

The Son-Rise Program®
DEVELOPMENTAL MODEL

**Understanding the Importance of Social Development &
Creating a Curriculum for Your Child's Social Growth**



HOME OF THE SON-RISE PROGRAM®1974

The Son-Rise Program® Developmental Model

Introduction

Since 1983 the Autism Treatment Center of America has worked with children with Autism and other related disabilities using The Son-Rise Program. The Son-Rise Program was created by parents, for parents and has helped children from across the globe to grow, change and far exceed their initial prognosis. The parents we have worked with have seen their children change in profound ways from no meaningful communication to full sentences, from expressing themselves through tantrums and crying to children and adults who use verbal communication and express great physical affection. We have watched children move from almost continuous self-stimulating behaviors to participating in games and play with their family and peers.

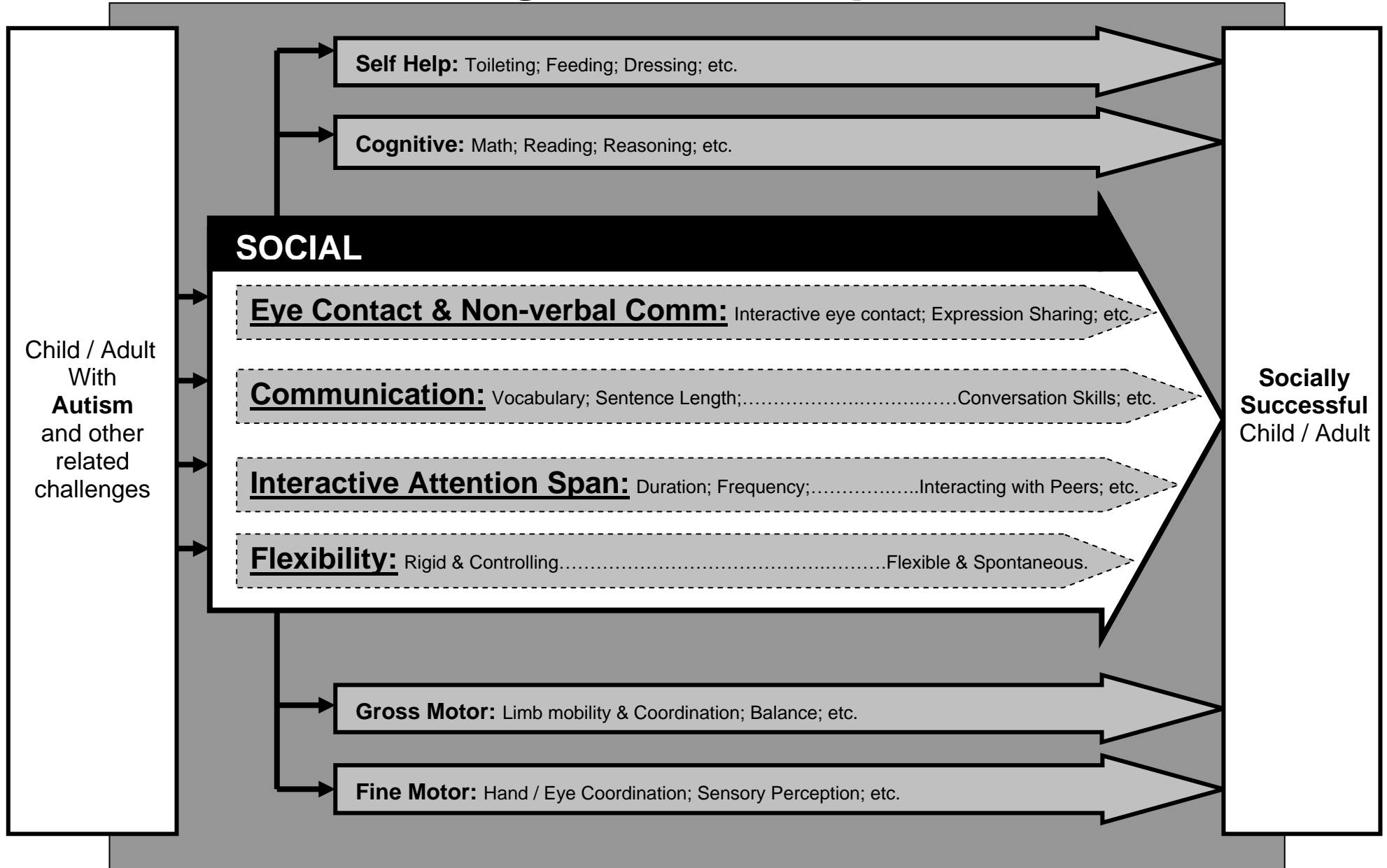
We know that as a parent, or educator, you have tried to help your child (or the child you work with), to gain certain skills. You have seen that when you are able to teach your child a skill, such as putting on his/her socks, or sitting at the table for a few minutes, this does not in any way change the larger, more fundamental qualities of their interaction. It does not change your relationship with your child or the child that you work with. It does not allow you to interact with your child for an extended period of time where there is shared joy, eye contact and laughter.

For this reason, The Son-Rise Program Developmental Model helps you to focus on the key to helping your child grow, and that is their ability to relate and connect with others socially. We have found that by focusing primarily on this area that children and adults are able to build warm, interactive and substantial relationships with their parents, siblings and peers. As a child develops there are other important sets of skills for him/her to acquire such as: Self-Help, Cognitive, Gross Motor and Fine Motor skills (as shown in the diagram on page 2). While each of the developmental areas are essential, the most important issue to address with our children is 'social' development. It is upon this foundation that your child will more readily learn the cognitive skills, self help skills, etc.

Our model helps you to see the stages that your child will move through as they develop from basic skills to more advanced social relationships. In addition, once you see your child's current social abilities and the next step in their development, you can create their social curriculum.

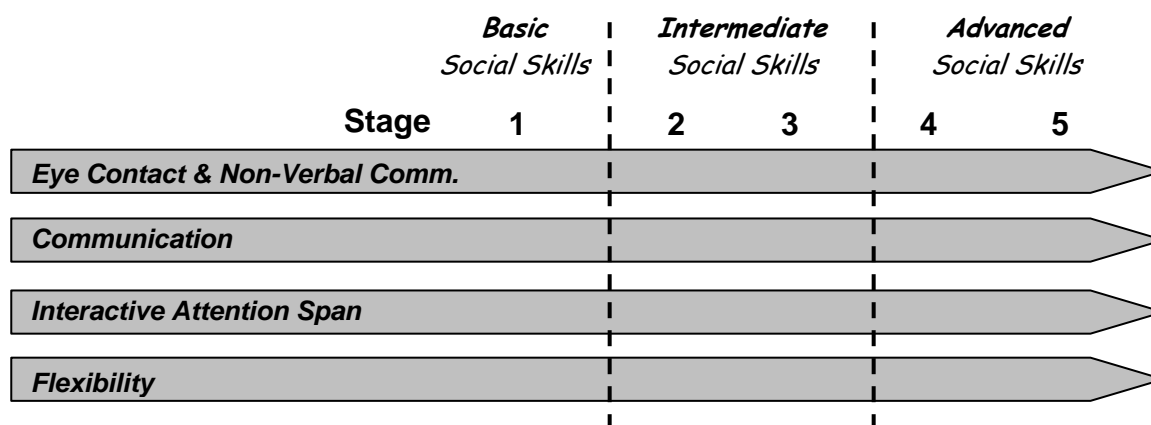
In our work with children we have found that the educational techniques and principles of the Son-Rise Program® are highly effective in helping children acquire these social skills. We recommend going to our website at www.AutismTreatment.org to learn more about our program, and the ways in which you can learn these techniques and principles to ensure that your child achieves the greatest social growth. You can also call (1-877-766-7473) and speak with one of our Family Counselors who will answer any questions you may have. After reading through these materials, please do contact us so that we can be of service to you.

