

Everyday Family and Community Activities as Sources of Child Learning Opportunities

Carl J. Dunst, Ph.D.

Orelena Hawks Puckett Institute

Asheville and Morganton, North Carolina, USA

www.puckett.org

Presentation made at a workshop sponsored by Early Childhood Intervention Australia,
Perth, March 24, 2014

Context Matters...A Great Deal

The places, routines, activities, rituals, and settings that a child experiences day-in and day-out matter a great deal in terms of a child's learning and development.

- Some of these experiences have positive effects
- Some of these experiences have little or no effects
- Unfortunately, some experiences have negative effects (often without a person knowing or recognizing those negative effects)

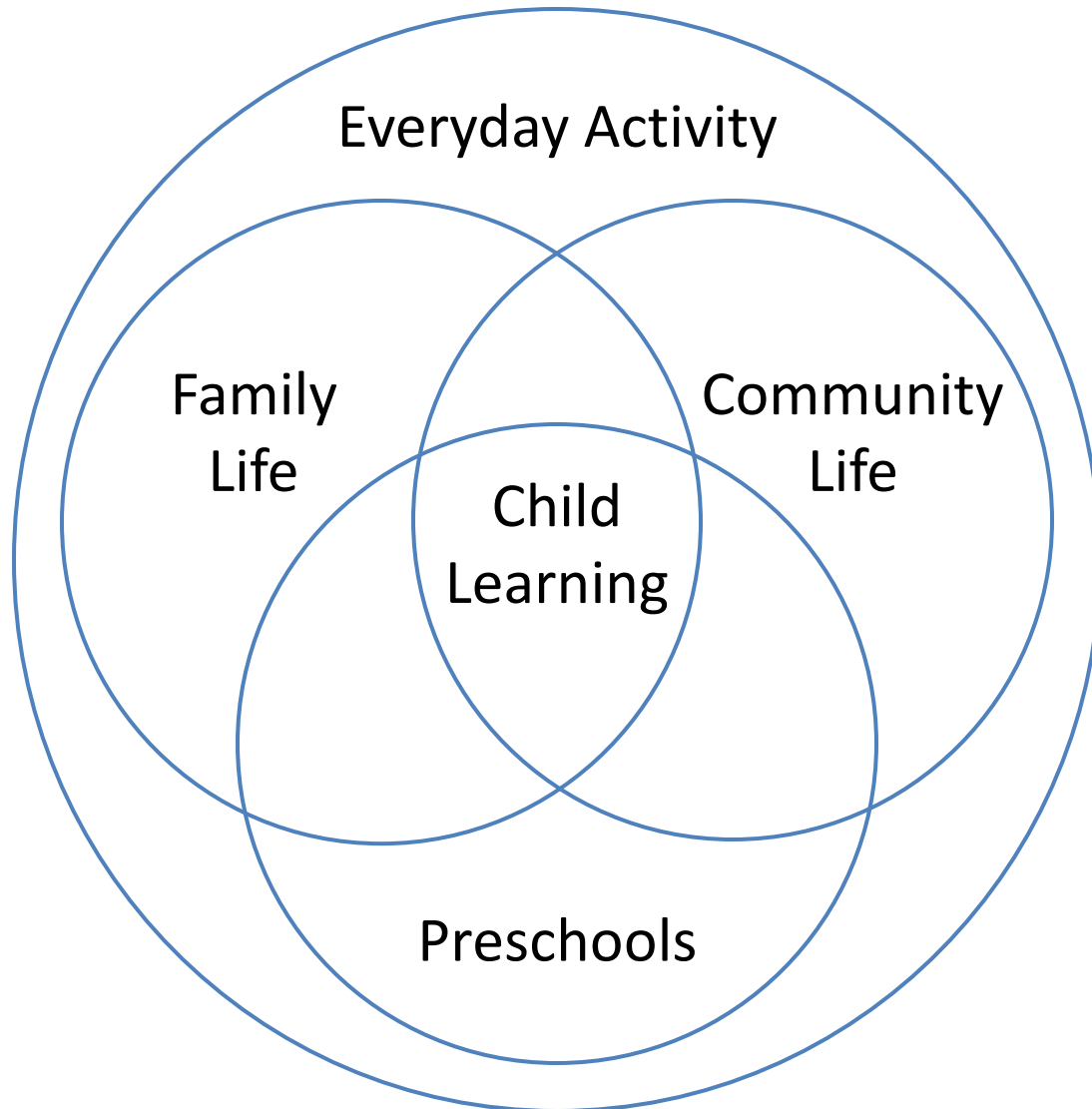
What Is Contextually Based Learning?

Contextually based or situated learning refers to learning that takes place in everyday, real-life settings and activities that provide a child the basis for acquiring functionally meaningful and culturally relevant behaviour. Situated learning is learning that occurs in the same place where the behaviour that is learned is typically used.

Purpose of the Workshop

- Describe the kinds of activities and experiences that are sources of everyday contextual learning and development
- Illustrate the kinds of settings where this type of learning takes place
- Describe the characteristics of optimally effective contextual learning
- Illustrate why certain characteristics “matter more” in terms of child learning
- Describe why contextually based child learning is preferred to child-based and professionally centred non-contextually based intervention

Three Sources of Everyday Child Learning



Sources of Everyday Contextually Based Child Learning

Family

Family Routines (Cooking)
Parenting Routines (Child's bedtime)
Child Routines (Dressing/undressing)
Literacy Activities (Telling child stories)
Play Activities (Lap games, nursery rhymes)
Physical Play (Rough housing)
Entertainment Activities (Dancing/singing)
Family Rituals (Saying grace at meals)
Family Celebrations (Holiday dinners)
Socialization Activities (Having friends "over")
Gardening Activities (Vegetable garden)

Community

Family Excursions (Car/bus rides)
Family Outings (Visiting friends/neighbours)
Play Activities (Playgrounds)
Community Activities (Library/book mobile)
Outdoor Activities (Nature trail walks)
Recreation Activities (Swimming)
Children's Attractions (Petting zoos/animal farms)
Arts/Entertainment Activities (Concerts/theatre)
Church/Religious Activities (Sunday school)
Organizations and Groups (Children's groups)
Sports Activities (Football)

