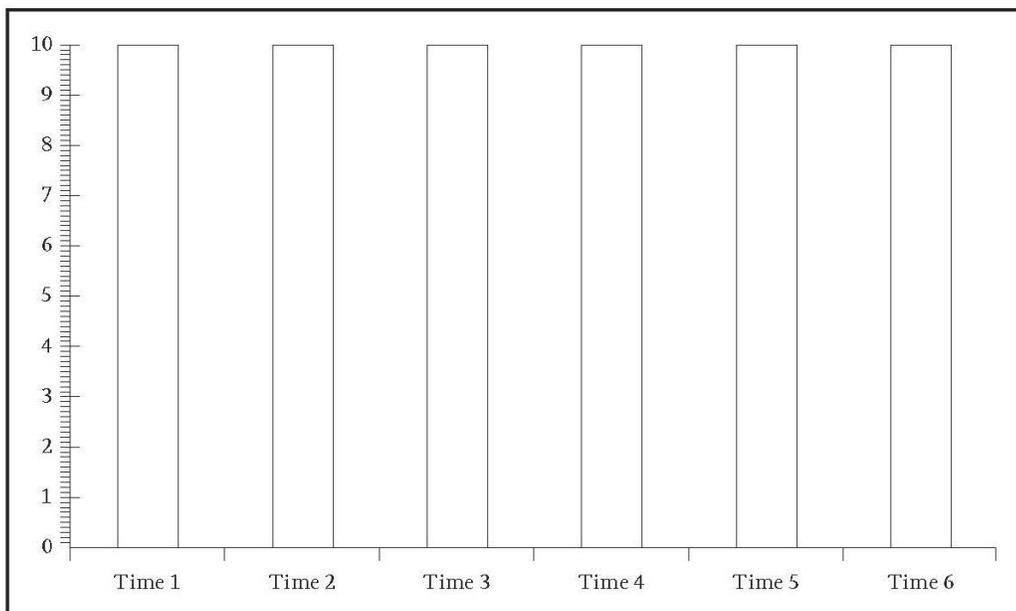
Do I have frequent bouts of eye contact and other sharing behaviors such as vocalizations with my partner? Do I try to show my partner what I want or what I am interested in by using words, vocalizations, gestures, or looking? Do I follow the gestures, facial displays, eye gaze, or other communications 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 him or her for affirmation, cues, or information. I have periods in which I engage in eye contact or other sharing behaviors, but I am 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 to 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

Conversation

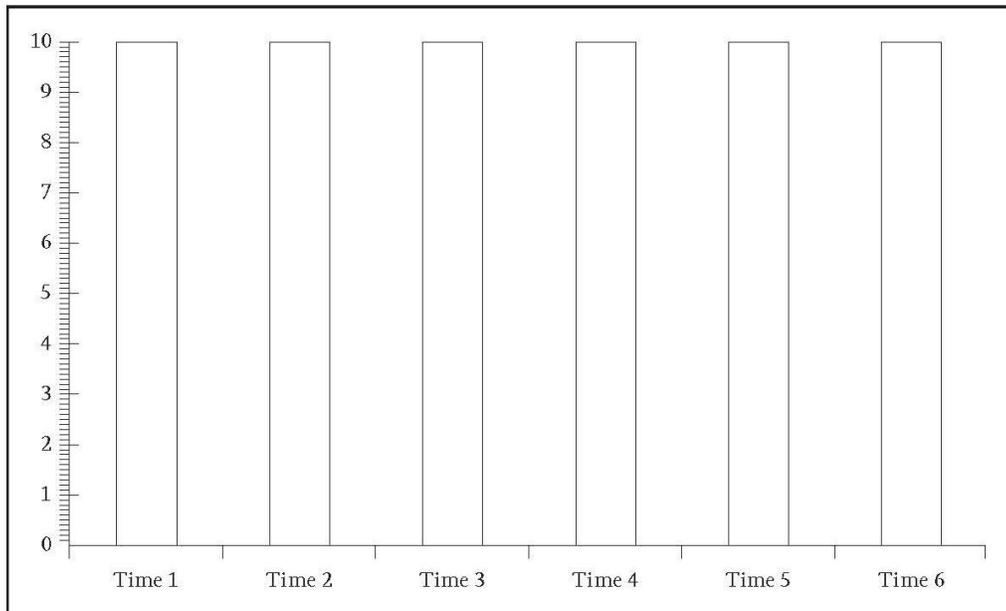
Do I engage in conversations on a variety of topics with multiple people? Do I use both nonverbal communication and verbal language? Do I lead and follow conversations in a give-and-take style? Do I sustain and follow changes in topics? Do I communicate for many purposes, such as companionship, persuasion, information exchange, feelings, and needs?