The Son-Rise Program® Developmental Model



The Four Fundamentals

Social Interaction is made up of Four Fundamental pillars; making and sustaining **Eye Contact & Non-Verbal Communication**; **Verbal Communication**; having an **Interactive Attention Span**; and having **Flexibility** within the interaction.



Eye Contact & Non-Verbal Communication

Eye contact is the most basic way that we connect with those around us and it is the most obvious way in which children with Autism and other related diagnoses do not. Other therapies may focus on this area, but in general do so through repetitive, behavioral techniques. In this way, children tend to be pushed to look at other people's eyes in order to get things that they want. We focus on teaching children to love to look at people. We encourage them to *want to* look into the eyes of others. In this way, they are able to strongly connect with people in their lives.

They are able to learn to have facial expression (because they are looking at our faces), they learn to speak (because they are looking at our faces when we formulate words) and they learn to pay attention longer (because they are looking at what we are doing and can join in). The benefits of sustained eye contact are endless. Most importantly, it enables our children to see the love that we feel for them. The most powerful way to build these social relationships is to help our children understand the beauty and meaning that is shared between two people who care about each other. How can they know this if they don't look at us? Eye contact is one of the most important factors in creating and sustaining social relationships.

Making eye contact while simultaneously speaking or listening is an essential aspect of communicating and interacting with others. Another important element that effects the interaction is non-verbal communication – facial expressions and body language. It is important for our children to not only use, but to also understand and respond to others' non-verbal communication.

Verbal Communication

Social relationships exist through communication between people. Our model focuses on helping our children move from crying, whining, tantruming and using physical gestures as ways to communicate to using the spoken word. We then continue to focus

on moving our children from single spoken words (spoken clearly), to an expanded content (nouns, verbs, etc.), conversation loops and conversation skills.

We want our children to be able to communicate what they want, what they don't want, what they feel and what they care about. We want them to be able to participate in the many wondrous games and activities in this world that involve verbal communication. We want them to not only be able to order their food at a restaurant, but to also speak at length with their peers about their views on issues and their dreams. Therefore, this section of the model is quite detailed so you are able to help your child learn the many important steps to using effective communication with others in their lives.

Note: Although not every aspect of language development is covered, we have included the core aspects necessary for your child to effectively communicate with others in social relationships.

Interactive Attention Span

Although our children may have the capacity to focus their attention on an object or activity only involving themselves, this is not to be mistaken for Interactive Attention Span. Watching television, pushing a car back and forth, using the computer, flipping the pages in a book, building a tower of blocks – none of these activities are interactive. Our focus is to help our children have the capacity to interact with other people – to look at the other person, take turns, and communicate with another person in a variety of activities (i.e. physical games, imagination play, conversations, etc.). The emphasis is to move your child through the levels of Interactive Attention Span so they become more and more engaged with the people around them (and as a consequence, spend less time engaged in exclusive activities).

Flexibility

Anyone who has ever cared about a child or individual with autism knows that the ability to be flexible is a profoundly necessary skill used to develop social relationships. Our children can find this extremely difficult. Just think about your child's eating routine (you have to serve this particular food, on this particular plate, with this fork), bedtime routine (you have to read this book, specifically these pages, you have to sing four songs, not three), the clothes they wear (they have to wear the same T-shirt every day), think about your child's interest (they want to discuss a particular topic, and ask the same question over and over again), etc. In order for our children to be able to have friends and build relationships with those around them, they must be able to feel easy about being flexible. They have to be able to function even if something we plan is changed. They have to feel at ease when another person touches their favorite object, or when we decide we aren't going to have Chicken McNuggets for dinner tonight. These are just some of the reasons why flexibility is a fundamental social skill. By helping our child, or the child we work with, to be able to allow a new activity, take a conversation in a new direction, wear a different piece of clothing, continue interacting in stimulating environments, etc., we are giving them the ability to create social relationships and to exist easily with others around them.

Creating Social Curriculum for Your Child

This section will help you to understand your child's current abilities in each of the Four Fundamentals by creating a baseline measure. We will then show you how to create specific goals (a social curriculum) that will help your child move through each level.

STEP ONE: Creating a Baseline

- a. Take a moment to review each stage (1-5) to determine which stage you feel generally describes your child's current abilities. For each skill or quality check the "Emerging" box if your child shows signs of doing the skill but does not yet use it predictably or consistently. If they are consistent with using the skill or ability then you can tick the "Acquired" box.
- b. Assess your child's ability in each level while you are alone with your child in the **most distraction free environment** possible. Ideally, these will take place in the Son-Rise Program Playroom in your home. If you have not yet created your play/focus room, simply take your child to the quietest room in the house. Turn off all televisions, computers, music players etc. that are in this room, close the door and ask others not to disturb you.
- c. All of your information will be based on the '**average**' of your observations of your child. If you have others who work with your child as well, include their observations when creating your average.
- d. Use four observations, over a two week period, to create your first baseline average. Bring your sheet into the room with you and simply mark the box (or note on a separate piece of paper) that lists your child's current ability in that area. Do this on four occasions and determine your first average.
- e. We recommend that you take a new measurement of your child's abilities in each area at least **one time per month**. In this way you can compare your child's areas of growth and know which areas you would like to focus on for the next month.
- f. We understand that this may be new to you, so these charts have been designed to be as simple as possible for you to use. You are not trying to create the most perfect, scientifically accurate assessment possible. Just trust your common sense. **Trust your observations**. Your observations of your child have merit and meaning even if you are not professionally trained to do this. You will find that it is quite simple once you sit down to do it.
- g. Each stage and section is self-explanatory and if you require more information see "**Fundamental Assessment Guide**", pages 10-15.
- h. If you require a new set of Social Developmental Charts, go to our website at www.AutismTreatment.org and print them out.

STEP TWO: Creating Social Curriculum (Program Goals)

Now that you have created a baseline of your child's current social abilities, begin to create their social curriculum (Program Goals). We suggest that you keep these goals, without adding to or changing them, for one month, until your next Fundamental Assessment.

Our intention here is to note the 'next step' for your child in each fundamental. All goals are listed from most basic to most difficult. Therefore, once you have checked a box with your child's current ability, the next step for them is the box immediately below or in the next Stage (if your child has acquired all the skills within that Fundamental).

Example: Look at the Communication section in Stage 1 (not the 'Stage 1-5 Overview' but the page containing all the Stage 1 skills.) The first skill is "Has a vocabulary consisting of speech-like sounds or more".

- *If your child is at the 'Emerging' level of ability for this skill continue to have this as the goal until it is 'Acquired.'*
- *Check the 'Acquired' box if this is your child's current ability and they are consistent in using this skill. The next step in his/her social development for Communication is the box directly below, "Has a vocabulary of 5 words or more". This would become your program goal for your child and a vital part of your child's social curriculum.*

If your child is at the 'Emerging' level of ability for a skill continue to have this as the goal until it is 'Acquired.' If necessary use the smaller increments within the 'Emerging' box to highly your child's development, over time, of the respective skill being worked on.

