



Project Naturalistic Teaching



MODULE 3

Responsive Adult Behaviors



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Responsive Adult Behaviors

CONTENTS

Responsive Adult Behaviors	1
1. Responsivity/Sensitivity	4
Sensitivity	5
Responsivity	14
Effectiveness	20
Inventiveness	23
2. Expressiveness	27
Expressiveness	28
Acceptance	29
Enjoyment	33
Warmth	37
Praise	39
3. Achievement Orientation/Directiveness	42
Achievement	43
Directiveness	46
4. Pace	54

Responsive Adult Behaviors



Responsive adult behaviors are a collection of behaviors developed for adults (parents, teachers, etc.) who spend most of their time interacting with and caring for young children and aimed at supporting the development of the child.



Responsive adult behaviors are extremely simple, easy and memorable behaviors that can be easily used during routines, activities and transitions that occur naturally during the day when you are with children.



Responsive adult behaviors are all behaviors that support children to acquire and use basic behaviors such as social play, initiating and maintaining interaction, problem solving, joint attention and cooperation.



It is aimed to raise awareness of adults (parents, teachers, etc.) about the behaviors that can help support and improve their development during daily natural interactions with children with Responsive adult behaviors.



Instead of giving children a special or a single skill/behavior with responsive adult behaviors, it is aimed to enable the adult, who has an important place in the child's life, to interact with the child and thus to gain behaviors that facilitate the child's learning as a developmental whole. For this purpose, all experiences of the child can be transformed into a learning opportunity.

Responsive adult behaviors are discussed in this book under five main headings and subheadings.



1. Responsivity/Sensitivity



Sensitivity

1



Responsivity

2



Effectiveness

3



Inventiveness

4

Sensitivity

Sensitivity means how sensitive the adult is to the activities that the child initiates or plays in line with his own interest. More specifically, it is the adult's monitoring of the child's activity or behavior.



Ali is a student who can make combinations of different sounds and vowel-consonant sounds.

While it is very important to follow and monitor the child's interest, leadership and behavior in sensitive adult behavior, sometimes it can be difficult for the adult to notice the child's interests. Therefore, the adult **should be a good observer**.



Let's explain with another example...

Teacher Cansu has a student in her class who does not have a word output yet. This student has a great interest in airplanes. Every time the plane passes, he runs towards the window and shows the plane to his teacher. Teacher Cansu, noticing his interest, immediately goes to her and comes to the same height as her and says, "**Airplane.**" says.



Airplane....
Yes White Airplane
is passing



Responsive Adult Behaviors

In sensitive adult behavior, the child's choices are expected to be valued. This requires visual monitoring and "**participation**" in the activities the child chooses and cares for.

Participation is the active presence of the child in the role of partner (play partner/partner) in the activity or interest of the child. This participation may also include verbal support in the relevant subject/context, but in some cases, the adult realizes the child's interests and exhibits sensitive adult behavior; may not respond to the child's intentions, wishes, and actions with supportive responses. In this case, the adult may be considered sensitive, but not responsive. In the example below, the teacher immediately noticed the child's interest in the plane, went to the child and displayed an adult behavior that can be considered sensitive, but by not supporting the child verbally, that is, while the child was showing the plane, "**Airplane.**", "**Yes, the plane is flying.**", "**A white airplane**" etc. He could not display a responsive adult behavior by not making verbal expressions/comments.



Let's explain with another example...

Burcu teacher is a teacher who enjoys playing games with her students. During his free time activities, he watches the games of his students and takes care to interact with each of his students. It allows students to make their own choices, often participates in their games and supports their learning by making verbal expressions/comments on the relevant topic or context. In this case study, teacher Burcu is both a sensitive and responsive adult.



Responsive Adult Behaviors

A sensitive adult who cares about the child's interests always adjusts his position to face the child. In this way, he wants to capture all of the child's communication attempts.

The child's communication efforts can sometimes be clear verbal expressions such as "**I want to play with car**" or "**Give me a baby,**" or sometimes it can be a sign, sometimes it can be a look at the toy that is interested or curious, sometimes it is only a look that is difficult to notice.



