

Adult: _____ Observer: _____ Date: _____

Supportive Interaction Scale (SIS-G)

ADULT ROLE

Set the stage for interaction - physical setting					
<ul style="list-style-type: none"> • <i>position self and child so that mutual gaze and joint action are possible</i> • <i>provide objects and events appropriate to the child's development and understanding</i> • <i>physically support the child if needed to for interaction with others and objects</i> 					
1 not exhibited	2 rarely exhibited	3 inconsistent or average	4 usually exhibited	5 consistently exhibited	Notes
Set the stage for interaction - emotional setting					
<ul style="list-style-type: none"> • <i>maintain a warm, encouraging manner</i> • <i>provide clear emotional signals</i> • <i>regulate pace and intensity of interaction in response to child's mood and emotional cues</i> 					
1 not exhibited	2 rarely exhibited	3 inconsistent or average	4 usually exhibited	5 consistently exhibited	Notes
Maintain child's interest and attention					
<ul style="list-style-type: none"> • <i>establish self as an interesting partner</i> • <i>use novelty and exaggeration to capture interest</i> • <i>recruit child's attention when unengaged or unfocused</i> • <i>introduce new focus or activity when needed</i> • <i>establish predictable, reciprocal interaction routines</i> 					
1 not exhibited	2 rarely exhibited	3 inconsistent or average	4 usually exhibited	5 consistently exhibited	Notes
Establish reciprocal roles					
<ul style="list-style-type: none"> • <i>respond to child's initiations</i> • <i>provide time for child to take a turn</i> • <i>let the child know that a response is expected ... then wait</i> • <i>imitate ... then wait</i> 					
1 not exhibited	2 rarely exhibited	3 inconsistent or average	4 usually exhibited	5 consistently exhibited	Notes
Match and follow					
<ul style="list-style-type: none"> • <i>notice and join child's focus of attention and interest</i> • <i>maintain topic of child's initiations</i> • <i>comment on child's activities and interests</i> 					
1 not exhibited	2 rarely exhibited	3 inconsistent or average	4 usually exhibited	5 consistently exhibited	Notes
Scaffold (challenge/support) further development and learning					
<ul style="list-style-type: none"> • <i>expand/elaborate on child's communication (verbal, nonverbal)</i> • <i>add new actions and elements to established interaction routines (new elements, model)</i> • <i>balance support (e.g., suggestion, demonstration) with opportunity and expectation for independence</i> • <i>pose "dilemmas" for child to solve</i> 					
1 not exhibited	2 rarely exhibited	3 inconsistent or average	4 usually exhibited	5 consistently exhibited	Notes

CHILD'S ROLE

General appeal - emotional expression, affect, regulation; "cuteness factor"					
1 low	2	3 average	4	5 high	Notes
General ability as a social partner - active participant; interest in adult as partner; give and take					
1 low	2	3 average	4	5 high	Notes
Overall ability/competence - interested, persistent, flexible "doer"					
1 low	2	3 average	4	5 high	Notes

OVERALL EXPERIENCE

Mutuality - quality and quantity of behavioral synchrony; "partnership"					
1 low	2	3 average	4	5 high	Notes
Overall experience for child - supports child's sense of self as competent and worthy					
1 low	2	3 average	4	5 high	Notes
Overall experience for adult - supports adult's sense of self as competent and worthy					
1 low	2	3 average	4	5 high	Notes

NOTES: