



Case Study

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Case Study	Discussion and Resources
<p>In this story, Tyler, his family and early childhood (cross-disciplinary) team navigate challenges and demonstrate components of Standard 6 Using Responsive and Reciprocal Interactions, Interventions, and Instruction:</p> <ul style="list-style-type: none"> Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children’s learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation. <p>Resources to support adult learning:</p> <ul style="list-style-type: none"> ECPC Curriculum Modules: Professional Standards Resources You Can Use for Pre- and In-service Professional Development (DEC Website) Supporting Explanations for Early Component 	<p><i>The specific components of Using Responsive and Reciprocal Interactions, Interventions, and Instruction are listed as bulleted items below. Highlight in the story when professionals and caregivers navigate challenges and demonstrate these components. Reflect on your own and compare your findings with others in small groups.</i></p> <p>Specific components include:</p> <ul style="list-style-type: none"> Identifying systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children’s learning and development across all developmental and academic content domains, in partnership with families. Engaging in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development. Engaging in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains and are adapted to meet the needs of each and every child and their family. Promoting young children’s social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors. Identifying and creating multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts. Using responsive interactions, interventions, and instruction with sufficient intensity and types of support

	<p>across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.</p> <ul style="list-style-type: none"> • Planning for, adapting, and improving approaches to interaction, intervention, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.
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<p>Tyler, His Family and Important Adults</p> <p>Tyler is an affectionate three-year-old boy who lives with his twin brother, sister, mother and father at home. His mother is currently pregnant with her fourth child. The family lives close to Tyler’s grandfather (father’s side) but has no other immediate family nearby.</p> <p>Tyler was born full term at 40 weeks by natural delivery weighing 6 pounds, 8 ounces. Tyler met typical developmental milestones during his first year of life. He sat up at 4 months, imitated sounds at 8 months, crawled at 9 months, started feeding himself independently at 10 months, and began walking at 11 months. He said his first words (mama and dada) at 11 months and began using two-word phrases (bye-dada, hi mama) at 13 months of age. At 24 months of age, Tyler’s mother reported he began to regress. He began to exhibit limited eye contact and social interaction; he lost the ability to communicate using single words. Tyler was evaluated by a clinical psychologist and was diagnosed with autism spectrum disorder. He was also evaluated for early intervention services and qualified. From 28 – 36 months of age, he received early intervention services (early intervention teacher, speech/language pathologist, occupational therapist). The EI services ended on his third birthday.</p> <p>Tyler transitioned to the local public school and started receiving special educational services in an inclusive preschool classroom during October that year. This classroom included 9 children verified as having disabilities and 12 same-age, typically developing peers attending from 7:30 AM – 2:30 PM each day.</p>	<p>Tyler’s family and developmental history is described in this case study. In this case, it may be helpful to learn more about his family and their supports outside of educational services.</p> <p>How might Stacy identify additional information about the family? How do you identify information about the families that you support? One strategy may be to conduct an ecomap to learn more about the context with which Tyler lives.</p> <p>Another strategy may be for Stacy to conduct a home visit to meet the entire family. Many teachers make it a regular practice to conduct several home visits per year to build rapport with the child and family. Is conducting hoe visits a practice where you are employed?</p> <p>Are you familiar with the signs and symptoms of autism spectrum disorder (ASD)? As a professional that supports young children with ASD, these resources may be helpful:</p> <ul style="list-style-type: none"> • Autism Navigator • Well Child Lens • CDC – Autism Spectrum Disorder <p>In this case study, Tyler received Part C early intervention services for almost a year. Stacy may benefit from learning more about these services. Are you familiar with the process in your location related to transition from Part C to Part B 619? If relevant, how does your team support a smooth transition for children and families?</p> <ul style="list-style-type: none"> • ECTA: transitioning from Part C to Preschool. • Federal requirements: Transition from Part C to Part B Preschool