Some Examples of Everyday Activities



















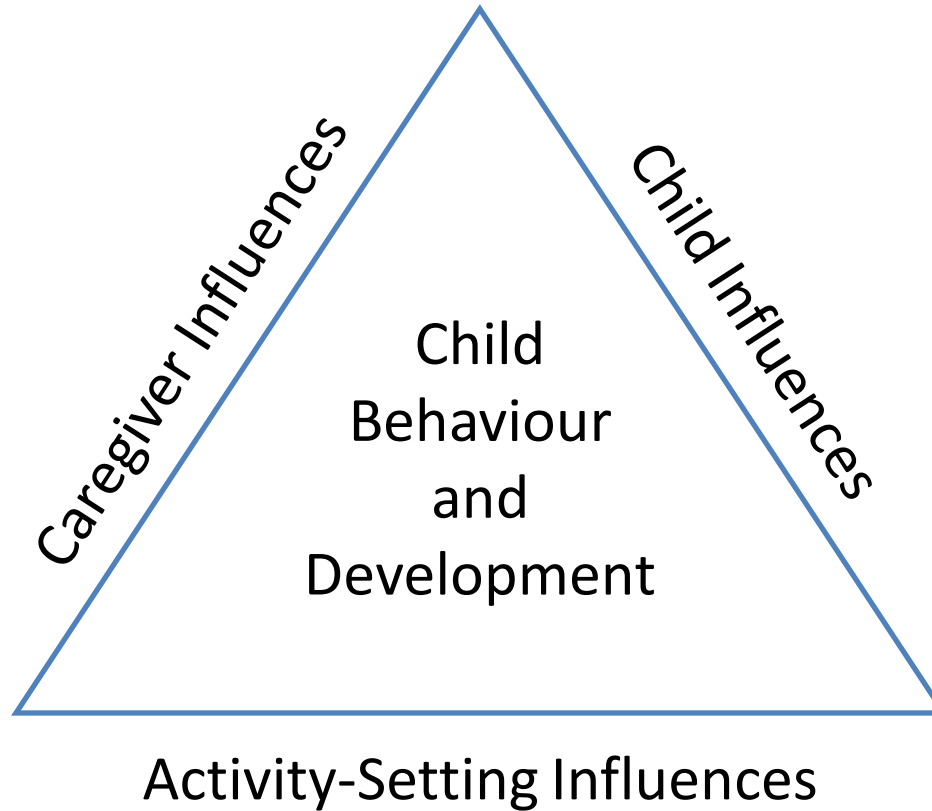


Everyday Activity Settings as Sources of Child Learning Opportunities

The terms used to describe everyday activities include routines, rituals, daily events, natural environments, and activity settings. *Activity setting* is the preferred term for describing contextually based everyday child learning because it encompasses routines, rituals, celebrations, natural environments, and other settings, places, and locations.

What Is an Activity Setting?

An activity setting is an everyday experience that is the context for active child participation in interactions with people and material which provide opportunities for the learning and development of functional and culturally meaningful behaviour where participation is shaped and influenced by child, adult, and environmental factors.



Caregiver, Child, and Activity-Setting Influences on Child Behaviour and Development

Universality of Activity Settings

- The one common thread of all people and all cultures throughout the world is activity settings. Every child in every family in every culture in every place on earth participates in activity settings day-in and day-out.
- The particular activity settings that children experience, however, differ based on where children live, parents' beliefs and values, cultural norms, and many other factors.

Development-Instigating Everyday Activities

Development-instigating everyday activities include those experiences and opportunities that ***invite and encourage*** active child participation in sustained interactions with people and material which in turn have development-enhancing consequences

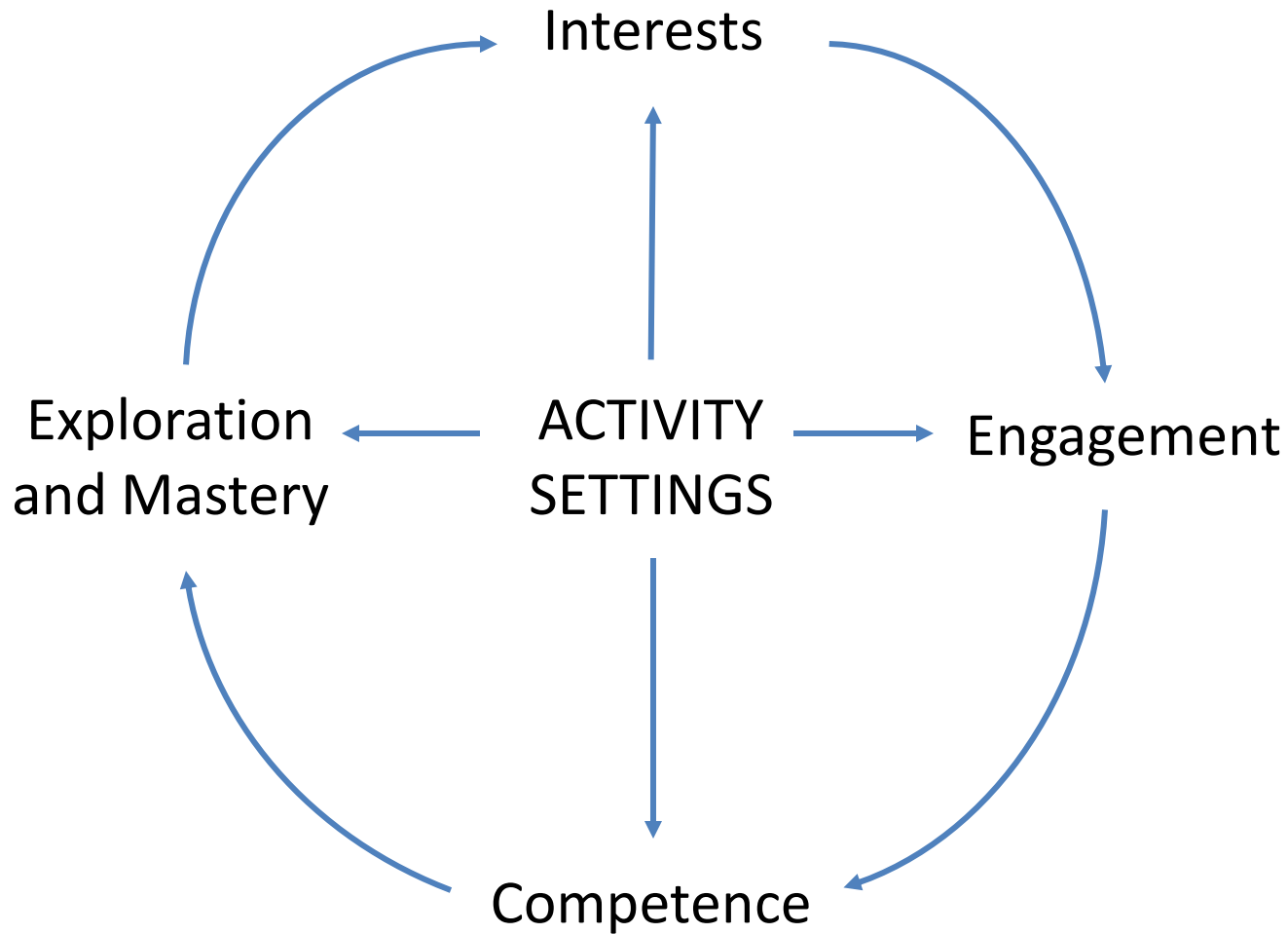
Some Characteristics of Development-Instigating Everyday Child Learning Opportunities

- Active child participation in everyday activities where participation is the context of learning and development
- Child personal interests and situationally interesting people, material, and events that evoke participation
- Environmentally responsive materials (toys, objects) that permit a child to see the relationship between his/her actions and their consequences
- Adults who are sensitive and responsive to child initiations and who encourage and support child exploration and mastery

Child Participation in Everyday Activity

Participation in everyday activity plays a central role in different models of health and development. For example, the International Classification of Functioning, Disability and Health includes a focus on ***participation and activity*** as the contexts for learning, interactions with people and material, and everyday functioning.

