

FamSCLE Developmental Strategy Inventory
PHYSICAL ADAPTATION STRATEGIES

Type: Environmental Adaptations

- Arranges furniture to move throughout room
- Strategically places toys and other objects to motivate
- Readies next routine while child engaged elsewhere
- Moves child to attend better
- Keeps physical arrangement the same
- Reduces external sounds/stimuli
- Positions child for optimal interactions
- Positions self/others for optimal interactions

Type: Add/Adapt/Change Materials

- Tries different types of materials (e.g., pacifiers, bottles)
- Changes size of materials
- Adapts material to be visually appealing
- Makes materials easier to hold/manipulate
- Chooses specific objects to (1) increase engagement and/or (2) decrease perseveration/avoidance/disorganization
- Changes materials so child needs to work on desired outcome
- Simplifies material

Type: Adapts Requirements/Instructions

- Sets up success before creating challenge
- Models/Shows how/tells
- Simplifies activity – puts food to side of mouth
- Makes changes to routines
- Gives verbal directions
- Provides alternate activity during routine or during wait time
- Allows child control over situation (e.g., cutting food)
- Use various senses to explore object

Type: Others Help

- Provides hand over hand help
- Gives assistance to get into specific positions – pulling to sit/stand; two hands to walk
- Gives verbal cues/directions/gestures (e.g., pats feet)
- Starts activity and child finishes
- Does all but last/easiest step

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RESPONSIVE INTERACTION STRATEGIES

Type: Sensitivity

- Matches communicate style, activity level
- Identifies challenging behaviors as communication
- Reads child's cues related to needs, stress, interactive bids
- Responds to child's cues (e.g., does not push him when he pulls away to do one more/try again)
- Uses simplified language
- Attunes to/addresses child's reactions to different stimulation/Regulates (e.g., sings; rubs back)
- Builds off interests
- Waits for response
- Deep Pressure/squishing
- Verbal preparation
- Exposing to new opportunities/experiences/unfamiliar/dislikes

Type: Responsiveness

- Creates/waits so child can initiate
- Waits for/scaffolds expected behavior before response provided
- Positive reinforcement (e.g., clapping; verbal)
- Creates opportunities to make choices
- Accepts/understands multiple forms of communication and approximations
- Imitates language/vocalizations
- Helps ask for "my turn"
- Pauses for child to initiate "turn" or next step (e.g., child turns the page)
- Responds the same way, each time to the same behavior
- Responds to the child's needs of the moment
- Is attentive and available to respond
- Provides the same response when different behaviors reflect the same intent

Type: Engagement

- Expands language by building on child communication
- Uses a variety of behaviors to build/sustain engagement
- Exposes to new opportunities and experiences
- Gains attention through various sensory modalities
- Talks/Sings about what child is attending to
- Verbally describes actions of child/other
- Uses "one more" and "try again"

Type: Focused Learning

- Labels objects, pictures
- Labels concepts – colors, shapes, numbers, prepositions
- Elaborates on child's statements and actions
- Asks questions that expect a response
- Models/Shows how
- Encourages child to complete activities
- Provides verbal cues/directions/gestures