*Sude is a student who communicates
in simple two-word sentences.*

While a sensitive adult watches the child closely to see her face, she follows all the verbal and non-verbal communication efforts of the child, shows interest and participates in her choices as an active playmate. The point to note here is that the adult constantly and consistently monitors the child's communication attempts that are both clear and subtle. In the example below, the child's imperceptible communication effort is noticed by the teacher and supported by verbalization by participating in the child's interest.



As a result; a sensitive adult respects the child's choices, monitors his/her activity and participates. A sensitive adult, for example, while playing house with the child, constantly showing the child different toys or **"Let's play with blocks"**, **"No, this game is better."** It avoids the effort to change the child's current interest by making statements/comments as follows. Below is an example of an insensitive adult behavior that is undesirable.





Responsivity

Responsiveness, or appropriate responsiveness, is when an adult provides appropriate and meaningful language input to the child that supports his/her developmental needs. In other words, to monitor and verbalize the child's interests, making them meaningful to the child.



Ege is a student with a lack of language development.

Adult responsiveness corresponds to the supportive responses given to the child's behaviors that demand or not direct response from the adult and encourage the child to maintain the child's current interest. The frequency and consistency of these adults' reactions are also considered within the scope of "**responsiveness**".



In responding adult behavior, the adult's display of reactions (naming, commenting, etc.) that are directly related to the child's activity and match the child's behavior is considered within the scope of "**responsiveness**".

Responsiveness is not talking much, but talking about the child's current interests.

For example, if the child is arranging toy animal figures side by side, **"Come on, let's build a farm."**, **"What's the name of this animal?"**, **"He says moo, right?"** etc. Talking about the activity with expressions/comments is a responsive behavior, but while the child is playing with animal figures, pointing to another toy, **"Oh, that's nice, it makes a sound."** or holding the sweater on the child and asking, **"What color is that?"** saying is not considered a responsive behavior. In the example below, the teacher exhibits a responding behavior by making statements/comments about the child's activity.





As stated in its definition, "**responsive adult behavior**" requires following the child's interests and behaviors;

A responsive adult directly recognizes the child's desire to initiate communication and/or interaction and responds to the child at an appropriate level. In addition, the adult can provide meaningful inputs for the child by observing their interest and giving appropriate responses when the child does not expect any adult reaction (facial expressions/gesture, facial expressions or vocalizations, any signs of discomfort, etc.).

Responsive Adult Behaviors

Responsive adult behavior increases the child's involvement in the activity because your attention will encourage the child to stay in the activity.



A Responsive Adult

Responds to involuntary vocalizations, facial expressions and facial expressions shown by the child as if they were a meaningful conversation or purposeful communication.

Instead of asking questions about the behavior of the child during the game or any activity or directing the child, he/she makes comments on his/her behavior.



Acknowledges the child's incorrect choice of words, pronunciation, or word similarities by responding.

The child's actions, feelings, and intentions translates it into words.

Effectiveness

Effective adult behavior means that the adult can attract the child's attention to the game or activity and ensure that the child willingly participates in this game or activity.



In effective adult behavior, it is expected that the child, whose interest and participation in the game or activity is provided by the adult, will continue this activity and show "**active participation**" instead of being a spectator to this game or activity.

In an activity that takes place between a child and an adult, it is important that the interaction between both parties involves taking a sequential and balanced turn. Just to prepare games for the child and attract the attention of the child; however, being passive in the game, that is, just watching the child without participating in the game, **does not mean being effective**.

In the example below, the teacher prepared an activity only for children, but could not exhibit effective adult behavior because he did not participate in the activity.



An interaction with the child based on mutual and balanced turn-taking

has a key role in the effectiveness of the adult.

Following the child's interest and leadership

Inventiveness

Inventiveness encompasses the adult's ability to constantly find new ways to engage and sustain the child's interest in play or activity, and their ability to exhibit different approaches and perspectives. In other words, Inventiveness is the adult's ability to attract the child's attention by presenting a toy in different ways or making up games. This situation can be as a result of coincidence or instantaneously, or it can be in the form of a series of different use of toys, making up games, etc.



In the process of inventiveness, innovations can be made with toys or by using toys in different ways, as well as it is possible to establish different games with or without free play.

Now we will go for a walk in a big forest with you. What animals can we encounter in this forest?



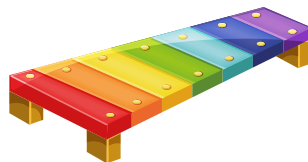
The diversity, attractiveness and effectiveness of the stimuli provided by the adult to the child during the interaction with the child are important in inventiveness.