Interest-Based Everyday Child Learning Cycle



Types of Interests

- ***Personal Interests***

Personal interests include the likes, preferences, choices, desires, etc. of a person that influence participation or engagement in different activities, events, or behaviour.

- ***Situational Interests***

Situational interests refer to the “interestingness” of people, objects, events, etc., that gain and maintain a person’s attention, and “draw” the person into engagement or participation in activities.

Example of a Personal Interest

DENNIS THE MENACE/Hank Ketcham



"I HAD A CHOICE BETWEEN STAYING CLEAN OR HAVIN' FUN."

Example of a Situational Interest



Examples of Interest-Based Child Participation in Everyday Activity



“Intense Engagement”



“Preferred Activities”



“Challenging Activities”



“Excitement”

Caregiver Responsiveness and Child Learning

Parents and other caregivers who are responsive to children's behaviour and attempts to initiate interactions with material and people support and strengthen child participation in everyday activity.

- Sensitivity to the child's behaviour
- Following the child's lead (interests)
- Responding to the child's interests and behaviour
- Supporting and encouraging exploration

Richter, L. (2004). *The importance of caregiver-child interactions for the survival and healthy development of young children: A review*. Geneva, Switzerland: World Health Organization, Department of Child and Adolescent Health and Development.







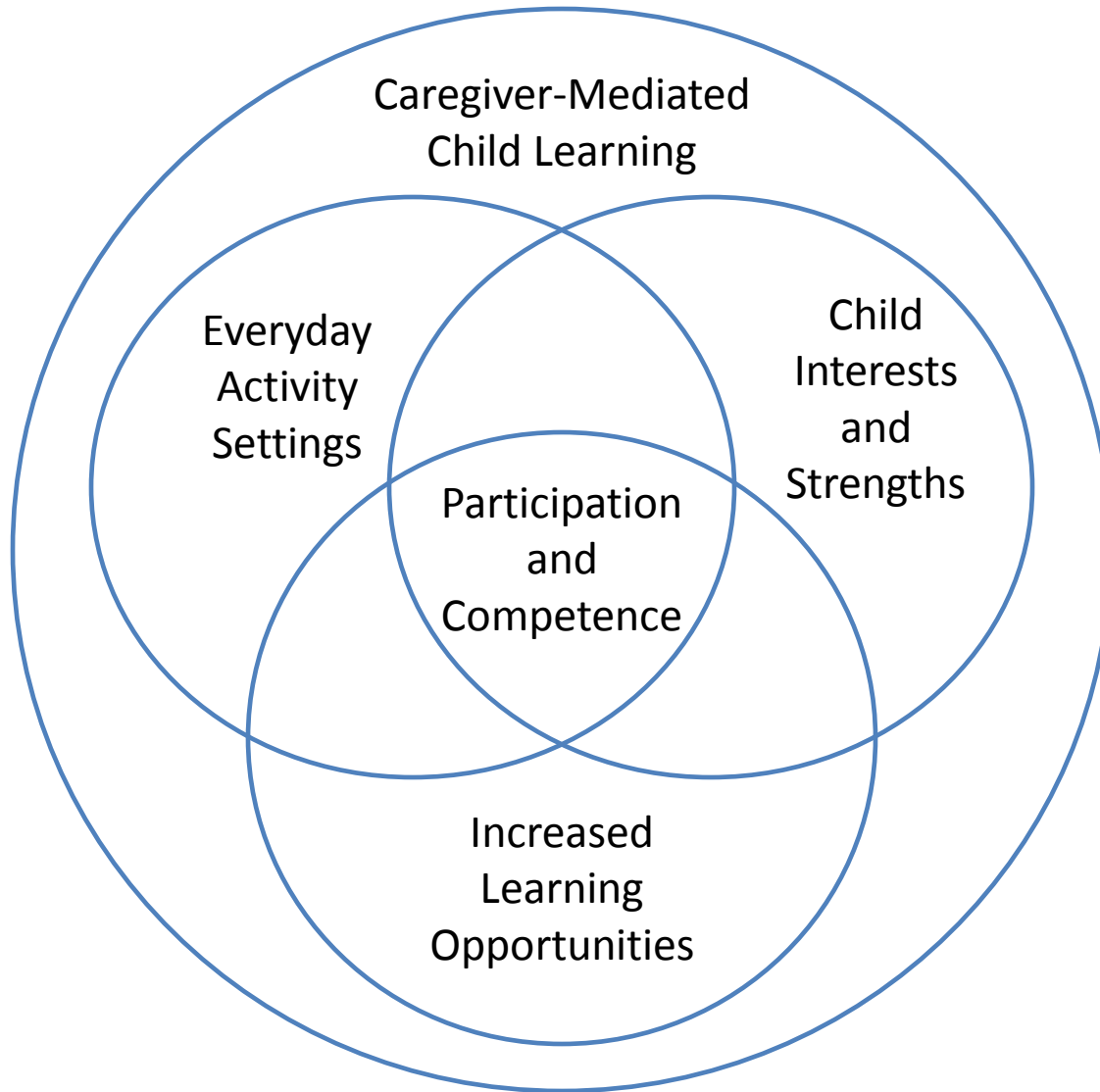




Contextually Mediated Everyday Child Learning

Research evidence on everyday activity settings, interest-based child learning, and caregiver responsiveness was used to develop and evaluate an approach to early childhood intervention called contextually mediated practices or CMP.

Contextually mediated practices involve the provision of interest-based and strengths-based child learning opportunities as part of everyday family and community life by parents and other primary caregivers where caregiver responsiveness and encouragement are used to support child learning and the development of socially adaptive, functional behaviour.



**Contextually Mediated Early Childhood
Intervention Practices Model**



Parent-Mediated Everyday Child Learning Opportunities: II. Methods and Procedures

Carl J. Dunst
Jennifer Swanson

CASEinPoint, 2006
Volume 2, Number 11

ABSTRACT

This *CASEinPoint* includes descriptions of methods and procedures for implementing an approach to early childhood intervention called *Contextually Mediated Practices* or *CMP*. The practices include assessment and intervention strategies for identifying child interests and the everyday activities that provide opportunities for interest and competency expression, methods for increasing child involvement and participation in interest-based everyday activities, and techniques and strategies that parents can use for supporting and encouraging child learning in everyday activities. Procedures for evaluating the effectiveness of *CMP* are also included.