How am I doing?

10 = Very High I initiate and sustain conversations frequently with many people. I have conversations for many purposes, including enjoyment, information, joint activity, and to be with people. I participate in the give and take of a conversation, spending equal time listening and contributing to the exchange. I can converse about my partners' topic as well as my own.

5 = Moderate I occasionally engage in conversation, but only with certain people (e.g., mother) and not others. Conversations are often brief and focus mostly on topics of my choice. I have difficulty changing topics. I often terminate conversations when my partner changes the topic.

1 = Very Low I rarely initiate or sustain conversations. Most of my conversations are short, nonverbal communications or utterances involving less than two interactive turns. My conversation partner bears the burden for conversation. I do not contribute to conversation exchanges and frequently leave the situation.



Pivotal Behavior Profile

Trust

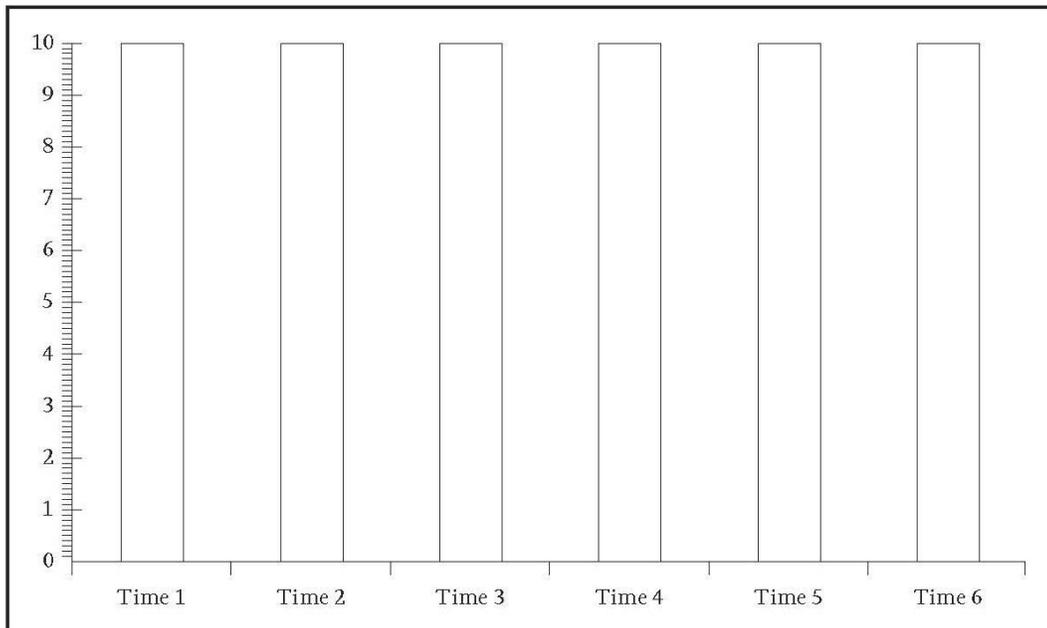
Do I have a trusting and warm relationship with my primary caregiver? Do I seek out or touch base with my caregiver for comfort or security? Do I take pleasure in being with my caregiver? Do I frequently share information or objects, and do I give my caregiver eye contact, smiles, or hugs?

