

**Enhancing Cultural Competence in Clinical Care Settings (4C)
Case Presentation Review Sheet:
Cheat Sheet Step 2**

Key Words

- Quality of engagement
- Procedural memory
- Social-emotional milestone
- Affective cues
- Co-regulation
- Emotional cues
- Intentions
- Symbolic play/thinking
- Continuous flow of Communication
- Circles of communication

Step 2: Levels of Engagement

Did presenter identify:

- The highest level of engagement the dyad reached
- The moment the dyad was regulated/calm
- What “supports” did the parent supply that regulated the child and allowed h/her to remain/achieve “Green”
- Stressors that appeared to decrease the level of engagement – parent/caregiver? Environment?
- Patterns of relating non-verbally – affect, gesture, intention
- Elements of symbolic thinking in play – ideas, connecting ideas, connecting ideas and making sense in story fashion
- Moments when parent/caregiver supported “story line” in play
- Ways in which the parent/caregiver “tailored” self to support continuous flow of communication t higher levels of engagement
- Markers or elements of interest from a cultural perspective that affect levels of engagement

Rate of interaction? Speed of serve and return patterns? Tone or volume of interaction?
Patterns of non-verbal communication? Use of body position/body movement in interaction? Facial expression? Use of humor? Teasing?

- Markers or elements of interest from a cultural perspective that arose in you as you assessed levels of engagement

Emotional triggers as you watched the dyad engage? Emotional triggers as the parent/caregiver used different supports than you would use to stay “green”? Emotional triggers as the parent/caregiver allowed or presented stressors that affected the level of engagement?