|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Intensive Interaction Progress Tracker**

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| --- |
| *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 |