How am I doing?

10 = Very High I frequently touch base with my caregiver for playful hugs, teasing, and so forth. I often make eye contact and smile at my caregiver. I am comfortable sitting on my caregiver’s lap. I frequently seek my caregiver’s attention, and I enjoy showing him or her the things that interest or excite me.

5 = Moderate I occasionally display trust in my caregiver. About half of the time I am with my caregiver I show pleasure and comfort, as indicated by smiling, eye contact, and seeking physical contact. However, I am more likely to seek out my caregiver to get my needs met rather than to be with him or her.

1 = Very Low I avoid or I am uncomfortable with my caregiver. I rarely make eye contact or smile at my caregiver. Often I withdraw or physically stiffen when I am with my caregiver. I frequently try to move away when my caregiver approaches me.



Pivotal Behavior Profile

Empathy

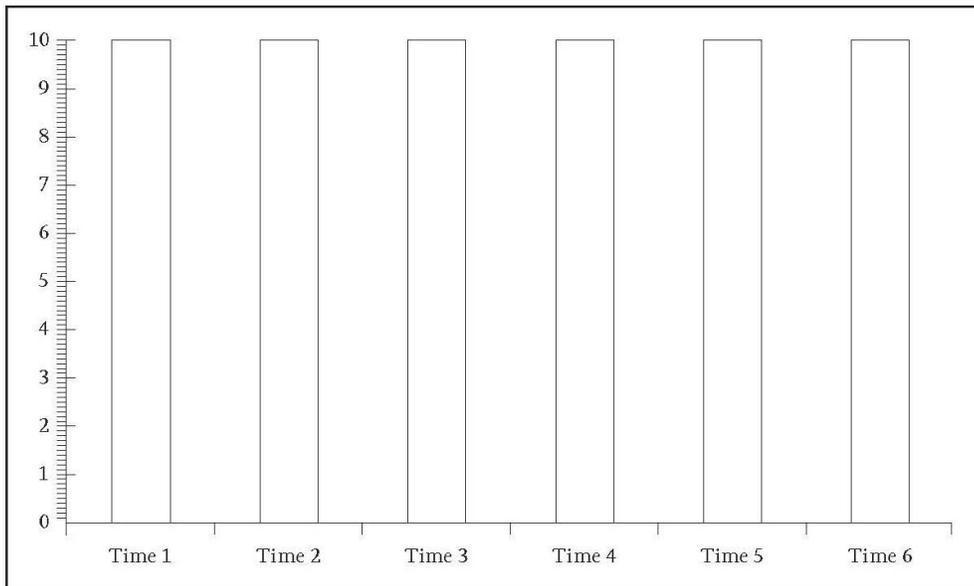
Am I sensitive to others' feelings and emotions and able to adjust my own emotional state according to the emotions of others? Do I care about how others feel, and am I affected by the emotions of others? Do I use my caregivers' reactions to gauge the safety and friendliness of the situation and to regulate how I react?

How am I doing?

10 = Very High I frequently respond appropriately to several emotional states such as joy, sadness, anger, or fear. I am emotionally expressive and display appropriate levels of positive and negative emotions. I reciprocate to others' emotions. I usually assess my parents' responses to decide whether to avoid or explore the object, person, or situation.

5 = Moderate I occasionally respond to the moods of others, particularly if they are high in intensity, such as crying or scolding. I often ignore emotions of lower intensity. I generally display moderate levels of emotional intensity, including positive as well as negative emotions. Occasionally, I alter my emotional behavior to match the emotional responses of others.

1 = Very Low I show little awareness of others' moods or emotions. I do not respond to others being angry or agitated. I seldom alter my emotional state in response to the emotions of others. I also display few appropriate emotional reactions of my own. I appear to be in my own world with little concern for others.



