

Social-Communication Levels

Social Interaction

SI1.	 <p>During face to face games, physical activities, or routines, child watches the adult closely <i>A.J. watches his dad while they are playing airplane.</i></p>	<p>This occurs when the child is engaged in a game or routine with another person, and looks at the person in expectation of an event or action. A look of anticipation during a game or routine shows that the child is beginning to recognize that their communication partner is contributing to the routine in some way and the child is expecting something to occur or continue to occur.</p> <ul style="list-style-type: none"> • Child watches as the adult counts to three before blowing bubbles • Adult bounces child on knee playing a horse game, and child looks as adult says “ready, set, go” • Child looks at teacher during circle time to see what song comes next
SI2.	 <p>During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue <i>The teacher pauses while counting and Chris looks at her to see if she is ready for another high five.</i></p>	<p>This occurs when the child is engaged in a game or routine with another person, and that person stops the activity. Then, the child uses some form of communication, potentially gestures, vocalizations, verbalizations or gaze, to indicate that they want more of the game or routine. A signal for continuation after a brief pause shows that the child is beginning to understand that his/her actions can influence the actions of another person.</p> <ul style="list-style-type: none"> • Child reaches toward bubbles or mimics blowing action when adult pauses while blowing bubbles • Child vocalizes or makes bouncing action during horse game when adult pauses after saying “ready, set...” • Child signs ‘more’ when adult stops in the middle of singing a favorite song
SI3.	 <p>Child plays back-and-forth games with objects or actions <i>Michelle and Tracy are passing a ball back and forth.</i></p>	<p>This occurs when the child and another person are engaged in a game that involves some type of back-and-forth exchange with either actions or objects. Participation in a reciprocal game shows that the child is beginning to understand the back-and-forth nature of interactions.</p> <ul style="list-style-type: none"> • Child plays peek-a-boo with another person, first with adult hiding his/her face, and then child hiding his/her face. • Child participates in back and forth tickling game, first being tickled by the adult, and then tickling the adult • Child rolls ball back and forth with a play partner

<p>SI4.</p>	 <p>Child initiates familiar games or routines <i>Jacob bangs on the bucket to let his teacher know that he wants her to sing 5 Little Monkeys again.</i></p>	<p>This occurs when a child uses some type of action to begin a preferred game or routine. The action could be a gesture, vocalization, verbalization, or an action that is utilized in that specific game or routine. Initiation of a familiar game or routine after at least 5 minutes shows that a child is beginning to develop preferred games and routines, recognizes the need for another person in those games or routines, and can recall the games or routines outside of the immediate context.</p> <ul style="list-style-type: none"> • Child puts blanket over the head of an adult to initiate the peek-a-boo game • Child reaches up to adult to play “three, two, one blast-off” game • Child holds adults hands and hums to start “Ring-around-the-Rosie”
<p>SI5.</p>	  <p>Child expands games or routines <i>Ray pushes the truck with his teacher and later initiates the same game with a peer.</i></p>	<p>This occurs when the child expands familiar games and routines in different ways such as switching roles, including different people, adding a new step or element, or using new materials. Expansion of games or routines shows that the child is beginning to generalize social interaction skills to different people, settings, materials, or actions.</p> <ul style="list-style-type: none"> • Child switches roles during tag by chasing others instead of being chased. • Child plays the tickle game with a different person, e.g., a different parent, a different staff person, siblings, or peers • Child expands peek-a-boo by making a funny face after exposing his/her face • Child hides a toy under a bowl instead of hiding it under a blanket
<p>SI6.</p>	 <p>Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue <i>Kaitlyn looks at her mom and says “Choo choo!” to signal that she wants to continue playing train.</i></p>	<p>This occurs when the child combines some type of gesture, such as pointing or reaching, and/or uses vocalizations while looking at that person to indicate that they want to continue a game or activity that has paused. This illustrates that the child is beginning to understand how to engage another person and that there is some shared enjoyment during a particular activity.</p> <ul style="list-style-type: none"> • Child looks up at an adult and pulls their hands to indicate that they want to be twirled around again. • Child drops a ball in someone’s lap and looks at them to indicate that they want to play catch again • Child says “1, 2, 3, GO!” and while looking at their teacher to indicate that they want to race again • Child looks at the teacher and vocalizes because she wants to be squirted with the hose again during water play

Requesting

RQ1.



