☑ MODULE OBJECTIVES

Module Summary

In this module we will take a close look at five specific practices that support dynamic adult-child interactions.

We know that how adults interact with young children has a significant impact on their development. It is important for us, as educators, to recognize which adult behaviors create the strongest relationships between adults and children to provide a solid foundation for children's optimal learning and growth.

Time Needed: 30 minutes

Handouts Needed/Activities

**Along with this Study Guide for Module Two you will be using the following:**

► *Getting Ready* Training Video for Module Two

► Handout 2-1 Adult-Child Interaction Practices

► Handout 2-2a Parent-Child Interaction Practices Video Reflection

► Handout 2-2b I SPY Video Reflection

▶ Begin Training Video

@ 2:40 What do you see in each picture that indicates a dynamic interaction?

Left photo of child with puzzle:
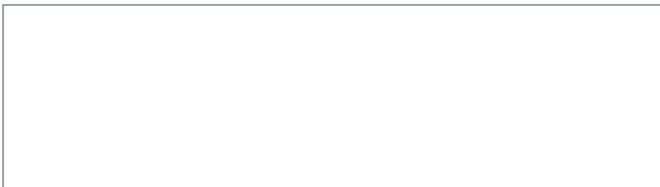
Right photo with 2 adults:

ADULT-CHILD PRACTICES DEFINED AND MODELED

*NOTE: As you view the video examples throughout the remainder of this training module, see **Handout 2-1** for details of what the Adult-Child Interaction Practice looks like. Notice the *specific* adult behaviors (as described in the bullets for each practice) that you observe. As you watch each video use **Handout 2-2a** to write down your observations.

► Engages in Sensitive and Responsive Interactions @4:10

► Establishes and Sustains Interest and Engagement @ 8:34

► Encourages Turn-Taking @12:40

► Follows the Child's Lead @ 15:43

► Challenges and Supports Child Learning @ 19:21

go.unl.edu/gettingready

Here are some ways that parents were using adult-child practices during the videos that were not debriefed by the presenter. Does this match your responses?

Establishes and Sustains Child's Interest and Engagement

Video #1: Mom was an interesting partner by imitating her daughter's words and sounds. She introduced a new element by covering the baby. Her pacing was consistent with the child's span of attention throughout the play.

Video #2: Throughout the activity the parent recruited her son's attention multiple times by acknowledging what he wanted to do and offering choices within the activity. She introduced new materials for him to use within the activity. She modified the pace of how she was engaging in the materials to match his capacity for focused attention.

Encourages Turn-Taking

Video #1: Mom pauses to provide wait time to her daughter to fill in the final word to the book's title. She set up a turn-taking between them in choosing which book to read.

Video #2: Mom provided wait time throughout the counting activity for her son to fill in the 'next number.'

Follows the Child's Lead

Video #1: Parent invited child to engage in some pretend play with eating. When the child showed interest in a book and wanted to read with her, she reoriented herself and read with him. During book-reading she let him take the lead in turning the pages she commented on what he was pointing to.

Challenges and Supports to Scaffold Child's Learning

Video #1: During the counting activity Mom supported her son in figuring out multiple math computation by adding new elements and posing dilemmas during the activity. She asked, 'how many?' questions, encouraging him to act independently, but also modeled how to count up. When he realized he had made an error in adding more she said, 'that's OK, we can have 6,' which sent a message that her expectations of him were to do his best, not be 'right' all the time.

Video #2: Mom challenged him to use his vocabulary to name the vehicle, then posed a dilemma for him to solve regarding the difference between two types of vehicles.

I SPY @ 25:00

Use **Handout 2-2b** to write your observations of Adult-Child Practices

Review/Reflection Activities

REVIEW

1. When a parent uses novelty and exaggeration during an interaction with his child, he is using this practice:

   _____

2. Posing a dilemma for a child is an example of this practice: _____

3. When an activity is appropriate for the child's developmental level, the adult who chose it is using this practice:

   _____

<u>**REFLECT**</u>

Think about a family you are currently working with. *You will be referring back to this information at the end of Modules 3 and 4.*

Which of the 5 *Adult-Child Practices* do you recognize as strengths for this parent? Describe a scenario you are remembering that supports this.

Which *Adult-Child Practice* is a challenge for this parent? Describe a scenario you are remembering that supports this.

<u>**REVIEW ANSWER KEY:**</u>

1. Establishes and Sustains Child's Interest

2. Challenges and Supports to Scaffold Child's Learning

3. Engages in Sensitive and Responsive Interactions

go.unl.edu/gettingready