Pivotal Behavior Profile

Cooperation

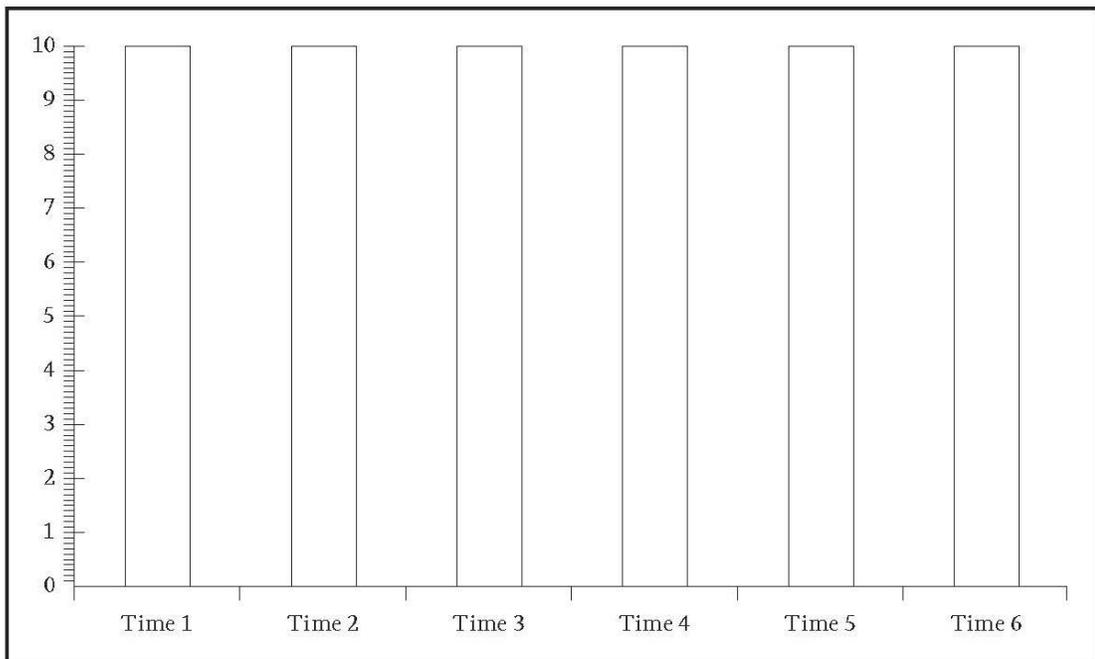
Do I comply with my partners' requests or suggestions and collaborate in working together with them for definite purposes? Do I consistently make an effort to do what my partners ask? Do I respond quickly to my partners' suggestions?

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 partners become more insistent.

1 = Very Low I almost never follow the requests or wishes of my partners. I often ignore my partners' 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.