Child reaches for out of reach object to show wanting the object

Mackenzie reaches for the sponge that Octavious took from her.

This occurs when an object is far enough away that the child cannot touch it, and the child reaches towards the object. This is often an open hand reach, but could also be an action in which the child opens and closes his/her hand repetitively. Reaching towards an out of reach object shows that the child wants the object and is beginning to understand that reaching will communicate to another person that s/he wants that object.

- Child reaches for a tool that s/he wants to use to play with play-dough
- Child reaches for marbles that adult is holding so s/he can play marble track
- Child reaches for a juice box across the table during snack time

RQ2.



Child pulls person's hand toward objects to show request for help

Alex pulls his teacher's hand to the container to request her to open it.

This occurs when the child is having difficulty with a task (e.g., opening a container) and pulls another person's hand toward the task to get help. Pulling someone's hand to request help shows that the child is beginning to understand that other people can help with difficult tasks, and that s/he can communicate to get help.

- Child needs help operating a toy and pulls another person's hand to the toy
- Child pulls another person's hand towards the faucet in order to get help turning on the water
- Child pulls person's hand towards the radio to indicate they want it turned on

RQ3.



Child gives objects to show request for help

Abby gives her teacher the glue bottle to get help opening it.

This occurs when the child is having difficulty with a task (e.g., operating a toy) and gives an object to another person to get help. Giving to request help shows that the child is beginning to understand that other people can help with difficult tasks, and that s/he can communicate to get help.

- Child gives another person a closed bottle of bubbles so the bubbles are opened
- Child gives another person a juice box to get assistance putting the straw in
- Child pushes the ends of his/her coat towards another person to get help with zipping the coat

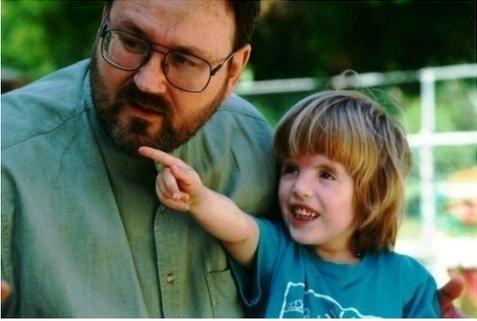
<p>RQ4a.</p>	 <p>Child looks at nearby objects when another person points to the objects as a request <i>Liam follows Mr. Bob's point to the zebra he is asking to borrow.</i></p>	<p>This occurs when another person points to a near-by object to request that object and the child looks at that object. Nearby is defined as being within reach. Responding to another person's point by looking at a nearby object shows that the child is beginning to understand that pointing is a form of communication that references a nearby item.</p> <ul style="list-style-type: none"> • Another person points to the red crayon and the child looks towards the crayon • Someone points to the box of crackers during snack time and the child looks at the box of crackers • A peer points to the blue block and the child looks at the blue block
<p>RQ4b.</p>	 <p>Child points to nearby objects to request them <i>Tanya points to request a different sponge.</i></p>	<p>This occurs when the child points to a nearby object to indicate that s/he wants the object. Nearby is defined as being within reach. Pointing to nearby object as a form of requesting shows that the child is beginning to understand that another person can help him/her to get a desired item, and s/he can communicate his/her desires by pointing.</p> <ul style="list-style-type: none"> • The child points to the hat that s/he wants while playing dress-up • The child points to the shovel while playing at the sensory table so s/he can dig in the sand • The child points to the snack that s/he wants during lunch
<p>RQ5a.</p>	 <p>Child looks at distant objects when another person points to the objects as a request <i>Malik is looking as his teacher points to play-dough tools to request them.</i></p>	<p>This occurs when another person points to a distant object to request that object and the child looks at the distant object. Distant is defined as being out of reach. Responding to another person's point by looking at a distant object shows that the child is beginning to understand that pointing can reference objects that are farther away and s/he is beginning to follow points as a line of sight. Also, the child is furthering his/her understanding that pointing is a form of communication.</p> <ul style="list-style-type: none"> • Child looks as the teacher points to request a book on the top shelf • On the playground, the child looks as a peer points to request a ball from the shed • At the art table, the child looks as a peer points to request a glue stick from the shelf

