



Parent-Mediated Everyday Child Learning Opportunities: II. Methods and Procedures

Carl J. Dunst
Jennifer Swanson

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ABSTRACT

This *CASEinPoint* includes descriptions of methods and procedures for implementing an approach to early childhood intervention called *Contextually Mediated Practices* or *CMP*. The practices include assessment and intervention strategies for identifying child interests and the everyday activities that provide opportunities for interest and competency expression, methods for increasing child involvement and participation in interest-based everyday activities, and techniques and strategies that parents can use for supporting and encouraging child learning in everyday activities. Procedures for evaluating the effectiveness of *CMP* are also included.

INTRODUCTION

The methods and procedures for implementing an approach to early childhood intervention called *Contextually Mediated Practices™* or *CMPT™* is the focus of this *CASEinPoint*. The conceptual, operational, and research foundations of *CMP* are described in a companion paper. *CMP* is a promotional approach to early childhood intervention that uses everyday activities as sources of child learning opportunities and child interests as the basis for promoting child participation in those activities. This is accomplished by parents both providing their children different kinds of interest-based everyday learning opportunities and using responsive, supportive, and encouraging interactional behaviors that strengthen both child and parent competence and confidence as part of child involvement in everyday activities.

Practitioners implementing *CMP* support and strengthen parents' and other primary caregivers' use of parent-mediated child learning as the main focus of their intervention practices. The *purpose* of practitioner interventions is to promote and strengthen parents' capacity to provide and increase the *number, frequency, variety, and quality* of interest-based everyday learning opportunities afforded their children. Procedures for discerning practitioner use of intervention practices that promote the use of parent-mediated child learning are described in a companion *CASEtools* (Raab & Dunst, 2006a). Findings

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from studies investigating the effectiveness of CMP can be found in Dunst, Trivette, and Cutspec (2002), Dunst et al. (2001), Raab (2005), and Roper and Gurley (2006), and Roper, Jauch, and Gurley (2005).

CONTEXTUALLY MEDIATED PRACTICES

Figure 1 shows the CMP model. The model includes three overlapping assessment and intervention components (child interests and assets, everyday activities, increased child learning opportunities) and a parent-mediated child learning opportunities component. The CMP model is used to structure practitioner efforts to promote parents' abilities to mediate children's participation in interest-based everyday learning activities. The major outcomes of CMP are increased child participation in everyday family and community activities, increased child display of competence and confidence in those activities, and strengthened parenting competence and confidence (Dunst, 2006).

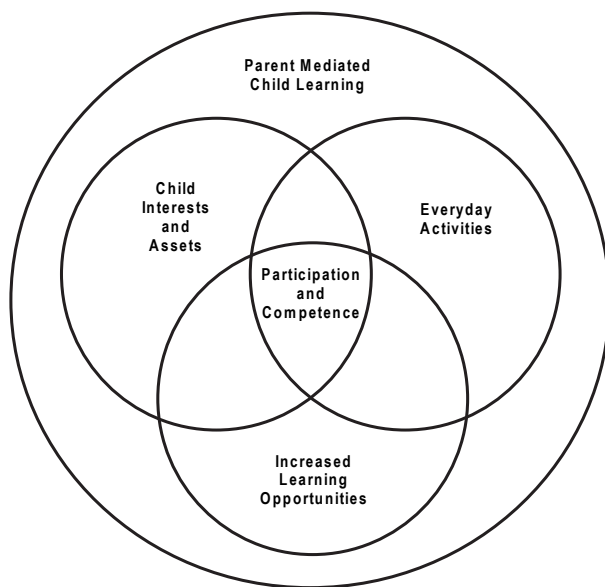


Figure 1. Major components of the Contextually Mediated Practices™ (CMP) model for providing young children interest-based everyday learning opportunities.

CMP is used by parents (and other primary caregivers) to select everyday activities that are best suited for child interest and competence expression, to increase opportunities for their children to participate in these everyday activities, and to support and encourage their child's learning in the everyday activities. The latter is accomplished by parents using simple, but highly effective responsive interactional styles where they are attuned to their children's competence, signals, and intent to com-

municate; promptly and appropriately respond to their children's behavior; and provide the necessary supports and encouragement for continued child participation and both child interest and competence expression in the activities (Kassow & Dunst, 2005; Trivette, 2003).

Parent-mediated everyday child learning is a straightforward approach to early childhood intervention. Simply stated, the people, objects, events, etc. that interest a child are used to elicit and maintain the child's attention and to encourage his or her efforts to actively engage in everyday activities. When a child is actively engaged in interest-based everyday activities, the child is more likely to practice what he or she is already capable of doing and to try new things. Parents and other primary caregivers who acknowledge, reinforce, support, encourage, and otherwise help the child (when needed) to do these things communicate that the child's efforts and successes are valued. As a result, the child is provided the opportunities and assistance to learn about his or her own capabilities and will also see what adults are likely to do in different activities and situations. This in turn is likely to strengthen a child's interests and capacity to want to continue things he or she is already capable of doing and to try new things. Parents' ongoing efforts to encourage child competence and their recognition that their efforts influence the child's capabilities is likely to strengthen the parent's desire to continue to provide his or her child interest-based everyday activities.

