Caregiver-Mediated Everyday Child Language Learning Practices:

I. Background and Foundations

Carl J. Dunst

Carol M. Trivette

Melinda Raab

This paper includes a description of the communication and language intervention model developed at the *Center on Everyday Child Language Learning* (*CECLL*) and which has been used to support parents' adoption of the approach to everyday communication and language learning as part of young children's participation in family and community activities. The model is based on research and practice conducted by Puckett Institute researchers and practitioners over the past 15 years. The paper includes background information for understanding the key characteristics of the model. A companion paper includes a description of the methods and procedures for using the model to promote child communication and language learning (Dunst, Trivette, & Raab, 2013).

The research foundations of the model include studies of the sources of young children's everyday learning opportunities (Dunst, Hamby, Trivette, Raab, & Bruder, 2000; Dunst, Raab, Trivette, & Swanson, 2010), patterns of children's participation in everyday activities (Dunst, Hamby, Trivette, Raab, & Bruder, 2002), the effectiveness of interest-based children's learning opportunities (Dunst, 2000; Dunst et al., 2001), and the different outcomes associated with contrasting approaches to using everyday activities as the sources of children's learning opportunities (Dunst, Bruder, Trivette, & Hamby, 2005, 2006). This research, as well as research by others, was the focus of a series of four meta-analyses, one for each of the practices in different components of the *CECLL* model, to discern whether the premises of each are supported by empirical evidence and to identify the conditions under which the practices in each component are optimally effective (Dunst, Valentine, Raab, & Hamby, 2013; Raab, Dunst, & Hamby, 2013; Raab, Dunst, Johnson, & Hamby, 2013; Trivette, Dunst, Simkus, & Hamby, 2013). Findings from each of the research syntheses indicated that the practices for each component were associated with their intended outcomes in a manner consistent with expectations.

This paper includes a description of an intervention model that uses child interest-based participation in everyday family and community activities as sources of communication and language learning opportunities and parents' use of a naturalistic instructional practice for supporting child competence in the activities. The intervention model includes four components: (a) interest-based child learning opportunities, (b) the use of everyday family and community activities as sources of child learning opportunities, (c) methods for increasing child participation in interest-based everyday activities, and (d) responsive teaching for promoting child communication and language competence in the contexts of everyday activities. The paper includes information for understanding the key characteristics of each of the components of the model.

Everyday Child Language Intervention Model

The four components of the model are shown in Figure 1. The four components are interest-based child learning opportunities, everyday family and community activities as sources of language-rich child learning opportunities,
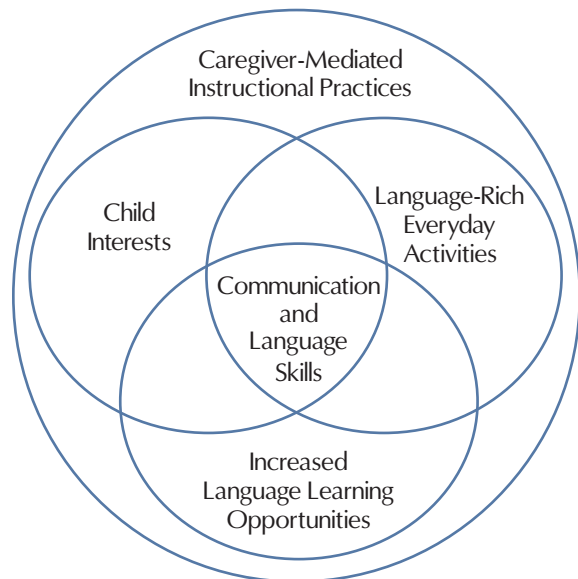

Figure 1. Four major components of the caregiver-mediated everyday language intervention model for facilitating young children's early communication and language skill acquisition.

methods and strategies for increasing child participation in interest-based everyday language learning activities, and the use of caregiver responsive teaching for supporting and strengthening children's communication and language competence in the contexts of everyday activities. The approach to early communication and language intervention places primary emphasis on supporting and strengthening parents' and other caregivers' abilities to: (a) increase child participation in interest-based everyday family and community activities and (b) interact with a child in ways that promote and encourage communication and language learning.

The description of the model, as well as the components of the model include terminology that is used to be specific about the most important characteristics of a caregiver-mediated approach to everyday child language learning. Table 1 includes definitions of the terms germane for describing and understanding the key features and elements of the model.