INTRODUCTION

The methods and procedures for implementing an approach to early childhood intervention called *Contextually Mediated Practices*[™] or *CMP*[™] is the focus of this *CASEinPoint*. The conceptual, operational, and research foundations of *CMP* are described in a companion paper. *CMP* is a promotional approach to early childhood intervention that uses everyday activities as sources of child learning opportunities and child interests as the basis for promoting child participation in those activities. This is accomplished by parents both providing their children different kinds of interest-based everyday learning opportunities and using responsive, supportive, and encouraging interactional behaviors that strengthen both child and parent competence and confidence as part of child involvement in everyday activities.

Practitioners implementing *CMP* support and strengthen parents' and other primary caregivers' use of

Implementing Contextually Mediated Practices

CMP is implemented by parents using methods and procedures for: (1) identifying children's interests and the everyday family and community activities that constitute the makeup of a child's life, (2) selecting those activities that provide the best opportunities for interest-based learning, (3) increasing child participation in interest-based, everyday learning opportunities, (4) using different interactional styles for supporting and encouraging child competence, exploration, and mastery in the activities, and (5) evaluating the effectiveness of parent-mediated everyday child learning opportunities in terms of both child and parent benefits.

Identifying Interest-Based Everyday Child Learning Opportunities

- Child Interests Interview Protocol
- Child Interests Inventory
- Child Interests Activity Checklist

Child Interests Interview Protocol

This protocol includes a series of questions designed to identify the places, activities, materials, toys, routines, and people in which a child expresses pleasure, enjoyment, or interest. The protocol is useful for identifying both child interests and the contexts in which these interests are expressed. The locations, experiences, and persons which evoke interest-based behaviour are the focus of the interest-based assessment because knowing a child's interests in these various contexts provides a basis for providing opportunities and experiences that actualize a child's interests.

Identifying Child Interests

Child Affect

- What makes the child smile and laugh?
- What makes the child happy and feel good?

Child Engagement

- What does the child find fun and enjoyable?
- What gets the child excited?

Child Persistence

- What gets and keeps the child's attention?
- What does the child work hard at doing?

Child Competence

- What things does the child like to do?
- What "brings out the best" in the child?
- What gets the child to try new things?

Child Mastery

- What does the child do when (s)he is successful?
- What child behaviours indicate mastery?

Child Interest Inventory

Child's Name _____ Child's Age ____

The CHILD INTEREST INVENTORY provides a simple way to record the places, people, things, and so forth that a child finds particularly interesting. This information is useful for deciding the kinds of experiences and opportunities that a child might enjoy and learn from. Record the responses to the questions based on your knowledge of the child, observations, and/or parent and caregiver report.

CHILD AFFECT

1. What gets the child to smile or laugh? What makes the child happy and feel good?

Places _____

Toys/Materials _____

Activities _____

Routines _____

Other Children _____

Adults _____

Other (Specify) _____

CHILD ENGAGEMENT

2. What does the child find fun and enjoyable? What gets the child excited?

Places _____

Toys/Materials _____

Activities _____

Routines _____

Other Children _____

Adults _____

Other (Specify) _____

CHILD PERSISTENCE

3. What gets and keeps the child's attention? What does the child work hard at doing?

Places _____

Toys/Materials _____

Activities _____

Routines _____

Other Children _____

Adults _____

Other (Specify) _____

CHILD COMPETENCE

4. What kinds of things does the child like to do? What “brings out the best” in the child? What gets the child to try new things?

Places _____

Toys/Materials _____

Activities _____

Routines _____

Other Children _____

Adults _____

Other (Specify) _____

CHILD MASTERY

5. What does the child do when (s)he is successful? What child behaviours indicate mastery?

Places _____

Toys/Materials _____

Activities _____

Routines _____

Other Children _____

Adults _____

Other (Specify) _____

Checklist and Guidelines for Identifying Young Children's Interests

Carl J. Dunst
Melinda Raab

Young children are more likely to “stick with” activities and learn new things while involved in activities they find fun and enjoyable. Two types of things that get young children involved in different kinds of activities are children's personal interests and the people, objects, and events that children find interesting.

Children's personal interests include the things they like to do and prefer or choose to do, things that make them smile and laugh, things that excite them, and things that keep children engrossed in play. A child who likes to play lap games such as peek-a-boo and who smiles, laughs, and giggles the more a parent plays the game is an example of a personal interest.

The different things people do, the features of objects (e.g., movement), and the characteristics of events young children experience as part of everyday living which get and maintain their attention and involve them in interactions with people, objects, or events, are what we mean by situational interests. A child who comes upon a puddle of water while on a walk with a parent,

Interests Checklist

Taking advantage of children's interests as part of their communication and language learning starts with identifying a child's interests. The Appendix includes a checklist that can be used to accomplish this goal. The checklist can be completed by a parent, or a practitioner can use the checklist together with a parent, to facilitate the identification of a child's interests.

The checklist includes more than 80 activities. A person completing the checklist simply marks or checks whether an activity *Is My Child's Interest* (personal interest) or an activity *Would Be Interesting To My Child* (situational interest). The last page of the checklist includes space for recording *Some of My Child's Other Interests* (not included in the list of 80+ activities) and *Special Things About My Child* that are or might be important for a child's learning new things.

Implications for Practice

Once all of the above information is recorded on the checklist, the next step

Child Interests Activity Checklist

Young children are interested in many different things. Studies have shown that children's participation in activities that are interesting to them is filled with powerful learning opportunities, including opportunities to build language and communication skills.

This checklist includes a list of activities that may be of interest to your child or that your child may find interesting. Please read through the list of activities and make a check mark in the boxes to indicate whether an activity is an interest of your child (first column) or is something that you think your child might find interesting (second column). The last page of the checklist includes space for recording interests not listed on this form.

After you have identified activities that are or would be interesting to your child, pick those activities that are most likely to help your child communicate and talk more. There is space for recording up to 12 different activities. This can be used as a reminder list to remember to promote your child's participation in the activities.

Dunst, C. J., Raab, M., & Trivette, C. M. (2013). Child interests activity checklist. In C. J. Dunst & M. Raab (2013). Checklist and guidelines for identifying young children's interests. *Everyday Child Language Learning Tools*, Number 3.

