

RESOURCES TO SUPPORT INCLUSIVE INTERACTIONS ¹

PRINT SOURCES

A Guide to Asking Open-Ended Questions

<https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20asking%20Open-Ended%20Questions.pdf>

Asking open-ended questions are a powerful way to foster interactions between adults and young children and to cultivate children's early science, technology, engineering, and math (STEM) learning. This guide from the [STEM Innovation for Inclusion in Early Education](#) center shares tips and examples of open-ended questions adults could use in their daily interactions with young children with and without disabilities.

Using Classroom Activities and Routines as Opportunities to Support Peer Interaction

https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_5.pdf

Learn about the importance of supporting peer interactions in this brief. Find tips and strategies on how to incorporate these interactions in the classroom. Discover how this approach benefits children with and without disabilities.

You're The Best Teacher! Responsive Interactions with Young Children

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/youre-the-best-teacher.pdf>

In this brief, learn how adults' responsive social interaction is key to children's early learning. Find the most up-to-date information to answer three prompts: "What does research say?"; "What does it look like?"; and "Try this!" Explore *Connecting at Home*, an accompanying resource that offers easy-to-try tips for families around building relationships with children and supporting their early learning.

AUDIOVISUAL SOURCES

Adult's Role in Supporting Peer Relationships

<https://eclkc.ohs.acf.hhs.gov/video/adults-role-supporting-peer-relationships>

In this webinar, presenters address four main questions around peer relationships: Why are friendships important? Why are friends hard to find? How can adults facilitate the development of friendships between young children? How can adults help children navigate their own search for friends?

Can We Be Friends? Peer Interactions and Your Curriculum

<https://eclkc.ohs.acf.hhs.gov/curriculum/>

[teacher-time-series/can-we-be-friends-peer-interactions-your-curriculum-0](https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/can-we-be-friends-peer-interactions-your-curriculum-0)

This archived webinar describes the benefits of making friends and building strong peer relationships between preschoolers. Listen as presenters explore research and strategies that support peer relationships in the early years.

Connect Module 1 Videos on Peer Support

<https://connectmodules.dec-sped.org/connect-modules/learners/module-1/step-3/a-definition/peer-supports/>

CONNECT Module 1 has four video examples of how adults can enlist peers in engaging in positive peer interactions. All four videos are available with English, Spanish, and Chinese Mandarin closed captioning.

Friendship, Inclusion and Learning

<https://www.cde.state.co.us/sites/default/files/video/resultsmatter/FriendshipInclusionAndLearning.mp4>

This story is about a beautiful friendship that blossomed between two young girls in a preschool classroom. The children's parents and teacher describe how the friendship helped both girls learn social and academic skills.

The Importance of Early Interactions <https://modules.ilabs.uw.edu/module/importance-early-interactions/>

This 20-minute online module from the Institute for Learning & Brain Sciences (I-LABS) shares the importance of social interactions in a young child's life. Each module delivers content through narrated PowerPoint slides with embedded videos. A discussion guide and handout are also available for this module.

Inclusion Basics: Membership <https://headstartinclusion.org/training-materials/professional-development-packages/inclusion-basics-membership/>

This set of video, presentation, and print resources highlight effective approaches to supporting membership in an early childhood setting for children with and without disabilities.

¹ This collection was compiled and annotated by Camille Catlett and Tracey West for the SCRIPT-NC project. It is current as of August 2022.

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AUDIOVISUAL SOURCES

Serve and Return Interaction Shapes Brain Circuitry

https://www.youtube.com/watch?v=m_5u8-QSh6A

One of the most essential experiences in shaping the architecture of the developing brain is "serve and return" interaction between children and significant adults in their lives. Young children naturally reach out for interaction through babbling, facial expressions, and gestures, and adults respond with the same kind of vocalizing and gesturing. This back-and-forth process is fundamental to the wiring of the brain and the development of communication, especially in the earliest years.

Supporting Interactions for Children with Disabilities or Suspected Delays

<https://eclkc.ohs.acf.hhs.gov/video/supporting-interactions-children-disabilities-or-suspected-delays> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/apoyo-las-interacciones-para-ninos-con-discapacidades-o-posibles-retrasos> (Spanish)

Explore strategies and practices that promote peer and adult-child interactions for children with identified disabilities or suspected delays in this archived webinar. It also includes resources on sensitive and responsive interactions.

ONLINE SOURCES

Cognitive Development: Interactions That Support Learning

<https://www.virtuallabschool.org/tcs/cognitive-development/lesson-3>

This set of resources focuses on the importance of relationships, the role of culture in interactions, and ways to build interactions that support play, exploration, and learning. The materials include print content, video information, and activities that promote application of relevant knowledge.

The Importance of Early Interactions <https://modules.ilabs.uw.edu/module/importance-early-interactions/>

This 20-minute online module from the Institute for Learning & Brain Sciences (I-LABS) shares the importance of social interactions in a young child's life. The module delivers content through narrated PowerPoint slides with embedded videos. A discussion guide and handout are also available for this module.

Interaction <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/interaction>

Effective interactional practices are engaging, sensitive, and responsive to children's developmental, cultural, and linguistic backgrounds. This is especially important for children at risk for or diagnosed with disabilities. Resources at this site are organized based on their level of impact for learning and are only a sampling of the resources available on these practices. Available in English and Spanish.

Interaction Checklists <http://ectacenter.org/decrp/topic-interaction.asp>

Four checklists are available to support educators and families to learn about and incorporate recommended interaction practices. Each is available in English and Spanish.

- **Adult-Child Interaction Checklist** includes practices that can be used to engage a child in adult-child interactions to promote and support a child.
- **Child Social-Communication Checklist** includes practices for encouraging child physical activity using environmental arrangements and active child play opportunities as part of everyday learning.
- **Child Social-Emotional Competence Checklist** includes a number of practices that can be used to both engage a child in social play and to respond positively to a child's social-emotional behavior and responses.
- **Child-Child Interactions Checklist** includes practices that can be used to encourage and support peer interactions to promote positive interactions and play by responding contingently (positively) to the child's behavior.

Each checklist is downloadable for use as a self-assessment tool or to plan for effective ways to use interaction practices.

Interaction Practice Guides for Practitioners <http://ectacenter.org/decrp/topic-interaction.asp>

Each Practice Guide features a recommended practice, describes how to do the practice, offers an illustrative vignette and a short video of the practice, and lists suggestions for additional resources. Seven Interaction Practice Guides for Practitioners are currently available in English and Spanish.

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ONLINE SOURCES

STEM Storybook Reading for Infants, Toddlers, and Young Children

*One of the greatest recent gifts to family members and early childhood educators is the set of storybook materials from the **STEMIE** project. Go to <https://rise.articulate.com/share/RNoLFRn02L0ftxfyW-5ooljAYqdhP3cY#/> and click on a book title. What will unfold before you are ways to access the book in alternate formats (online, video), prompts for exploring the STEM (science, technology, engineering, and math) and language concepts in the story, ideas for reading the story together, and guidance for adaptations to support the engagement of each young child, including those with disabilities. Scroll down further to discover activities to build on the STEM ideas in each book.*

Using Responsive and Reciprocal Interactions, Interventions, and Instruction

<https://ecpcta.org/curriculum-module/standard-6-using-responsive-and-reciprocal-interactions/>

This module is focused on support for the implementation of intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains. It includes sample syllabi, learning activities, and multimedia illustrations.