**families and assessment**. Provide students with the following scenario or develop your own scenario. Ask students to use at least five of the DEC recommended assessment practices to develop an action plan for how they can work collaboratively with a family to better understand their child’s development. “Jose is a quiet 3-year old who joined your classroom a month ago. He does not talk much and does not participate in pretend play. He also avoids eye contact. Should you be concerned? Does he behave this way at home too?”

**DEC Recommended Practices in Action.** The five DEC interactional practices (INT1-INT5) are critical in children’s language, social emotional, and cognitive development.Using CONNECT Modules ([**http://community.fpg.unc.edu**](http://community.fpg.unc.edu)), ask students to watch the following three videos: Video 1.15: Routine at home – playing Mr. Potato Head®, Video 1.7: Routine in a program – building with blocks, and Video 1.6: Routine in a program – taking turns. As they 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 the videos 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **DEC Recommended Practices[[1]](#footnote-1)** | **CONNECT Module 1** | | **CONNECT Module 7** |
| Video 1.15: Routine at home – playing Mr. Potato Head | Video 1.7: Routine in a program – building with blocks | Video 1.6: Routine in a program – taking turns |
| 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)