

Quality Interactions and Communication: *Circles of Communication*

WHAT'S IN THIS PD2GO PACK?

Active listening and contingent responding support the circle of communication between adult and child. By following the child's lead and engaging in relevant and reciprocal exchanges, the adult has an opportunity to support the child's communication skills while deepening relationships with the child.

Your Participants Will...

increase their capacity to engage in reciprocal and meaningful dialogue with children.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on Circles of Communication including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

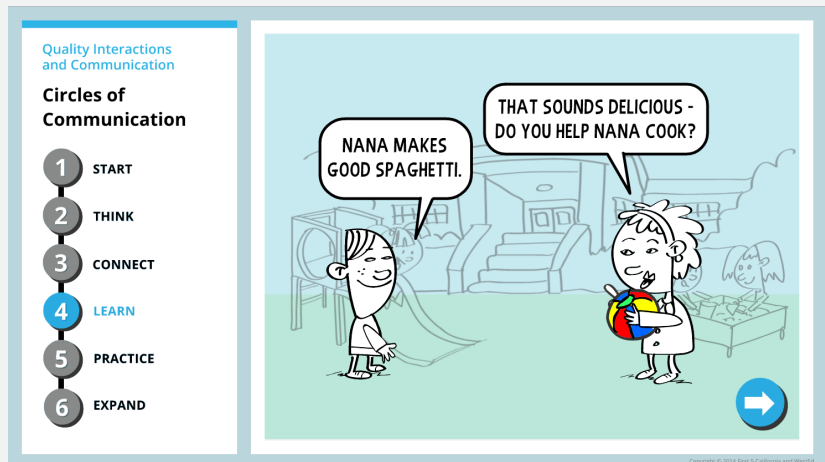
This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ Steps

Click on each number icon to begin the section of the presentation — use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

MATERIALS

In this pack, you will find: [Download all \(1.3 MB\)](#)

- 📄 [Facilitator's Guide \(1.4 MB\)](#)
 Everything you need to facilitate this PD2GO presentation, including an interactive presentation page along with step-by-step presenter's notes.
- 📄 [Coaching Corner \(140 KB\)](#)
 One page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

In this bundle, you will find: [Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge, including:

- 📄 [Digging Deeper \(120 KB\)](#)
- 📄 [Family Connections \(160 KB\)](#)
- 📄 [Resource Links \(130 KB\)](#)

EXPANDING ON THIS PD2GO PACK

This presentation on *Circles of Communication* can be used individually or in conjunction with related packs in the bundle, *Quality Interactions and Communication*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

**STEP 1:
START**

PRESENTATION SEQUENCE

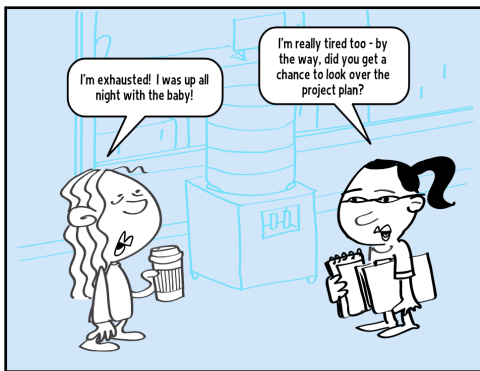
FACILITATOR'S NOTES



[30 sec.]

CLICK **Step 1 - Start**

Facilitator: *Communication is more than just exchanging information. Lets look at an example.*



CLICK

Facilitator: *Here we have Maria and Donna, at their workplace, taking a moment to break from the high demands of their projects. Let's listen to their dialogue and then take a moment to reflect on their communication.*

Read the dialogue.

Facilitator: ***Maria:** I'm exhausted! I was up all night with the baby!*

***Donna:** I'm really tired too-by the way, did you get a chance to look over the project plan?*



CLICK

Facilitator: *So what happened here?*

STEP 2:
THINK

PRESENTATION SEQUENCE

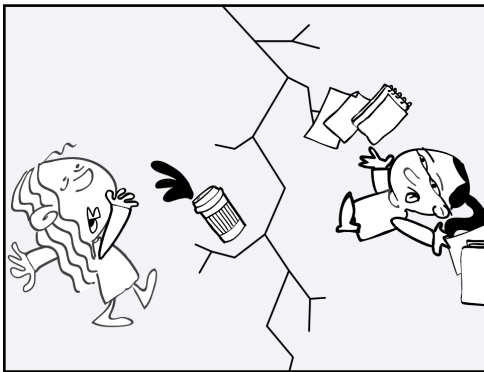
FACILITATOR'S NOTES



[1.5 min.]

CLICK **Step 2 - Think**

Facilitator: *Let's examine what happened.*
Solicit a few responses from participants.