*Damla is a student with a developmental disability.
He has difficulty in learning basic concepts.*

Inventiveness is directly effective in attracting and maintaining the child's interest in a game or activity. When the child's interest shifts to any toy in the environment, being able to somehow incorporate it into the current game is inventiveness.

For example, while the kid was playing a farm game with animal figures, his eyes were caught on the truck. In this case, **"What do you say, let's carry the animals with this truck and take them to the vet?"** etc. While it is a momentary inventiveness born out of necessity, **"I came to paint the Farm with different ideas, variety of behaviors or using toys differently than they are in the game, let's take out the sheep, let this be a fence or a shepherd?"** The points of view/statements/interpretations displayed in order to keep the child's interest in the game can be given as an example of inventiveness.



2. Expressiveness



Expressiveness

1



Acceptance

2



Enjoyment

3



Warmth

4



Praise

5

Expressiveness

Expressive adult behavior includes the tendency of the adult to communicate with the child and their emotional reactions towards the child.



Expressive adult behavior; while communicating with the child, the adult is expected to use body language, voice, and facial expressions consistently to communicate with the child and to convey their feelings to the child. During the interaction, the adult uses facial expressions and tone of voice, which changes according to the situation and reflects their emotions, and creates a lively interaction environment.

Acceptance

Acceptance is the adult's approval of the child's current behaviors with verbal and non-verbal behaviors rather than meeting the child's wishes and expectations. In other words, acceptance; seeing the child's behavior as valuable and meaningful.



Acceptance includes the communication and behavior of the adult that acknowledges and approves of the actions of the child and the child.

Acceptance requires **“waiting in anticipation”** for the child to interact. When the child initiates an interaction, the adult provides the opportunity for the child to talk more by talking less. Thus, the adult shows that he accepts the child's behavior with a kind of verbal or non-verbal behavior.



In acceptance, during the interaction with the child during the game or activity, the adult is expected to exhibit verbal and non-verbal approaches/behaviors that include the child's actions as appropriate and valuable.

The suggestions and requests of the adult are in the direction of supporting the child's action and communication and are of the type that will help the child to be more effective.



An adult who exhibits accepting adult behavior approves of the child for what they can do, and supports the child for what they cannot yet do.



The way the adult bows his head in the event, **“what a big tower you've built, you've worked hard and you've done it, I think your next tower will be even higher. etc.”** are examples of statements that endorse the child and value his actions and efforts.

In response, **“You can't, it's not like that, it's hard for you, let me do it, it's not like that.”** Behavior that constantly states that the child is not satisfied with what he/she does and does not support the child can be given as an example of an attitude that does not accept or even rejects.

Enjoyment

Enjoyment can be defined as the degree of satisfaction you show with the behaviors and reactions of the child during your interactions with children. In other words, it corresponds to the satisfaction of spending time with the child, not watching. Other than that, enjoyment; it means having fun, making surprises, jokes, creating a comfortable and pleasant interaction environment in interaction with the child.