IMPLEMENTING AND PRACTICING CMP

CMP is implemented by parents using methods and procedures for: (1) identifying children's interests and the everyday family and community activities that constitute the makeup of a child's life, (2) selecting those activities that provide the best opportunities for interest-based learning, (3) increasing child participation in interest-based, everyday learning opportunities, (4) using different interactional styles for supporting and encouraging child competence, exploration, and mastery in the activities, and (5) evaluating the effectiveness of parent-mediated everyday child learning opportunities in terms of both child and parent benefits (Dunst, 2006). The results from efforts to promote child participation and learning using CMP are also used to make decisions about those interest-based everyday activities that are continued, discontinued, or modified.

Figure 2 shows the manner in which CMP is implemented by parents and other primary caregivers. The *planning phase* of CMP involves either the selection of everyday activities that are likely to be interesting to a child or the use of information about child interests to

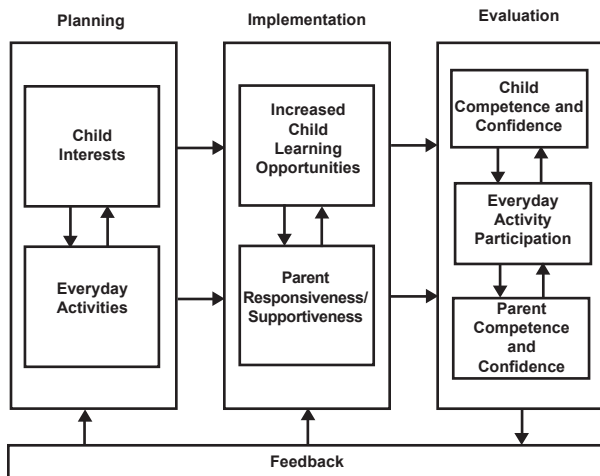


Figure 2. Process for planning, implementing, and evaluating the effectiveness of CMP.

select everyday activities that can be used as contexts for child interest expression. The *implementation phase* involves parents’ intentional efforts to increase the number, frequency, variety, and quality of interest-based everyday child learning opportunities, parent responsiveness to child behavior in interest-based everyday activities, and parents’ efforts to support and encourage child competence, exploration, and mastery. The *evaluation phase* of CMP involves measurement of both the child and parent benefits of interest-based everyday child learning. The *feedback phase* involves the use of evaluative information by a parent for changing existing or developing new interest-based everyday learning opportunities.

Five checklists have been developed to facilitate practitioners’ abilities to promote caregivers’ use of parent-mediated child learning. Table 1 shows the recommended sequence for using the checklists to implement CMP. The checklists are used to identify child interests, select everyday activities that are contexts for interest-

based child learning, increase child participation in those activities, support and encourage child behavior as part of interest-based learning opportunities, and determine the effectiveness of parent-mediated child learning opportunities. The checklists were developed specifically in terms of what a practitioner can do to promote parents’ and other primary caregivers’ adoption and use of CMP. The checklists are included in Appendix A.

Planning

Parents and other primary caregivers are especially good at knowing and recognizing their children’s likes and dislikes, preferred and nonpreferred activities, and their strengths and weaknesses. The intentional use of this information for identifying the particular everyday activities that provide the best contexts for interest-based learning is fundamentally important as part of providing children interest-based everyday natural learning opportunities.

Child interests. The purpose of this component of the CMP model is to identify a child’s personal interests and the people, places, events, etc. that a child finds interesting (situational interests). Child personal interests include, but are not limited to, their likes, preferences, favorites, strengths, etc. that encourage child engagement and interaction with people and doing things. People, objects, and situations that a child might find situationally interesting typically include those aspects of social and nonsocial environments that attract child attention, curiosity, and engagement in interactions with people and objects. The foundations of interest-based child learning is based on research findings showing that interest-based learning is associated with better child outcomes compared to noninterest-based child learning opportunities (Raab & Dunst, 2006b).

Identifying child interests is accomplished using the *Child Interests Checklist* in Appendix A. The pro-

Table 1

Checklists for Promoting Caregiver Use of Parent-Mediated Child Learning

Sequence	Checklists	Main Focus
1	Child Interests	Identifying child personal and situational interests, preferences, etc.
2	Everyday Learning Activities	Identifying the types and sources of everyday community learning activities
3	Increasing Everyday Child Learning Opportunities	Increasing the number, frequency, and quality of interest-based learning activities
4	Caregiver Responsive Teaching	Supporting and encouraging methods for child learning in everyday activities
5	Parent-Mediated Child Learning Evaluation	Measuring the effectiveness of CMP

cedures for assessing the presence of child interests are straightforward and include answers to questions such as: What does the child like? What makes the child smile and laugh? What captures and maintains the child's attention? What kinds of things does the child prefer or like to do? The answers to these and other questions will produce a profile of a child's interests, assets, strengths, preferences, etc. that in turn are used to select everyday activities that are the best contexts for interest-based learning. Interest-based child learning simply includes opportunities to do what a child likes, prefers to do, and enjoys doing. Exhibit 1 includes other resources and tools that readers should find helpful for identifying both personal and situational child interests.

