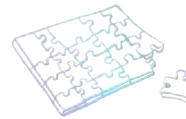


Research findings show that when the link between something a young child has learned to do and the rewarding response that follows it is very clear and can be counted on, the child is more likely to express pleasure and happiness in his or her accomplishments.

The early childhood practice described in this brochure is based on findings presented in a practice-based research synthesis conducted at the Research and Training Center on Early Childhood Development by C. J. Dunst (2003). Social-emotional consequences of response-contingent learning opportunities. *Bridges*, 1(4). Visit www.researchtopractice.info to read or download the complete research synthesis and/or a user-friendly, illustrated summary, *Bottomlines* 1(4). Printed copies can be obtained from Winterberry Press (www.wbpress.com). All opinions expressed are those of the Research and Training Center on Early Childhood Development and do not necessarily reflect the views of the U. S. Department of Education, Office of Special Education Programs, Research to Practice Division, funder of the work of the RTC (H324K010005).



Evidence-Based Practice Guides

Additional practice guides are available from the RTC for this and other important early childhood topics.

Related materials also are available as part of *Solutions* evidence-based tool kits.

Please see descriptions of these resources and information for ordering under "Products" at

www.researchtopractice.info

Research and Training Center on Early Childhood Development
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Cornerpiece

I did it!

Help young children experience the good feelings that come from learning to

make something interesting happen!

An Evidence-Based Early Childhood Intervention Practice

I did it!

Young children feel
TERRIFIC
when they realize that they can
make something interesting happen

What is the practice?

Help a young child learn about his capabilities by responding consistently to the things he does while playing with you and by arranging toys and play materials so that he realizes he is causing them to produce fun and interesting effects.



I did it! Learning to push a toy to hear a lively tune brings an expression of gleeful satisfaction.



This little one is thrilled to discover she can make the trinkets encased in a dozen plastic eggs rattle noisily in their package!

How do we do it?

Learning opportunities like batting at a mobile or playing lap games like “Peek-a-boo” are more likely to get a child to smile, laugh, or become excited when she clearly sees that what she did produced an interesting response. When providing a child opportunities to play with toys and



other objects, and when interacting and playing social games with her, be sure it's easy for her to see that **she did it!**

Baby squeals with joy as her touch brings this ball's jingle bells to life.



What a treat! Every time I kick my feet, Mommy smiles and sings her silly song ... and I dissolve in giggles!

Take a look!

Rattles, mobiles, maracas, key boards, windchimes, roly-polys, busy boxes, and other toys that provide immediate feedback when a child touches or bangs them are just a few of the things that help him learn about his capabilities.



When playing lap games and engaging in other social play with a child, be sure that your response follows right after an attempt to “get your attention.” Giving a tummy tickle each time he smiles at you, for example, is just one way of helping him realize: “**I did it!**”

Is it working?

Does the child express happiness and excitement—smiling, vocalizing, laughing—when her actions lead to interesting and expected responses?

Does the child show more enjoyment and contentment when something she has learned to do always produces an expected response?



A tin washtub's delightfully deep tones invite joyful drumming again and again.