CLICK

Facilitator: *In this scenario, while Donna did respond to Maria, Donna clearly had her own agenda for the conversation. She took the dialogue in another direction.*

CLICK

Facilitator: *As adults, it is easy to fall into these patterns of communication.*






STEP 3: CONNECT

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 3

Think about how often this mismatch in communication happens with teachers/providers and children.

[1 min.]  Step 3 - Connect

Facilitator: *Think about how often this mismatch in communication happens with teachers/providers and children.*





Facilitator: *Teachers and providers are busy, are on a tight schedule, and are pulled in many different directions. It is very easy to fall into a pattern of communication that may not be responsive to the child, leaving the child to feel ignored or unheard.*



Facilitator: *Children may feel that what they communicate isn't important.*

Children may feel that what they communicate isn't important.




[Go to step 4: LEARN](#)

STEP 4:
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

[5 min.]

CLICK  **Step 4 - Learn**



Facilitator: *So now let's talk about quality communication.*

Quality communication means getting away from "talking at" children and gets us "talking with" children. It involves two critical elements:

- *ACTIVE LISTENING*
- *CONTINGENT RESPONDING*

CLICK 



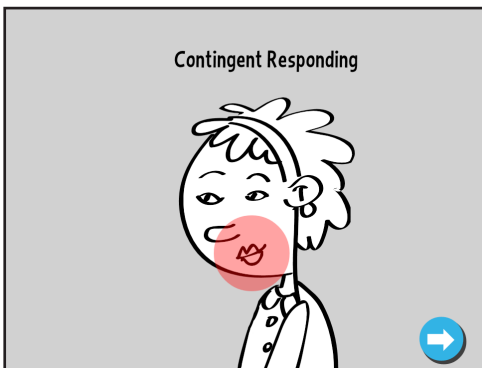
Facilitator: *ACTIVE LISTENING*

When we actively listen to a child...

- *We focus our attention on the child.*
- *We pay attention to what the child says and how he says it.*
- *We strive to understand what the child is thinking and/or feeling.*

When we actively listen, we are showing that what the child has to say is important.

CLICK 



Facilitator: *CONTINGENT RESPONDING*

In contingent responding, teachers/providers...

- *Actively listen to what the child is saying.*
- *Intentionally respond by building on and extending what the child has said to keep the conversation going.*
- *Support back-and-forth communication with non-verbal children by reading and responding to the child's cues.*

Refer to handout.

 **"Circles of Communication: Active Listening and Contingent Responding"**

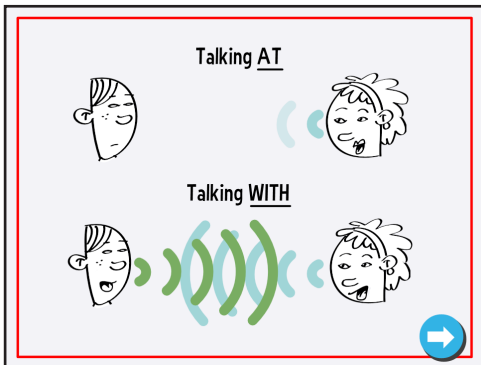
(Optional: Take additional time to explore this handout with participants.)

CLICK 

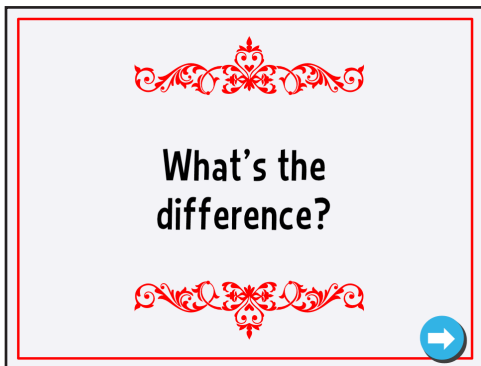
STEP 4:
LEARN *Continued*

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

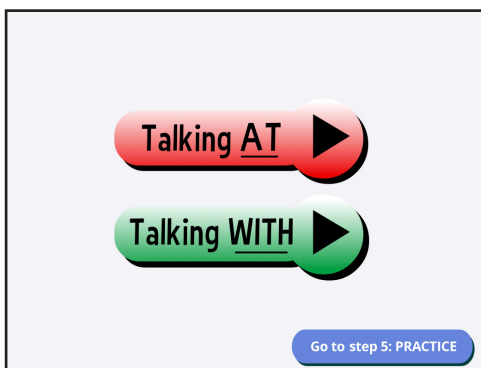


Facilitator *So how do we move away from talking at children and work towards talking with children?*



Facilitator *So what's the difference? Think of contingent responding as a volley in a game of catch. The ball is tossed back-and-forth.*

A responsive conversation involves back-and-forth exchanges in much the same way, with active listening and contingent responding building a dialogue that is meaningful to both child and adult.



