The **2014 DEC Recommended Practices1** states that “sensitive responsive interactional practices are the foundation for promoting the development of a child’s language and cognitive and emotional competence” (p.12) and recommends 5 practices to support positive interactions. As learners watch the videos, have them check off the DEC recommended practices that they observe using the checklist below. Note that not all the practices in the checklist are observable in every video but they may be used as a catalyst for discussion. For on-ground courses, discuss after each video clip. For online courses, facilitate a discussion on the online discussion board.

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| **DEC Recommended Practices[[1]](#footnote-1)** | **CONNECT Module 7**[**http://community.fpg.unc.edu/connect-modules/learners/module-7**](http://community.fpg.unc.edu/connect-modules/learners/module-7) |
| Video 7.10: Reviewing classroom rules | Video 7:11 – How is Froggy Feeling? | Video 7.13: Finding a resolution in the block area | Video 7.14: Using an incentive system with Sammy |
| INT1. Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.  |  |  |  |  |
| INT2.  Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.  |  |  |  |  |
| INT3. Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests. |  |  |  |  |
| INT4.  Practitioners promote the child’s cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.  |  |  |  |  |
| INT5. Practitioners promote the child’s problem-solving behavior by observing, interpreting, and scaffolding in response to the child’s growing level of autonomy and self-regulation. |  |  |  |  |

1. Find the DEC Recommended Practices online at [**http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf**](http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf) [↑](#footnote-ref-1)