



Menu of Caregiver Strategies

Strategy	Description
Establishing Routines	
Routines	Caregiver implements daily routines that include the following components that help children learn: 1) clear beginning and end; 2) use of appropriate materials, words, toys, 3) Repetition within routine and throughout day, 4) logical sequence, 5) Beginning and Ending
Setting the occasion for communication	
Providing contextual support	Caregiver is positioned to maximize face-to-face interaction during routine, moves as child moves, and chooses developmentally appropriate and interesting materials actions, or objects.
Environmental arrangement	Caregiver arranges environment to ensure opportunities for communication by: 1) moving desired objects out of reach or blocking access to objects and activities, or, 2) providing materials that require assistance to operate, or, 3) offering materials/actions out of context, or, 4) providing inadequate portions, or, 5) failing to provide sufficient materials.
Use of Visuals and Picture Supports	Caregiver uses picture/visual supports to introduce new activity, to offer child a choice, to pair with target words/gestures, etc.
Encouraging (more) communication	
Descriptive talking/Modeling	Caregiver comments/describes what child is doing (general stimulation). Caregiver may also demonstrating goal specific actions, words, or gestures for child (e.g., labeling car when playing with car, pointing to a cookie or cracker to model choices during snack,).
Mands	Any statements that caregiver makes requesting a specific action from the child. Includes statements that request an action/response and/or include directions (e.g. What do you want?, Put on your shirt, throw the ball).
Waiting	Caregiver pauses or waits (from 1-5 seconds) during an interaction for child to initiate or respond. (e.g., Caregiver says, “what do you want? And waits for the child to respond with words or gestures).
Requesting imitation	Caregiver models the appropriate word/gesture if the child does not initiate communication, and then prompts the child to imitate. (e.g., caregiver models “ball” during play and says “say ball” to child if child does not imitate word).
Cloze procedure (Interrupting Predictable Routines)	Caregiver interrupts or stops predictable routine sequence and expects specific response from child (e.g. “Row, row, row your _____”- expecting child to produce “boat”). Caregiver sets up routine in previous turns to expect a specific response
Prompts	Prompting child to communicate using verbal, tactile, and visual cues and systematically reducing the level of prompts to help child communicate.
Upping the Ante	Caregiver uses any of the strategies listed to increase expectations of the child and demand a more sophisticated response (e.g, if a child reaches for the juice, the caregiver says, “what do you want? (Mand), Juice? and wait’s for the child to vocalize to request). Caregiver expectations must be directly related to the child’s goals.
Responding to communication	
Verbal Praise	Acknowledging child’s communication through verbal praise or gestures such as clapping (for e.g., says “yes, that’s a ____!” when child labels object).
Contingent imitation	Imitating child’s words, actions, or gestures immediately following child without requiring a response from the child. (child says “more” and caregiver repeats “more” when responding to child’s request).
Expand-Recast	Caregiver adds to child’s utterance (says “more cracker” when child says “cracker”) and recasts it in grammatically appropriate manner (“You want more cracker?”)

(Adapted from Hepting & Goldstein, 1996; Hwang & Hughes, 2000; McCormick, Loeb, & Schiefelbusch, 1997)