



Self-Guided Learning Module

Responsive Teaching



What is this CELL self-guided module?

The purpose of the self-guided module is to share information about:

- The definition of responsive teaching
- The techniques involved in responsive teaching



Pause and think about responsive teaching before you proceed

- What do you think is responsive teaching?
- What are some of the important elements of responsive teaching?
- Why might responsive teaching be important to a child's literacy learning?
- The slides following provide CELL's response to these questions.



Introduction:

What is responsive teaching?

- In responsive teaching, the adult is tuned in to the child's interests and participation in everyday activities.
- Responsive teaching supports children's engagement and competence within activities, increasing the opportunities for early literacy learning.



Introduction:

Responsive teaching techniques

- *Pay attention* to the child's actions and behaviors.
- *Respond* to the child's actions or behaviors by repeating or imitating her.
- *Introduce new information* that elaborates on what the child does or says (labeling, naming).
- *Support and encourage new child behavior* by asking questions or making comments.



Illustration:

Pay attention

Adults who are paying attention to a child's interests . . .

- Are aware of the child's focus and activities
- Notice and interpret the child's cues and signals



Illustration: Respond

- Respond promptly.
- Respond appropriately.
- Encourage the child's attempts at interaction and participation in the activity with specific comments and praise.



Illustration:

Introduce new information

Responsive adults introduce new information by:

- labeling or naming pictures and objects
- expanding on children's contributions
- adding new materials or challenges, and
- encouraging the child to do something different



Illustration:

Support and encourage new child behavior

- Ask questions
- Comment on the child's behavior and accomplishments
- Provide opportunities throughout the day to use new skills



Practice:

Responsive teaching

- Watch the CELL video *Get In Step With Responsive Teaching* at www.earlyliteracylearning.org.
- Write down two examples of each of the following responsive teaching techniques observed in the video:
 - *Pay attention*
 - *Respond*
 - *Introduce new information*
 - *Support and encourage new child behavior*



Evaluation:

Responsive teaching

- Did you see anything change in the child's behavior when the adults supported or elaborated on what the child was doing?
- What aspects of responsive teaching are you good at? What aspects of responsive teaching do you struggle with?

Practice:

Responsive teaching

- Read the vignettes on the back of the CELL Practitioner Practice Guide titled, *Read and Repeat* and write down examples of how the adult is responsive to the child during the activity.
- The practice guide can be found at the following link:
www.earlyliteracylearning.org.

Practice:

Responsive teaching

How did the adult in the vignettes:

- Pay attention?
- Respond?
- Introduce new information?
- Support and encourage new child behavior?

Evaluation:

Responsive teaching

- Did you note anything change in the child's behavior when the adults supported or elaborated on what the child was doing?
- Were there other ways the adult could have been responsive?
- How might you have responded to the child?



Reflection: Responsive teaching

The checklist is used as a training tool for coaches and teachers.

Today, as the coach, ask yourself these questions about the classroom environment.



Caregiver Responsive Teaching Checklist

This checklist can be used with or by parents and practitioners to identify the key features of using responsive teaching to support a child's early literacy learning. Complete the checklist by indicating if you did (*Yes*) or did not (*No*) have the opportunity to help the practitioner/parent use the practices.

<i>Did you help the parent or practitioner . . .</i>	Yes	No
1. Engage the child in <i>interest-based</i> family or classroom early literacy learning activities?		
2. Use <i>different materials or arrange the environment</i> to engage the child in using early literacy behaviors in new and different ways?		
3. Provide the <i>child the time to initiate interactions</i> with people or objects in the activities?		
4. <i>Pay attention to and notice</i> when and how the child uses or tries to use early literacy behaviors in interactions with people and objects in the everyday activities?		
5. <i>Respond promptly and positively</i> to the child's use of early literacy behaviors in ways that match the amount, pace, and intent of the child's behavior?		
6. Respond to the child's use of early literacy behaviors with <i>comments, joining in the interactions, and gestures</i> to support child engagement in the activity?		
7. Respond to the child in ways that <i>encourage the child</i> to use early literacy behaviors in new and different ways?		
8. Encourage the child to <i>elaborate on his or her use of early literacy behaviors</i> in ways that are increasingly more complex?		

The checklist is a publication of the Center for Early Literacy Learning (CELL), funded by the U.S. Department of Education, Office of Special Education Programs #E112000420. Co-developed © 2015 by the Carolina Center for Education, Research, and Practice, Charlotte, North Carolina. www.pednet.org



Thank You!

- Thank you for accessing the CELL self-guided module on responsive teaching.
- Remember, you can access additional practices on the CELL website at:
www.earlyliteracylearning.org.