Child Interests

The foundation of the CECLL model is the use of children's interests as a way of engaging and promoting child acquisition of functional and meaningful communication and language competence. Interests can be either a *person* or *situational* characteristic (Raab, 2005). *Personal interests* include a child's individual likes, preferences, favorites, strengths, and so forth that encourage and sustain child engagement and participation in desired and appealing activities. *Situational interests* include those aspects of social and nonsocial environment that attract child attention, curiosity, and engagement in interactions with people and objects, and which are

Table 1
Definition of Terms for the Key Characteristics of the CECLL Intervention Model

Terminology	Definition
Interests	A child's likes, preferences, and favorites that engage attention and excitement
Personal Interests	The characteristics of a child that influence engagement in activity or with people and objects
Situational Interests	The characteristics of the social and nonsocial environment that encourage child engagement in activity or with people or objects
Engagement	The time spent involved in an activity or interactions with people or objects
Competence	Child behavior, abilities, or skills used to initiate interactions with people or objects
Mastery	A child's recognition and understanding that his or her behavior is the source of an expected or unexpected consequence
Exploration	A child's engagement or interactions characterized by discovery or curiosity
Everyday Activities	Those experiences and opportunities that happen as part of daily living that are the contexts of child learning
Development-Instigating	Those child characteristics and those social and nonsocial environment characteristics that invite, encourage, and sustain child interactions with people and objects
Development-Enhancing	Child competence manifested and displayed as a consequence of involvement in an activity or interaction with people or objects
Responsive Teaching	An instructional practice that uses caregiver responsiveness to child behavior as a way of encouraging and supporting child competence
Caregiver-Mediated	A parent's ability to provide a child interest-based everyday learning opportunities and use responsive teaching to encourage child communication and language competence

characterized by the *interestingness* of people, events, and things. The indicators of children's interests include, but are not limited to, sustained attention, arousal, curiosity, social-affective behavior (smiling and laughter), excitement, and prolonged engagement. According to Renninger et al. (1992), both *personal* and *situational* interests influence child learning and development. Results from a meta-analysis of the relationships between child interests and communication and language development indicate that incorporating either or both personal and situational interests into everyday learning activities is associated with optimal child benefits (Raab, Dunst, & Hamby, 2013).

Figure 2 shows a framework that is useful for understanding the key features of interest-based everyday learning opportunities and that mirrors what we know from available research evidence. As noted above, the foundation of the framework is interest-based child learning opportunities (See Dunst et al., 2001). Interest-based child learning engages children in interactions with people and objects that provide children opportunities to practice existing skills, explore their environments, and learn and master new abilities (Dunst, Jones, Johnson, Raab, & Hamby, 2011; Dunst, Trivette, & Hamby, 2012a; Raab & Dunst, 2007). Nelson (1999), for example, found that variations in the development of children's language competence were "related easily to the child's life activities and interests" (p. 2). It is now generally recognized that early communication and language skills are acquired most easily when learning opportunities are interest-based or have interest-based elements (e.g., Frijters, Barron, & Brunello, 2000; O'Sullivan, 1997; Ortiz, Stowe, & Arnold, 2001; Pruden, Hirsh-Pasek, Golinkoff, & Hennon, 2006).

The way in which interests influence child learning and development can be described as follows: People, objects, and events that are either children's personal interests or are

situationally interesting to children are the things that capture and maintain their attention, and encourage children to interact with people and objects. Interest-based playing, interaction, and participation provide a foundation for child engagement. When children are actively engaged in everyday activities, the experiences provide opportunities to practice existing abilities, perfect emerging skills, and acquire new competence. Everyday activities that afford children opportunities to express competence are ones that are more likely to encourage and support child exploration. As a result of exploration, children come to learn the relationship between their behavior and its consequences, which enhances and strengthens a sense of mastery. A sense of mastery, in turn, is likely to reinforce existing interests and promote the development of new interests.