This activity . . .	Is my child's interest	Would be interesting to my child	This activity . . .	Is my child's interest	Would be interesting to my child
Being part of feeding/caring for pets	<input type="checkbox"/>	<input type="checkbox"/>	Scribbling on paper	<input type="checkbox"/>	<input type="checkbox"/>
Being part of mealtime conversations	<input type="checkbox"/>	<input type="checkbox"/>	Having pretend phone conversations	<input type="checkbox"/>	<input type="checkbox"/>
Picking up and "naming" toys	<input type="checkbox"/>	<input type="checkbox"/>	Playing with alphabet blocks or letter magnets	<input type="checkbox"/>	<input type="checkbox"/>
Listening to songs or nursery rhymes during bath time	<input type="checkbox"/>	<input type="checkbox"/>	"Coloring" pictures	<input type="checkbox"/>	<input type="checkbox"/>
Talking about colors, body parts, and clothes while dressing	<input type="checkbox"/>	<input type="checkbox"/>	"Drawing" in sand or dirt	<input type="checkbox"/>	<input type="checkbox"/>
Looking at picture books	<input type="checkbox"/>	<input type="checkbox"/>	Finger painting	<input type="checkbox"/>	<input type="checkbox"/>
Listening to bedtime stories	<input type="checkbox"/>	<input type="checkbox"/>	Using crayons, markers, pens, and pencils	<input type="checkbox"/>	<input type="checkbox"/>
Playing parent/child vocal games	<input type="checkbox"/>	<input type="checkbox"/>	"Acting out" stories	<input type="checkbox"/>	<input type="checkbox"/>
Looking at photo albums	<input type="checkbox"/>	<input type="checkbox"/>	Singing songs, nursery rhymes	<input type="checkbox"/>	<input type="checkbox"/>
Snuggling with a parent	<input type="checkbox"/>	<input type="checkbox"/>	Listening to music/songs	<input type="checkbox"/>	<input type="checkbox"/>

This activity . . .	Is my child's interest	Would be interesting to my child	This activity . . .	Is my child's interest	Would be interesting to my child
Looking at alphabet books	<input type="checkbox"/>	<input type="checkbox"/>	Playing lap games/finger games	<input type="checkbox"/>	<input type="checkbox"/>
“Typing” letters or words on a computer keyboard	<input type="checkbox"/>	<input type="checkbox"/>	Playing rhyming or naming games	<input type="checkbox"/>	<input type="checkbox"/>
Listening to e-mails, letters, or greeting cards sent to your child	<input type="checkbox"/>	<input type="checkbox"/>	Dancing with mom or dad	<input type="checkbox"/>	<input type="checkbox"/>
Playing lap games like “Peek-a-Boo” or “So Big”	<input type="checkbox"/>	<input type="checkbox"/>	Playing with brother or sister	<input type="checkbox"/>	<input type="checkbox"/>
Playing naming games like “Where Is Your Nose?”	<input type="checkbox"/>	<input type="checkbox"/>	Listening to TV phrases/jingles	<input type="checkbox"/>	<input type="checkbox"/>
Playing with toys like See 'n Say	<input type="checkbox"/>	<input type="checkbox"/>	Playing with musical instruments	<input type="checkbox"/>	<input type="checkbox"/>
Riding in a wagon	<input type="checkbox"/>	<input type="checkbox"/>	Cutting/tearing pictures from a magazine or catalog	<input type="checkbox"/>	<input type="checkbox"/>
Playing in water	<input type="checkbox"/>	<input type="checkbox"/>	Using play dough, Silly Putty, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Playing with balls/balloons/bubbles	<input type="checkbox"/>	<input type="checkbox"/>	“Saying” grace at meals	<input type="checkbox"/>	<input type="checkbox"/>
Playing with dolls/stuffed animals	<input type="checkbox"/>	<input type="checkbox"/>	Being part of family meetings	<input type="checkbox"/>	<input type="checkbox"/>
			Listening to family talks	<input type="checkbox"/>	<input type="checkbox"/>

This activity . . .	Is my child's interest	Would be interesting to my child	This activity . . .	Is my child's interest	Would be interesting to my child
Listening to family prayers/spiritual meetings	<input type="checkbox"/>	<input type="checkbox"/>	Looking at pictures on a restaurant menu	<input type="checkbox"/>	<input type="checkbox"/>
Listening to or saying prayers	<input type="checkbox"/>	<input type="checkbox"/>	Visiting grandparents/relatives	<input type="checkbox"/>	<input type="checkbox"/>
Singing at a family birthday	<input type="checkbox"/>	<input type="checkbox"/>	Playing with or visiting a friend	<input type="checkbox"/>	<input type="checkbox"/>
Listening to holiday conversations	<input type="checkbox"/>	<input type="checkbox"/>	Playing at an indoor play land	<input type="checkbox"/>	<input type="checkbox"/>
Having friends over to play	<input type="checkbox"/>	<input type="checkbox"/>	Playing on park/playground equipment with others	<input type="checkbox"/>	<input type="checkbox"/>
Having family gatherings	<input type="checkbox"/>	<input type="checkbox"/>	Listening to/singing songs at a children's festival	<input type="checkbox"/>	<input type="checkbox"/>
Talking on the phone	<input type="checkbox"/>	<input type="checkbox"/>	Going on a hike/nature walk	<input type="checkbox"/>	<input type="checkbox"/>
Talking with relatives	<input type="checkbox"/>	<input type="checkbox"/>	Playing in a stream/creek with others	<input type="checkbox"/>	<input type="checkbox"/>
Helping plant flowers	<input type="checkbox"/>	<input type="checkbox"/>	Helping family at community garden	<input type="checkbox"/>	<input type="checkbox"/>
"Helping" adult with gardening, yard work, or taking care of plants	<input type="checkbox"/>	<input type="checkbox"/>	Going on a neighborhood walk	<input type="checkbox"/>	<input type="checkbox"/>
Going on family car/bus rides	<input type="checkbox"/>	<input type="checkbox"/>			

This activity . . .	Is my child's interest	Would be interesting to my child	This activity . . .	Is my child's interest	Would be interesting to my child
Going on errands with a parent	<input type="checkbox"/>	<input type="checkbox"/>	Visiting animals at a pet store/zoo	<input type="checkbox"/>	<input type="checkbox"/>
"Picking out" foods at the grocery store	<input type="checkbox"/>	<input type="checkbox"/>	Feeding ducks at a pond	<input type="checkbox"/>	<input type="checkbox"/>
Picking up siblings from school	<input type="checkbox"/>	<input type="checkbox"/>	Listening to storytellers	<input type="checkbox"/>	<input type="checkbox"/>
Eating out	<input type="checkbox"/>	<input type="checkbox"/>	"Choosing" books at a library	<input type="checkbox"/>	<input type="checkbox"/>
Visiting friends and neighbors	<input type="checkbox"/>	<input type="checkbox"/>	Going to children's concerts	<input type="checkbox"/>	<input type="checkbox"/>
Going on picnics with family	<input type="checkbox"/>	<input type="checkbox"/>	Listening to hymns at church	<input type="checkbox"/>	<input type="checkbox"/>
Shopping at the mall	<input type="checkbox"/>	<input type="checkbox"/>	"Saying" prayers at church/temple	<input type="checkbox"/>	<input type="checkbox"/>
"Naming" signs/symbols in the community	<input type="checkbox"/>	<input type="checkbox"/>	Going along to parents' community chorus practice	<input type="checkbox"/>	<input type="checkbox"/>
Pointing out symbols	<input type="checkbox"/>	<input type="checkbox"/>	Going to sister's/brother's club meeting	<input type="checkbox"/>	<input type="checkbox"/>
Saying hellos/good-byes	<input type="checkbox"/>	<input type="checkbox"/>	Going to sister's/brother's ball game	<input type="checkbox"/>	<input type="checkbox"/>

