# **Dyadic Strategies Evaluation Form**

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| Name: |  | Date: |  |

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| Data collector: |  | Child: |  |

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| --- | --- | --- | --- |
| Location: |  | Activity: |  |

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| --- | --- |
| Goal/objective: |  |

| **Behavior** | **Notes** |
| --- | --- |
| Set the stage for interaction | |
| Position self and child so that mutual gaze and joint action are possible. |  |
| Provide objects and events appropriate to the child’s development and understanding. |  |
| Physically support the child, if needed, to obtain freedom to interact with others and objects. |  |
| Maintain child’s interest and attention | |
| Establish yourself as an interesting partner. |  |
| Maintain a warm, encouraging manner. |  |
| Provide clear emotional cues. |  |
| Use novelty and exaggeration to capture interest. |  |
| Be sensitive and responsive to the child’s emotional expression. |  |
| Regulate the pace of the interaction in response to the child’s mood and emotional cues. |  |
| Recruit the child’s attention when unengaged or unfocused. |  |
| Introduce new focus or activity when needed. |  |
| Establish reciprocal roles | |
| Respond to child’s initiations. |  |
| Establish predictable, reciprocal interaction routines. |  |
| Provide time for the child to take a turn. |  |
| Let the child know that a response is expected…then wait. |  |
| Imitate…then wait. |  |
| Math and follow |  |
| Observe, interpret, and join the child’s focus of attention and interests. |  |
| Maintain the topic of child’s initiations. |  |
| Comment on the child’s activities and interests. |  |
| Support developmentally more challenging participation | |
| Elaborate on the child’s communicative attempts. |  |
| Add new actions and elements to established interaction routines. |  |
| Balance support (e.g., suggestion, demonstration). |  |
| Pose “dilemmas” for the child to solve. |  |