Language-Rich Everyday Activities

Everyday activities include the many different kinds of experiences and opportunities afforded young children as part of daily living, child and family routines, family rituals, special events and outings, and family and community celebrations and traditions. The learning opportunities that happen as part of child participation in everyday activities have been found to be important contexts for child learning in general (e.g., Dunst, 2001; Kellegrew, 1998; Rogoff, Mistry, Göncü, & Mosier, 1993) and child communication and language development more specifically (e.g., Duchan, 1995; Kaiser & Hester, 1996; Roper & Gurley, 2006). Results from a meta-analysis of studies investigating the relationships between child participation in everyday family and community activities and children's language development showed that participation in different types of activities was associated with positive child communication and language development (Dunst, Valentine et al., 2013).

Everyday life is made up of hundreds of activities that are the contexts for functional communication and language learning. The everyday activities making up the fabric of *family life* include such things as dressing and undressing, eating meals, brushing teeth, taking care of pets, getting ready for bed, rough housing, parent/child play episodes, household chores, and so forth (e.g., Dunst & Hamby, 1999b; Dunst et al., 2000). Everyday activities occurring in the context of *community life* include car, subway, or bus rides; eating out; neighborhood walks; hiking; library story time hours; play groups; playgrounds and play lands; feeding ducks or fish at a community pond; and so forth (e.g., Dunst, 2000; Dunst & Hamby, 1999a; Dunst et al., 2000).

Table 2 includes some, but certainly not all, of the everyday activities that are contexts for communication and language learning (see also Dunst et al., 2000, 2002). Any one of these, as well as many other family and community activities, provide young children many different kinds of opportunities to learn and master communication and language skills (e.g., Dunst et al., 2001; Rogow, 1984), though certain activities may be better suited than others for promoting young children's communication and language learning (Shue & Dunst, 2005). Participation in the everyday activities is likely to be
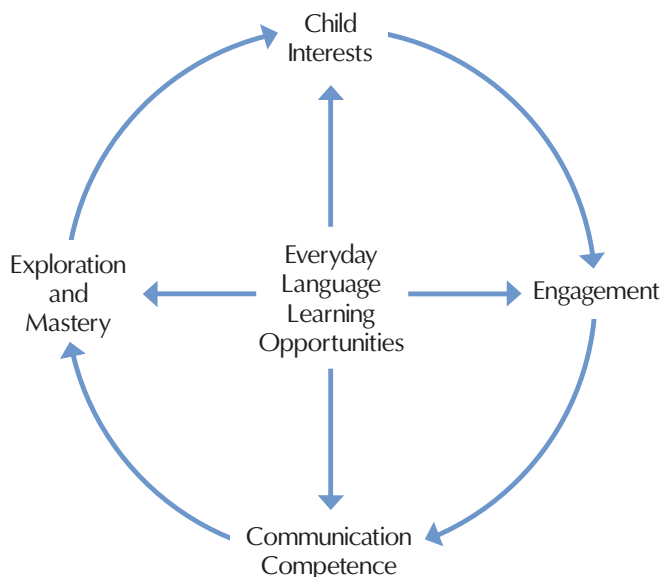

Figure 2. **Model for depicting the flow of influences associated with interest-based everyday child language learning opportunities.**

Table 2
Examples of Everyday Activities That Are Contexts for Communication and Language Learning

Family Activities

Parenting Routines	*Parent/Child Play*	*Family Rituals*
Doing laundry with mom or dad	Listening to music/songs	Listening to family talks
Family mealtimes	Looking at books/catalogs	Listening to family prayers or spiritual
Helping feed/care for pets	Looking at family photo album	readings
Helping make a shopping list	Listening to bedtime stories	Participating in family meetings
Helping with household chores	Playing lap games/finger games	Saying grace at meals
Getting ready for bed	Playing rhyming or naming games	Saying bedtime prayers
	Playing parent/child vocal games	
Child Routines	Singing songs/nursery rhymes	*Family Celebrations*
Diaper changing/toileting	Snuggling with parent	Having a family birthday party
Dressing/undressing	Watching TV/videos	Having holiday dinners
Picking up toys		Helping decorate for holiday
Bath time	*Play Activities*	
Washing hands/face	Drawing/scribbling on paper	*Socialization Activities*
	Having pretend phone conversations	Having family gatherings
Physical Play	Playing with dolls/action figures	Having family visitors
Playing in water (sprinkler, backyard pool)	Playing with playhouse toys	Having friends over to play
Playing with balls/balloons/ bubbles	Playing with talking toys	Play dates
Riding in wagon	Playing with musical toys	Talking on the phone
Roughhousing		
		Gardening Activities
		Helping plant flowers
		Working in vegetable garden with mom
		or dad
		Helping with yard work