Checklists for Promoting the Use of Everyday Child Language Learning Activities

Carl J. Dunst
Melinda Raab
Carol M. Trivette

The early communication and language intervention model developed at the *Center on Everyday Child Language Learning* includes four evidence-based components and specific practices in each component based on that evidence (Dunst, Valentine, Raab, & Hamby, 2013; Raab, Dunst, & Hamby, 2013; Raab, Dunst, Johnson, & Hamby, 2013; Trivette, Dunst, Simkus, & Hamby, 2013). The four components are interest-based child learning opportunities; the everyday activities that are sources of interest-based child learning opportunities; the methods and procedures for increasing child participation in interest-based everyday activities; and the use of responsive teaching as the instructional practice of choice to support and encourage child communication and language production while a child is engaged in everyday activities. This *Everyday Child Language Learning Tool* includes a description of performance checklists that were developed to promote a practitioner's understanding and use of the evidence-based characteristics of the practices in each

two supplemental checklists. The characteristics of each practice are stated as series of questions that are simply answered *Yes* or *No* in terms of whether a practitioner promoted a parents' use of the practice as part of planning or conducting a coaching or intervention session.

The checklist for evaluating the effectiveness of the *Center on Everyday Child Language Learning* intervention practices includes items for determining the child and parent benefits of the *Center* practices. A sixth checklist includes practices for each component of the *Center on Everyday Child Language Learning* model and an additional section for evaluating whether the use of the practices has expected child and parent benefits (Dunst, Trivette, & Raab, 2013a, 2013b).

The *Everyday Child Language Learning* checklists are based on checklists we have used in other kinds of projects and as part of other types of intervention practices (Dunst, Raab, Trivette, & Swanson, 2010; Raab & Dunst, 2006; Trivette, Raab, & Dunst,

Checklists

1. *Child Interests Checklist*
2. *Everyday Learning Activity Checklist*
3. *Increasing Everyday Child Learning Opportunities Checklist*
4. *Caregiver Responsive Teaching Checklist*
5. *Everyday Child Language Learning Checklist*
6. *Caregiver-Mediated Child Learning Evaluation Checklist*

Child Interests Checklist

Carl J. Dunst Carol M. Trivette Melinda Raab Jennifer Adkins

This checklist includes questions for helping a parent provide his or her child interest-based everyday communication and language learning opportunities. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interactions with a parent. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the characteristics of each of the practices.

<i>Did you help the parent ...</i>	Yes	No
1. Identify the objects, people, activities, and actions that capture and hold the child's attention?		
2. Identify the objects, people, activities, and actions that are the child's favorites?		
3. Identify the objects, people, activities, and actions that make the child smile and laugh?		
4. Identify the objects, people, activities, and actions that are especially exciting to the child?		
5. Identify the child's preferences for different objects, people, activities, and actions?		
6. Identify the objects, people, activities, and actions that the child chooses most often?		
7. Identify the objects, people, activities, and actions that the child spends the most time with or doing?		
8. Identify the objects, people, activities, and actions that the child works hard at doing?		

Everyday Learning Activity Checklist

Jennifer Adkins Carl J. Dunst Melinda Raab Carol M. Trivette

This checklist includes questions for helping a parent provide his or her child interest-based everyday communication and language learning opportunities. The checklist is used to ensure key characteristics of the communication and learning practices are implemented during your interactions with a parent. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the characteristics of each of the practices.

<i>Did you help the parent...</i>	Yes	No
1. Identify the family and community activities that are the child's everyday life experiences?		
2. Identify those family activities that do or could provide the child interest-based language learning opportunities?		
3. Identify those community activities that do or could provide the child interest-based language learning opportunities?		
4. Select interest-based family and community activities that provide many different kinds of interest-based language learning opportunities?		
5. Select interest-based family and community language learning activities that do or could happen often?		
6. Select interest-based family and community learning activities where each activity provides lots of different language learning opportunities?		
7. Select interest-based family and community learning activities that are especially likely to help the child practice emerging language abilities and develop new ones?		
8. Select interest-based family and community activities that allow the child to try to use language in different ways?		

Increasing Everyday Child Learning Opportunities Checklist

Carl J. Dunst Melinda Raab Carol M. Trivette Jennifer Adkins

This checklist includes questions for helping parents increase the *breadth* and *depth* of interest-based everyday communication and language learning opportunities they provide their children. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interactions with a parent. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the characteristics of each of the practices.

<i>Did you help the parent...</i>	Yes	No
1. Use a reminder list, calendar, or other kind of activity schedule to provide the parent a way of ensuring a child experiences interest-based everyday language learning activities?		
2. Increase <i>how often</i> the child gets to participate in interest-based everyday language learning activities?		
3. Increase the <i>number</i> of interest-based everyday child language learning activities?		
4. Increase the <i>variety</i> of interest-based everyday child language learning activities?		
5. Increase the <i>number</i> of child language learning opportunities <i>in</i> any one family or community activity?		
6. Increase the <i>variety</i> of child language learning opportunities <i>in</i> any one family or community activity?		
7. Increase participation in those activities that occur frequently enough to provide lots of child language learning opportunities?		

Caregiver Responsive Teaching Checklist

Melinda Raab Carol M. Trivette Carl J. Dunst Jennifer Adkins

This checklist includes questions for helping a parent understand how to use responsive teaching for supporting and encouraging child communication and language learning in interest-based everyday activities. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interaction with a parent. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the characteristics of each of the practices.

<i>Did you help the parent...</i>	Yes	No
1. Engage the child in interest-based family and community language learning activities?		
2. Provide the child time to initiate interactions with people or objects in the activities?		
3. Pay attention to and notice when and how the child uses or tries to use language in interactions with people and objects in the everyday activities?		
4. Respond promptly and positively to the child's language use in ways that match the amount, pace, and intent of the child's behavior?		
5. Respond to the child's language use with comments, joint interaction, and gestures to support child engagement in the activity?		
6. Respond to the child in ways that encourage the child to use language in new and different ways?		
7. Use different materials or arrange the environment to encourage the child to use language in new and different ways?		
8. Encourage the child to elaborate on his or her language in ways that are increasingly more complex?		
9. Provide the child frequent opportunities to use and practice newly learned language abilities in the everyday activities?		

Everyday Child Language Learning Checklist

Melinda Raab Carl J. Dunst Carol M. Trivette

This checklist includes questions for helping a parent provide his or her child interest-based everyday communication and language learning opportunities. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interactions with a parent. Complete the checklist by indicating if you did (**Yes**) or did not (**No**) have the opportunity to help the parent use the characteristics of each of the practices.