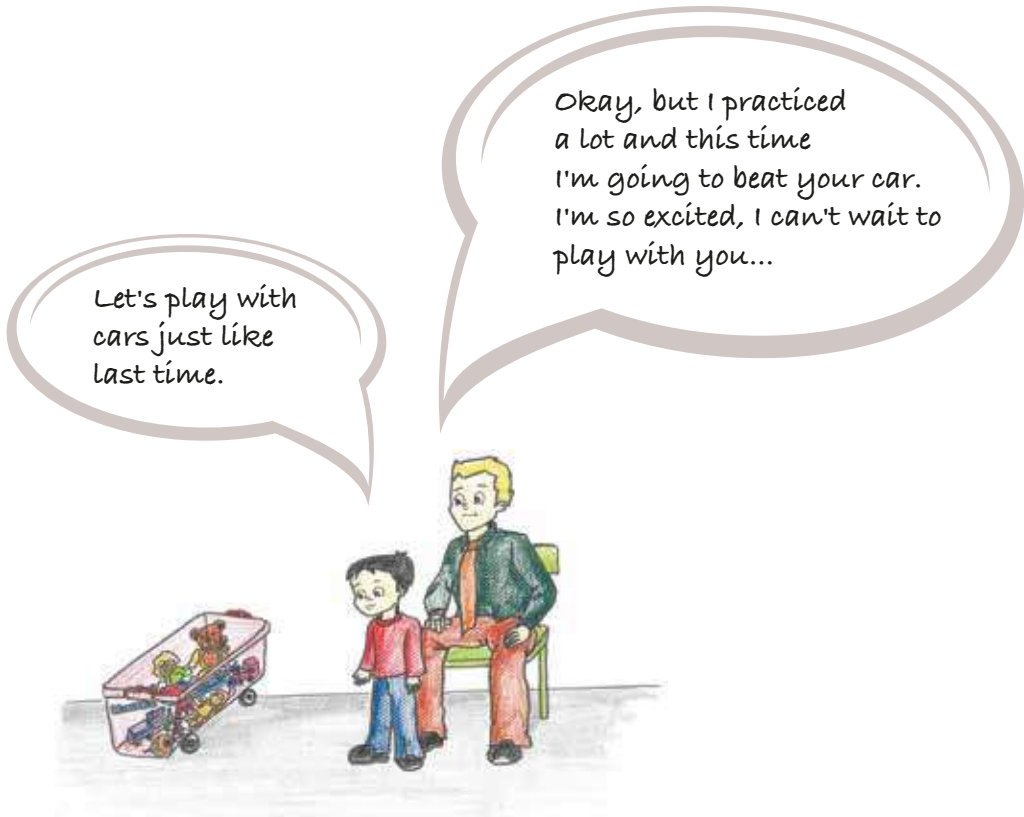


An adult who is not happy may exhibit behaviors that will make him/her feel dissatisfied with being there. For instance; Looking at the clock all the time, occasionally catching up on the cell phone, taunting other people around him, he turned to the boy and said, "**Hmm, what did you say?**" etc. may make him/her feel that do not enjoy being with children by behaving in a way that makes you think that you do not listen to them.



"A disgruntled adult may simply view "playing" as a job."

An adult who enjoys, on the other hand, makes pleasant, unexpected surprises and jokes to the child during the interaction with the child, often shows his satisfaction to the child and creates a lively interaction environment. In the process of enjoyment, there is fun with the child in a comfortable and warm environment.



Playing games is fun for both parties, both children and adults. It is not about watching the child, but playing with the child.

All children feel whether the adult enjoys being with them during their interactions with adults. Therefore, it is important to make the child feel that you enjoy being with them, rather than just watching their activity or play. When this is achieved, the child's participation time in the activity will also be increased.



Warmth

Being warm; it is one of the key points of adult-child interaction. To be warm; It includes how the adult conveys his love, affection, in short, his positive feelings to the child.

This transfer can be through words expressing love; hair caressing, kissing, hugging, showing affection, etc. It can also be accomplished with behavior or tone of voice.



All young children can experience emotions such as admiration, fear and closeness towards their teachers at the same time. Sometimes a warm tone of voice, a caress, a touch and a loving word can be very valuable for children. The preschool teacher is one of the teachers who best balances this warmth.



Being warm requires entering the child's world, being the child's best playmate, using intonation (tone of voice), gestures and mimics in communication.

Praise

Verbal praises are given to the child depending on situations such as increasing the child's self-confidence, encouraging the child or rewarding the child for his/her success, such as **"You did very well."**, **"Well done."**, **"You are amazing."**, **"Very nice."** such as verbal praises.

The most important point to consider when using verbal praises is that the verbal praises used are presented to the child in a way that is associated with behavior. In other words, in verbal praise given to the child's appropriate behavior, it is necessary to verbally express the behavior in order to direct the child's attention to the appropriate/desirable behavior. So instead of just saying to the kid, **"Oh, well done."**, **"You're great."**, You should use **"Ece, I like your finger-raising attitude, well done to you."**, **"Arda you get in the line well, great."**, **"Alper, it's so nice to get your friend's pen asking permission, you're great!"**, **"Well done Ali, you've collected the toys so beautifully."**, **"Aslı you've listened quietly to the original story, you're great!"** verbal praises.



Verbal praises can be given directly depending on the success of the child; It can also be presented in connection with an effort made by the child to increase their confidence or without being tied to any particular event.



Melis is a student with attention deficit and hyperactivity. She has difficulty in listening to a story from beginning to end by paying attention during story activities. Gökçe teacher takes care to see every positive behavior of Melis and to use verbal praises.