Community Activities

Family Excursions	*Community Activities*	*Recreational Activities*
Doing errands with parent	Attending a children's festival	Going fishing with mom or dad
Going on family car/bus rides	Going to a community fair	Going to a ball game with parent
Picking out foods at grocery store	Helping celebrate community events	Playing at a community recreation center
Picking up siblings from school or child	Watching a parade	Sledding with mom or dad
care		Swimming at a community pool
	Outdoor Activities	
Family Outings	Camping with mom or dad	*Art/Entertainment Activities*
Eating out	Going on a hike/nature walk with	Attending a children's theater
Going on picnics with family	parent	Choosing books at a library/ bookstore
Shopping at the mall	Going on a bike trip with parent	Going to children's concerts
Taking neighborhood walks	Helping family at a community garden	Going to children's museums
Visiting friends and neighbors	Playing in a stream/creek	Listening to storytellers
Play Activities	*Children's Attractions*	*Organizations/Groups*
Going on a play date	Feeding ducks at a pond	Going along to parents' community
Going to a parent/child class	Visiting animals at a pet store	chorus practice
Playing at an indoor play land	Visiting a nature reserve	Going to sister's club meeting
Playing on park/playground equipment	Watching animals at a zoo/animal	Being in a gymnastics/ movement class
	reserve	

most effective when parents and other caregivers support and encourage child language learning while children are engaged in the activities (e.g., Duchan, 1995; Kaiser & Hester, 1996; Roper & Gurley, 2006; Woods & Kashinath, 2007).

Everyday Child Learning Opportunities

Everyday activities can only have positive effects on learning and development if children have sufficient numbers of *learning opportunities* to participate in different kinds of activity settings having development-instigating and development-enhancing characteristics (Bronfenbrenner, 1992).

Development-instigating refers to those child and environmental characteristics that invite, encourage, and sustain child interactions with people and objects. Development-enhancing refers to the consequences of those interactions, including, but not limited to, child communication and language behavior and competence.

The term *learning opportunity* refers to the types of everyday experiences and activities where children can practice existing abilities and learn new competencies. Child learning opportunities include both *participation in different kinds* of interest-based everyday activities (breadth of learning) and

the *number of learning opportunities afforded within any one activity* (depth of learning). Take, for example, a child who enjoys playing in water. Getting to play in water during bath time, using a hose to water plants and flowers, splashing in a puddle of water, and dropping pebbles in a stream or pond are examples of interest-based participation in different kinds of everyday activity. Splashing in a wading pool, floating things in the pool, filling and emptying a bucket of water while in the pool, and pretending to swim are examples of different kinds of interest-based learning opportunities in the same activity setting.

Frequent opportunity to participate in everyday activities is now recognized as an important aspect of effective early childhood intervention and therapy practices (e.g., Duchan, 1995; Duchan, 1997; Dunst, 2001; Dunst et al., 2001; Kellegrew, 1998; Law et al., 1998). Duchan (1997), for example, noted that the "goals of a situated [contextual] approach to [speech and language intervention and therapy] focuses on increasing opportunities for…a child to participate in everyday-life activities" (p. 10). Any number of methods and strategies have been found effective for increasing child participation in everyday activities (Trivette et al., 2013).

Caregiver-Mediated Child Learning

Caregiver-mediated child learning involves parents' *intentional* use of different methods and strategies for: (a) recognizing, identifying, and acknowledging child interests; (b) using this information for increasing child engagement in interest-based everyday learning activities; and (c) encouraging and supporting children's language learning and competence expression in the context of the everyday activities by using responsive teaching procedures. These abilities, taken together, are the key characteristics of a *caregiver-mediated approach* to interest-based everyday child communication and language learning.

A particular approach to responsive teaching (Raab & Dunst, 2009) is the primary instructional practice used to promote child communication and language development in the context of child participation in interest-based everyday family and community activities. A responsive interactional style is characterized by the timing, type, and appropriateness of a caregiver's sensitivity and responsiveness to child behavior and the extent to which a caregiver supports and encourages child communication and language behavior in everyday activities (Jennings & Connors, 1989; Kim & Mahoney, 2004).