If your child has 'Acquired' all the skills within a particular Stage for any of the Fundamentals, then start working on that Fundamental in the next Stage.

It is very important to know that many children do not learn these skills in the specific order noted. Children may 'jump' all over the page and have different skill levels in different areas. For example, your child could be in Stage 3 for Communication (speaking using simple sentences; has conversations that consist of 2 loops or more; etc.) while still being in Stage 1 for Flexibility. While you want to be working on each Fundamental, it is essential that you give extra emphasis to the Fundamental that is most challenging (least developed) for your child.

Depending on the rate at which your child changes you may find it more useful to complete the assessment every 6-8 weeks versus every 4 weeks.

Once you have identified the next step for each Fundamental skill, you are ready to write the goals for yourself and your team (see STEP THREE).

STEP THREE: Writing Program Goals

Each month after you have completed your child's Social Assessment and created their Social Curriculum you will write up clear and specific Program Goals to ensure that you and your team stay focused on these goals.

The box directly below his/her current skill level in all Four Fundamentals is the skill to work on next. These will be your goals for the next month or more. These goals are then changed into the form of a sentence that you can use to focus your actions with your child.

Example: **Eye Contact & Non-verbal Communication:**

- You have marked Stage 2 for your child because your child is capable of making eye contact to get needs met. The box below this is "Looks at others with interest". This is your goal. Transform this into a sentence which defines your goal as an action item:

"Inspire John to look at us when he shows an interest in what we are doing."

Example: **Communication:**

- You have marked Stage 4 for your child because your child "Speaks in complex sentences that are grammatically correct". The box below this is, "Able to answer / ask questions and make statements about past and future events". This is your goal. Transform this into a sentence which defines your goal as an action item. This may involve breaking the goal into even smaller steps than stated:

"Encourage John to answer questions about the past and future events."

Example: **Interactive Attention Span:**

- You have marked Stage 3 for your child because your child "Has an interactive duration of 9 minutes or more". The box below this is, "Interacts in an activity 5 times per hour or more". This is your goal. Transform this into a sentence which defines your goal as an action item:

"Invite John to interact with you 5 times per hour or more
(When he gives you Green Lights)."

Example: **Flexibility:**

- You have marked Stage 2 for your child because your child can "Physically participate in the interaction". The box below this is, "Verbally participates in the interaction". This is your goal. Transform this into a sentence which defines your goal as an action item:

"Strongly encourage John to verbally participate in the interaction."

Once you have each of these goals in sentence form, you have a clear Social Curriculum with specific Program Goals. Write them down on one sheet of paper and post them on your playroom door. Additionally, email them to all the individuals working with your child to ensure your team stays focused.

Example:

Program Goals for John

- ❖ Inspire John to look at us when he shows an interest in what we are doing.
- ❖ Encourage John to answer questions about the past and future events.
- ❖ Invite John to interact with you 5 times per hour or more. (When he gives you *Green Lights*.)
- ❖ Strongly encourage John to verbally participate in the interaction.

Fundamental Assessment Guide

It is very helpful for you to assess your child's social skills each month. This will help you to see areas of growth and change, and also to understand which areas may need more support. Below, you will find specific information that will help you to easily assess each Fundamental.

Eye Contact & Non-verbal Communication

All eye contact and non-verbal communication is estimated during times when your child is in a social interaction with another person (not exclusive) while in their Son-Rise Program Play/Focus Room (or distraction-free environment). Only eye contact and non-verbal communication that is **spontaneous** (initiated by your child) is used in your assessment rather than prompted or requested eye contact / non-verbal communication.

- i. Function of Eye Contact: Why does your child spontaneously look into your eyes?

Example: if your child consistently gives spontaneous eye contact to get you to start/restart an activity (being tickled, singing, throwing a ball, speaking, etc.) when you pause, mark acquired for this Stage 1 skill.

- ii. Expression Sharing: While interacting what spontaneous facial expressions does your child share with you? This also includes responding appropriately to others facial expressions (e.g. has a concerned expression when someone looks hurt, etc.).

Example: If your child is just beginning to smile or laugh while interacting with you, mark emerging for this Stage 2 skill.

- iii. Non-Verbal Communication: How does your child use their physical body to communicate and enhance verbal communication.

Example: If your child can interactively point to a picture in a book, excitedly clap their hands, waves, nods yes and shakes their head for no etc., mark acquired for this Stage 3 skill.

Communication

a. Language

- i. Vocabulary/Content: The vocabulary is the total amount of different words you have heard your child say, both inside and outside the playroom. If your child says the same word more than once – only count this as one word. Words that your child uses in any capacity (singing, telling stories, speaking seemingly to themselves, etc.) are all included in this figure. Unclear or partial words are also included.

Each week write down every different word you hear your child say (and have others do this as well). At the end of the week, you can total these words and you will have your initial baseline figure. As you do this each month, you will add any additional words that you hear.

The content is the average makeup of your child's communication, ranging from simple phrases to combined complex sentences.

Example: If your child's typical communication consists of "book up" and occasionally says "Put the book on shelf", mark the average as the Stage 2 skill, "Simple Phrases (2-3 word combinations)".

ii. Parts of Speech: What parts of speech does your child use when communicating?

- *Nouns:* Mommy, Daddy, chair, ball, car, doll, etc.

- *Verbs:* want, see, push, pull, clap, tickle, ride, etc.

- *Adjectives:* black, yellow, big, soft, long, windy, etc.

- *Prepositions:* up, down, in, out, off, on, etc.

- *Pronouns:* he, you, I, etc.

- *Conjunctions:* and, or, when, yet, but, etc.

- *Articles:* a, an, the

iii. Clarity: On average, how understandable is your child's speech? It is important to think about clarity in terms of people who do not know your child.

Example: Would a stranger understand that word or sentence? If your child's language is typically understood by anyone, then this would be 'consistently clear'. If your child's language is understood by many people, then this would be 'generally clear'. If your child's language is understood by you and close family members, but generally not by others, this would be 'partially clear'.

vi. Conversation Loops: On average, how many loops occur when you and your child communicate?

A conversation loop is one full cycle of verbal communication between two people. One person speaks and then the other responds.

Example: Mom: *What game did you play with Dad?*

Child: *Basketball.* [1-LOOP]

Mom: *Great, can I play with you next time?*

Child: *Yes.* [2-LOOPS]

Note: Conversation loops are spontaneous. This means that prompted answers are not included. If you tell your child what to say, and they

say it, this is not considered a conversation loop. Loops only include spontaneous responses and statements.

- v. Conversation Content: Each Stage contains a list of very specific skills such as: simple greetings, asking simple questions, talking at a socially acceptable volume, etc. These skills become more complex and sophisticated as he/she moves towards Advanced Social Skills in Stages 4 and 5.
- iv. Function of Verbal Communication: Why does your child verbally communicate with you? This will range from 'getting their needs met' to more sophisticated interactions like 'sharing their internal thoughts and feelings'.

Example: If your child shares his/her thoughts about what they are observing so that the other person can also experience it, mark acquired for this Stage 3 skill.

Interactive Attention Span

We will only be tracking the activities which are inclusive of another person such as tickle games, being fed, board games, imagination games, role playing, conversations, etc. We will not be including any solitary activities.

- i. Duration: On average, how long is your child interactive with you?

An interaction can be a single activity played for a period of time, or it can be made up of numerous activities played one after the other. The key factor is less the activity itself, and more that it is interactive – he/she is including another person in the activity.

