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# Learning Guide 1.7 Interaction-

# Scenario-Based Activity

## **Objectives**

* Learners will practice carrying out sensitive and responsive interactions.
* Learners will apply what they have learned about interactional practices.

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| **Related Content:** [Module 1](http://rpm.fpg.unc.edu/module-1-interaction)  **Instructional Method:** Role-Play  **Level:** Advanced  **Estimated Time Needed:** 10 min. instructor preparation; 25 min. learner activity |

## **Description**

In this role-play activity, learners will work in small groups to demonstrate examples of interactional practices. Learners will reflect on their practice in small and large groups and receive feedback from the instructor.

## **Materials/Resources**

* Responsive Interactions Scenarios (3 copies of chosen scenario per group)
* Performance Feedback Guide

## **Facilitator Instructions**

1. Divide the class into small groups of three and hand out a Scenario (1-5) to each group.
2. Allow learners to determine who will play the role of the parent, the teacher, and the observer.
   1. Ask learners to follow instructions listed on the learner form.
   2. After the role play, ask learners to share with the class their responses to the following:
      1. The teacher’s strengths in using interactional practices
      2. Specific suggestions for how interactional practices can be more responsive, sensitive, and contingent.
3. Provide feedback.
   1. Learner correctly identifies verbal and nonverbal cues and interests of the child.
   2. Learner takes time to pause and observe/interpret the child’s perspective.
   3. Learner responds to support engagement, competence, and development.
   4. Learner responds contingently by maintaining positive interactions, following the child’s lead, matching the child’s enthusiasm, and responding promptly.
   5. Learner elaborates and expands on child’s interactions and intent to engage.
   6. See more: *Performance Feedback Guide*

## **Facilitation Tips**

* Have learners wear nametags to indicate which role they are playing.
* As this is a role-play activity, it is not recommended for online-only courses.

## **SCENARIO 1**

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| **Characters:** Alan (4-year-old with a speech delay); Mrs. Hannon (teacher) | |
| **Alan Background:** Alan was identified with a speech delay at 2 years old when his pediatrician referred him for evaluation. He receives speech therapy two times a week where they work on both his receptive and expressive language skills. Alan lives with his mother, father, and older sister in a suburban home close to the school. This is his first experience in “formal” school as prior to this he was cared for in an at-home daycare near his house. | **Mrs. Hannon Background:** Mrs. Hannon has been teaching young children for more than 10 years, but this is her first year working in an inclusion setting. She is a little nervous about meeting the diverse needs of the children in her class. The school where she works is a Pre-K through 5th grade public school in a suburban neighborhood. There is a moderate amount of diversity in the district. |
| **Scenario:** It is the beginning of the day and Alan is coming down the hallway to the classroom crying with his mother holding his hand. Mrs. Hannon is in the classroom busily greeting other children and organizing materials for the day. Alan and his mother enter the classroom and Alan is still crying while his mother is putting away his backpack and lunch. His mother tells him she’ll see him at the end of the day and leaves. Mrs. Hannon approaches Alan. | |

## **DIRECTIONS**

Based on DEC Recommended Practice INT1 (below), carry out a role-play activity where Mrs. Hannon responds sensitively and appropriately to Alan using a contingent interaction style.

*DEC Recommended Practice INT1: Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.*

1. In your group of three, decide who will play the role of Alan, Mrs. Hannon, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The teacher’s strengths in using responsive interaction practices
   2. Specific suggestions for how the interaction can be more responsive, sensitive, and contingent.

1. Share your reflections with the class.

*DEC Recommended Practice INT1: Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.*

## **Observer Notes:**

## **Reflection Notes:**

The teacher’s strengths in using responsive interaction practices.

Specific suggestions for how the interaction can be more responsive, sensitive and contingent.

## **SCENARIO 2**

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| **Characters:** Jamal (three year old with sensory processing disorder); Mr. McDermott (teacher) | |
| **Jamal Background:** Jamal lives with his mother, father, maternal grandmother, one older brother, and a baby sister. They live in an apartment on the third floor of a large housing complex in a large city. Jamal was previously cared for by his maternal grandmother but now attends the local Head Start school. He was recently diagnosed with sensory processing disorder after his mother contacted the local evaluation team due to her concerns regarding the way he interacts with the world. Often Jamal needs extra time to get used to new situations. | **Mr. McDermott Background:** Mr. McDermott is a new teacher at this Head Start center, which is located in an urban community with a high percentage of low-income families. The children in his class are ethnically and racially diverse. Mr. McDermott has read Jamal’s case file and knows about his needs, which include an over-response to physical contact and light, difficulty in posture and motor skills, and social-emotional needs like issues making and sustaining peer interactions. |
| **Scenario:** Jamal is playing in the corner of the classroom by himself with the rubber blocks. He is stacking them up. Near him some other children are making roads with the wooden blocks and driving their cars along the roads. Mr. McDermott comes over to the block area to try to help Jamal and the other children initiate an interaction. | |

## **DIRECTIONS**

Based on DEC Recommended Practice INT2 (below), carry out a role-play activity where Mr. McDermott responds *sensitively* and *appropriately* to Jamal using a *contingent* interaction style.

*DEC Recommended Practice INT2: Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.*

1. In your group of three, decide who will play the role of Jamal, Mr. McDermott, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The teacher’s strengths in using responsive interaction practices
   2. Specific suggestions for how the interaction can be more responsive, sensitive, and contingent.
3. Share your reflections with the class.

*DEC Recommended Practice INT2: Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.*

## **Observer Notes:**

## **Reflection Notes:**

The teacher’s strengths in using responsive interaction practices.