A number of research syntheses of studies of parental responsiveness to child behavior have identified the particular caregiver characteristics that *matter most* in terms of having optimal positive consequences (e.g., Dunst & Kassow, 2008; Nievar & Becker, 2008). These include the ability to perceive child signals accurately, interpret the signals as intents to communicate, respond contingently to a child's behavior in ways that reinforce a child's interactive behavior, and engage a child in interactive episodes in a reciprocal, your turn--my turn manner. Responsive teaching has been found especially effective in promoting the communication and language de-

velopment of young children with identified disabilities or delays (e.g., Kaiser et al., 1996; Roper, Iauch, & Gurley, 2005; Yoder & Warren, 2002). A research synthesis on the characteristics of the responsive teaching procedure used as part of the *CECLL* intervention model indicated that all of the key characteristics were associated with positive child communication and language development (Raab, Dunst, Johnson et al., 2013).

Conclusion

This paper included a description of the key characteristics of a caregiver-mediated approach to early communication and language intervention. The components of the model, taken together, are the foundations for an evidence-based approach to promoting young children's communication and language skills in the contexts of interest-based everyday family and community activities (Dunst, Trivette et al., 2013).

The research and practice that are the foundations of the model were examined with a specific focus on which child and environmental factors are associated with optimal positive child consequences. The consequences were defined as a child's acquisition and use of communication and language interactive competencies to influence the behavior of other people in prosocial ways and to interact with the physical environment in constructive ways. The major lesson learned from our research and practice is that interest-based learning opportunities have been, in almost every case, associated with more positive child consequences compared to non-interest-based learning opportunities (Bruder, Trivette, Dunst, & Hamby, 2000; Dunst, 2000, 2005; Dunst et al., 2001; Dunst, Trivette, & Cutspec, 2007). The findings from research syntheses of the relationships between child interests and positive child behavior consequences in general (Dunst, Trivette, & Hamby, 2012b; Raab & Dunst, 2007), and child communication and language development in particular (Dunst et al., 2011; Raab, Dunst, & Hamby, 2013), indicate that both personal and situational interests have development-instigating characteristics and development-enhancing consequences.

There has been a resurgence in attention to the role children's interests play in their learning and development (e.g., Kashdan & Silvia, 2009; Liszkowski, Carpenter, Henning, Striano, & Tomasello, 2004; Renninger & Hidi, 2011; Silvia, 2005; Silvia, 2006). Studies of children with (e.g., Boyd, Alter, & Conroy, 2005; Boyd, Conroy, Mancil, Nakao, & Alter, 2007; Vismara & Lyons, 2007) and without (e.g., DeLoache, Simcock, & Macari, 2007; Johnson, Alexander, Spencer, Leibham, & Neitzel, 2004; Leibham, Alexander, Johnson, Neitzel, & Reis-Henrie, 2005) disabilities indicate that when learning opportunities use or build on children's interests, a host of positive effects are likely to be realized (see especially Renninger et al., 1992). The positive consequences include children's acquisition and use of both nonverbal communication and language skills (Laakso, Poikkeus, Eklund, & Lyytinen, 2004; Liszkowski et al., 2004; Pruden et al., 2006; Roper & Gurley, 2006). These findings, as well as those from

our own studies (e.g., Bruder et al., 2000; Dunst et al., 2001), are the foundations for using children's interests as a way of promoting communication and language learning and development and responsive teaching as an instructional method for reinforcing child production of competence in interest-based activities.

References

Boyd, B. A., Alter, P. J., & Conroy, M. A. (2005, Spring). Using their restricted interests: A novel strategy for increasing the social behaviors of children with autism. *Beyond Behavior*, 3-9.

Boyd, B. A., Conroy, M. A., Mancil, G. R., Nakao, T., & Alter, P. J. (2007). Effects of circumscribed interests on the social behaviors of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 37*, 1550-1561.

Bronfenbrenner, U. (1992). Ecological systems theory. In R. Vasta (Ed.), *Six theories of child development: Revised formulations and current issues* (pp. 187-248). Philadelphia: Jessica Kingsley.

Bruder, M. B., Trivette, C. M., Dunst, C. J., & Hamby, D. (2000, December). *Comparative study of natural learning environment interventions to promote English language learning*. Poster presentation made at the 16th Annual DEC International Early Childhood Conference on Children with Special Needs, Albuquerque, NM.