You may find that your child plays with you for two minutes, runs into the corner to push his truck for twenty seconds, and then returns to the game. Attention span ends when your child breaks the interaction and does not return after two consecutive requests to continue the activity.

Example: If you are playing a chase game with your child for ten minutes and every few minutes your child runs to the mirror, looks at himself, jumps up and down for 15 seconds, and then returns to the game after one or two consecutive requests to continue the activity, you can note this as a 10 minute interactive activity.

If you are playing this same game for 5 minutes and your child jumps in front of the mirror and does not continue the activity after one or two consecutive requests but then comes back to the game two minutes later for another 5 minutes, you would count these as two interactive games, of 5 minutes each.

In estimating whether your child is within Stage 5 duration, use the following guide. The duration of interaction for a neuro-typical child is approximately 3 - 5 minutes per year of the child's age:

- 2yr old: 6-10 mins
- 5yr old: 15-25 mins
- 8yr old: 24-40 mins
- 12yr old: 36-60 mins

- ii. Frequency: On average, how many times per hour does your child participate in an activity with another person? The activity may be either initiated by your child or the other person.
- iii. Types of Activities: What types of activities is your child capable of interacting within. The activities range from physical play, interaction around shared objects, to symbolic imaginative and role-play activities.
- iv. Peer Friendships: How does your child interact with their peers? This skill includes fleeting interest in peers, to interacting appropriately with one peer and small group of peers.

Flexibility

The main focus of this Fundamental is to help your child develop the ability to be both flexible (your child allows involvement and input from others) and spontaneous (your child initiates new ideas / direction) within interactions. Many of the skills listed in the five stages of Flexibility are self-explanatory. Below, we have listed only those that may require more explanation.

As you move through this section, ask this general question: "On average, how flexible and spontaneous (versus controlling and rigid) is my child while interacting in activities with another person?" (This includes activities that both your child initiates and activities initiated by another person.)

- Easily allows your presence within his/her Son-Rise Program® room

Your child lets you freely move, verbalize, celebrate, touch and manipulate the objects and furniture in his/her focus/play room that he/she is not engaged with.

- Allows you to assist (help) him/her within their activity

Your child lets you support him/her in what they are doing. They allow you to help them verbally or physically.

Examples: Your child allows you to make sound effects for what they are doing, they allow you to hold a book they are looking at, hand them a block, get them something from the shelf, help them to build something, etc.

- Peripheral variations:

Your child allows you to change or alter 'unimportant' aspects of the activity.

Examples: If your child's interactive activity is playing a card game in which he/she loves to see what card is going to come up next (core motivation) will they allow you to wear a fun hat as you play, sing a song about playing cards, etc.?

If your child enjoys having you chase him/her around the room, catch them and tickle them, they will allow you to jump over a tower of blocks on the way to catch him/her, etc.

- Central variations:

Your child allows you to change or alter important aspects of the activity.

Examples: If your child's interactive activity is playing a card game in which he/she loves to see what card is going to come up next (core motivation) he/she will allow you to fly the card around the room before it is turned over, turn over two cards at once, etc.

If your child enjoys having you read to him/her from a book and stop at a certain page and make a specific sound, they will allow you to stop at a different page, or focus on a different part of his/her favorite page.
Developmental Model & Social Curriculum

- Flexible within their activity:

Your child will easily allow both peripheral and central variations to the interactive activity.

Note: Any child playing a game has preferences and desires about how the game is played. We are not looking for 100% flexibility in all interactions, but rather an overall ability to easily allow a friend or family member to make minor and major alterations to the activity on a regular basis.

- Spontaneous variations:

Your child is able to be spontaneous within an activity chosen by him/herself or by another person. (Whenever you see the word 'spontaneous' noted in the model, we are referring to unplanned ideas or changes to a game.) Your child may make a change to a standard activity, or they may initiate a completely new way to play.

Examples: If you play a 'standard' tickle game with your child where your child lays on the floor and gives you his/her foot to tickle, their spontaneous action could be giving you their hand instead.

If you typically pretend to buy groceries with your child, their spontaneous action could be suggesting you buy shoes as well or instead.

Coping with Sensory Input: How does your child manage individually and interactively within environments ranging from highly supportive (playroom / home environment) to unstructured unsupported environments (playground / shopping mall / etc.)

Crying/Tantruming/Whining Communication

- i. Frequency: On average, how often does your child cry, tantrum, or whine in an hour or a day? In estimating the frequency include observations from both inside and outside the play/focus room.
 - ii. Duration: On average, how long is each crying, tantruming, or whining incident? In estimating the duration include observations from both inside and outside the play/focus room.
 - iii. Quality: As you are aware, there are different types of crying, whining and tantruming. This section is about defining the quality and severity of each one of these. In estimating the average quality, include observations from both inside and outside the play/focus room.
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Please contact us at The Autism Treatment Center of America™
for support, guidance and help in using
The Son-Rise Program® Developmental Model

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OVERVIEW: Stages 1-5

The Four Fundamentals of Socialization

1. Eye Contact & Non-Verbal Communication
2. Verbal Communication
3. Interactive Attention Span
4. Flexibility

Eye Contact & Non-Verbal Communication					
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Function of Eye Contact	Looks at others to start / continue an interaction	Makes eye contact to get needs met	Uses eye contact to draw attention to objects / events of interest	Looks to maintain other's attention	Looks to evaluate other's social cues
Expression Sharing	Looks with occasional flickers of expression	Smiles or laughs while in an interaction	Copies some simple exaggerated facial movements	Spontaneously demonstrates a range of facial expressions	Responds appropriately to other's facial expressions
Non-Verbal Communication	Physically moves others to get what he/she wants	Simple gestures upon request	Spontaneous simple gestures	Uses spontaneous gestures to enhance verbal communication	Understands, responds to and uses basic social cues

Verbal Communication					
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Vocabulary / Content	Speech-Like Sounds → 50 single words	Simple Phrases (2-3 word combinations)	Simple Sentences (noun + verb)	Complex Sentences (grammatically correct)	Combined Complex Sentences
Parts of Speech	Nouns Verbs	Adjectives Prepositions	Articles Conjunctions	Pronouns	Fluent use of all parts of speech
Clarity	Partially Clear	Generally Clear		Consistently Clear	
Conversation Loops	N/A	1 loop	2 Loops	3-5 Loops	6 Loops or more
Conversation Content	Prompted (requested by other)	Spontaneously (unprompted) communicates wants/not wants	Makes simple comments Asks / answers simple questions Spontaneously constructs original sentences	Makes complex statements Asks / answers complex questions	Makes reflective comments and asks relevant reflective questions
Function of Verbal Comm.	To get needs met	To start / continue an interaction	To create a shared experience	To share coherent stories (relevant to the conversation) To seek others' personal information within a conversation	To seek others' internal experiences (emotions & thoughts) To share internal experiences (emotions & thoughts)

Continued on the next page...