Everyday learning activities. Everyday family and community life is made up of literally hundreds of different kinds of everyday activities that provide infants, toddlers, and preschoolers a variety of learning opportunities. Table 2 lists 22 categories of everyday family and

community activities that constitute the life experiences of most children (Dunst, Hamby, Trivette, Raab, & Bruder, 2000). Appendix B includes more extensive lists of everyday family and community activities that young children experience as part of everyday life. These lists are used as part of identifying activities that can be used as sources of interest-based everyday child learning opportunities.

The *Everyday Learning Activity Checklist* in Appendix A was developed specifically to provide practitioners a way to help parents and other primary caregivers select from all possible kinds of everyday activities those that will provide a child the *variety* and *richness* of learning opportunities that best match a child's interests. Activities that have those characteristics are especially likely to be contexts for strengthening existing capabilities and promoting the acquisition of new competencies. Exhibit 2 includes other sources that readers should find helpful for identifying everyday family and community activities.

Selecting interest-based learning opportunities. The main outcome of the planning phase of CMP is the selection of about 12 to 15 everyday activities that occur frequently enough to provide a child a host of different kinds of interest-based learning opportunities. The 12 to 15 activities should be a mix of everyday family and everyday community activities. Research indicates that about 8 to 10 activities are likely to be everyday family activities and about 5 or 6 activities are likely to be community activities (Dunst, Hamby, Trivette, Raab, & Bruder, 2002).

The process for identifying the particular everyday activities that are used as interest-based child learning opportunities is straightforward. A practitioner helps a parent select from all possible activities those that match their child's interests, happen often enough to ensure sufficient numbers of learning opportunities, and provide lots of opportunities to practice existing capabilities, learn new behaviors, and otherwise encourage child exploration. The extensive lists of activities included in Appendix B can be especially useful for identifying these activities. The activities that are selected from all possibilities are then used as part of the implementation phase of CMP. Procedures described by Swanson et al. (2006) are especially useful for identifying interest-based everyday child learning opportunities.

Implementation

Implementation of CMP involves increased child participation in interest-based everyday learning activities and caregivers' use of responsive teaching techniques for supporting and encouraging child competence and

Exhibit 1

Methods for Identifying Child Interests

Dunst, C. J., Herter, S., & Shields, H. (2000). Interest-based natural learning opportunities. In S. Sandall & M. Ostrosky (Eds.), *Natural Environments and Inclusion* (Young Exceptional Children Monograph Series No. 2) (pp. 37-48). Longmont, CO: Sopris West.

Dunst, C. J., Roberts, K., & Snyder, D. (2004). *Spotting my child's very special interests: A workbook for parents*. Asheville, NC: Winterberry Press.

Dunst, C. J., & Snyder, D. (2004). *Possibilities interest assessment interview protocol*. Asheville, NC: Winterberry Press.

Orelena Hawks Puckett Institute (Producer). (2004). *Spotting my child's very special interests: A guide for parents* [Visual recording]. Asheville, NC: Winterberry Press.

Raab, M. (2005). Interest-based child participation in everyday learning activities. *CASEinPoint*, 1(2), 1-5. Available at http://www.fippcase.org/caseinpoint/caseinpoint_vol1_no2.pdf

Raab, M., Swanson, J., Roper, N., & Dunst, C. J. (2006). Promoting parent and practitioner identification of interest-based everyday child learning opportunities. *CASEtools*, 2(6), 1-19. Available at http://www.fippcase.org/casetools/casetools_vol2_no6.pdf

Table 2

Major Categories of Everyday Family and Community Activities

Family Activities	<i>Family Rituals</i>	<i>Community Activities</i>
<i>Family Routines</i>	Family talks	Community celebrations
Household chores	Saying grace at meals	Children’s festivals
Cooking/preparing meals	Religious/spiritual readings	County/community fairs
Caring for pets/animal	Family meetings	Parades
Doing errands/ food shopping	<i>Family Celebrations</i>	<i>Outdoor Activities</i>
<i>Parenting Routines</i>	Holiday dinners	Hiking
Child’s bathtime	Family member’s birthdays	Nature trail walks
Child’s bedtime/naptime	Decorating home (holidays)	Boating/canoeing
Child’s wake-up times	<i>Socialization Activities</i>	Camping
Meal times	Family gatherings	Community gardens
<i>Child Routines</i>	Picnics	Rafting/tubing
Brushing teeth	Having friends over to play	<i>Recreational Activities</i>
Washing hands/face	Visiting neighbors	Fishing
Cleaning up room	Sleepovers	Recreation/community centers
Toileting/going to bathroom	<i>Gardening Activities</i>	Swimming
Dressing/undressing	Doing yard work	Ice skating/sledding
<i>Literacy Activities</i>	Planting trees/flowers	<i>Children’s Attractions</i>
Reading/looking at books	Growing vegetable garden	Animal farms/petting zoos
Telling child stories		Parks/nature reserves
Adult/child play times		Zoos/animal reserves
Taking walks/strolls		Pet stores/animal shelters
Bedtime stories		<i>Art/Entertainment Activities</i>
People coming/going		Children’s museums/science centers
Cuddling with child		Music concerts/children’s theater
<i>Physical Play</i>	Community Activities	Library/bookmobiles
Riding bike/wagon	<i>Family Excursions</i>	Storytellers
Playing ball games	Family activities	<i>Church/Religious Activities</i>
Water play/swimming	Car rides/bus rides	Religious activities
Roughhousing	Doing errands	Going to church
<i>Play Activities</i>	<i>Family Outings</i>	Sunday school
Art activities/drawing	Eating out	<i>Organizations/Groups</i>
Playing board games	Going shopping (mall)	Children’s clubs (4H, Indian Guides)
<i>Entertainment Activities</i>	Visiting friends/neighbors	Karate/martial arts
Dancing/singing	Family reunions	Scouting
Listening to music	<i>Play Activities</i>	Gymnastics/movement classes
Watching TV/videos	Outdoor playgrounds	<i>Sports</i>
Playing alone	Indoor playgrounds	Baseball/basketball
	Child play groups	Soccer/football
	Parent/child classes	Ball playing