DeLoache, J. S., Simcock, G., & Macari, S. (2007). Planes, trains, automobiles--and tea sets: Extremely intense interests in very young children. *Developmental Psychology, 43*, 1579-1586.

Duchan, J. F. (1995). *Supporting language learning in everyday life*. San Diego, CA: Singular

Duchan, J. F. (1997). A situated pragmatics approach for supporting children with severe communication disorders. *Topics in Language Disorders, 17*(2), 1-18.

Dunst, C. J. (2000). Everyday children's learning opportunities: Characteristics and consequences. *Children's Learning Opportunities Report, 2*(1). Available at http://www.everydaylearning.info/reports/lov2-1.pdf.

Dunst, C. J. (2001). Participation of young children with disabilities in community learning activities. In M. J. Guralnick (Ed.), *Early childhood inclusion: Focus on change* (pp. 307-333). Baltimore, MD: Brookes.

Dunst, C. J. (2005, July). *Young children's everyday learning opportunities: Asset-based practices for children with autism and PDD*. Paper presented at the Bresnahan/Halstead-Kephart Symposium, Vail, CO.

Dunst, C. J., Bruder, M. B., Trivette, C. M., Hamby, D., Raab, M., & McLean, M. (2001). Characteristics and consequences of everyday natural learning opportunities. *Topics in Early Childhood Special Education, 21*, 68-92. doi:10.1177/027112140102100202.

Dunst, C. J., Bruder, M. B., Trivette, C. M., & Hamby, D. W. (2005). Young children's natural learning environments: Contrasting approaches to early childhood intervention indicate differential learning opportunities. *Psychological Reports, 96*, 231-234. doi:10.2466/pr0.96.1.231-234.

Dunst, C. J., Bruder, M. B., Trivette, C. M., & Hamby, D. W. (2006). Everyday activity settings, natural learning environments, and early intervention practices. *Journal of Policy and Practice in Intellectual Disabilities, 3*, 3-10. doi:10.1111/j.1741-1130.2006.00047.x.

Dunst, C. J., & Hamby, D. (1999a). Community life as sources of children's learning opportunities. *Children's Learning Opportunities Report, 1*(4). Available at http://www.everydaylearning.info/reports/lov1-4.pdf.

Dunst, C. J., & Hamby, D. (1999b). Family life as sources of children's learning opportunities. *Children's Learning Opportunities Report, 1*(3). Available at http://www.everydaylearning.info/reports/lov1-3.pdf.

Dunst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2000). Everyday family and community life and children's naturally occurring learning opportunities. *Journal of Early Intervention, 23*, 151-164. doi:10.1177/105381510002300301.

Dunst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2002). Young children's participation in everyday family and community activity. *Psychological Reports, 91*, 875-897. doi:10.2466/PR0.91.7.875-897.

Dunst, C. J., Jones, T., Johnson, M., Raab, M., & Hamby, D. W. (2011). Role of children's interests in early literacy and language development. *CELLreviews, 4*(5), 1-18. Available at http://www.earlyliteracylearning.org/cellreviews/cellreviews_v4_n5.pdf.

Dunst, C. J., & Kassow, D. Z. (2008). Caregiver sensitivity, contingent social responsiveness, and secure infant attachment. *Journal of Early and Intensive Behavior Intervention, 5*, 40-56. Retrieved from http://www.jeibi.com/.

Dunst, C. J., Raab, M., Trivette, C. M., & Swanson, J. (2010). Community-based everyday child learning opportunities. In R. A. McWilliam (Ed.), *Working with families of young children with special needs* (pp. 60-92). New York, NY: Guilford Press.

Dunst, C. J., Trivette, C. M., & Cutspec, P. A. (2007). *Toward an operational definition of evidence-based practices* (Winterberry Research Perspectives Vol. 1, No. 1). Asheville, NC: Winterberry Press.

Dunst, C. J., Trivette, C. M., & Hamby, D. W. (2012a). Effect of interest-based interventions on the social-communicative behavior of young children with autism spectrum disorders. *CELLreviews, 5*(6), 1-10. Available at http://www.earlyliteracylearning.org/cellreviews/cellreviews_v5_n6.pdf.