OVERVIEW: Stages 1-5 (continued)

Interactive Attention Span (Interaction = Inclusion of another person in a game or activity)					
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Duration	Up to 2 minutes	3-4 minutes or more	5-9 min.	10-20 min.	Age appropriate (typically 3-5 minutes per year of a child's age)
Frequency	Up to 3x / hour	4x / hr	5x / hr or more	Up to 5x / hr (Duration must be 10 min. or more)	Continuously interactive
Type of Activities	Interacts within shared physical activities	Interacts around simple shared objects/activities	Interacts within symbolic imaginative play	Interacts within imaginative role-play activities	Interacts within a variety of activities
Peer Friendships	(Fleeting or no interest in peers)	(Plays beside peers showing interest without interacting with them)	Simple interactions with peers	Interacts appropriately with a peer	Appropriately interacts with small groups of peers

Flexibility					
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Flexibility	Allows you to assist within his/her repetitious interactions	Allows peripheral variations to his/her repetitious interactions	Allows central variations to his/her repetitious interactions	Flexible within his/her area of interest	Flexible within a variety of activities
		Physically participates in the interaction	Shows an interest in another's activity	Allows variations within another's activity	Spontaneous within a variety of activities
		Verbally participates in the interaction		Shares interactive time between his/her activity and another's activity	
Coping with Sensory Input	Settles easily within a highly supportive environment	Calmly and easily handles limits and boundaries within a highly supportive environment	Interacts easily in a moderately supportive environment	Manages sensory input and change in typical age appropriate environments, with help	Calmly and easily manages most transitions and unstructured situations

Note: To acquire any flexibility skill, your child must be at or above the interactive attention span (for both "Duration" and "Frequency") of that stage.

The Crying / Tantruming / Whining chart below does not follow Stages 1-5. Instead, use the chart to track your child's crying / tantruming / whining communication to focus on helping him/her communicate verbally.						
Crying / Tantruming / Whining Communication						
Frequency	More than 4x / hr	1-4x / hr	Less than 1x / hr	3-4x / day	Less than 3 x / day	
Duration	More than 1 hr	30-60 min	10-30 min	5-10 min	1-5 min	Less than 1 min
Quality	Screaming / Shouting; Throwing objects; Head-banging; Hitting self or others; etc.		Screaming / Shouting	Crying	Crying / Whining	Whining
						Communicates using Language

STAGE 1

Eye Contact & Non-Verbal Communication			
	Goal	Emerging	Acquired
Looks at others to start/continue an interaction (When you pause, your child makes eye contact to get you to start/re-start an activity.)			
Looks with occasional flickers of expression (When interacting, your child maintains a flat affect with small, occasional flickers of expression.)			
Physically moves others to get what he/she wants (e.g. leads others by the hand, pushes other's body, hands others objects, etc.)			

Verbal Communication			
	Goal	Emerging	Acquired
Has a vocabulary consisting of speech-like sounds or more (e.g. "ti" for tickle, "ah" for apple, "b" for ball, etc.)			
Has a vocabulary of 5 words or more (e.g. "tickle," "apple," "ball," "ride," etc.)			
Has a vocabulary of 6-50 words or more (e.g. "tickle," "apple," "ball," "ride," etc.)			
Speaks using nouns and verbs or more (Nouns: <i>Mommy, Daddy, chair, ball, car, doll, etc.</i> ; Verbs: <i>want, get, push, pull, clap, tickle, ride, etc.</i>)			
Clarity of speech is partially clear and understandable (You may understand your child's language but others tend not to.)			
Clarity of speech is generally clear and understandable (Your child's language is typically understood by many people.)			
Speaks when prompted (requested by another person, when in an interaction) (Your child may not say the word spontaneously but when requested will say the word.)			
Verbal communicates to get 'needs' met (e.g. to get food, drink, take a lid off a box, etc.)			

Interactive Attention Span (Interaction = Inclusion of another person in a game or activity)			
	Goal	Emerging	Acquired
Duration of interactive attention span is 2 minutes or more (Attention span ends when your child breaks the interaction and does not return after two consecutive requests to continue the activity.)			
Frequency of interactions is 3 times per hour or more (Applies only if your child's attention span is 9 minutes or less. See Stage 4 if duration is greater than 9 min.)			
Interacts within shared physical activities (Physical activities can include tickles, chase, wrestling, tag, squeezes, back rubs, etc.)			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time. Remember to use common sense.

Continued on the next page...

STAGE 1 *(continued)*

Flexibility			
<i>To acquire any Flexibility Skill in this stage, your child must also be at or above Stage 1 Interactive Attention Span for both duration and frequency.</i>	Goal	Emerging	Acquired
Allows you to assist within his/her repetitious interactions (Child lets you support him/her verbally, physically, etc. - e.g. allows you to pick up paper she accidentally drops, allows you to help stabilize his block tower, allows you to answer a repetitive question, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily allows your presence within his/her Son-Rise Program room (Allows a variety of people into the play/focus room and allows them to move freely within the room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Settles easily within a highly supportive environment (Easily transitions to and calmly stays in low-distraction environments that give your child a high level of control - e.g. his/her Son-Rise Program play/focus room or other rooms in your house, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perspectives to Teach / Model			
	Goal	Emerging	Acquired
It is fun to be in the playroom / focus room (e.g. your child enjoys their time in the room, easily enters the room, does not indicate to leave, asks to spend time in their play/focus room, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPORTANT: No child will demonstrate all of the above skills 100% of the time. Remember to use common sense.

STAGE 2

Eye Contact & Non-Verbal Communication			
	Goal	Emerging	Acquired
Makes eye contact to get needs met (e.g. to get food, drink, open a container, etc.)			
Looks at others with interest (Will make eye contact with another person in whom he/she is interested - e.g. while someone is singing a song, talking about an interesting topic, etc.)			
Smiles or laughs while in an interaction (Interaction = any activity involving another person - e.g. conversation, physical play, putting a coat on, etc.)			
Simple gestures upon request (e.g. pointing / clapping hands in excitement / nodding yes or no / shrugging shoulders for "I don't know," etc.)			

Verbal Communication			
	Goal	Emerging	Acquired
Speaks in simple phrases (2-3 word combinations) or more (e.g. adds adjectives and/or prepositions - "blue ball," "want sing," "book on shelf," "pull big blanket," etc.)			
Clarity of speech is generally clear and understandable (Your child's language is typically understood by many people.)			
Speaks using nouns, verbs, adjectives and prepositions or more (Adjectives: <i>black, yellow, big, soft, long, loud, etc.</i> ; Prepositions: <i>up, down, in, out, off, on, etc.</i>)			
Has conversations that consist of 1 loop or more (Parent: "Do you want the paper or the coloring book?" Child: "Coloring book.")			
Spontaneously communicates what he/she wants and does not want (Without prompting, he/she will ask for wants/not wants - e.g. "Want big block," "All done," "Read book," "No eat," etc.)			
Verbally communicates to start / continue an interaction (Uses language to get an outcome that includes another person - e.g. "Tickle foot," "Blow balloon up," etc.)			
Uses "sweet" tone when indicating what he/she wants and does not want (Child speaks without whining, shouting, raising his/her voice, or using a bossy, demanding tone, etc.)			
Uses greetings (e.g. "Hello," "Hi," "Goodbye," "See you soon," etc.)			

Interactive Attention Span (Interaction = Inclusion of another person in a game or activity)			
	Goal	Emerging	Acquired
Duration of interactive attention span is 4 minutes or more (Attention span ends when your child breaks the interaction and does not return after two consecutive requests to continue the activity.)			
Frequency of interactions is 4 times per hour or more (Applies only if his/her attention span is 9 minutes or less. See Stage 4 if duration is greater than 9 mins.)			
Interacts around simple shared objects / activities (e.g. a ball game, blowing bubbles, reading a book, bowling, etc.)			
Allows physical affection and interaction (e.g. allows cuddles, tickles, hugs, hand/foot squeezes, etc.)			
Can maintain physical contact for 30 seconds or more (e.g. hugs, cuddles, holding hands while dancing, shoulders touching while sitting beside each other, etc.)			
Physically gentle with others (Sweetly and gently touches others vs. hitting, slapping, pinching, pushing, pulling, etc.)			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time. Remember to use common sense.

