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# Learning Guide 1.2 Interaction: Ask the Expert

## **Objectives**

* Describe the research that supports interactional practices.
* Identify key characteristics of recommended practices to support interaction.

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| **Related Content:** [Module 1, Lesson 1 Ask the Expert](http://rpm.fpg.unc.edu/module-1-interaction-plan/lesson-1-ask-expert)**Instructional Method:** Discovery**Level:** Intermediate**Estimated Time Needed:** 5 min. instructor preparation, 20 min. learner activity |

## **Description**

In this lesson, learners will understand why interactional practices are important in their work with children by considering:

* What are interaction and interactional practices?
* What available research supports the practices?
* What are the implications for how we work with young children, particularly children with disabilities?

## **Materials/Resources**

## [Handout 1.1 Interaction ‒ Ask the Expert](http://rpm.fpg.unc.edu/resources/handout-1-1-interaction-ask-expert)

## **Facilitator Instructions**

1. Have learners review Handout 1.1.
2. Have learners complete the questions on the activity handout using the above handout as reference.
3. Provide Feedback

## **Suggested Assessment**

**Performance Indicator**: Learners will be able to identify the key learning principles of early interactions: **sensitivity**, **responsiveness**, and **contingency**.

Implications for how we work with young children:

* The child may communicate in unfamiliar or unexpected ways that make it harder for the adult to understand and respond contingently to the child's focus of attention, intentions, and emotions.
* The three key principles of sensitivity, responsiveness, and contingency become a universal way of thinking that makes us continually aware of our own and others' interactions with children and gives us a way of interpreting what we are observing.
* The particular interaction abilities of the child may influence the child's opportunities for interaction as well as the quality of the interpersonal exchanges that the child experiences.
* Observing to figure out each child's ways of showing interest and initiating interaction is critical to responding contingently.

## **Distance Learning Tips**

* Learners can respond online or using the PDF Form; which can be printed, emailed, or submitted online.
* Learners can complete the activity individually, in pairs, or in small groups.

## **Learning Guide 1.1 Handout**

**Name(s):**

**Date:**

**Directions**:
Refer to the following handout to help answer these questions: [Handout 1.1 Interaction: Ask the Expert](http://rpm.fpg.unc.edu/resources/handout-1-1-interaction-ask-expert)

1. Describe the research that supports responsive interactional practices.

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1. What are the implications for how we work with young children, particularly children with disabilities?

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