Dunst, C. J., Trivette, C. M., & Hamby, D. W. (2012b). Meta-analysis of studies incorporating the interests of young children with autism spectrum disorders into early intervention practices. *Autism Research and Treatment, 2012*, 1-10. doi:10.1155/2012/462531.

Dunst, C. J., Trivette, C. M., & Raab, M. (2013). Caregiver-mediated everyday child language learning practices: II. Intervention methods and procedures. *Everyday Child*

Language Learning Reports, No. 2. Available at http://www.cecll.org/products.php.

Dunst, C. J., Valentine, A., Raab, M., & Hamby, D. W. (2013). Everyday activities as sources of language learning opportunities for infants, toddlers, and preschoolers. *Everyday Child Language Learning Reports, No. 6*. Available at http://www.cecll.org/products.php.

Frijters, J. C., Barron, R. W., & Brunello, M. (2000). Direct and mediated influences of home literacy and literacy interest on prereaders' oral vocabulary and early written language skill. *Journal of Educational Psychology, 92*, 466-477.

Jennings, K. D., & Connors, R. E. (1989). Mothers' interactional style and children's competence at 3 years. *International Journal of Behavioral Development, 12*, 155-175.

Johnson, K. E., Alexander, J. M., Spencer, S., Leibham, M. E., & Neitzel, C. (2004). Factors associated with the early emergence of intense interests within conceptual domains. *Cognitive Development, 19*, 325-343.

Kaiser, A. P., Hemmeter, M. L., Ostrosky, M. M., Fischer, R., Yoder, P., & Keefer, M. (1996). The effects of teaching parents to use responsive interaction strategies. *Topics in Early Childhood Special Education, 16*, 375-406.

Kaiser, A. P., & Hester, P. P. (1996). How everyday environments support children's communication. In L. K. Koegel, R. L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 145-162). Baltimore, MD: Brookes.

Kashdan, T. B., & Silvia, P. (2009). Curiosity and interest: The benefits of thriving on novelty and challenge. In S. J. Lopez & C. R. Snyder (Eds.), *Oxford handbook of positive psychology* (2nd ed., pp. 367-374). New York, NY: Oxford University Press.

Kellegrew, D. H. (1998). Creating opportunities for occupation: An intervention to promote the self-care independence of young children with special needs. *American Journal of Occupational Therapy, 52*, 457-465.

Kim, J. M., & Mahoney, G. (2004). The effects of mother's style of interaction on children's engagement: Implications for using responsive interventions with parents. *Topics in Early Childhood Special Education, 24*, 31-38.

Laakso, M.-L., Poikkeus, A.-M., Eklund, K., & Lyytinen, P. (2004). Interest in early shared reading: Its relation to later language and letter knowledge in children with and without risk for reading difficulties. *First Language, 24*, 323-344.

Law, M., Darrah, J., Pollock, N., King, G., Rosenbaum, P., Russell, D., Palisano, R., Harris, S., Armstrong, R., & Watt, J. (1998). Family-centered functional therapy for children with cerebral palsy: An emerging practice model. *Physical and Occupational Therapy in Pediatrics, 18*(1), 83-102.

Leibham, M. E., Alexander, J. M., Johnson, K. E., Neitzel, C. L., & Reis-Henrie, F. P. (2005). Parenting behaviors associated with the maintenance of preschoolers' interests: A prospective longitudinal study. *Journal of Applied Developmental Psychology, 26*, 397-414.

Liszkowski, U., Carpenter, M. J., Henning, A., Striano, T., & Tomasello, M. (2004). Twelve-month-olds point to share attention and interest. *Developmental Science, 7*, 297-307.

Nelson, K. (1999, Winter). Making sense: Language and thought in development. *Developmental Psychologist*, 1-10.

Nievar, M. A., & Becker, B. J. (2008). Sensitivity as a privileged predictor of attachment: A second perspective on De Wolff and van IJzendoorn's meta-analysis. *Social Development, 17*, 102-114.

O'Sullivan, J. T. (1997). Effort, interest, and recall: Beliefs and behaviors of preschoolers. *Journal of Experimental Child Psychology, 65*, 43-67.

Ortiz, C., Stowe, R. M., & Arnold, D. H. (2001). Parental influence on child interest in shared picture book reading. *Early Childhood Research Quarterly, 16*, 263-281.