Continued on the next page...

STAGE 2 (continued)

Flexibility			
<i>To <u>acquire</u> any Flexibility Skill in this stage, your child must also be at or above Stage 2 Interactive Attention Span for both duration and frequency.</i>	Goal	Emerging	Acquired
Allows peripheral variations to his/her rigid/repetitious interactions (While interacting, your child allows changes or alterations to unimportant aspects of the activity - changes that do not interfere with his/her main motivation. For example, he/she allows you to wear a silly hat during an interactive repetitious bowling game; to hum a song during an interactive repetitious drawing activity, etc.)			
Physically participates in the interaction (e.g. gives hand/foot for squeezes, turns book pages, moves around to look for hidden treasure, dances, etc.)			
Verbally participates in the interaction (Within the interaction he/she spontaneously asks for wants / not wants, verbally adds ideas to the game, etc.)			
Calmly and easily handles limits and boundaries within a highly supportive environment (Accepts boundaries without crying / hitting / etc. - e.g. markers on the shelf after continuing to draw on walls.)			

Perspectives to Teach / Model			
	Goal	Emerging	Acquired
You can still be happy and enjoy yourself even if you don't get what you want (For example, your child can still be happy if the food he/she wanted is not available; the model he/she was making breaks and can't be repaired; the person he/she was expecting to visit does not arrive; etc.)			
You can always have fun trying, and you can try many times (He/she can enjoy <u>all</u> attempts toward achieving a goal - e.g. making a Lego structure, drawing a specific picture, etc. - and understands that there are many different ways to achieve the desired goal.)			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time. Remember to use common sense.

STAGE 3

Eye Contact & Non-Verbal Communication			
	Goal	Emerging	Acquired
Uses eye contact to draw attention to objects / events of interest (Will look at you, then look at the object/event of interest and then look back at you to make sure you see it.)			
Looks while listening (Maintains sustained eye contact appropriate to the activity while listening. Note: participating in a conversation will have a higher level of eye contact than a physical activity - e.g. playing catch, etc.)			
Copies some simple exaggerated facial movements (e.g. wide eyes, scrunched up face, happy face, sad face, etc.)			
Spontaneous simple gestures (e.g. interactively points to a picture in a book, claps hands, waves, nods yes, shakes head for no, etc.)			

Verbal Communication			
	Goal	Emerging	Acquired
Speaks using simple sentences that contain nouns and verbs or more (e.g. "Throw the ball," "Push car down the slide," "The man fell down," "Put the comic on the shelf," etc.)			
Clear and understandable expression of what he/she wants and does not want (e.g. "Put the ball on the shelf" versus "Ball up," etc.)			
Speaks using nouns, verbs, adjectives, prepositions, articles and conjunctions or more (Articles: <i>a, an, the</i> ; Conjunctions: <i>and, or, when, yet, but, so, etc.</i>)			
Has conversations that consist of 2 loops or more e.g. Parent: "Do you want to draw?" Child: "Yeah - draw house!" [1 loop] Parent: "Ok! I'll color it blue." Child: "I draw the trees." [2 loops]			
Clarity of words & sentences used is consistently clear and understandable (Your child's language is typically understood by most people - including individuals not known by your child.)			
Makes simple comments (e.g. "Look at the plane," "The glass is cracked," "That's funny!" etc.)			
Answers simple "what," "who," and "where" questions requiring factual information (e.g. "What is this person's name?," "Who is holding the flowers?," "Where is the animal book?," etc.)			
Asks simple "what," "who," and "where" questions (e.g. "What's your name?," "Who is that?," "Where is dad?," etc.)			
Spontaneously constructs original sentences (Creates unique sentences rather than only repeating phrases that he/she has been taught or heard from TV programs, DVDs, computer games, etc.)			
Verbally communicates to create a shared experience (Observes an object/event and shares his/her thoughts so that the other person can also experience it - e.g. "Look Mom, bubbles!," "Listen to the music," "Sam is here!," etc.)			
Appropriately communicates when he/she wants to change or stop an activity (e.g. "All done," "I'm finished," "I don't want to play anymore," etc. versus walking away without communicating.)			
Requests permission, when required, prior to taking an action (e.g. getting food from the cupboard, when using someone else's possessions, leaving the house, etc.)			
Maintains a socially acceptable distance from the person to whom he/she is speaking			
Talks at the socially acceptable volume			
Talks at the socially acceptable speed			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.

Make sure to consider the age appropriateness of each skill. Remember to use common sense.

Continued on the next page...

STAGE 3 (continued)

Interactive Attention Span (Interaction = Inclusion of another person in a game or activity)			
	Goal	Emerging	Acquired
Duration of interactive attention span is 9 minutes or more (Attention span ends when your child breaks the interaction and does not return after two consecutive requests to continue the activity.)			
Frequency of interactions is 5 times per hour or more (Applies only if your child's attention span is 9 minutes or less. See Stage 4 if duration is greater than 9 min.)			
Interacts within symbolic imaginative play (Uses props to represent actual objects/animals/people - e.g. a block is a car, a blanket is a magic carpet, etc.)			
Can join in an activity already in progress (e.g. when two adults are playing a ball game, he/she is able to successfully join the ball game, etc.)			
Asks for help (e.g. opening containers, getting objects on a shelf beyond his/her reach, drawing detailed pictures, etc.)			
Can maintain physical contact for 60 seconds or more (e.g. hugs, cuddles, holding hands while dancing, shoulders touching while sitting beside each other, etc.)			
Initiates physical affection and interaction (e.g. asks for and freely gives hugs, tickles, cuddles, etc.)			
Able to have simple interactions with peers (e.g. chase games, simple card or board games, ball games, brief conversations, etc.)			
Interacts with two adults at the level of Stage 3 social skills (In the playroom / focus room, your child is able to maintain Stage 3 social skills with two adults.)			

Flexibility			
<i>To <u>acquire</u> any Flexibility Skill in this stage, your child must also be at or above Stage 3 Interactive Attention Span for both duration and frequency.</i>	Goal	Emerging	Acquired
Allows central variations to his/her rigid/repetitious interactions (While interacting, your child allows changes or alterations to important aspects of his/her rigid/repetitious activity - changes that will impact his/her main motivation. For example, when repetitiously talking about and looking at pictures of airplanes, he/she allows your suggestion to design and draw a new plane.)			
Is spontaneous within his/her activities at least two times per activity (Your child initiates new ideas and directions within his/her chosen activities/games.)			
Shows an interest in another's activity (Your child asks about or looks at another person's chosen activity - may even participate in the activity momentarily.)			
Initiates games and activities with another person (Your child suggests the game to play and explains how the game is played.)			
Takes turns during an activity (e.g. takes turns during bowling games, board games, card games, choosing which song to sing next, etc.)			
Understands and acts on the concept of "yours" and "mine" (Your child allows you control over your possessions and asks permission before using them, and vice versa.)			
Plays games and activities that have simple rules and structure (e.g. tic-tac-toe, soccer, charades, easy to play board games, etc.)			
Shares his/her objects or toys (Your child allows you to have his/her toy or object for a portion of the game/activity that is longer than one turn.)			
Can be negotiated / reasoned with ("deal making") (e.g. "How about we play your game for 20 minutes and then we play my game?" etc.)			
Interacts easily in a moderately supportive environment (Your child maintains Stage 3 social skills in the living room, the kitchen, the back garden, etc.)			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.
Make sure to consider the age appropriateness of each skill. Remember to use common sense.