Pivotal Behavior Profile

Self-Regulation

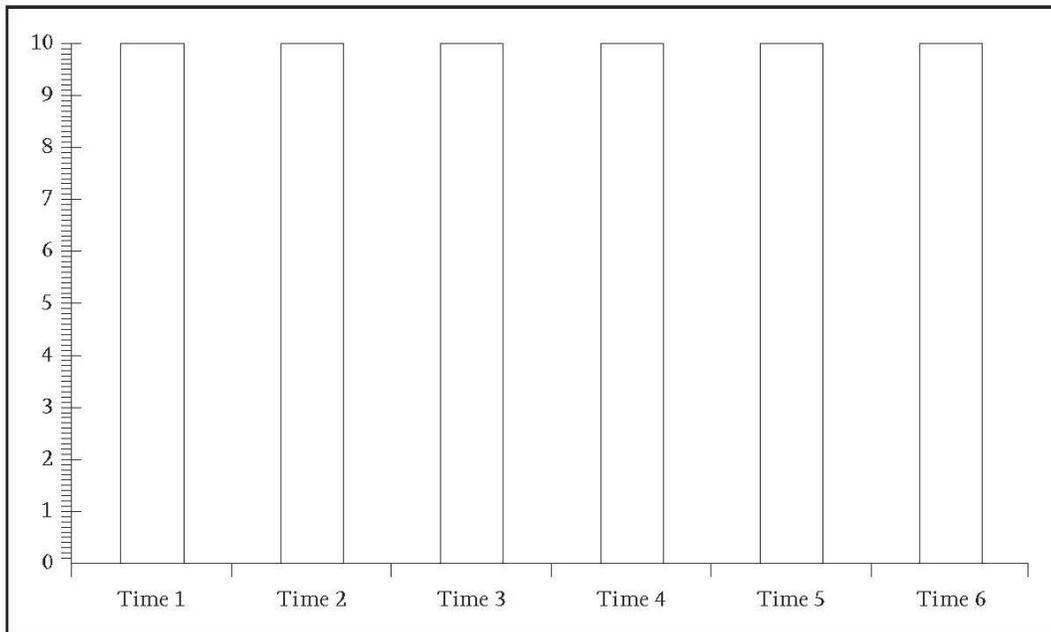
Can I soothe myself when I am upset or frustrated? Are my periods of tantruming and crying infrequent and short in duration? Do I comfort myself by holding a favorite toy or by becoming engaged in a different play activity? Can I make transitions easily and adapt quickly to changes in my environment or routine?

How am I doing?

10 = Very High I am usually very easygoing and tolerate frustration and change well. My periods of crying or frustration are rare and happen primarily when I am very tired or ill. I quickly find relief on my own. I can calm down quickly when comforted by a caregiver, and I can be distracted easily from my distress when presented with a new toy or activity.

5 = Moderate I have periods of difficulty tolerating frustration or change, depending on how I am feeling or whether I am stressed. I need extra comfort and support from caregivers during these times. With some effort, I can be comforted by my caregivers. Occasionally, I can comfort myself either by holding my favorite toy or becoming involved in a new activity.

1 = Very Low I am easily frustrated and I cry and tantrum frequently. I have little tolerance for changes in routine. When upset, I am difficult to comfort, and I do not have self-comforting behaviors. When I cry, I remain upset for a long time, despite my caregiver's attempts to comfort me.



Pivotal Behavior Profile

Feelings of Confidence

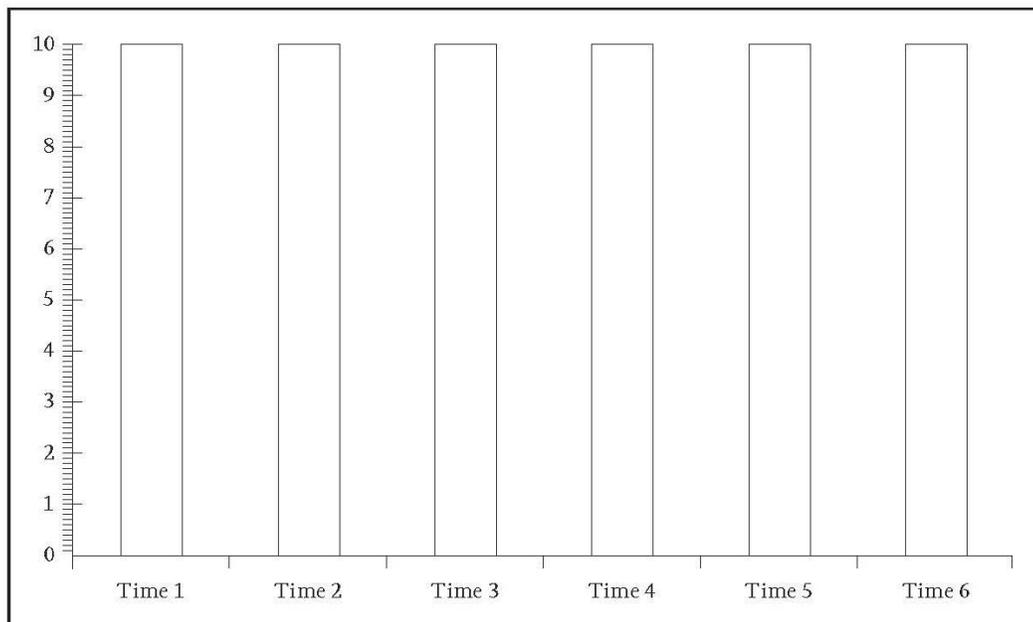
Do I have positive feelings about my own abilities to carry out both social and nonsocial tasks? Do I have a positive view of myself, and am I motivated by this to interact with people and to try new things? Do I take pride in what I can do, and am I willing to try new behaviors or activities?