	<ul style="list-style-type: none"> • Office of Special Education Programs (OSEP) Resources on Transition • Center for Parent Information and Resources – Development of Transition Plan Learning Module • PACER Center – Preparing for Transition: EI to an IEP
<p>Stacy and the IEP Team</p> <p>Professionals that supported the classroom include Stacy, the Early Childhood Special Education (ECSE) teacher, two paraprofessionals, an occupational therapist (OT), physical therapist (PT) and speech therapist (ST). The OT, PT, and ST also serve the rest of the children in Tyler’s school and the children in two nearby schools.</p> <p>This was Stacy’s first time serving as an ECSE teacher and for the last four years, she had been the third-grade teacher in the school. Other professionals had conducted Tyler’s evaluation and developed his Individualized Education Program (IEP) without her input. To prepare to support Tyler and his family, Stacy reviewed his IEP. The team had determined he would be placed in an inclusive classroom, receive OT services 1x per week for 30 minutes, and speech services 2x per month for 30 minutes.</p>	<p>Have you implemented environment or support modifications before? Have you ever made this shift to a different grade or type of service? What were some strategies you used to be successful? Teaching third grade is very different than being in the ECSE role. It seems that Stacy also is the only teacher in the classroom, so she is designated to support the children with and without disabilities. She will need to design modifications to increase access of all the child in her classroom to the curriculum.</p> <p>Have you ever been in a situation where you received an IEP for a student that someone else had created? This can be challenging! How might you handle this situation? What if you did not agree with the goals or services listed? While it takes time, learning about a student requires assessment. Specifically, consistent, ongoing assessment leads to planning for, adapting, and implementing instruction. These two books may be helpful in providing you with a framework for assessment that leads to implementation of interventions within daily activities and routines:</p> <ul style="list-style-type: none"> • An Activity-Based Approach to Developing Young Children’s Social Emotional Competence (Squires & Bricker) • An Activity-Based Approach to Early Intervention (Johnson, Rahn, & Bricker)
<p>Tyler Starts School</p> <p>Tyler began in the classroom on a Monday. His mother brought him to school but indicated that he would be taking the bus regularly soon because she must transport her other children to other locations in the morning.</p> <p>Tyler had a long tantrum when he entered the room. He pulled at his mother and screamed; his mother ended up leaving while Stacy held him gently. Stacy knew she needed to get ready to lead circle time but decided to let</p>	<p>Are you familiar with how to support the social-emotional development of young children with autism and development disabilities? Specifically, are you aware of supports and interventions that can be used to decrease behaviors before they even begin (antecedent-based)?</p> <ul style="list-style-type: none"> • National Center for Pyramid Model Interventions – Overview • NCPMI – Positive Behavior Support Process

