The **2014 DEC Recommended Practices** 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).

**Using CONNECT Module 6: Dialogic Reading.** An example of a systematic instructional strategy that has strong research evidence to promote child engagement and learning through interactional practices is dialogic reading. Dialogic reading is a specific type of [*interactive reading*](http://community.fpg.unc.edu/glossary/term/81) that relies on a set of strategies called PEER (**P**rompt- **E**valuate-**E**xpand-**R**epeat) designed to create a conversation with children and help them take an active role in storytelling (CONNECT, 2012). One way to help students to see, learn and practice dialogic reading is by using [CONNECT Module 6: Dialogic Reading.](http://community.fpg.unc.edu/connect-modules/learners/module-6) The module is aligned to the following DEC RPs:

* INS5: Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities
* INS6: Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning
* 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.

Some key resources in the module are [Handout 6.2: Book Selection for Dialogic Reading](http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-6-2.pdf/view), [Handout 6.3: CROWD Strategy Planning Sheet](http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-6-3.pdf/view), [Handout 6.5: Dialogic Reading Observation Form](http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-6-5.pdf/view) that can help students systematically implement dialogic reading. There are also video demonstrations of the practice for students to see how dialogic reading can be conducted and for them to practice observing using Handout 6.5. In using the video demonstrations, some possible expansions could be to ask students to consider how the reader in the videos might:

* Provide instructional support and adaptations for:
	+ Young children with speech delays / communication disabilities (DEC RP, INS4)
	+ Young children who are dual language learners
	+ Young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language (DEC RP, INS 11)

**DEC RP on Interaction in Action.** Using the responsive teaching video from CELL, <https://www.youtube.com/watch?v=OQySod3SCiU>, observe if families and practitioners implemented the following practices:

* 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.