Exhibit 2

Methods for Identifying Everyday Family and Community Learning Activities

- Dunst, C. J., & Hamby, D. (1999). Community life as sources of children's learning opportunities. *Children's Learning Opportunities Report, 1*(4). Available at <http://www.everydaylearning.info/reports/lov1-4.pdf>
- Dunst, C. J., & Hamby, D. (1999). Family life as sources of children's learning opportunities. *Children's Learning Opportunities Report, 1*(3). Available at <http://www.everydaylearning.info/reports/lov1-3.pdf>.
- Dunst, C. J., Herter, S., Shields, H., & Bennis, L. (2001). Mapping community-based natural learning opportunities. *Young Exceptional Children, 4*(4), 16-24.
- Dunst, C. J., & Shue, P. (2005). Creating literacy-rich natural learning environments for infants, toddlers, and preschoolers. In E. M. Horn & H. Jones (Eds.), *Supporting Early Literacy Development in Young Children* (Young Exceptional Children Monograph Series No. 7) (pp. 15-30). Longmont, CO: Sopris West.
- Orelena Hawks Puckett Institute (Producer). (2001). *Power of the ordinary: A photographic journey of children's everyday learning opportunities* [Visual recording]. Asheville, NC: Winterberry Press.
- Orelena Hawks Puckett Institute (Producer). (2002). *Anyplace anytime anywhere! Everyday learning in family activities (Natural Learning Opportunities Video Series No. 1)* [Visual recording]. Asheville, NC: Winterberry Press.
- Orelena Hawks Puckett Institute (Producer). (2002). *Anyplace anytime anywhere! Everyday learning in community activities (Natural Learning Opportunities Video Series No. 2)* [Visual recording]. Asheville, NC: Winterberry Press.

confidence in the activities. Efforts to have parents increase their children's participation in everyday activities and use interactional styles that are known to strengthen and promote child competence have proven quite easy. In one study, for example, it took less than two weeks for parents to increase the *number, frequency, variety, and quality* of everyday child learning opportunities (Dunst et al., 2001). It was similarly easy to encourage parents' use of simple, but highly effective interactional styles for supporting child learning in the activities.

Increasing child learning opportunities. In order for CMP to be optimally effective, the *number, frequency, variety, and quality* of everyday family and community activities need to be sufficiently increased in order to provide a child *breadth and depth* of development-instigating and development-enhancing learning opportunities. Development-instigating activities are ones that invite and sustain child participation and engagement in everyday activities. Development-enhancing activities are ones that provide opportunities to practice both existing and emerging competencies and to learn new skills and abilities. The *Increasing Everyday Child Learning Opportunities Checklist* in Appendix A includes practices that can be used for increasing participation in everyday family and community learning activities. The reader should also find the sources included in Exhibit 3 useful as other ways this can be accomplished.

Increasing child participation in interest-based everyday family and community learning activities is accomplished using any number of "reminders" that parents can use to facilitate the provision of everyday learning opportunities. These include, but are not limited to, a daily reminder list of activities (something like a shopping list), a weekly calendar, or an activity schedule that prompts a parent to engage the child in the activities selected in the planning phase of CMP. The goal is to increase the *breadth and depth* of participation in everyday family and community learning opportunities.

Parent-mediated everyday child learning includes everyday activity identification, child interest identification, selecting everyday activities that are contexts for interest expression, planning new ways of providing everyday learning opportunities, increasing child participation in interest-based everyday activities, and encouraging and supporting child learning in everyday activities. The heart of parent-mediated child learning is parents' active, intentional, and purposeful engagement in behavior that promotes child participation in interest-based, everyday learning opportunities and their use of interactional styles that maintain, support, and encourage child learning and competence expression.

Caregiver responsiveness. What parents do to support and encourage child learning as part of children's participation in everyday activities is important for a number of reasons. Research indicates that parent responsiveness to and support of child behavior in the context of everyday activities is a potent strategy for supporting and strengthening child competence expression and for promoting child acquisition of new abilities (see e.g., Kassow & Dunst, 2004, 2005; Shonkoff &

Exhibit 3

Methods for Increasing Child Participation in Everyday Learning Activities

Dunst, C. J. (2001). *Parent and community assets as sources of young children's learning opportunities*. Asheville, NC: Winterberry Press.