Studies show that teachers focus more on inappropriate student behaviors in their classrooms and pay less attention to verbally praising their students' appropriate behaviors (Akgün, Yayar ve Dinçer, 2011; Dobbs, Arnold ve Doctoroff, 2004; Uysal, Akbaba-Altun ve Akgün, 2010). However, seeing students' appropriate behaviors and supporting them with verbal expressions have an important role in increasing positive behaviors. So, **"Well done, you did it very well"**, **"You sit so beautifully"**, **"How well you helped your friend."** Verbal praises are of great importance for the child's self-confidence to increase or for the continuation of his success.

In addition to this information, if we go back to the example on the previous page, the teacher said to a student, **"You are sitting very well."** while this reinforcement is for other students as **"Let me sit quietly and listen to my teacher."** It can be an indirect reinforcement. In this way, other students can sit in their seats with the expectation of reinforcement, thinking that we can attract the attention of our teacher with a positive behavior. Otherwise, they can run after that student by saying, **"Let me draw attention to myself,"** like a student who starts running in the classroom to get attention.

Well done, Omer.
Thank you for helping
your friend.



3. Achievement Orientation/Directiveness



Achievement

1



Directiveness

2



Pace

3

Achievement

Being achievement oriented; it is the adult's effort at the necessary level through education, training and play in order to be successful, to support and encourage the development of the child in cognitive and other areas. This effort can be through play or in the form of direct educational efforts.



In the process of being achievement-oriented, it is important to offer Responsive and rich stimuli in order for the child to gain certain goals appropriate for her/his age and developmental level. While presenting these stimuli, it is not desirable to **put pressure on** the child by indicating that it is important to acquire certain skills, in a way that would disrupt the nature of the game, activity or interaction.

For example, while the child is playing with blocks, constantly using expressions such as, "**Look, this is the green block.**", "**This is the yellow block.**", "**Now show me the yellow block.**", "**This is the red block, show me the red block.**" etc. is being in a teaching effort is an achievement-oriented behavior that should not be done at a high level.

In the process of being achievement-oriented, the adult is expected to provide the child with stimuli through play or education without pressure and to continuously support the child in order to achieve a certain skill or behavior.



For instance; when the child started playing with cars, **"Yes, that's a car, that's a truck."** etc. **"That car is blue, this is the red truck."** or **"Let's count how many wheels the truck/car has... Oh well, let's count how many doors it has."** etc. Emphasizing on colors and numbers during the game with verbal expressions/comments in figures can be given as an example of being achievement-oriented at a level that is expected and supports learning.

Let's explain with another example...

.....

Leyla teacher strives to support the development of her student with developmental disabilities. Leyla teacher follows her student's interest in free time activities, takes into account the activities preferred by her students and supports her students through these activities. Her student enjoys playing with interlocking toys, shape boxes and puzzles. Leyla teacher takes care to keep different toys in the classroom every morning. Leyla teacher, during her interactions with her student, provides appropriate and meaningful language inputs for her/his development and the necessary support when necessary.



Directiveness



Yunus is a student who has limited communication and interaction skills and especially has difficulties in initiating communication. He avoids interacting with his peers and other individuals and has difficulties in continuing the game that has been started.

No, don't sit at the table at
your leisure activity,
Get up, pour out your energy,
and then you can paint...



During the interaction with the child, it is not desirable for the adult to direct or intervene in a way to control every moment of the child's activity or play, because the adult directs the child's play or activity for education, training or control purposes and often tells the child what to do for this purpose. Changing a game or activity may result in the child being disconnected from the activity. On the contrary, even in situations where the adult needs to react (for example, when the child asks for help or does not know what to do, etc.), it is not desirable to monitor the child without intervening at all or to exhibit a **"do it your own way"** attitude. For example, it is undesirable for an adult to take a **"play now"**, **"yes, yes, very nice, do what you want"** attitude when the child is looking at the adult with a baby or a Lego in his hand. In the example above, while the child enjoys the painting activity and wants to perform this activity, the teacher interferes with the child's choice of activity and exhibits an undesirable adult behavior.

