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| **Intensive Interaction Progress Tracker**   |  | | --- | | *Insert child’s name here* | | | Not Yet Developed | | Developing | | Established | | Generalised | | | | | | | | | | | | | | | | | |
| **1.     Encounter** |  |  | Term 1 | | | |  | Term 2 | | | |  | Term 3 | | | |
| **STAGE 1** | Date | Baseline | NYD | D | E | G |  | NYD | D | E | G |  | NYD | D | E | G | |
| 1.1 Does not consistently acknowledge the presence of an adult |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 1.2 Is often absorbed in his/her own repetitive behaviours and interactions are difficult |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 1.3 Is often absorbed in an activity that does not involve an adult |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 1.4 The child will tolerate an adult joining in with them |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| 1.5 The child will tolerate you copying their sounds, actions, movements and emotions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| 2. Awareness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **STAGE 2** | Date | Baseline | NYD | D | E | G |  | NYD | D | E | G |  | NYD | D | E | G | |
| 2.1 The child appears to fleetingly notice you are there |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 2.2.The child pauses to fleetingly watch an adult during an activity |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 2.3. The child is absorbed in an activity that does not involve an adult but pauses briefly to watch an adult |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 3**. Attention and response** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **STAGE 3** | Date | Baseline | NYD | D | E | G |  | NYD | D | E | G |  | NYD | D | E | G | |
| 3.1. The child begins to pay more consistent attention to an adult by watching what they are doing more frequently |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 3.2. The child notices you are there and begins to respond to you |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 3.3. The child makes eye contact |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 3.4. The child smiles, shows enjoyment, excitement and/or frustration |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 3.5. The child responds by continuing their actions/vocalisations and ‘testing’ to see if you copy them |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| **4. Engagement** | | | | | | | | | | | | | | | | |
| **STAGE 4** | Date | Baseline | NYD | D | E | G |  | NYD | D | E | G |  | NYD | D | E | G | |
| 4.1. The child demonstrates sustained looking and listening |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 4.2. The child follows events with movements of their eyes, head or other parts of their body |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 4.3. The child shows interest in you or what you are doing by giving consistent attention |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 4.4. The child is still engaging in stereotyped behaviours but pays more attention to an adult |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 5. Participation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **STAGE 5** | Date | Baseline | NYD | D | E | G |  | NYD | D | E | G |  | NYD | D | E | G | |
| 5.1. The child shows anticipation e.g. an excited look or action during an activity |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 5.2. The child is beginning to engage in turn taking in a sequence of events |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 5.3. The child has started to intentionally sequence actions with an adult i.e. holding your hand when you bounce on ball |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 5.4. The child has started to indicate that they want ‘more’ using eye contact, eye gaze, facial expression or touch |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 6. Involvement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **STAGE 6** | Date | Baseline | NYD | D | E | G |  | NYD | D | E | G |  | NYD | D | E | G | |
| 6.1. The child is taking more responsibility for the continuation of the interaction |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 6.2. The child is clearly indicating they are enjoying the interaction |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 6.3. The child is beginning to lead more in the interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| 6.4. The child can communicate to an adult that they want to play a game they have played before |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 7. Child Initiated Interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **STAGE 7** | Date | Baseline | NYD | D | E | G |  | NYD | D | E | G |  | NYD | D | E | G | |
| 7.1. The child can independently start an interaction with you (this may still be repetitive or on their terms) |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 7.2. The child wants to engage with you as they see the value in not doing the activity alone |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 7.3. The child approaches an adult to show them something |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |
| 7.4. The child takes an adult to something they would like to do with the adult |  |  | N | N | N | N |  | N | N | N | N |  | N | N | N | N | |