Specific suggestions for how the interaction can be more responsive, sensitive and contingent.

## **SCENARIO 3**

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| **Characters:** Devon (1-year-old with hearing impairment); Margarita (early interventionist) | |
| **Devon Background:** Devon lives with her mother, father, and older brother in a rural part of the Southeastern United States. She was diagnosed with moderate-to-severe hearing impairment when she was 3 months old after her newborn hearing screening. She wears hearing aids to help her to hear. Devon has been receiving early intervention services twice a month since her diagnosis. Now that she is older than 1 year, Devon’s mother is concerned about her not speaking or communicating effectively. | **Margarita Background:** Margarita has been working with Devon since she was 3 months old. Devon is her first case of a child with hearing impairment since it is a low-incidence disability. She has been working with Devon and her family to help her find multiple ways to communicate her wants and needs. |
| **Scenario:** Devon is sitting in her highchair for lunch. On her tray she has a few pieces of strawberry and a sippy cup of milk. She turns to Margarita and reaches her hand out. Margarita asks what she wants. Devon continues to hold her hand out towards the bowl of Cheerios on the counter. | |

## **DIRECTIONS**

Based on DEC Recommended Practice INT3 (below), carry out a role-play activity where Margarita responds *sensitively* and *appropriately* to Devon using a *contingent* interaction style.

*DEC Recommended Practice INT3: Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.*

1. In your group of three decide who will play the role of Devon, Margarita, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The early interventionist’s strengths in using reflective practices.
   2. Specific suggestions for how the interaction can be more responsive, sensitive, and contingent.

1. Share your reflections with the class.

*DEC Recommended Practice INT3: Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.*

## **Observer Notes:**

## **Reflection Notes:**

The teacher’s strengths in using responsive interaction practices.

Specific suggestions for how the interaction can be more responsive, sensitive and contingent.

## **SCENARIO 4**

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| **Characters:** Jillian (4-year-old with autism spectrum disorder); Mrs. Wong (teacher) | |
| **Jillian Background:** Jillian lives in a suburban neighborhood with her mother and an older brother and younger brother. Her father also has visitation with Jillian and her brothers and sees them weekly. Jillian was diagnosed with autism spectrum disorder when she was 2 years old after her mother requested evaluation by the state. She receives therapy twice a week in the home and attends a preschool for children with autism spectrum disorder where she receives more ABA therapy. | **Mrs. Wong Background:** Mrs. Wong is in her second year of teaching in the ABA preschool classroom in the local public school. There are four children in the class and Mrs. Wong designs highly specific and differentiated plans for intervention for each child. Jillian has been in her class for two months and the skills they are working on include self-help skills, early numeracy, and early literacy skills. |
| **Scenario:** Jillian is looking at a book with Mrs. Wong. She is quickly turning the pages and then starting again and repeating this behavior. Mrs. Wong takes the book from Jillian to talk to her about some of the pictures. | |

## **DIRECTIONS**

Based on DEC Recommended Practice INT4 (below), carry out a role-play activity where Mrs. Wong responds *sensitively* and *appropriately* to Jillian using a *contingent* interaction style.

*DEC Recommended Practice INT4: Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.*

1. In your group of three decide who will play the role of Jillian, Mrs. Wong, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The teacher’s strengths in using reflective practices.
   2. Specific suggestions for how the interaction can be more responsive, sensitive, and contingent.
3. Share your reflections with the class.

*DEC Recommended Practice INT4: Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.*

## **Observer Notes:**

## **Reflection Notes:**

The teacher’s strengths in using responsive interaction practices.

Specific suggestions for how the interaction can be more responsive, sensitive and contingent.

## **SCENARIO 5**

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| **Characters:** Pedro (3-year-old with developmental delays); Josephine (early interventionist) | |
| **Pedro Background:** Pedro lives with his mother, father, two older brothers, and a baby sister in a rural area of the Western United States. His mother and father work full time and he is cared for by a neighbor who runs a home day care. Pedro was diagnosed with developmental delays after his 18-month check-up with the pediatrician who referred him to the evaluation team due to concerns with his motor, communication, and sensory development. He has been receiving early intervention services for one year. | **Josephine Background:** Josephine has been working closely with Pedro and his caregivers over the past year to help improve his development across all domains. Josephine is bilingual in Spanish and English and is able to communicate with Pedro’s caregivers in their home language. |
| **Scenario:** Pedro is on the floor with another child. Josephine brings over some puzzles for both children to play with. Pedro picks up a puzzle with knobs on the pieces and dumps the pieces out. He picks up one of the puzzle pieces by the knob and starts to push it into the puzzle spaces without success. | |

## **DIRECTIONS**

Based on DEC Recommended Practice INT5 (below), carry out a role-play activity where Josephine responds *sensitively* and *appropriately* to Pedro using a *contingent* interaction style.

*DEC Recommended Practice INT5: Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation.*

1. In your group of three decide who will play the role of Pedro, Josephine, and observer.
   1. The observer will take notes during the role-play to help guide the reflection discussion   
      (use the back of this sheet).
2. After the role-play, reflect and discuss the following:
   1. The teacher’s strengths in using reflective practices.
   2. Specific suggestions for how the interaction can be more responsive, sensitive, and contingent.
3. Share your reflections with the class.

*DEC Recommended Practice INT5: Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation.*

## **Observer Notes:**

## **Reflection Notes:**

The teacher’s strengths in using responsive interaction practices.

Specific suggestions for how the interaction can be more responsive, sensitive and contingent.