

Types of Interaction Practice Elements that Facilitate Children’s Active Engagement

Ford, A., Hugh, M., Johnson, L. & Young, K. (2022). Specifying Adult Interaction Practices as a Step Toward Enhancing Our Conceptualization of Process Quality. *Infants and Young Children, 35*, 68-88, doi: 10.1097/IYC.0000000000000208

|  Adult-Led Practices | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Modeling | A demonstration of a behavior after calling children’s attention to the demonstration |
| Opportunity to Respond | An explicit question or statement related to instruction that seeks an observable response from a child/children |
| Pre-Teaching | An explanation of an upcoming activity or expectations |
|  Child-Led Practices | |
| Contingent Imitation | An imitation of the motor actions of a child |
| Follow-in Comment | A statement referring to something child is focused on |
| Responsive Action | Non-verbal response to child’s communicative attempt |
| Praise | Verbal or nonverbal feedback approving of a behavior |
|  Differentiated Scaffolds | |
| Prompting <ul style="list-style-type: none"> <input type="checkbox"/> Verbal <input type="checkbox"/> Gestural <input type="checkbox"/> Physical | Types of supports to promote participation and skill use |
| Structured Choices <ul style="list-style-type: none"> <input type="checkbox"/> Verbal <input type="checkbox"/> Pictures <input type="checkbox"/> Objects | Ways of helping children make a selection from at least two options |
| Visual Supports <ul style="list-style-type: none"> <input type="checkbox"/> Written <input type="checkbox"/> Simple Pictures <input type="checkbox"/> Complex Pictures <input type="checkbox"/> Object | Types of visual information that augment interactions |
| Modes of Interaction <ul style="list-style-type: none"> <input type="checkbox"/> Verbal <input type="checkbox"/> Gestures <input type="checkbox"/> Pictures <input type="checkbox"/> Device | Adults create ways for children to communicate |

36 Interactions to Increase Active Engagement in the Preschool Classroom

The U.S. Department of Education is calling on all early childhood practitioners to intentionally promote children's active participation and engagement in classroom activities. YOU can be a part of that! Both adult and child-led practices can promote active engagement. Differentiating scaffolds to support learners at all types of early learners is essential as well. Here we present 36 ways you can start implementing these in your class.

Interaction Practices During Large Group or Circle Time

Adult is leading:

1. Ask the whole class "What does the weather look like outside?"
2. Introduce a song with actions by saying "Look at me!", then demonstrate each action.
3. Start circle time by establishing behavioral expectations, reminding students to have eyes watching, ears listening and bodies calm.

Child is leading:

4. In response to a child jumping up and down during a song, you jump up and down during the song.
5. When a child spontaneously says "Sunny!", respond by saying "It is sunny outside!"
6. If a child giggles while playing pretend during a "Driving in My Car" song, ask "Are you having fun driving your car?"
7. A child correctly answers "Tuesday" during days of the week and you respond, "Nice job, you're right!"
8. A child asks for help when looking for October 15 on the calendar and you help the child find the correct day.

Differentiate Scaffolds:

9. You notice a child is not responding to group questions, so you offer a picture board for them to answer with.
10. A child is having trouble finding their dance partner for a song activity and you point to their partner so they can find them.
11. After presenting a large picture board and asking "Which one is a triangle?" you take two of the pictures off the board and repeat the question with only two options.
12. When discussing children's roles for the day, tap an associated picture for each role.



Active Engagement During Small Group

Adult is leading:

1. When playing a matching game, ask the whole group "Do these two match?"
2. "Look at me! Glue like this" then glue each piece together in front of the child.
3. "First choose your paint, choose your brush, pick a place to start, then paint!"

Child is leading:

4. After a child places a coin in a toy bank, place a coin in.
5. As a child is finishing their puzzle, say "You're almost done working on your puzzle!"
6. A child is writing their name and you ask "How many letters are in your name?"
7. Help a child open their glue stick after they ask for help.
8. Once a child finishes an art project for mom, say "You did a great job coloring!"

Differentiate Scaffolds:

9. A child gestures to their choice of crayon and you give it to them.
10. Assist a child coloring by using hand-over-hand guidance.
11. After a child doesn't pick a puzzle, hold up two options and ask the choice again.
12. When it's a child's turn to play, hand a "my turn" picture to the child.

Active Engagement During Exploratory Play, Free Play, or Choice Time



Adult leads:

1. "Where is your train going?" when playing trains with a child.
2. Introduce a new sensory table toy by saying "Check this out!" and then model how to play with the toy.
3. Explain how to complete a floor puzzle by saying "First find the edge pieces, put those together, check the picture and fill in the middle with the remaining pieces."

Child leads:

4. You stack blocks in response to a child stacking blocks nearby.
5. When playing in the kitchen, say "Those cookies look yummy!"
6. Walk over to a group of children paging through books and ask "What are you reading about?" or "Can I read with you?"
7. A child asks for help attaching train tracks and you help them.
8. Say "You worked really hard, nice work!" after a child finishes placing letters in order of an alphabet puzzle.



Differentiate Scaffolds:

9. At the beginning of choice time, you offer a speech device to a non-verbal child so they can tell you where they'd like to play.
10. Suggest a new area to play once a child has finished in one area, saying "You could play at the sensory table next."
11. Narrow available free play centers to two options for a disengaged child.
12. Point to a printed letter when helping a child write the next letter in their name.