Dunst, C. J. (2001). Participation of young children with disabilities in community learning activities. In M. J. Guralnick (Ed.), *Early childhood inclusion: Focus on change* (pp. 307-333). Baltimore: Brookes.

Raab, M., & Dunst, C. J. (2006). Checklists for promoting parent-mediated everyday child learning opportunities. *CASEtools*, 2(1), 1-9. Available at http://www.fippcase.org/casetools/casetools_vol2_no1.pdf

Swanson, J., Raab, M., Roper, N., & Dunst, C. J. (2006). Promoting young children's participation in interest-based everyday learning activities. *CASEtools*, 2(5), 1-22. Available at http://www.fippcase.org/casetools/casetools_vol2_no5.pdf

Phillips, 2000). Responsive teaching, incidental teaching, and other *in vivo* instructional techniques and strategies emphasizing responsiveness to and support of child competence expression are especially effective when children are engaged in interaction with people and objects (see e.g., Dunst, Lowe, & Bartholomew, 1990).

The *Caregiver Responsive Teaching Checklist* in Appendix A includes those aspects of this teaching approach that encourage and support interest-based learning and child competence. The checklist includes practices for focusing caregiver attention on child interests, responding contingently to child behavior, encouraging child production of new behavior, and providing the child opportunities to practice and perfect newly learned behavior. The practices taken together constitute an interactional style that has been found especially effective as a teaching method for supporting and strengthening child competence and confidence as part of participation in interest-based everyday learning activities (Kassow & Dunst, 2005; Trivette, 2003). Many of the key features of parental support, responsiveness, and encouragement of child learning in everyday family and community activities can be found in the sources included in Exhibit 4.

Evaluation

CMP is successful to the extent that a child has increased opportunities to participate in interest-based

everyday family and community activities, child competence and confidence is strengthened as a result of participation in everyday learning activities, and parent's competence and confidence is strengthened as a result of their efforts to provide their children interest-based everyday learning opportunities. The *Parent-Mediated Child Learning Evaluation Checklist* in Appendix A includes the outcomes that are most important in terms of measuring the effectiveness of this approach to early childhood intervention. Exhibit 5 includes sources of information on evaluation tools that practitioners should find helpful as well.

Child participation in everyday activities. Increased participation in everyday activities is determined by asking parents (for the activities identified in the planning phase) whether a child's participation in those activities has increased, remained the same, or has decreased since using CMP. The extent to which participation in the activities is interest-based and the activities have development-enhancing qualities is determined by asking parents to assess the characteristics of the learning opportunities (e.g., Dunst & Trivette, 2003). This is determined, for example, by asking parents to indicate the extent to which the learning activities were interest-based (e.g., "my child got excited while engaged in the activities"), maintained the child's attention (e.g., "the activities maintained my child's attention"), provided opportunities for competence expression (e.g., "my child tried his/her hardest during the activities"), and strengthened a child's ability to initiate and sustain the

Exhibit 4

Descriptions of Caregiver Responsive Teaching

Orelena Hawks Puckett Institute (Producer). (2005). *Tune in: Responsive interaction style* [Visual recording]. Asheville, NC: Winterberry Press.

Roberts, K. (2003). Happy talk! *Bottomlines*, 1(3), 1-2. Available at http://www.evidencebasedpractices.org/bottomlines/bottomlines_vol1_no3.pdf

Roberts, K. (2004). Sense and sensitivity. *Bottomlines*, 2(5), 1-2. Available at http://www.researchtopractice.info/bottomlines/bottomlines_vol2_no5.pdf

Roberts, K. (2005). Pathways to parent-child closeness. *Bottomlines*, 3(2), 1-2. Available at http://www.researchtopractice.info/bottomlines/bottomlines_vol3_no2.pdf

games (e.g., “my child tried to start or initiate interactions in the activities”) (Dunst, Pace, & Hamby, 2006; Trivette, Dunst, Hamby, & Pace, 2006).

Child benefits. Child competence is assessed by observations of child behavior that would be expected to be the consequence of interest-based child learning opportunities. This simply entails, for each everyday activity, the recording of those behaviors that the child uses in interactions with the people, objects, materials, etc. in those settings. Child confidence is assessed in terms of a sense of self-efficacy and accomplishment in achieving desired effects or producing expected consequences. The behavior indicators of confidence include, but are not limited to, social-affective behavior (smiling, laughter, vocalizations) and excitement demonstrated as part of or in response to producing desired or expected consequences (see Dunst, Raab et al., 2006).

Caregiver benefits. Parenting confidence and competence is measured using any number of self-report scales where the instructions are written in terms of the extent to which CMP has had an effect on parenting behavior or beliefs (e.g., “To what extent has your use of CMP made you feel better about the learning opportunities you have been providing your child?”). Competence is assessed in terms of caregiver capabilities to execute parenting roles (e.g., providing a child interest-based learning opportunities), and confidence is assessed in terms of the sense of accomplishment in having expected or antici-

pated consequences (e.g., increasing child production of context-specific behavior).