Facilitator: *Let's look at two examples. In the first animation, you will observe a "talking at" communication. Notice what happens to the ball in this exchange.*



Click "Talking AT" button to start animation

Animation Scenario:

Read the dialogue.



Facilitator: ***Child (happy and excited):** I eat these at my Nana's!!!*

***Teacher/Provider (hurriedly):** Those are peas. Now eat them up so we can go play.*



STEP 4:
LEARN *Continued*



PRESENTATION SEQUENCE

FACILITATOR'S NOTES


Missed opportunity to expand the conversation


Facilitator: *Without a contingent response, the ball goes out of play. The conversation becomes one-sided and a missed opportunity to build on the child's comment.*





Go to step 5: PRACTICE

Facilitator: *In the next animation, you will see a "talking with" exchange of dialogue. Notice what happens to the ball in this exchange.*

Click "Talking WITH" button to start animation



Animation Scenario:

Read the dialogue.

Facilitator: ***Child (happy and excited):*** *I eat these at my Nana's!*

Teacher/Provider (happy): *Nana cooks peas for you?*

Child: *Yah!*

Teacher/Provider: *Great. Peas are good for you. They make you strong. What else does Nana cook for you?*

Child: *Nana makes good spaghetti.*

Teacher/Provider: *That sounds delicious—do you help Nana cook?*

Child: *She won't let me touch the stove.*



Teacher/Provider: *Why do you think Nana doesn't want you to touch the stove?*






STEP 4:
LEARN *Continued*


PRESENTATION SEQUENCE

FACILITATOR'S NOTES


**Expand the conversation.
Keep it relevant and
meaningful to the child.**






Facilitator: *Notice how the teacher/provider was an active listener and a contingent responder.*

She...

- *Kept the conversation relevant and meaningful to the child.*
- *Expanded on his responses.*

CLICK 

Click on the "TALKING AT" button or the "TALKING WITH" button if you choose to view these examples again, or click on the "Continue to step 5" button to move on.

STEP 5: PRACTICE

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 5



Work with me!
**Be both an Active Listener
and a Contingent Responder**





I wanna be a veterinarian!

Let's Practice




Engaging in Quality Communication

- Eye contact
- Gestures
- Listening
- Building on back-and-forth dialogue



Go to step 6: EXPAND

Facilitator: *Now that we have seen an example of "talking with" children, let's practice!*

[4.5 min.]

CLICK  **Step 5 - Practice**

Facilitator: *Work with me in the next exercise. Be both an active listener and a contingent responder.*

CLICK 

[2 min.]

Explain to the participants that they will have an opportunity to practice contingent responding.

1. Ask participants to pair up and crumple up a piece of paper to create a ball.
2. Have participants stand and role play the adult/child practice scenario. First participant says, "I wanna be a veterinarian!"
3. Have participants toss the ball with each exchange. The goal is to keep the conversation contingent and going!

[2 min.]

Share Out:

Facilitator: *How did it go? What did you notice?*

Ask for a few responses from the group.

Facilitator: **(Optional:** This scenario was designed with a verbal child in mind. How might you respond contingently to infants, toddlers, and non-verbal children?)

CLICK 

Facilitator: *When engaging in quality communication, here are some things to consider:*

- Eye contact
- Gestures
- Listening
- Building on back-and-forth dialogue

STEP 6:
EXPAND

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 6



Effective circles of communication begin with active listening and carry on with contingent responding.




[1 min.]

CLICK  **Step 6 - Expand**

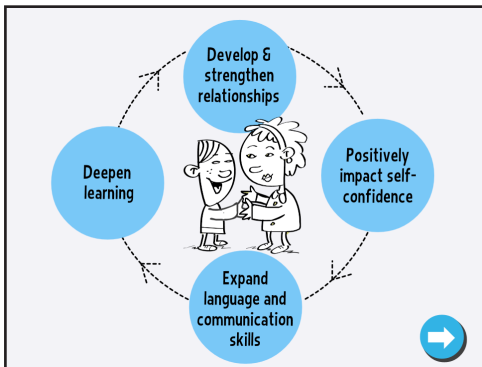
Facilitator: *Effective circles of communication begin with active listening and carry on with contingent responding.*

Review Key Points:

Facilitator: *Quality Communication that gets us “talking with” children stems from two key elements:*

- *Active Listening*
- *Contingent Responding*

Both are critical to supporting children’s communication skills.



CLICK 

Facilitator: *When you engage in this quality communication with children,*

...you develop and strengthen relationships,

...you positively impact children’s self-confidence,

...you expand their language and communication skills,

...and you deepen children’s learning.

When you deepen children’s learning, you continue the circle of communication.



Let children know what they communicate matters.




CLICK 

Facilitator: *And you are letting children know that what they communicate matters.*