












# Dyadic Characteristics and Strategies

## What Adults Can Do






### Set the Stage for Interaction

-  Position self & child so that mutual gaze/joint attention are possible
-  Provide objects/events appropriate to child's development & understanding
-  Physically support child if needed to allow interaction with others/objects




### Maintain Child's Interest and Attention

-  Establish yourself as an interesting/interested partner
-  Maintain warm, encouraging manner
-  Provide clear emotional cues
-  Use novelty & exaggeration to capture interest
-  Be sensitive & responsive to child's emotional expression
-  Regulate pace in relation to child's mood and emotional cues
-  Recruit child's attention when unengaged or unfocused
-  Introduce new focus or activity when needed





### Establish Reciprocal Roles (Turn-Taking)

-  Respond to child's initiations
-  Establish predictable interaction routines (I take a turn, you take a turn)
-  Provide time for child to take a turn
-  Let the child know that a response is expected... then wait
-  Imitate... then wait

### Match and Follow

-  Observe, interpret and then join the child by matching their focus of attention/interests
-  Follow the child's lead
-  Comment on the child's activities and interests

### Support/Scaffold Learning

-  Elaborate on child's communicative attempts
-  Add new actions/elements to established interaction routines
-  Balance support (suggestions, demonstration) with expectations/opportunities for independence
-  Pose "dilemmas" for child to solve