Feedback

The extent to which parents and other primary caregivers continue to provide their children everyday learning opportunities and to support their children’s production of competence in the activities is dependent upon the self-efficacy evaluations of their parent-mediated efforts. Two types of self-efficacy belief appraisals (Bandura, 1997) are likely to influence parents’ attributions and actions: (1) the extent to which the learning opportunities afforded a child have the expected or desired child consequences and (2) the extent to which the parents’ decisions and actions strengthen their own confidence and competence in their parenting capabilities.

The information obtained in the feedback phase of CMP is used to engage parents in discussion, reflection, and evaluation of their actions as a way of deciding to continue, discontinue, modify, change, etc. the activities afforded their children. The importance of doing so is based on research showing that parents’ self-efficacy beliefs are important mediators of both the experiences afforded their children and the benefits and consequences of the experiences (e.g., Coleman & Karraker, 2003; Coleman et al., 2002; Teti & Gelfand, 1991). Parents and other caregivers are more likely to continue providing their children interest-based everyday learning opportunities to the extent that they judge their efforts successful in increased child participation in the activities and increased benefits of the participation for both child and parent competence and confidence.

Exhibit 5

Procedures for Evaluating the Effectiveness of CMP

Dunst, C. J., & Trivette, C. M. (2003). *Child learning opportunities scale*. Asheville, NC: Winterberry Press.

Dunst, C. J., & Masiello, T. L. (2002). *Everyday parenting scale*. Asheville, NC: Winterberry Press.

Dunst, C. J., & Masiello, T. L. (2003). *Everyday parenting scale (modified version)*. Asheville, NC: Winterberry Press.

Dunst, C. J., Raab, M., Trivette, C. M., Parkey, C., Gatens, M., Wilson, L. L., French, J., & Hamby, D. W. (2006). *Child and adult social-emotional benefits of response-contingent child learning opportunities*. Manuscript submitted for publication.

Trivette, C. M., & Dunst, C. J. (2004). Evaluating family-based practices: Parenting experiences scale. *Young Exceptional Children*, 7(3), 12-19.

CONCLUSION

Implementing CMP is deceptively simple. This is the case because CMP is a common sense approach to early childhood intervention. The procedure nonetheless has been found highly effective in terms of supporting and strengthening both child and caregiver competence and confidence.

This *CASEinPoint* includes descriptions of the methods and procedures for using CMP as an approach to early childhood intervention. The assessment and intervention procedures are based on more than 25 years of research and practice focusing on the identification of intervention methods that are most likely to be **optimally effective** in terms of both child and parent benefits. Optimally effective is highlighted to emphasize the fact that different kinds of natural learning environment practices are differently related to child and parent outcomes (see especially Dunst, Bruder, Trivette, & Hamby, 2006;

Dunst, Trivette, Hamby, & Bruder, 2006).

CMP can be implemented using any number of tools, methods, procedures, etc. for identifying child interests and the everyday activities that are contexts for interest-based child learning, for increasing child participation in the activities, and for using parental interactional styles that encourage and support child learning. The checklists included in this *CASEinPoint* are one such set of tools. The source material in the Exhibit sections includes references to other assessment tools and checklists for implementing CMP. The interested reader should find the checklists in Raab and Dunst (2006a), Raab et al. (2006), Roper and Dunst (2006), and Swanson et al. (2006) useful as well. The assessment and intervention procedures, taken together, constitute a “tool kit” for implementing CMP.

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Appendix A

Checklists for Implementing Contextually Mediated Practices

Child Interests Checklist

Everyday Learning Activity Checklist

Increasing Everyday Child Learning Opportunities Checklist

Caregiver Responsive Teaching Checklist

Parent-Mediated Child Learning Evaluation Checklist

Child Interests Checklist

Carl J. Dunst, Carol M. Trivette, Melinda Raab, and Jennifer Swanson

This checklist includes a series of questions a practitioner can use to help a parent or other primary caregiver identify a child's interests. Indicate <i>Yes</i> or <i>No</i> whether or not your interactions with a parent involved the use of each of the interest identification methods.		
<i>Did you the practitioner help the parent...</i>	Yes	No
1. Identify the objects, people, activities, and actions that capture and hold the child's attention?		
2. Identify the objects, people, activities, and actions that are the child's favorites?		
3. Identify the objects, people, activities, and actions that make the child smile and laugh?		
4. Identify the objects, people, activities, and actions that make the child feel happy and get excited?		
5. Identify the objects, people, activities, and actions that the child prefers?		
6. Identify the objects, people, activities, and actions that the child chooses to do or be with most often?		
7. Identify the objects, people, activities, and actions that the child spends time doing and works hard at doing?		

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Everyday Learning Activity Checklist

Jennifer Swanson, Carl J. Dunst, Melinda Raab, and Carol M. Trivette

<p>This checklist includes a series of questions a practitioner can use to help a parent or other primary caregiver select interest-based everyday family and community learning activities and decide which activities would be the best learning opportunities. Indicate <i>Yes</i> or <i>No</i> whether or not your interactions with a parent involved the use of each of the checklist practices.</p>		
<i>Did you the practitioner help the parent...</i>	Yes	No
1. Identify the family and community activities that are the child's everyday life experiences?		
2. Identify those family and community activities that do or could provide the child interest-based learning opportunities?		
3. Identify interest-based family and community activities that happen occasionally, seasonally, or occur on special occasions?		
4. Select interest-based family and community activities that provide many different kinds of interest-based learning opportunities?		
5. Select interest-based family and community learning activities that do or could happen often?		
6. Select interest-based family and community learning activities where each activity provides lots of different learning opportunities?		
7. Select interest-based family and community learning activities that are especially likely to help the child practice emerging abilities and develop new ones?		
8. Select interest-based family and community activities that allow the child to try to get to do lots of different things?		

