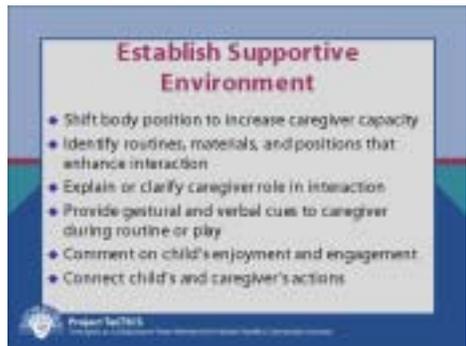




Triadic Intervention Strategies



Triadic intervention strategies are employed by early interventionists and therapists during caregiver-child interactions to promote positive teaching and learning opportunities for the caregiver-child dyad. Triadic intervention is used to enhance the caregiver's competence and confidence in implementing a family-guided routines based intervention approach. Caregivers embed the child's IFSP outcomes during preferred daily routines. The role of the early interventionist is to recognize and expand on child and caregiver strengths, use actions and statements that are responsive to their strengths and preferences, and model or suggest intervention strategies that are most likely to be successful for enhancing the competence of both the child and caregiver. McCollum and Yates (1994) have developed six triadic strategies that have been designed to offer early interventionists a framework for thinking about typical visits at home or in centers. Adaptations and examples for using these six strategies to enhance embedded intervention within routines and play are provided.

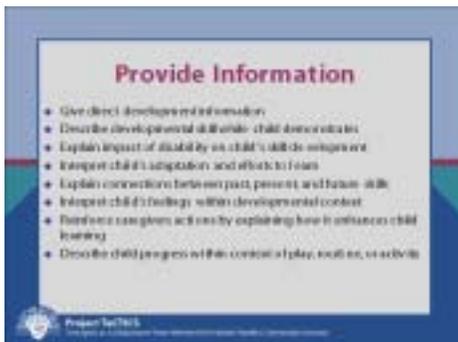
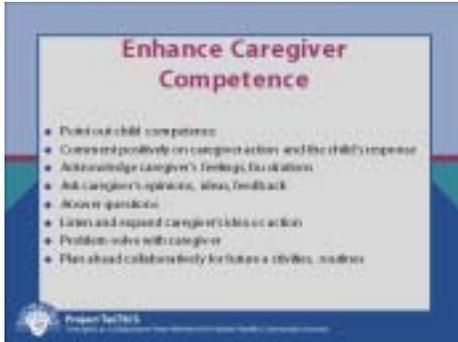


Establish Supportive Environment

Elements of the environment are arranged or explained to increase the probability of a positive routine or activity.

- Position self to support interaction between caregiver and child. This generally means arranging the environment for the caregiver and child to be face-to-face, at eye-level, and comfortable. You may be at the side so you can attend to the actions of both child and caregiver, behind the child to support actions with caregiver, or beside the caregiver to lend physical or verbal assistance as needed. Your role is not to "take over" or provide "hands-on" interventions, but to guide, inform, and encourage the caregiver and child in interactions... your focus is to the dyad.
- Arrange materials and spaces to encourage comfortable and positive back and forth interactions with secure, safe and easy access to one another and interesting or necessary materials.
- Modify positions or materials used in routines and activities to increase satisfaction and success for both members of the dyad significantly. Caregivers who have difficulty getting on the floor can sit on the couch with their child.

Notes



- Help the caregivers see their role and value to the child by sharing how you see the child's engagement and enjoyment enhanced by their participation. "Kara likes sitting in daddy's chair because she is at eye level. She smiles more when she can see your face."

Enhance Caregiver Competence

Behaviors of caregiver that facilitate child's development are recognized and expanded in activities, routines and play.

- Recognize and reinforce developmentally appropriate caregiver behaviors and applaud characteristics of child competence. "You called the sock "a sock" when you were putting it on. Naming common items as you use them really helps Cody learn words".
- Ask caregiver questions in ways to share information about expected developmental progress within the context of the interaction. "Did I hear that right? Did he say big bear? Has he been putting two words together?"
- Respect the child's sense of self and competence. Always speak in positive when talking about the child's activity in front of the child or others.
- Remember to follow adult learning principles when supporting caregiver and child interactions. Caregivers are knowledgeable. Use their ideas and expand. "Your suggestion to play the piano is great. If he stands by it with you he can play and practice standing at the same time."
 - Listen carefully for additional or potential routines as caregivers share information about the child and previous activities. Restate what you heard to clarify what the caregiver did and to connect the actions to the child's goals, "Did you realize you were creating another opportunity for Keith to practice walking on different surfaces when he played in the grass?"

Provide Information

Information about the child's development, actions, routines and activities is shared while participating.

- Link content shared to child's IFSP outcomes and development:
 - Provide connections between the routines and activities, the child's development and the family's priorities identified as IFSP outcomes.
 - Reflect on where the child is now; where he is going and how the activities and routines will help him get there.
 - Celebrate progress! "JP just put his straw in his juice box without any help. Wow! That's another example of coordinating his eye and hand movements to put objects in specific places like he has been practicing with books and puzzles at child care."
- Don't be afraid to share specific developmental information. "Most children begin sitting with hands on the floor for support."