<i>Did you help the parent...</i>		Yes	No
Child Interests	1. Identify the objects, people, activities, and actions that <i>capture</i> and <i>hold</i> the <i>child's attention</i> ?		
	2. Identify the objects, people, events, and activities that the child <i>prefers</i> , are the child's <i>favorites</i> , and make the child <i>smile and laugh</i> ?		
	3. Identify the actions and behaviors that the child <i>enjoys</i> doing, <i>chooses</i> to do, does <i>most often</i> , or <i>works hard at doing</i> ?		
Everyday Learning Activities	4. Identify the activities, events, and experiences that make up the child's <i>everyday family and community life</i> ?		
	5. Identify which everyday family and community activities provide the child <i>interest-based learning opportunities</i> ?		
	6. <i>Select</i> the interest-based activities that are used to provide the child <i>everyday language learning opportunities</i> ?		
Increasing Learning Opportunities	7. Use a reminder list or other activity schedule to <i>increase how often the child participates</i> in the interest-based language learning activities?		
	8. Increase the <i>number and variety of everyday activities</i> providing interest-based language learning opportunities?		
	9. Increase the <i>number and variety</i> of interest-based language learning opportunities <i>in any one activity</i> ?		
Responsive Teaching	10. <i>Pay attention to when and how</i> the child uses or tries to use language in interactions with people or objects in the everyday activities?		
	11. Respond to the child's language use in ways (e.g., comments, gestures, joint interaction, etc.) that <i>support the child's engagement</i> in the activities?		
	12. Respond to the child's language use in ways that support and encourage the child to use <i>new and increasingly complex language skills</i> ?		
Evaluation	13. Determine whether the child used a <i>greater variety</i> of and <i>more complex</i> language in interactions in the everyday activities?		
	14. Determine what the caregiver did that <i>supported and encouraged</i> the child's language learning?		
	15. Use the evaluation information to <i>continue, modify, or provide new</i> everyday language learning activities?		

Caregiver-Mediated Child Learning Evaluation Checklist

Carol M. Trivette Carl J. Dunst Melinda Raab Jennifer Adkins

<p>This checklist includes questions for helping a parent provide his or her child interest-based everyday communication and language learning opportunities. The checklist is used to ensure key characteristics of the communication and language learning practices are implemented during your interactions with a parent. Complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the parent use the characteristics of each of the practices.</p>		
<i>Did you help the parent...</i>	Yes	No
1. Determine if the child had the opportunity to participate in many different family or community activities providing language learning opportunities?		
2. Determine if the child had chances to use language in different ways in any one family or community activity?		
3. Determine if the child initiated using more language in interactions with people and objects in the everyday activities?		
4. Determine if the child displayed a greater variety of communicative behaviors in the everyday activities?		
5. Determine whether the child used more complex language in interactions with people and objects in the everyday activities?		
6. Determine whether the child smiled, laughed, or showed enjoyment in response to his/her accomplishments using language during everyday activities?		
7. Determine those parenting behaviors that supported and encouraged child language learning in the activities?		
8. Determine which aspects of their provision of interest-based child language learning opportunities were most gratifying to the parent?		
9. Recognize the important role the parent had in providing his or her child interest-based language learning opportunities?		
10. Use the evaluative information to change the everyday activities used for interest-based language learning?		

Interest-Based Learning and Child Development

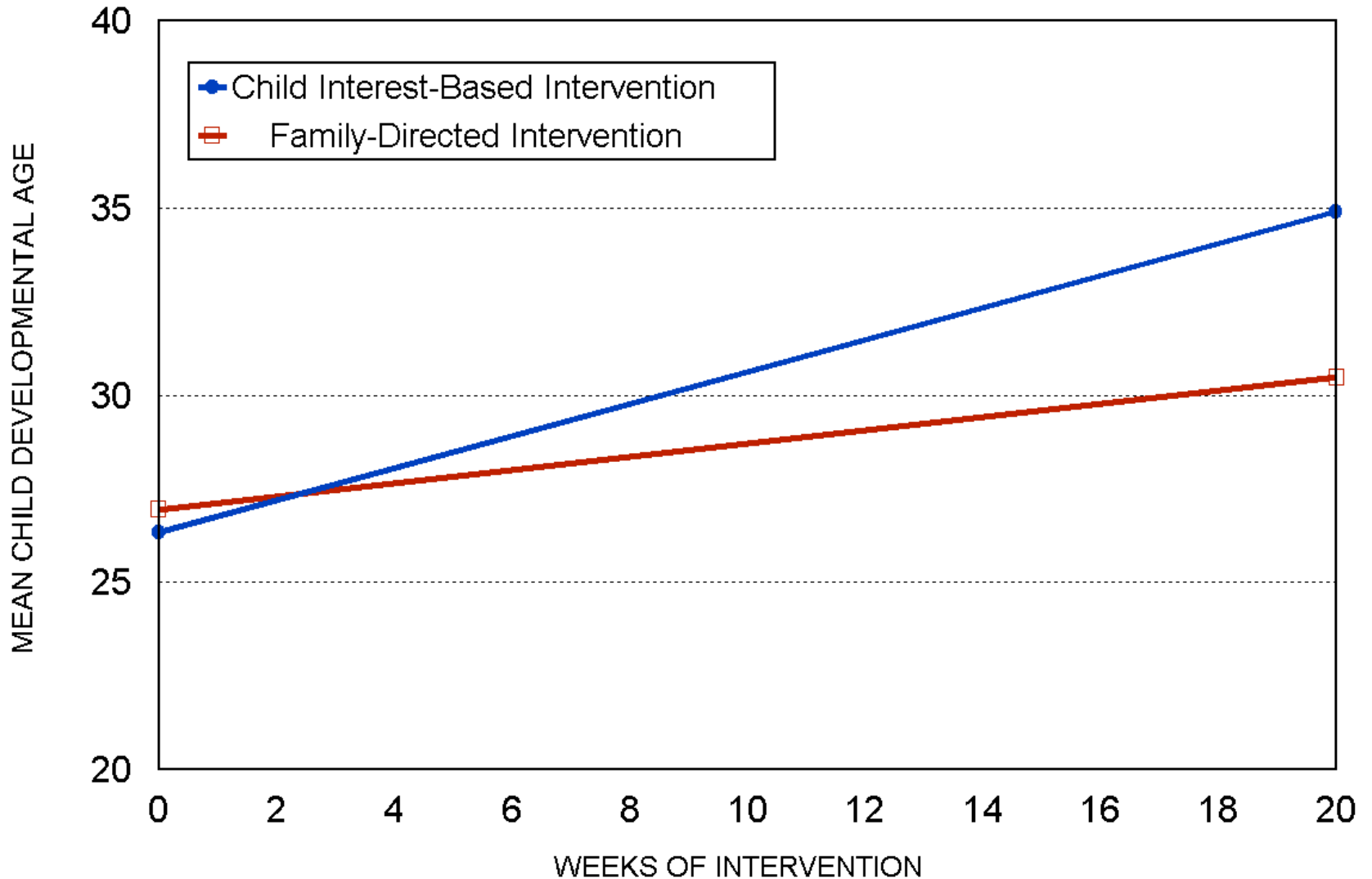
Purpose: Compare the relative effectiveness of interest-based child learning vs. adult-directed child learning