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Increasing Everyday Child Learning Opportunities Checklist

Carl J. Dunst, Melinda Raab, Carol M. Trivette, and Jennifer Swanson

<p>This checklist includes a series of questions a practitioner can use to help a parent or other primary caregiver increase the <i>breadth</i> or <i>depth</i> of interest-based everyday child learning opportunities. Indicate <i>Yes</i> or <i>No</i> whether or not your interactions with a parent involved the use of each of the practices.</p>		
<i>Did you the practitioner help the parent...</i>	Yes	No
1. Use a reminder list, calendar, or other kind of activity schedule to <i>increase how often</i> the child gets to have interest-based everyday learning activities?		
2. Increase the <i>number</i> of interest-based everyday child learning activities?		
3. Increase the <i>variety</i> of interest-based everyday child learning activities?		
4. Increase the <i>quality</i> of interest-based everyday child learning activities?		
5. Increase the <i>number</i> of child learning opportunities available <i>within</i> any one family or community activity?		
6. Increase the <i>variety</i> of child learning opportunities available <i>within</i> any one family or community activity?		
7. Increase the <i>quality</i> of child learning opportunities available <i>within</i> any one family or community activity?		
8. Increase participation in those activities that occur frequently enough to provide lots of child learning opportunities?		

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Caregiver Responsive Teaching Checklist

Melinda Raab, Carol M. Trivette, Carl J. Dunst, and Jennifer Swanson

<p>This checklist includes a series of questions a practitioner can use to help a parent or other primary caregiver understand and use different interactional behaviors supporting and encouraging child learning and competence in interest-based everyday activities. Indicate <i>Yes</i> or <i>No</i> whether or not your interactions with a parent involved the parents' use of the practices.</p>		
<i>Did you the practitioner help the parent...</i>	Yes	No
1. Engage the child in interest-based family and community learning activities?		
2. Provide the child time to initiate interactions with people or objects in the activities?		
3. Pay attention to and notice when and how the child interacts with people and objects in the everyday activities?		
4. Respond promptly and positively to the child's interactions in ways that match the amount, pace, and intent of the child's behavior?		
5. Respond to the child's behavior with comments, joint interaction, gestures, and so forth to support child engagement in the activity?		
6. Respond to the child in ways that encourage the child to use his/her behavior in new and different ways?		
7. Add new materials or arrange the environment to encourage the child to use his/her interests to do something new or different?		
8. Encourage the child to use behaviors that are increasingly more complex?		
9. Provide the child many opportunities to use and practice newly learned behaviors in the everyday activities?		

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Parent-Mediated Child Learning Evaluation Checklist

Carol M. Trivette, Carl J. Dunst, Melinda Raab, and Jennifer Swanson

<p>This checklist includes a series of questions a practitioner can use to help a parent or other primary caregiver evaluate the benefits of his or her efforts to provide a child interest-based everyday learning opportunities. Indicate <i>Yes</i> or <i>No</i> whether or not your interactions with a parent involved the parents' judgments of the benefits of everyday child learning.</p>		
Did you the practitioner help the parent...	Yes	No
1. Determine if the child had the opportunity to participate in many different family or community activities?		
2. Determine if the child had chances to do different things in any one family or community activity?		
3. Determine if the child initiated more interactions with people and objects in the everyday activities?		
4. Determine if the child displayed a greater variety of behaviors in the everyday activities?		
5. Determine whether the child initiated more complex interactions with people and objects in the everyday activities?		
6. Determine whether the child smiled, laughed, or showed enjoyment in response to his/her accomplishments during everyday activities?		
7. Determine those parenting behaviors that supported and encouraged child learning in the activities?		
8. Determine which aspects of their provision of interest-based child learning opportunities were most gratifying to the parent?		
9. Recognize the important role the parent had in providing their child interest-based learning opportunities?		
10. Use the evaluative information to change the everyday activities used for interest-based learning?		