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- Reinforce caregiver's actions with specific...not general information, "He smiled and looked at you. That was to tell you he liked the way you brushed his cheek." General comments such as "That was nice. He's happy," can be confusing. Specific information helps caregivers see connections.

- Give enough information. "Taking turns with Anthony and his music box is not only important for developing play skills, but it also helps with communication. That's what we do when we talk...one person says something and then waits for the other person to respond."

- Explain "why" so the caregiver can use the information or idea in other activities, routines, and settings. "When you look expectantly at Arrianna and pause, you're telling her you want her to respond, to take her turn in the activity. All toddlers need time to respond. Arrianna needs a little more time because of her muscle tone."

Focus Attention

Aspects of the interaction are commented on, questioned, or expanded to draw the caregiver's attention to particular competencies or actions

- Connect the action to previous skills to show progress and reaffirm the sequence of development. "See mom, I'm holding on to the rails and lifting one leg while putting my weight on the other leg."

- Explain how adaptations by the caregiver make a difference. "See how easy climbing up the slide stairs is when you stand behind him. You are there if he needs support, but let him be independent."

- Ask caregiver's interpretation of child's action. "What do you think she wants to do when she tugs on your hand and vocalizes?"

- Comment, question, and expand on an interaction in order to direct the caregiver's attention to actions and competencies. Speak for the child. "Watch me, Mom. I'm climbing up the slide one step at a time."

Model

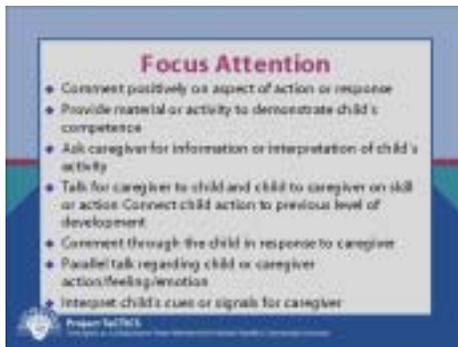
Within the context of interactions, the therapist momentarily takes on the role of the caregiver to demonstrate or evaluate other strategies

- Involve the child in the discussion with the caregiver by talking through the child. Momentarily take on an interaction role while playing. "Mom, I can show you how I pop bubbles. Pop bubbles with me. Pop, pop, pop."

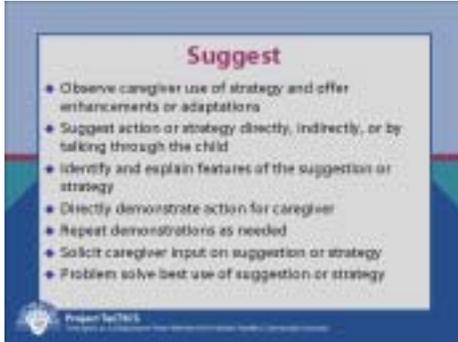
- Name and describe the steps of the strategy you are modeling while you do it with the child and caregiver.

- While demonstrating strategies explain how they are similar to ones caregivers may hear in other contexts so they can compare and contrast the meanings. "When you pause and wait for 5 seconds for Haley to respond, you are using 'time delay' as an intervention strategy. It is a way to encourage her to use her words. The child care teacher also uses "wait" time."

- Ask the caregiver's opinion on which way would be best for implementing the strategy. "You can hold his arm right above the



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elbow from behind or at the side. Which would be most comfortable for you?"

Suggest

A specific suggestion or strategy to enhance interaction or child's skill acquisition is offered and discussed with the caregiver within the routines, activities, or play.

- Give specific suggestions to the caregiver about things to do with the child. "Since he understands what you say to him and he knows how to make choices, try asking which one he wants, e.g. crackers or cereal. If the objects are out of sight, he will have to rely on his words rather than point. How does that sound?"
- Add enhancements to already occurring routines, "Since you both enjoy playing the piano, let him sit on your lap for a while and play. He tires easily standing. On your lap, he can continue practicing using his fingers independently and you can get him to vocalize requests for more by stopping and waiting."
- Provide supporting information or resources as caregiver is interested:
 - Short, understandable and easy to read booklets or pamphlets might be useful.
 - Commercial videos or videos of the child at another setting that provide examples or ideas for caregivers can be great. Remember - a picture speaks a thousand words.
- Suggest play groups, community outings, or parent-to-parent activities as good opportunities for caregivers to interact with others and gain skills or support.
- Demonstrate and problem solve the use of the strategy in the routine. Encourage participation by "showing" caregiver and not just telling. If it doesn't work perfectly - that's better! Ask caregiver's ideas on how to improve for the child. Have caregiver show you how to do it.

References

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McCollum, J.A., & Yates, T.J. (1994). Dyad as focus, triad as means: A family centered approach to supporting parent-child interaction. *Infants and Young Children*. 6(4): 54-63