

Expert Panel to Identify Essential Support Strategies

Round 4

Categories for Essential Support Strategies

Category	Category Definition	Informed By
Contexts for Communication Interactions	The type of activities, tasks, routines, or situations where the support strategy takes place	<ul style="list-style-type: none"> ✓ Denman et al., 2021 ✓ Schreibman et al., 2015
Feedback	A set of strategies that build language or knowledge in response to the child's communicative behavior	<ul style="list-style-type: none"> ✓ Schreibman et al., 2015 ✓ Hindman et al., 2022
Interaction Style	A set of strategies that highlight how to work with the child and prioritize, follow, and build upon the child's needs, interests, preferences, actions, while adapting one's communication behaviors and positioning	<ul style="list-style-type: none"> ✓ Expert Panelists
Modeling	A set of strategies that intentionally present or demonstrate a behavior without expectations or requirements for a response, which is individualized to the child, their developmental level, and the skill itself	<ul style="list-style-type: none"> ✓ Expert Panelists ✓ Denman et al., 2021
Prompting	A set of strategies that intentionally use a clear indication or cue to guide the child or elicit their action or communication, which is individualized to the child, their developmental level, and the skill itself	<ul style="list-style-type: none"> ✓ Expert Panelists ✓ Denman et al., 2021
Regulatory	A set of strategies that help the child manage their emotions, attention, behavior, and learning to better engage in and benefit from language learning activities	<ul style="list-style-type: none"> ✓ Denman et al., 2021

CONTEXTS FOR COMMUNICATION INTERACTIONS

The type of activities, tasks, routines, or situations where the support strategy tasks place

- Build Social and Play Routines
- Embed Experiential Learning
- Engage Using Cause & Effect Toys or Activities
- Facilitate Generalization
- Provide Direct Teaching Opportunities
- Support Interactions with Peers
- Use Shared Book Reading
- Use Songs

FEEDBACK

A set of strategies that build language or knowledge in response to the child's communicative behavior

- Expand
- Extend
- Imitate the Child
- Provide Immediate, Specific Feedback
- Recast
- Reinforce - General
- Reinforce - Natural
- Shape
- Support Communication Breakdowns and Repairs

INTERACTION STYLE

A set of strategies that communication partners support or adapt their non-speech, speech, language, and communication behaviors and positioning to best align with a child's communication

- Be Face to Face
- Be In Proximity
- Center the Child's Strengths, Interests, and Priorities
- Engage at the Child's Level
- Follow the Child's Lead
- Honor Dissent and Protest
- Interpret Communication Behaviors
- Limit Questions
- Maintain a Positive Affect
- Presume Capability
- Provide Multiple Communication Modalities Opportunities
- Respond to All Communication Attempts
- Simplify Language
- Take Turns
- Use Child-Focused Speech
- Use Parallel Play

MODELING

A set of strategies that present or demonstrate a behavior without expectations or requirements for a response, which is individualized to the child, their developmental level, and the skill itself

- Model Gestalts
- Model Multiple Modalities
- Model with AAC
- Model with Gestures
- Model with Verbal Language
- Pair Action with Word or Phrase
- Use Parallel Talk
- Use Self Talk

PROMPTING

A set of strategies that use a clear indication or cue to guide the child or elicit their action or communication, which is individualized to the child, their developmental level, and the skill itself

- Ask Open-Ended Questions
- Fade Prompts
- Offer Choices
- Prompt using the Least to Most Hierarchy
- Prompt with Non-Verbal Cues
- Prompt with Spoken Cues
- Prompt with Tactile Cues
- Prompt with Visuals
- Prompting with Absurdities
- Prompting with Auditory Cues
- Provide Wait Time
- Scaffold
- Use Communicative Temptations

REGULATORY

A set of strategies that help the child manage their emotions, attention, behavior, and learning to better engage in and benefit from language learning activities

- Arrange the Environment
- Communicate Expectations
- Coregulate
- Embed Opportunities for Movement
- Make Connections
- Provide Sensory Support
- Provide Visual Supports
- Repeat Practice
- Use First/Then
- Use Multisensory Play
- Use Social Stories
- Vary the Difficulty of Tasks

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