With the directive adult behavior, the adult is expected to follow the child's activity, participate in the activity and intervene when necessary. It is very important not to overdo it in this intervention process, to allow the child to be independence in the activity, to provide him with support in the moment of need and to establish balance. This balance can be established in the form of directing the child's play, activity choices, but allowing their independence in-game and providing support to the child when necessary, as well as by not interfering with the child's play, activity choices, but also by making recommendations as the child requests children in the game or in the event of need.

*Put on the easy ones first.
Take the square, then the round.
Then you try the remaining
difficult ones...*





An adult behavior that gives the message "**Do as you know, do whatever you want**", does not show the necessary reaction to the child, acts as "**always do what I want, do as I want**", always tends to teach, intervenes in every moment of the child and constantly directs the child. Such adult behavior disrupts the nature of the interaction with the child. In this aspect, adult behavior is of great importance for establishing the balance in interaction with the child in order to be guiding at a level that supports learning and makes interaction more Responsive. In the example above, the teacher expects the child to perform the activities she wants, disregarding the child's preferences and exhibits an undesirable adult behavior.

Let's explain with another example...

.....

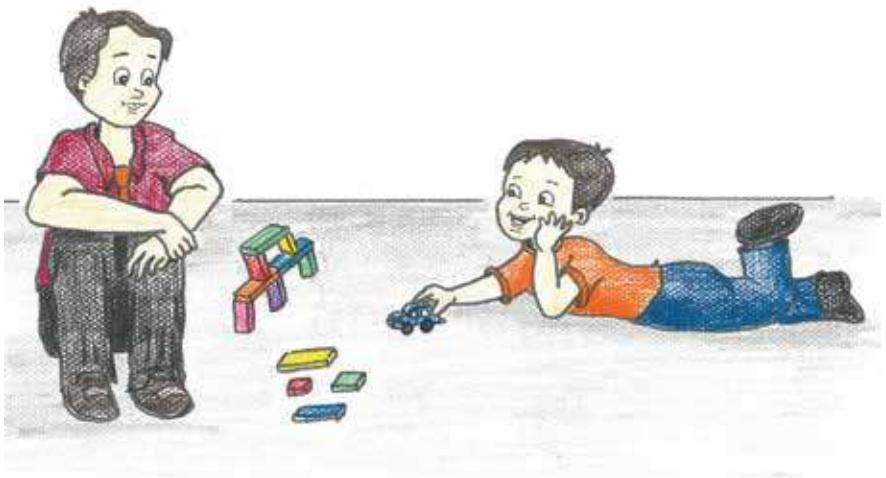
“Let's build a city with blocks” when the child stands undecided in front of the toys. Influencing the child's choice of activity by saying this and then, if the child accepts the game offer, putting the child's ideas into practice is an expected level of guidance.



Let's explain with another example...

.....

When the child needs something during the game or when he is distracted, for example, when the child cannot find the garage door while playing with the cars, "If you want, let's use this stick instead of the door, and when the car comes, let's open the door." It is an expected level of guidance to help the event continue by making suggestions, but always taking an active part in the event.



Let's explain with another example...

Let the child choose his own activity, for example, "Let's play the grocery game." Although he says, he can't start the game, clearly "What should I do?" If he says or is just looking, it is an expected referral behavior to direct him to the game or activity by offering a suggestion.



The point to be considered here is to establish a good orientation balance, that is, to allow the child to manage herself/himself during the game or activity, and to give suggestions and directions to the child in times of need.



4. Pace

Each individual has its own pace of interaction. In children, this is more pronounced. Some children respond appropriately when spoken more slowly, while others are faster and can say their thoughts immediately.

Some children need more time when taking turns in the game, others can move faster.

Likewise, each teacher has its own unique pace of interaction. Some are more mobile, practical, others slower.

Interaction pace is one of the factors that will affect the quality of interaction between teacher and student. In order to establish a healthy interaction with the child, the interaction pace of the teacher is expected to be close to the interaction pace of the child. During the activity, it should not be too fast to allow the child to react or to be so heavy that the child gets up from the activity. The point to be considered here is that areas of development do not always progress at the same pace. In other words, a young child's use of language or motor responses may not always parallel the pace of thinking. A young child may need more time to say or show that they know, which may be around 3-5 seconds. Therefore, in the interaction with the child, the adult may need to wait 3-5 seconds for the child's reactions, depending on his/her developmental level.

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NOTES

A series of horizontal dotted lines for writing notes.



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