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Appendix B

Everyday Family Activities

Everyday Community Activities

Sources of Everyday Family Learning Opportunities

Category/Examples	Category/Examples	Category/Examples
<i>Family Routines</i>	<i>Physical Play</i>	<i>Entertainment Activities</i>
Food shopping	Exercising	Dancing
Helping with household chores	Playing in a sprinkler	Listening to music
Helping with the laundry	Playing in a wading pool	Playing alone
Preparing meals or snacks	Playing outdoor games	Singing
Running errands	Playing tickle games	Watching TV/videos
Taking care of pets/animals	Playing with balls/balloons	
	Playing with pets	<i>Family Rituals</i>
<i>Parenting Routines</i>	Playing with the garden hose	Participating in family meetings
Diaper changing	Riding bike/wagon	Participating in family talks
Eating meals or snacks	Riding riding toys	Praying
Fixing/cutting child's hair	Roughhousing	Religious/spiritual readings
Getting out of bed/waking up	Swimming/floating	Saying grace at meals
Getting ready for bed/nap time	Swinging	
Taking a bath		<i>Family Celebrations</i>
	<i>Play Activities</i>	Celebrating a family member's birthday
<i>Child Routines</i>	Mirror play	Decorating home for a holiday
Brushing teeth	Playing card or board games	Having holiday dinners
Cleaning up room	Playing dress-up	
Dressing/undressing	Playing house/school	<i>Socialization Activities</i>
Picking up toys	Playing in a sandbox/sand table	Answering/talking on the telephone
Toileting/going to the bathroom	Playing in dirt/mud/sand	Family gatherings
Washing hands/face	Playing in kitchen cupboards	Having friends over to play
	Playing lap games (e.g., peek-a-boo)	Picnics
<i>Literacy Activities</i>	Playing on the computer/typewriter	Playing with other children/siblings
Bedtime stories	Playing turn-taking vocal games	Sleepovers
Cuddling with child	Playing video games	Visiting neighbors
Doing finger plays	Playing with action figures, dolls, puppets, etc.	
Listening to books on tape	Playing with blocks, LEGOs, etc.	<i>Gardening Activities</i>
Listening to/saying nursery rhymes	Playing with bubbles	Doing yard work
Looking at and talking about photos	Playing with busy boxes/ baby gyms	Growing vegetable garden
Looking at/reading cereal boxes/labels	Playing with musical toys/ instruments	Planting flowers/trees
People coming/going (hellos/goodbyes)	Playing with playhouse toys	Pulling weeds
Playing with magnetic letters or shapes	Playing with push/pull toys	Watering flowers/plants
Reading/looking at books	Playing with responsive toys	
Taking walks/strolls	Playing with shape sorters/puzzles	
Telling child stories	Playing with talking toys (e.g., See and Say)	
Watching/helping parents write notes/lists	Playing with teething toys	
	Playing with trucks/cars/boats	
	Using crayons, markers, paints, etc.	
	Using play dough, silly putty, etc.	

Sources of Everyday Community Learning Opportunities

Category/Examples	Category/Examples	Category/Examples
<i>Family Excursions</i>	<i>Outdoor Activities</i>	<i>Children's Attractions</i>
Getting groceries	Beach activities	Attending a circus
Helping at laundromat	Bird watching	Going to an aquarium
Helping with community clean-up	Boating/canoeing	Going to a nature reserve
Paying bills with parent	Camping	Going to a pumpkin patch
Picking up siblings from school	Hiking	Petting animals at petting zoos
Running errands	Kite flying	Visiting amusement or theme parks
Taking car/bus/train rides	Nature trail walks	Visiting animal farms
	Planting a community garden	Visiting aviaries
	Rafting	Visiting historic sites
<i>Family Outings</i>	<i>Recreational Activities</i>	Visiting pet stores/animal shelters
Collecting leaves/rocks	Attending open/family gym time	Watching animals at a zoo or wildlife preserve
Eating out	Biking	
Going on neighborhood walks	Bowling	<i>Religious Activities</i>
Going to family reunions	Family tennis	Attending baptisms
Going to holiday gatherings	Fishing	Attending church/synagogue
Having picnics/cookouts	Horseback riding	Attending church socials
Shopping at mall/supermarket	Skating/skiing/sledding	Attending religious ceremonies
Visiting friends/neighbors	Snowmobiling	Attending Sunday school
Visiting parent at work	Swimming	Attending vacation bible school
	Track/running	Attending weddings
<i>Play Activities</i>	<i>Art/Entertainment Activities</i>	Going to religion classes
Attending baby/toddler gym	Attending music concerts	Playing at church nursery
Attending child care/preschools	Attending puppet shows	
Attending child play groups	Going to an art show	<i>Organizations/Groups</i>
Dodgeball/kickball	Going to Ice Capades	Attending dance classes
Neighborhood hiding games	Library/bookstore story hours	Attending ethnic/heritage clubs
Playing at indoor playlands	Listening to storytellers	Attending music classes
Playing on playground sandboxes/slides/climbers	Seeing a magic show	Baby exercise classes
	Seeing movies	Going to 4H clubs
<i>Community Events</i>	Watching a children's play/musical	Going to arts and crafts classes
Attending ceremonial events	Watching a dance performance	Going to hobby/activity clubs
Attending community days	Visiting a children's museum	Gymnastics/movement classes
Attending community gatherings	Visiting planetariums	Mommy and Me playgroups
Attending community hayrides	Visiting a science center	Playful Parenting
Attending Easter egg hunts		Taking martial arts classes
Attending family festivals/events	<i>Sports Activities</i>	Scouting/Camp Fire Girls/Indian Guides
Attending farm shows	Cheerleading	
Attending fireworks displays/light shows	Playing baseball/t-ball	
Going to street fairs	Playing basketball	
Local/county/regional fairs (face painting, children's rides)	Playing golf/miniature golf	
Watching historical reenactments/celebrations	Playing soccer	
Watching parades	Visiting pet stores/animal shelters	
	Watching sports events	