In an Engaged Adult-Child Relationship, *the Adult*:

Engages in Sensitive and Responsive Interactions	• Positions self and child to promote eye contact and to make joint action possible. • Provides objects and events appropriate to the child's development and understanding. • Physically and emotionally supports the child as needed for the child to obtain freedom to interact with others and objects.
Establishes and Sustains Child's Interest and Engagement	• Establishes self as an interesting partner. • Uses novelty and exaggeration to capture interest. • Modifies the pace of the interaction in response to the child's mood and emotional cues. • Recruits the child's attention when unengaged or unfocused. • Introduces new focus or activity when needed.
Encourages Turn-Taking	• Establishes predictable, back-and-forth interactions within basic care or play activities. • Provides time for the child to take a turn. • Lets the child know that a response is expected…then waits…imitates…then waits.
Follows the Child's Lead	• Notices and shares the child's focus of attention and interests. • Maintains the child's focus of attention and interests. • Comments on or participates in the child's activities and interests.
Challenges and Supports to Scaffold Child's Learning	• Elaborates on the child's communicative attempts. • Adds new actions and elements to established interaction routines. • Balances support (e.g., suggestions, demonstration, help) with expectations/opportunities for independence. • Poses "dilemmas" for the child to solve.