Pruden, S. M., Hirsh-Pasek, K., Golinkoff, R. M., & Hennon, E. A. (2006). The birth of words: Ten-month-olds learn words through perceptual salience. *Child Development, 77*, 266-280.

Raab, M. (2005). Interest-based child participation in everyday learning activities. *CASEinPoint, 1*(2), 1-5. Available at http://www.fippcase.org/caseinpoint/caseinpoint_vol1_no2.pdf.

Raab, M., & Dunst, C. J. (2007). *Influence of child interests on variations in child behavior and functioning* (Winterberry Research Syntheses Vol. 1, No. 21). Asheville, NC: Winterberry Press.

Raab, M., & Dunst, C. J. (2009). *Magic seven steps to responsive teaching: Revised and updated* (Winterberry Practice Guides). Asheville, NC: Winterberry Press.

Raab, M., Dunst, C. J., & Hamby, D. W. (2013). Relationships between young children's interests and early language learning. *Everyday Child Language Learning Reports, No. 5*. Available at http://www.cecll.org/products.php.

Raab, M., Dunst, C. J., Johnson, M., & Hamby, D. W. (2013). Influences of a responsive instructional style on young children's language acquisition. *Everyday Child Language Learning Reports, No. 4*. Available at http://www.cecll.org/products.php.

Renninger, K. A., & Hidi, S. (2011). Revisiting conceptualization, measurement, and generation of interest. *Educational Psychologist, 46*, 168-184. doi:10.1080/00461520.2011.587723.

Renninger, K. A., Hidi, S., & Krapp, A. (Eds.). (1992). *The role of interests in learning and development*. Hillsdale, NJ: Erlbaum.

Rogoff, B., Mistry, J., Göncü, A., & Mosier, C. (1993). Guided participation in cultural activities by toddlers and caregivers. *Monographs of the Society for Research in Child Development, 58*(8, Serial No. 236).

Rogow, S. M. (1984). The uses of social routines to facilitate communication in visually impaired and multihandicapped children. *Topics in Early Childhood Special Education, 3*(4), 64-70.

Roper, N., & Gurley, C. (2006). Activity setting influences on the early language production of a child with a cleft lip and palate. *CASEinPoint, 2*(1), 1-5. Available at http://www.fippcase.org/caseinpoint/caseinpoint_vol2_no1.pdf.

Roper, N., Iauch, L., & Gurley, C. (2005). Language learning in children exhibiting characteristics of apraxia using contextually mediated practices. *CASEinPoint, 1*(3), 1-5. Available at http://www.fippcase.org/caseinpoint/caseinpoint_vol1_no3.pdf.

Shue, P., & Dunst, C. J. (2005). Everyday family and community contexts of early literacy development. *CASEinPoint, 1*(10). Available at http://www.fipp.org.

Silvia, P. J. (2005). What is interesting? Exploring the appraisal structure of interest. *Emotion, 5*, 89-102.

Silvia, P. J. (2006). *Exploring the psychology of interest*. New York, NY: Oxford University Press.

Trivette, C. M., Dunst, C. J., Simkus, A., & Hamby, D. W. (2013). Methods for increasing child participation in everyday learning opportunities. *Everyday Child Language Learning Reports, No. 7*. Available at http://www.cecll.org/products.php.

Vismara, L. A., & Lyons, G. L. (2007). Using perseverative interests to elicit joint attention behaviors in young children with autism: Theoretical and clinical implications for understanding motivation. *Journal of Positive Behavior Interventions, 9*, 214-228. doi:10.1177/1098300 7070090040401.

Woods, J. J., & Kashinath, S. (2007). Expanding opportunities for social communication into daily routines. *Early Childhood Services: An Interdisciplinary Journal of Effectiveness, 1*, 137-154.

Yoder, P. J., & Warren, S. F. (2002). Effects of prelinguistic milieu teaching and parent responsivity education of dyads involving children with intellectual disabilities.

Authors

Carl J. Dunst, Ph.D., and Carol M. Trivette, Ph.D., are Co-Directors and Research Scientists at the Orelena Hawks Puckett Institute in Asheville and Morganton, North Carolina. Melinda Raab, Ph.D., is an Associate Research Scientist at the Puckett Institute.