

Triadic Strategies

Examples

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

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

Indirect to Child

-  Facilitator 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.”

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.”

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

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!”
-  “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?”

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.”

5. MODEL Dyadic interaction roles are momentarily taken on by the facilitator

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!”