# plan act study do logo

# Learning Guide 1.4b Interaction- Take Action

## **Objectives**

* Identify nonverbal and verbal cues and interests of infants, toddlers, and preschoolers.
* Practice using observation to identify and interpret a child’s nonverbal and verbal signals and interests, abilities, and emotions.

|  |
| --- |
| **Related Content:** [Module 1, Lesson 3 Take Action](http://rpm.fpg.unc.edu/module-1-interaction/lesson-3-take-action)  **Instructional Method:** Brainstorm  **Level:** Beginner  **Estimated Time Needed:** 5 min. instructor preparation; 20 min. learner activity |

## **Description**

This activity will have learners work in a group to brainstorm appropriate, contingent, and responsive interactions based on scenarios. Learners will reflect on their comfort level and concerns in implementing this practice.

## **Materials/Resources**

* Scenarios
* Learning Guide 1.4b Activity Handout

## **Facilitator Instructions**

1. Divide learners into small groups (3-4) and pass out scenarios.
2. Have learners read the scenario and then brainstorm different approaches to respond to the child’s nonverbal and verbal cues, interests, and attempts to interact.
   * Learners’ brainstorms should include verbal and nonverbal responsive interactions (i.e., the teacher will label an object (verbal) or bring an object closer for inspection (nonverbal) in response to an infant’s pointing).
3. Learners will reflect individually using Learning Guide 1.4b Activity Handout.
4. Learners will share with larger class reflections on the interaction and any resulting confusions, surprises, and thoughts for future practice.

## **Suggested Assessment**

**Performance Indicator:** Learners will be able to appropriately **respond** to a child’s nonverbal and verbal cues, interests, and attempts to interact.

|  |  |
| --- | --- |
| **If the learner…** | **Then provide feedback…** |
| responds to the “child’s” cues inappropriately | that helps the learner to focus on the nonverbal and  verbal cues, interests, and attempts to interact |
| is unable to effectively reflect on their practice | to guide the learner to think about how their practice  (responsive interaction) will affect child outcomes |

## **Distance Learning Tips**

* This activity can also be done individually although would be better to be done in groups for learners to hear differing responses.
* Explore different platforms for students to collaborate with each other (i.e. Google hangouts, Slack, Draftboard)
* Have learners post brainstorms and reflections in an easily accessed place for future reference.
* Provide feedback in a timely manner.

**Directions:** Cut out (physically or virtually) and provide scenarios to groups of students to brainstorm possible adult responsive interactions to these verbal cues, nonverbal cues, and attempts to interact.

|  |  |
| --- | --- |
| **Scenario #1**  **Child age:** Preschooler  **Setting:** Pre-K classroom  Esmeralda is hard-of-hearing and wears hearing aids and communicates with a mixture of signs, verbal speech, and lip reading. She is playing with a peer in the block area and her peer knocks over a tower she built. You observe this and she comes over to you crying and pointing at her peer. | **Scenario #2**  **Child age:** Toddler  **Setting:** Home  Nestor has a developmental delay and has just begun walking, albeit very unsteadily. He walks over to pick up a ball. He bends to get it and falls over. He is able to get back up but then falls again and starts to whine and make sounds of frustration. |
| **Scenario #3**  **Child age:** Infant  **Setting:** Day care center  Niveah is the youngest child in the class of six infants at 4 months old. She is lying on the floor during tummy time and she reaches out with her hand to grab a toy that is next to one of her peers. As she reaches she rolls from her belly to her back for the first time. | **Scenario #4**  **Child age:** Preschooler  **Setting:** Playground  LeSean has a moderate expressive language delay and is often hard to understand. He is looking along the edge of the woodchips on the playground and starts pointing excitedly and waving you to come over. He says, “Da tattitiyar! Tattitiyar!” as he points to a caterpillar crawling on the ground. |
| **Scenario #5**  **Child age:** Toddler  **Setting:** Preschool for children with disabilities  Thomas has autism spectrum disorder. He is playing with the counting bears. He likes to sort them into groups by color. Another child next to him takes his green pile of counting bears and Thomas screams loudly and stomps his feet. | **Scenario #6**  **Child age:** Infant  **Setting:** Home  Bethanny has a visual impairment. She is sitting quietly in her mother’s lap. Her mother hands her a book with touch-and-feel pages and Bethanny smiles when she touches the soft bunny. |

## **Learning Guide 1.4b Activity Handout**

**Name(s):**

**Date:**

**Directions:** After brainstorming interactions based on scenarios reflect using the following questions.

1. Do you feel more or less comfortable in responding contingently to children’s verbal and nonverbal cues? Why?
2. What confusions or hesitations do you still have regarding responsive interactions?
3. How do you predict your practice with young children will change after having learned more about appropriate, contingent, and responsive interactions?