Study Participants: 50 infants, toddlers, and preschoolers with identified disabilities in six United States

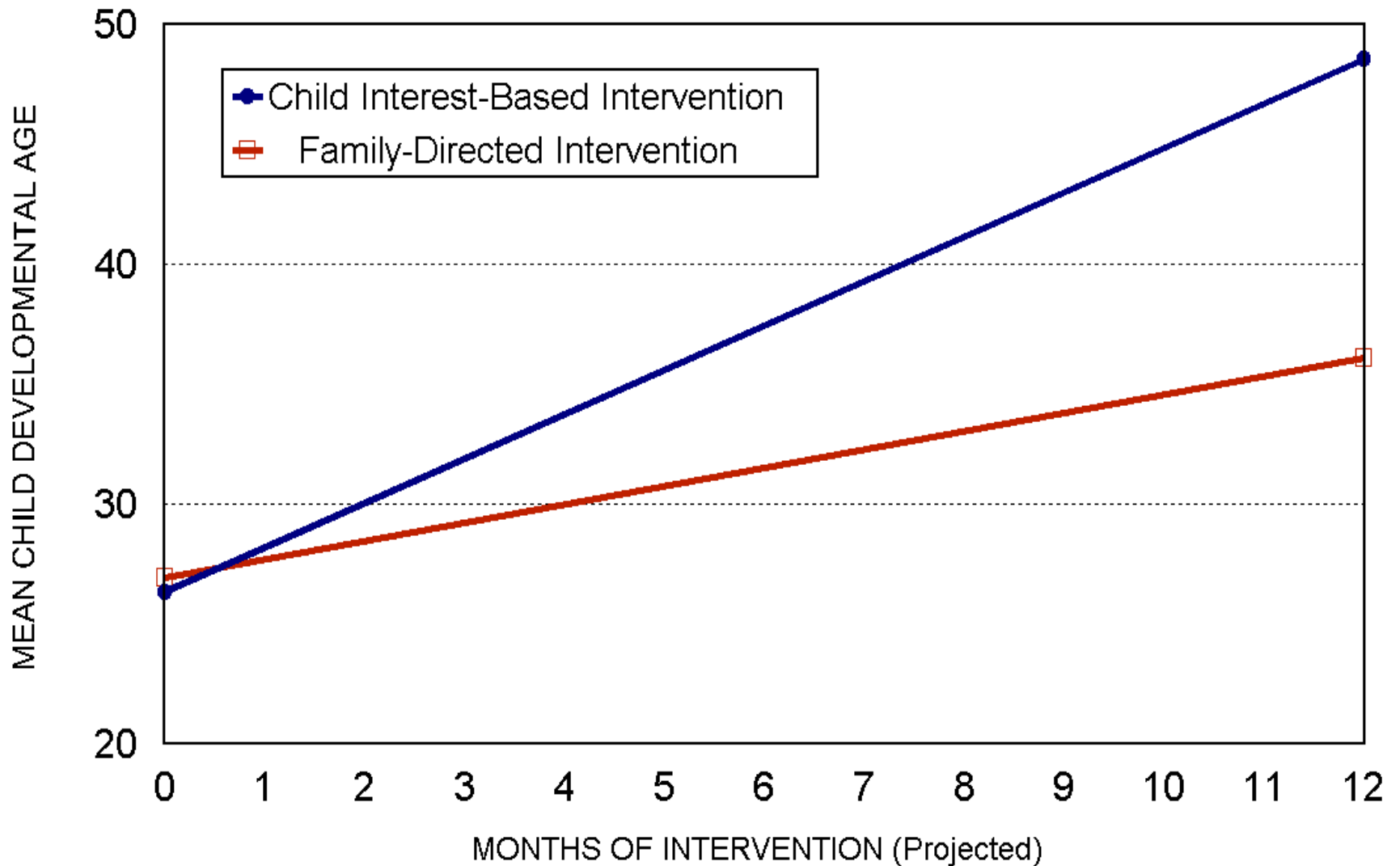
Outcome Measure: Developmental Observation Checklist Scales (Language, Cognitive, Motor, Social)

Methodology: Linear growth curve modelling

Relative Effectiveness of Two Contrasting Approaches to Natural Environment Intervention Practices



Projected Benefits of Two Contrasting Approaches to Natural Environment Intervention Practices



Early Intervention and Everyday Activity Settings

- Increasing child participation in everyday activities as early intervention vs. practicing early intervention in everyday activities
- Research indicates that these two approaches to early intervention have quite different effects

Contrasting Approaches to Early Intervention

Outcomes	Activity Settings as Early Intervention	Early Intervention in Activity Settings
<i>Child</i>		
Well-Being	Positive	None
Child Learning	Positive	None
Child Development	Positive	None
<i>Parent</i>		
Well-Being	Positive	Negative
Self-Efficacy Beliefs	Positive	None
Competence	Positive	None
<i>Family</i>		
Quality of Life	Positive	None

A Real-Life Example

A parent of a 2-year-old child with physical disabilities was taking her child every three months to a hospital clinic to see several therapists and physicians who prescribed non-contextual interventions to be implemented by the parent at home. The child was involved in this type of intervention for almost 18 months. At about 24 months of age, the parent enrolled her child in a study of interest-based and contextually based everyday learning that used activity settings as sources of child learning opportunities.

Placing Contrasting Types of Early Intervention in Perspective

- Early intervention provided by a professional in the absence of parent involvement in non-contextual settings once an hour twice a week for 50 weeks accounts for only about 3-4% of a 2-year-old child's waking hours—hardly enough time to make much of a difference in child learning and development.
- Child participation in just 15 everyday activities four or five days a week and providing a child just 10 learning opportunities in each activity would equal more than 35,000 learning opportunities per year (a very conservative estimate). On average, children birth to 6 years of age, participate in more than 60 different family and community activities every day.

Conclusions

- Child learning needs to be contextualized if it is to result in functional and culturally meaningful outcomes
- Child interests are one development-instigating factor that promotes and sustains engagement in everyday activity settings
- Parents play important roles promoting child participation in everyday activities and supporting child learning in those activities
- Using everyday activities as a form of early intervention provides a child many more learning opportunities than does a child-centred and professionally centred approach to intervention
- Professionals who use this approach to early intervention support and encourage parenting skills and a sense of competence and confidence

Final Comment

Any kind of practice, even practices that have been the mainstay of a profession for years or even decades, should be routinely examined and scrutinized to be sure they are the ones most likely to have optimal positive benefits. This is especially true when evidence has been amassed suggesting that there may be a different way of promoting young children's learning and development.

**This PowerPoint presentation is available at
www.puckett.org/presentations**