<p>the children continue to engage in free play while she stayed with Tyler. After about 45-minutes, he calmed down. Stacy asked one of the paraprofessionals, Prisha, to stay with him and began the scheduled classroom activities. Prisha followed Tyler around the classroom throughout the day. Anytime she attempted to give him a direction he started crying. Additionally, due to Prisha’s dedicated time with Tyler, the other paraprofessional had to complete twice as many responsibilities, and some were not completed fully.</p>	<ul style="list-style-type: none"> • Functional Behavior Assessment Learning Module • Antecedent-based Intervention (ABI) Learning Module
<p>Identifying Evidence-Based Practices to Support Tyler</p> <p>To identify the next steps to supporting Tyler, Stacy knew she needed to determine evidence-based practices that led to Tyler associating positive, fun, interactions with the classroom environment and the support staff. Establishing rapport with the student was always the first thing that Stacy had used in her third-grade classroom that was effective.</p> <p>Stacy also knew she needed to determine what EBPs may be helpful with supporting and establishing rapport with young children with autism. She recalls a few resources that she was introduced to through her graduate program. First, she reviewed the IRIS Center modules on Evidence-based Practices. Then, she chose to look at online websites that list, describe, or include learning modules focused on EBPs for young children with autism. These included:</p> <ul style="list-style-type: none"> • Evidence-based Instructional Practices (EBIPs) and Autism Focused Intervention Resources and Modules (AFIRM) <p>From these websites, Stacy identified four practices she believes may be helpful. She wants to conduct a more thorough assessment to determine appropriate supports for Tyler, but knows she needs to put something in place immediately to decrease his tantrums and provide more support in the classroom. She decided to first make some adjustments to the environmental arrangements in the classroom to support Tyler. Then, she plans to conduct a free operant preference assessment and observation to determine Tyler’s preferred items and activities. Identifying reinforcers could be used to support other</p>	<p>Are you familiar with how to identify EBPs for the children and families you support? Were you familiar with the resources Stacy accessed to identify EBPs?</p> <p>Others you can explore include:</p> <ul style="list-style-type: none"> • ECTA – Evidence-based Practices on Autism • Administration for Children and Families – Tips for Early Care and Education Providers: Simple Concepts to Embed in Everyday Routines <p>There are many resources to support professionals or caregivers) facilitate responsive, reciprocal interactions with children. Stacy just explored a few of them.</p> <p>Other EBPs include:</p> <ul style="list-style-type: none"> • Project ImPACT • Joint Attention, Symbolic Play, Engagement and Regulation (JASPER) • ECPC E-learning lessons – Naturalistic Instruction, Everyday Child Learning Activities, and Interest-Based Child Learning • Picture Exchange Communication System AFIRM (unc.edu)

<p>interventions. She also identified it may be helpful for her, and the paraprofessionals to use responsive play interactions to increase Tyler’s reciprocal interactions and interest in engaging with individuals in the classroom. She also identified that using naturalistic intervention may be helpful as it focuses on embedding the principles of applied behavior analysis (ABA) within daily routines and activities which she knows is the foundation for many effective autism approaches. One of the other things she likes about utilizing these websites, is they provide data collection sheets and fidelity checklists. Stacy believes that fidelity, or implementing an intervention as designed, is challenging especially when multiple people need to use the same strategies with the same child.</p>	
<p>Other Areas of Support Needed</p> <p>Although she is focused right now on increasing Tyler’s interactions and engagement in the classroom, Stacy has identified several other aspects of support that may be used to support him in the future. She knows that it is important to identify the function of Tyler’s behaviors which may require conducting a functional behavior assessment (FBA). She also knows that for children with autism, conducting a curriculum or criterion referenced assessment to provide a comprehensive picture of the child’s skills is integral for support.</p> <p>Stacy is feeling proud that she identified a few EBPs to begin supporting Tyler, but this is just the first step! Next, she will need to identify how, when, and who will implement these practices with Tyler. She also needs to make sure that the family is involved in the decision-making process related to the EBPs used. Stacy prides herself in building relationships with the caregivers of the children in her classroom. She has only just been introduced to Tyler’s family and she believes it would be helpful to hear more about how they guide and support their child at home. Stacy schedules a meeting for the following week for the whole team to discuss the practices she has identified.</p>	<p>Stacy will need to focus on how she and the other classroom support staff embed responsive interactions, interventions, and instruction that is individualized for the children across activities, routines, and environments. It may be helpful for Stacy to consider using Embedded Learning Opportunities (ELOs). Have you used ELOs or are familiar with this type of instruction?</p> <ul style="list-style-type: none"> • Head Start – ELOs FAQs • Anita Zucker Center – Embedded Instruction for Early Learning • ECTA – Embedded Instruction Practices • VEIPD – Presentation on Embedding Opportunities within Everyday Activities and Routines

Additional Discussion Questions:

- Upon review of the EBP websites shared in this case study, are there other practices you might suggest supporting Tyler?
- Stacy shares that she will need to identify how, when and who will implement these practices? What considerations are needed here? What structure might she use to support the team as they use practices across daily routines and activities?
- What are some of the strategies Stacy can use to make sure that the family is included and involved?

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