How am I doing?

10 = Very High I am direct and forthright in engaging people and activities. I readily engage with the environment and easily interact with new activities and people. I am outgoing and capable of handling new situations. I rarely hesitate to try new things, and I am reluctant only if the activity is entirely unfamiliar.

5 = Moderate I can be characterized as approach/avoidant. Although I am interested in attempting new activities or situations, I seem unsure of myself. Occasionally, when I am hesitant to try new activities, I may engage by slowly easing into them. I usually withdraw from activities when I encounter any type of obstacle.

1 = Very Low I rarely seem self-assured and often act as though I cannot do things that I am capable of doing. I am usually fearful and hesitant to engage in activities. I am shy and timid and I seldom draw attention to myself by asking adults to look at me or by showing adults what I am doing.



**Responsive Teaching
Family Action Plan**

Child's name _____ Date _____

What?

1.

2.

3.

Where/When?

How to address obstacles?

Intervention Session Guide

Name _____ Date _____ Observer _____

| Phases and Activities | NA | No (a) | Partly (b) | Yes (c) |
|--|----|-----------|----------------------|----------------------|
| A. Planning | | | | |
| 1. Arrange environment in advance <ul style="list-style-type: none"> • Have toys and materials appropriate for child's level of development • Have sufficient materials to allow child to make choices • Select materials to promote behaviors related to the day's topic | | | | |
| 2. Have handouts and videotape materials available | | | | |
| 3. Review information from previous session | | | | |
| B. Rapport and Review | | | | |
| 4. Greet parents and child warmly | | | | |
| 5. Encourage parents to talk about information from previous session | | | | |
| 6. Be attentive to parents | | | | |
| 7. Compliment parents on their participation or parenting skills | | | | |
| C. Purpose and Rationale | | | | |
| 8. Describe purpose and focus of today's session | | | | |
| 9. Discuss rationale for strategy being presented | | | | |
| 10. Assess or describe the child's current use of the pivotal behavior objective | | | | |
| 11. Speak at parents' level of understanding | | | | |
| 12. Assess parents' understanding of information | | | | |
| 13. Invite parents' comments, questions, and concerns | | | | |
| D. Demonstration and Practice of Responsive Teaching Strategies | | | | |
| 14. Engage in responsive, balanced interactions with the child throughout session | | | | |
| 15. Model RT strategy that is the focus of today's session | | | | |
| 16. Explain strategy during and after it is modeled | | | | |
| 17. Demonstrate and explain the impact of RT strategy on child's behavior | | | | |
| 18. Involve the parents in interactions with their child | | | | |
| 19. Coach parents while they interact with their child | | | | |
| 20. Give parents feedback regarding their use of a strategy | | | | |
| E. Family Action Planning | | | | |
| 21. Develop with parents a written plan for follow-through activities | | | | |
| 22. Develop a plan to address barriers or obstacles to follow-through activities | | | | |
| 23. Address concerns parents have raised that are not directly related to RT | | | | |
| 24. Summarize discussion points, strategies, and plans that were covered during the session | | | | |
| Total Score | | | Total × 2 | Total × 3 |
| Criterion Score (b + c) | 60 | | | |