

Responsive Teaching Strategies

Responsive teaching strategies consist of parent responses that support current child skills or help children learn and use new skills. In the sequence of parent and child interactions, responsive teaching strategies are used after the parent recognizes the child’s interests or goals and has his/her attention in a joint activity. Review these strategies with your practitioner and choose a daily activity to identify what you are currently using or identify new strategies you wish to try.



*Practitioner and Parent Guide
to Responsive Strategies*

Identifying Information

Childs Name:	Date of Birth:
Parent/Caregiver:	Practitioner:

- ☐ Start play with your child by doing the same thing he/she is doing.
- ☐ Show your child new ways to do things.
- ☐ Let your child decide what and how he/she want to do activities that interest him/her.
- ☐ Add things to what your child is doing to help him/her understand and learn new things.
- ☐ Help your child to practice being responsible when he/she makes a mistake.
- ☐ Continue your child’s successful activities to make them last longer.
- ☐ Increase how often your child is a part of activities he/she likes to do.
- ☐ Use your child’s interests to help him/her be a part of everyday activities.
- ☐ Wait for your child to respond to practice taking turns.
- ☐ Use your child’s interests to help him/her plan activities and/or figure things out.
- ☐ Create and use the same routines, language, and rules with your child everyday.
- ☐ Other _____

Parents are more knowledgeable and important than anyone else who is with their child. Parents know what capabilities their child has when he/she is exploring and learning about people and objects. Parents know how well their child expresses his/her interests and emotions. Parents know the daily activities and routines of their child’s life and the best times to practice new skills.

Responsive interactions between you and your child help him/her learn during everyday routines. When parents are responsive they have more successful communications with their child. Successful communication between you and your child includes four steps:

1. You identify what your child wants or does not want to do in any given activity.
2. You let your child know that you understood his/her intentions.
3. You respond to your child regarding his/her interests in the activity.
4. Your child lets you know he/she understood your response concerning the activity.

Using responsive strategies, parents help their child learn successful ways to communicate, learn new things, interact and play with others, and participate in family activities. This guide lists three different kinds of responsive strategies that parents use to invite, engage, and teach children during everyday activities.

Practitioners should use this guide with the *Child Interest and Activity Plan* and the *Between Us: HUGS* to help parents identify the responsive strategies they currently use and/or want to use to invite, engage, and teach their child during everyday activities. Practitioners and parents should plan how parents will practice and evaluate what strategies work best during everyday activities for their child and family.

Emotional Direction

Emotional direction strategies invite children to participate in daily activities and interactions with others. Emotional direction strategies include all the ways parents share and teach emotional management and expression to children during daily activities and play. When you take the role as Emotional Director during interactions with your child, you establish when and how emotions are expressed as well as how intensely emotions are expressed. Review these parent and child emotional responses and communication actions and choose a daily activity to identify what you and your child are currently using successfully and/or identify new strategies you wish to try.

Parent Emotional Responses and Communication Actions

- ☐ Smiling/laughing
- ☐ Holding hands
- ☐ Using an inviting voice
- ☐ Using sign language
- ☐ Using one or two word phrases
- ☐ Other _____
- ☐ Using a sad voice
- ☐ Showing calmness
- ☐ Using an excited voice
- ☐ Using multiple word phrases
- ☐ Demonstrating or modeling
- ☐ Gesturing (hugging)
- ☐ Naming simple emotions
- ☐ Using a quiet voice
- ☐ Taking the child by the hand

Child Emotional Responses and Communication Actions

- ☐ Moving to you
- ☐ Frowning
- ☐ Naming simple emotions
- ☐ Using sounds but no words
- ☐ Pointing, reaching for, or looking at an interest
- ☐ Other _____
- ☐ Smiling/laughing
- ☐ Crying or whining
- ☐ Getting excited
- ☐ Using sign language
- ☐ Using multiple word phrases
- ☐ Hitting, grabbing, or biting
- ☐ Moving away from you
- ☐ Giving you something
- ☐ Using one or two words

Responsive Parenting Strategies

Responsive parenting strategies are all the positive ways parents engage and respond to their child. Contingent responsive parenting strategies let your child know immediately that you heard and understood what he/she communicated. Responsive parenting strategies also include knowing your child’s interests, skills, and what helps him/her be successful. These strategies help your child listen to you so you can use responsive teaching strategies to help him/her learn about people, objects, and play. Review these strategies with your practitioner, then choose daily activities to identify strategies you are currently using or new strategies you wish to try.

- ☐ Always respond immediately and positively to your child.
- ☐ See your child’s interest or concerns the same way he/she does.
- ☐ Let your child know that you see he/she is ready to play or do things with you.
- ☐ Understand how your child is telling you what he/she wants and feels.
- ☐ Let your child know you accept and understand what he/she is feeling and telling you.
- ☐ Note how your child responds back to you and make sure he/she understands you.
- ☐ Let your child know you understand what he/she likes to do in an activity.
- ☐ Recognize, accept, and name your child’s feelings.
- ☐ Listen until your child is finished telling you things.
- ☐ Let your child know when he/she has been successful doing things with you and others.
- ☐ Plan how to help your child be successful in everyday activities.
- ☐ Other _____
- _____
- _____
- _____
- _____
- _____