1. **ESTABLISH DYADIC CONTEXT** Elements of the environment are arranged or rearranged to increase the probability of mutually enjoyable parent-child interactions

### Direct to Parent
- 🧑‍◻️acja provides an activity that supports participation by parent-child.
- 🧑‍◻️acija rolls a ball to parent and child.
- 🧑‍◻️acija positions child where parent can see what he is doing.
- 🧑‍◻️acija helps child bring materials to mom and place them in front of her.
- 🧑‍◻️acija moves toy that child wants to play with closer to where mother is sitting.
- 🧑‍◻️acija shifts her position away from the child so that the parent is closer.
- 🧑‍◻️acija brings out a different piece of climbing equipment.

### Indirect to Child
- 🧑‍◻️acija helps Johnny bring toys to where mom is sitting.
- “Where’s mom? I’ll bet mommy wants to see.”
- “Let’s show your dad the telephone.”
- “Mommy, come here, please.”
- “Daddy, will you help me with this?”

2. **AFFIRM PARENT COMPETENCE** Developmentally supportive interactions are warmly recognized and expanded upon, as are characteristics of child competence

### Direct to Parent
- “He really likes to play with you like that.”
- “It’s so much fun to watch her play.”
- “When you pushed on it, she imitated you.”
- “That was a great idea to put it closer to her.”
- “She really likes how you make those for her... here are some other cookie cutters to try if you like.”
- “You get a lot of pleasure from watching him cruise around, don’t you?”
- “You asked about home-made toys... I brought some information for you today.”
- “He looks so happy when you play with him in the water.”
- “He’s really good at putting the blocks in the hole.”
3. **FOCUS ATTENTION** Aspects of the interaction are commented upon, expanded, or questioned in order to draw the parent’s attention to particular competences or actions in self or child

**Indirect to Child**
- “Mom is really watching you...she really likes to watch you.”
- “I like it when you do that, mom.”
- “Look how well I can do this after you showed me!”
- “Thanks, dad, that made it easier.”

**Direct to Parent**
- “It’s really interesting to watch how she uses all of her familiar actions to explore a new toy.”
- “I covered Ernie, and Sarah found him!”
- “How do you do this at home?”
- “How does he let you know that he’s interested in a new toy?”
- “He’s really practicing his new walking abilities.”

**Indirect to Child**
- “Show your mom that you can put all of the rings on.”
- “I can climb up the slide, mom.”
- “I can climb all the way to the top!”
- “I’m trying to figure out how this key fits in the hole. Can you help me mom?”
- “Look, dad, I made it work.”

4. **PROVIDE DEVELOPMENTAL INFORMATION** Information about the child’s development agenda is given by verbally labeling or interpreting the child’s emotional, cognitive, language, and motor abilities within the context of play and interaction

**Direct to Parent**
- Facilitator explains to parent how to use scarf to encourage tracking and reaching.
- Facilitator talks to mom about how to encourage cruising.
- “He really likes to pretend.”
- “Look how well she was able to use her fingers to pick up that tiny piece of lint!”
- “He’s really learning how to bring his hands together to get things!”
- “Did you see how he was able to remember where it was when you hid it for him?”
- “He’s enjoying exploring containers today, isn’t he?”
5. **MODEL** Dyadic interaction roles are momentarily taken on by the facilitator

### Indirect to Child

- "Mommy, look…I’ve learned that turning this makes the clown pop out."
- "Put it a little bit out of my reach, dad, so I’ll have to move over there to get it!"
- "I don’t like it when you leave because I don’t know yet that you will come back."
- "I’m trying to figure out how to play with my new friend."
- "Mommy, help! I can’t figure out how to put the block in the hole."
- "Grandma is holding it still so it will be easier for you to play with."
- "I’m just learning to talk…I need for you to tell me what things are."

### Direct to Parent

- Facilitator holds the base of a block tower that the child is trying to build, and then invites parent to take over.
- Facilitator imitates child, and then when child makes another sound, waits for parent to imitate.
- "I’ll put it closer and see what he’ll do with it."
- "I’ll move this away so that he will be safer when he climbs up."

### Indirect to Child

- Facilitator establishes a turn-taking routine with child, then says, “Dad wants to play now.”
- “I’m rolling it back to you now, mommy.”
- “You’re giving it to daddy just like you gave it to me.”

6. **SUGGEST** Facilitator provides parent with a specific suggestion for something to try with the child

### Direct to Parent

- Facilitator hands ring with string attached to parent.
- “Come over here where you can see better…look at her big smile—she’s really enjoying herself.”
- “I wonder what would happen if you put your hand over it?”
- “Watch what he does when I hold him at the hips.”
- “Let’s see what would happen if you moved over here a little so that he has to move to get closer to you.”
**Indirect to Child**

- “Show me how you and your mom play patty-cake at home.”
- “Call your mom on the telephone.”
- “Throw the ball to grandma.”
- “Maybe your mom could help you sign ‘more’.”
- “Ask your dad if he wants to paint, too.”
- “Put the beads on mom’s neck.”
- “Roll it to mom and she’ll roll it to you.”
- “See if your mom wants to go to the water table with you.”
- “Go slower, daddy, so I can keep up with you.”
- “Mommy, mommy…you do it!”