Continued on the next page...

STAGE 3 (continued)

Perspectives to Teach / Model			
	Goal	Emerging	Acquired
You can still be happy even if you don't go first or win the game (Your child can enjoy interacting with others even when he/she does not go first during an activity or win, etc.)			
It's fun to wait for something that you want (Your child can wait patiently and enjoy the anticipation of getting what he/she wants or your child can get involved in an activity/game while he/she waits.)			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.
 Make sure to consider the age appropriateness of each skill. Remember to use common sense.

STAGE 4

Eye Contact & Non-Verbal Communication			
	Goal	Emerging	Acquired
Looks to maintain other's attention (Your child will make eye contact to ensure the other person is paying attention to him/her.)			
Looks while talking (Your child maintains sustained eye contact appropriate to the activity while talking. Note: participating in a conversation will have a higher level of eye contact than a physical activity - e.g. playing catch, etc.)			
Spontaneously demonstrates a range of facial expressions (When interacting, your child shows a range of facial expressions - e.g. smiling, serious, upset, excitement, etc.)			
Uses spontaneous gestures to enhance verbal communication (e.g. pointing at/toward what they are talking about, raising arms to emphasize their point, crossing arms, etc.)			

Verbal Communication			
	Goal	Emerging	Acquired
Makes him/herself understood (He/she uses context when telling a story - e.g. "During school lunch today, my friend dropped his plate and it broke into lots of pieces," instead of saying, "The plate broke into lots of pieces.")			
Speaks in complex sentences that are grammatically correct (e.g. "Put the books on the shelf so we can play <i>Lifestories</i> - I like playing that game!")			
Asks / Answers complex questions and makes complex statements :			
<ul style="list-style-type: none"> • Able to answer / ask questions and make statements about past and future events (e.g. "When did you make the card?," "Tomorrow I am going over to my granddad's house," etc.) 			
<ul style="list-style-type: none"> • Answers "why" questions based on what he/she has just experienced / observed (e.g. "Why did you put your jacket on?," "Why did the man fall over?," etc.) 			
<ul style="list-style-type: none"> • Asks "why" questions (e.g. "Why was Suzanne late?," "Why are we going to the hardware store?" etc.) 			
Answers simple questions requiring his/her opinion within the answer (e.g. "Which character is the funniest?," "What is your favorite restaurant?," etc.)			
Seeks others personal information within a conversation (Asks questions about another person, e.g. "Where do you live?," "Did you see the movie with Kim?," etc.)			
Verbally communicates stories clearly relevant to the conversation topic (Your child shares information that is clearly understood and relates to the context of the conversation.)			
Has conversations that consist of 3-5 loops or more An example of a 4-loop conversation would be: P: "Do you want to draw?" C: "Yeah - draw a bus!" [1 loop] P: "Ok! I'll draw the road." C: "I'll draw the bus." [2 loop] P: "What's your favorite part to draw?" C: "I like the wheels." [3 loop] P: "Why?" C: "Because they're easy to draw!" [4 loop]			
Uses pronouns correctly (After mastering Stage 1-3 Communication skills, begin teaching pronouns: <i>he, you, I, me, they, us, etc.</i>)			
Takes turns talking and listening			
Is able to initiate (start) a conversation			
Is able to politely get someone's attention when the person is occupied			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.

Make sure to consider the age appropriateness of each skill. Remember to use common sense.

Continued on the next page...

STAGE 4 *(continued)*

Interactive Attention Span (Interaction = Inclusion of another person in a game or activity)			
	Goal	Emerging	Acquired
Duration of interactive attention span is 20 minutes or more (Attention span ends when he/she breaks the interaction and does not return after two consecutive requests to continue the activity.)			
Frequency of interactions is up to 5 times per hour (Applies only if your child's attention span is 10 min. or more. See Stage 3 if duration is less than 10 min.)			
Has a typical attention span within a single activity of his/her choosing (Your child can play one activity for a typical duration vs. playing many short activities consecutively. A "typical" attention span is approximately 3-5 minutes per year of a child's age.)			
Interacts within imaginative role play activities (Your child can pretend to be a dog, a plane, a family member, a movie character, etc.)			
Generally polite and respectful			
Comforts another person when he/she is hurt or upset (e.g. gets the person a drink of water / band aid, etc. or asks "Are you okay?," or "Can I help you?," etc.)			
Physically appropriate (e.g. hugs only family and friends, not touching strangers, etc.)			
Interacts appropriately with a peer (e.g. takes turns, shares, negotiates, allows the other child's input in games, says hello/goodbye, etc.)			

Flexibility			
	Goal	Emerging	Acquired
<i>To acquire any Flexibility Skill in this stage, your child must also be at or above Stage 4 Interactive Attention Span for both duration and frequency.</i>			
Flexible within his/her activity (Within the activity your child has chosen, he/she easily goes in a direction of someone else's choosing - e.g. adding a new step in the game, change in the order of events, expanding the topic of conversation, etc.)			
Participates in another's activity (Your child verbally and physically participates in activities you initiate vs. only observing the activity.)			
Allows peripheral variations within another's activity (Your child allows changes or alterations to unimportant aspects of another person's chosen activity - changes that do not interfere with your child's main motivation for interacting in the activity - e.g. he/she allows you to wear a silly hat during a chase game, hum a song during a card game, etc.)			
Is spontaneous within another's activity, at least two times per activity (Your child initiates new ideas / direction within another's chosen activity.)			
Shares interactive time between his/her activity and another's activity (Your child will interact in another person's chosen activity for at least 40% of the total interactive time.)			
Manages sensory input and change in typical age appropriate environments, with help (Loud noises, changing physical environments, etc. are managed with the help of explanations, etc.)			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.

Make sure to consider the age appropriateness of each skill. Remember to use common sense.

Continued on the next page...

STAGE 4 (continued)

Perspectives to Teach / Model			
	Goal	Emerging	Acquired
At times it is useful to put off an immediate payoff for a longer-term payoff (e.g. not popping all the balloons now so he/she will be able to do it when their friends come over; not spending his/her money now & saving it to put towards the more expensive item he/she really wants, etc.)			
It's okay to be different from other people (Everyone is different - different shapes, sizes, colors, ways of talking, etc. It's part of life and we can celebrate ourselves and others for these differences.)			
It feels good to be kind and helpful to others			
Not everyone will like you, and that's okay (Some people will like you and others will not. If someone chooses not to like you it does not mean anything is wrong with or bad about you.)			

Preparation for going to School or Work			
	Goal	Emerging	Acquired
Maintains 75% of the skills acquired in Stage 4, for approximately 1 hour per day, while in a stimulating environment (e.g. social gathering, birthday party, etc.)			
Will interact with a peer, at the level of Stage 3 or higher, for 20 minutes or more per day			
Participates in small group activities with two peers			
Able to follow a structured (time-tabled) day within the play / focus room (Your child easily changes, at the appropriate time, to the new activity, as laid out by the time-table.)			
Able to sit at a desk for set periods of time within the play / focus room (Your child can sit at his/her desk for the required amount of time while doing an interactive activity.)			
Listens to and follows instructions given by a person not working in his/her Son-Rise Program (e.g. follows instructions in ballet class, karate class, in an art group, etc.)			
Is fully toilet-trained and will communicate appropriately to use the bathroom (In the play/focus room and around the house, when necessary, your child will communicate that he/she wants to use the bathroom.)			
Can read and write at the level that he/she will be entering school or required by the job (Refer to appropriate academic guidelines to assess the level of reading and writing required for your child.)			
Can do mathematics at the level that he/she will be entering school or required by the job (Refer to appropriate academic guidelines to assess the level of mathematics required for your child.)			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.

