Intervention Strategies Caregivers Use to Support Participation

**Individualized and Specific Supports for Participation**
- Explicit instruction: Prompts (e.g., visual, verbal, gestural, physical models); Prompt sequence and fading procedures (e.g., least to most participation prompts, most to least);
- Graduated guidance
- Accommodations and adaptations (e.g., Assistive technology, Orthotics, AAC devices)

**Strategies for Increasing Frequency and Sophistication**
- Set expectation for participation: Waiting, Choices, Gestures, Environmental arrangements, Turn balance, Interruption
- Expand learning: Ask open ended questions, Suggest extensions of activity, Recast
- Encourage initiation: Sabotage, Contingent imitation, Antecedent strategies
- Mediated learning: Reciprocal imitation training, Mand-model, Focused stimulation, Dialogic reading, Visual supports and schedules
- Reinforcement: Naturally occurring, Immediate, Contingent

**Responsive Strategies**
- Set predictable routine, Close proximity, Face-to-face position, Caregiver-child engagement,
- Provides interesting activity and objects, Talk in context, Follow child’s lead, Maintain focus with child, Respond contingently, Repeat opportunities, Take turns
- Offer meaningful roles, Use child’s language level, Positive interactions, Enthusiastic and warm, Change flexibly and thoughtfully