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| **Best Practices to Support Engagement, Interaction, and Communication in Pre-K**  |
|  Routines/Practitioner: Date: Activities: Observer:  |
| **INDICATORS** | **EXAMPLES** |
| **Did the practitioner:** |
| AlwaysUsuallyOccasionallyNot Yet | 1. Acknowledge all forms of communicative behaviors, attribute meaning, and respond appropriately. (communication not compliance)
 | Child points to what he wants (car). Provide language input “*You want the car*” or “*I like that red car*” rather than demand a certain response such as, “say car,” “show me car,” or “point to car.” |
| AlwaysUsuallyOccasionallyNot Yet | 1. Speak AAC - Frequently and consistently model appropriate language input using a visual language system with both words and symbols.
 | All classroom staff model use of universal core throughout the day. Encourage but don’t require children to sue symbols to communicate.  |
| AlwaysUsuallyOccasionallyNot Yet | 1. Embed the universal core vocabulary into natural routines and activities all day, every day.
 | Use format relevant for individual children (i.e., manual boards, signs, iPads, and devices). Plan for and use core vocabulary in all activities-snack, transitions, toileting, outdoor play, small groups, centers, etc. |
| AlwaysUsuallyOccasionallyNot Yet | 1. Repeat and expand children’s utterances.
 | Comment, label, describe, expand, imitate, or ask open-ended questions. (e.g., Child: “*like*” Teacher: “*You like Legos*.”) |
| AlwaysUsuallyOccasionallyNot Yet | 1. Teach the location of core vocabulary on a manual board, iPad, or device.
 | Provide a “home base” so that children can find the words on the universal board. When you teach a word, ensure children have access.  |
| AlwaysUsuallyOccasionallyNot Yet | 1. Create multiple opportunities for children to communicate within a routine or activity.
 | The plan for each activity includes specific target vocabulary and multiple opportunities to practice the target words. |
| AlwaysUsuallyOccasionallyNot Yet | 1. Identify natural opportunities to practice a variety communicative functions throughout the day.
 | Turn-taking, rejecting, calling, negotiating, commenting, requesting items, activities, or attention, protesting, greeting, naming, etc. |
| AlwaysUsuallyOccasionallyNot Yet | 1. Use peers to model language and use of AAC.
 | Ask peers to model a response, such as *“my turn,”* using AAC so child can imitate peers. |
| AlwaysUsuallyOccasionallyNot Yet | 1. Build routines within routines that are predictable.
 | Develop a beginning, middle, and end for each activity and repeat process until children understand expectations and can participate. |
| AlwaysUsuallyOccasionallyNot Yet | 1. Use visual supports as needed to help children participate, understand expectations, and access vocabulary.
 | Provide visual steps to complete an activity such as cooking; use first- then schedule; use cue cards such as wait, sit, listen to help children be successful, etc. |
| AlwaysUsuallyOccasionallyNot Yet | 1. Use scaffolding strategies when questions are too hard.
 | Model correct answer, co-participation, provide a choice. Use carrier phrases such as “I see a \_\_\_\_\_\_?” or “We all fall \_\_\_\_\_!” |
| AlwaysUsuallyOccasionallyNot Yet | 1. Use prompting hierarchy, providing more support as needed for the child to be successful.
 | Look expectantly, ask open-ended question, provide a partial prompt, ask child for response, provide full model. |
| AlwaysUsuallyOccasionallyNot Yet | 1. Use descriptive feedback to respond to children’s communication.
 | Respond to the message of the communication rather than the form. (e.g., Child points to paint.  *“You want to paint. Here’s the paint.”)* |
| AlwaysUsuallyOccasionallyNot Yet | 1. Provide multiple opportunities for children to make choices in routines and activities using visual supports.
 | Limit choices to 2 until children are successful then expand. (e.g., visuals of song choices, activity choices, color choices, partner choices) |
| AlwaysUsuallyOccasionallyNot Yet | 1. Engage in joint attention to observe child’s behavior, follow their lead, & increase engagement.
 | Pay attention to what children are attending to and imitate, comment, describe, label, ask questions, etc.  |
| AlwaysUsuallyOccasionallyNot Yet | 1. Embed children’s favorites into activities and routines to increase engagement.
 | Use favorite characters, games, activities, toys, words, people etc. i.e., Favorite dinosaurs may be incorporated into book choices, art activities, songs, sorting activities, cooking, etc.  |
| AlwaysUsuallyOccasionallyNot Yet | 1. Use props to engage children and help them participate in activities.
 | (e.g., children participate in book reading using story toys or pictures; children have visual supports such as alphabet strips, or color and shape visuals to help them sing songs and participate in circle) |
| AlwaysUsuallyOccasionallyNot Yet | 1. Make good use of daily routines (hand washing, toileting, mealtime, cleaning up, transitions, etc.) as opportunities for interaction and communication.
 | When children know the routine, pause and allow them to initiate; offer choices; model language input by labeling, describing, and expanding; integrate core vocabulary. |
| AlwaysUsuallyOccasionallyNot Yet | 1. When the child knows the routine/expectations, use pauses or carrier phrases to allow the child to participate. If no response, model correct response.
 | (e.g., “I see a red bird looking at \_\_\_\_”,“Old MacDonald had a farm, E-I-E-I-\_\_\_”, “ready, set, \_\_\_”, “I want more \_\_\_\_\_”) |
| NOTES:  |