Make sure to consider the age appropriateness of each skill. Remember to use common sense.

STAGE 5

Eye Contact & Non-Verbal Communication			
	Goal	Emerging	Acquired
Looks to evaluate other's social cues (Uses eye contact to ensure that the other person is maintaining his/her motivation and focus on the interaction.)			
Can shift gaze between two or more people (Your child keeps up with the flow of group interaction by looking at the most relevant person at that moment.)			
Responds appropriately to other's facial expressions (e.g. has a concerned expression when someone looks hurt, smiles/laughs in response to other's laughter, etc.)			
Understands, responds to and uses basic social cues			
<ul style="list-style-type: none"> • Facial expressions, tone of voice, body language (Your child reads and response to these physical social cues - e.g. if someone puts a finger to his lips indicating "Be quiet," your child understands and responds appropriately; if someone appears bored and is not making eye contact while your child talks to them, your child understands and responds appropriately, etc.) 			
<ul style="list-style-type: none"> • Social Referencing (In deciding which emotions and actions are appropriate in response to an unfamiliar event, your child will take cues from the expressions & reactions of the other person.) 			
<ul style="list-style-type: none"> • Joint Attention (Your child pays attention to the object or event that another person is focused on, by initially observing and following the gaze of that person.) 			

Verbal Communication			
	Goal	Emerging	Acquired
Combines complex sentences (3 or more complex sentences in succession) (e.g. "I love swimming; I've had lessons for a year. I can do breast stroke and freestyle. I can also dive off the diving board and stay underwater for a long time - but I have to wear goggles so my eye's don't get red. . .")			
Fluently uses all parts of speech (pronouns, verbs, articles etc.) (Easily and correctly uses nouns, verbs, adjectives, prepositions, articles, etc. to successfully communicate.)			
Makes reflective comments and asks relevant reflective questions (Your child shares internal experiences - emotions & thoughts - and asks about the internal experiences of others.)			
<ul style="list-style-type: none"> • Answers questions about his/her feelings and actions (e.g. "How did you feel when...?," "Why did you shout?," etc.) 			
<ul style="list-style-type: none"> • Asks others about what they think and how they feel (e.g. "Why are you sad?," "Do you like the picture?," "Are you excited that Grandpa is visiting?," etc.) 			
<ul style="list-style-type: none"> • Initiates & expresses emotive information (to share internal experiences) (e.g. "I just played an exciting game with Jack," "I'm looking forward to...," "I'm upset because...," etc.) 			
<ul style="list-style-type: none"> • Includes his/her opinion within the conversation (Opinion = his/her thoughts/feelings vs. only factual information - e.g. "Soccer is my favorite sport!") 			
Has conversations that consist of 6 loops or more (For an example, see Stage 4 / Verbal Communication / Has conversations that consist of 3-5 loops or more.)			
Communication is relevant to the topic of conversation (While in a conversation, his/her questions, answers and statements all relate to the topic of conversation.)			
Voice has varying intonation			
Initiates conversation appropriate to the social context			
Is able to end a conversation in a socially acceptable way			
Able to follow and add to a conversation between two other people			
Uses correct timing in a conversation with two or more people			
Understands humor			
Understands colloquialisms / figures of speech (e.g. understands "I'm so hungry, I could eat an elephant!," "It's raining cats and dogs," etc.)			
Expresses appreciation to others (e.g. "That was really fun - thanks for playing with me today!," "I love you!," etc.)			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.

Make sure to consider the age appropriateness of each skill. Remember to use common sense.

Continued on the next page...

STAGE 5 *(continued)*

Interactive Attention Span (Interaction = Inclusion of another person in a game or activity)			
	Goal	Emerging	Acquired
Duration of interactive attention span is age appropriate or more <i>(A "typical" attention span is approximately 3-5 minutes per year of a child's age.)</i>			
Continuously Interacts <i>(He/she is able to interact with another person for the entire duration of the time spent together.)</i>			
Interacts within a variety of activities <i>(Is able to interact in a wide variety of different types of activities - e.g. physical, conversational, imaginative, etc.)</i>			
Interacts appropriately with small groups of peers (two or more peers) <i>(As in Stage 4 "Interacts appropriately with a peer", he/she is now able to do this with a group of two or more peers.)</i>			
Has a "typical" duration of interaction within a single activity chosen by another person <i>(Interacts typically in one activity versus having a typical interactive attention span made up of many activities.)</i>			

Flexibility			
	Goal	Emerging	Acquired
<i>To <u>acquire</u> any Flexibility Skill in this stage, your child must also be at or above Stage 5 Interactive Attention Span for both duration and frequency.</i>			
Flexible within another's activity <i>(Within another's chosen activity, your child easily goes in a direction of someone else's choosing- e.g. adding a new step in the game, changing the order of events, expanding the topic of conversation, etc.)</i>			
Flexible within a variety of activities <i>(Your child easily allows peripheral and central variations in a wide variety of games, activities and conversations.)</i>			
Is spontaneous within a variety of activities <i>(Your child initiates new ideas and directions within different types of games, activities and conversations.)</i>			
Calmly and easily manages most transitions and unstructured situations <i>(e.g. substitute teachers, going on vacation, being on the playground, going to a shopping mall, etc.)</i>			

Perspectives to Teach / Model			
	Goal	Emerging	Acquired
Everyone has areas of strength and areas of challenge. It's not bad if something is challenging for you (and easy for someone else) – it's simply another opportunity to learn.			
When changing something about yourself, you can do it with acceptance for who you are and excitement about changing. <i>(Self criticism is not necessary for change, self acceptance leads to changing yourself more easily.)</i>			
It's fun to tell others what you are thinking or feeling and to ask them what they are thinking and feeling. <i>(Its exciting to learn about others and to allow others to learn about you.)</i>			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.

Make sure to consider the age appropriateness of each skill. Remember to use common sense.

Continued on the next page...

STAGE 5 *(continued)*

Starting School or Work			
	Goal	Emerging	Acquired
Maintains 75% of the skills acquired in Stage 4 for approximately 2 hours per day, while in the classroom or work setting			
During recess / lunch time, interacts with a peer, at the level of Stage 4 social skills or higher, for 20 minutes or more			
Communicates appropriately when in a classroom or work setting <small>(e.g. puts up his/her hand, talks to the supervisor when they are available, etc.)</small>			
Easily participates with 2-4 peers in small group activities in the classroom or work setting			
Able to follow the structured / time-tabled day at school or work			
Able to sit at a desk or stay at the designated work area for set periods			
Listens to and follows teacher's / supervisor's instructions <small>(Your child will listen and do what the teacher / supervisor has asked them to do or stop doing.)</small>			
Communicates appropriately to use the bathroom at school or work <small>(e.g. in the classroom will ask permission; in the work setting, if necessary, will notify supervisor or colleague they will be gone for a few minutes to use the bathroom. Note: This skill also includes asking to use the bathroom when he/she needs to go vs. holding on to it.)</small>			

IMPORTANT: No child will demonstrate all of the above skills 100% of the time.

Make sure to consider the age appropriateness of each skill. Remember to use common sense.