<p>RQ5b.</p>	 <p>Child points to more distant objects to request them <i>At grocery store, Jason points to the vegetables that he wants his mom to buy.</i></p>	<p>This occurs when the child points to a distant object to indicate that s/he wants the object. Distant is defined as being out of reach. Pointing to distant object as a form of requesting shows that the child is growing in his/her understanding that another person can help him/her to get a desired item, and s/he can communicate his/her desires by pointing. Also, the child is furthering his/her understanding that pointing can reference objects that are farther away.</p> <ul style="list-style-type: none"> • On the playground, the child points to request the Frisbee that is stuck in the tree • The child points to request a toy that is located on a high shelf • At circle time, the child points to request which center they want to play in
<p>RQ6.</p>	 <p>Child combines gesture and/or vocalization/ verbalization with looking at person to request <i>Tanya looks at Miss Ann while asking reaching for the sponge.</i></p>	<p>This occurs when the child gestures (e.g., giving, reaching, pointing) and/or vocalizes/verbalizes while making eye contact with another person in order to indicate that s/he wants an object or person. This can also be in the form of a depictive gesture (e.g., bouncing up and down to indicate a horsey game) combined with eye contact to indicate that s/he wants an action or game. Combining eye contact with another form of communication shows that the child is beginning to recognize that the person must see or attend to their gesture/vocalization/verbalization in order for his/her request to be understood.</p> <ul style="list-style-type: none"> • The child looks at another person while pointing at a desired toy • The child looks at another person, and says “my turn” to request a toy or action • The child looks at another person, reaches for a needed item and makes a vocalization

<p align="center">Joint Attention</p>		
<p>JA1a.</p>	 <p>Child responds to another person giving objects just to share interest in the objects <i>Mei looks at and touches the flower that her mother gave to her.</i></p>	<p>This occurs when another person gives an object to the child for the purpose of sharing interest in the object, and s/he willingly accepts the object, looks at the other person, and looks at the object. Responding to another person giving an object to share that object shows that the child is beginning to understand that s/he can share interest with another person about an object through eye contact and gazing at the object.</p> <ul style="list-style-type: none"> • Someone picks something out of the surprise bag, and says “Look”, while handing the object to the child. The child accepts the object and looks at it. • While making items with play-dough, the teacher rolls a snake, says “I made a snake” and gives it to the child. The child takes the snake and looks at it.

<p>JA1b.</p>	 <p>Child gives objects just to share interest in objects with another person <i>Betsy gives Linda a picture that she drew.</i></p>	<p>This occurs when the child gives an object of interest to another person for the purpose of sharing the object, and the child looks at the other person and the object during the giving process. Giving objects to another person to share the object shows that the child is beginning to understand that s/he can engage with another person and an item of interest through the gesture of giving.</p> <ul style="list-style-type: none"> • While writing with a vibrating pen, the child gives the pen to an adult, just to share interest in the novel item • The child looks through a kaleidoscope and then gives it to a peer to share the interesting toy
<p>JA2a.</p>	 <p>Child responds to another person showing objects just to share interest in the objects <i>Jose looks while his father shows him which button to push on the camera.</i></p>	<p>This occurs when another person shows an object to the child for the purpose of sharing interest in the object, and the child looks at the object and the other person. Responding to another person showing an object to share the object shows that the child is furthering his/her understanding of sharing interest with others about objects.</p> <ul style="list-style-type: none"> • While in the reading area, a peer says look, and shows the child a book. The child looks at the book. • Another person shows a picture that s/he drew, and the child looks at the picture
<p>JA2b.</p>	 <p>Child shows objects just to share interest in the objects with another person <i>Rose shows Claire a caterpillar that she found on the playground.</i></p>	<p>This occurs when the child shows an object of interest to another person for the purpose of sharing the object, and the child looks at the other person and the object while showing the object. Showing objects to another person shows the child is beginning to understand that s/he can initiate engagement about an object of interest through the gesture of showing.</p> <ul style="list-style-type: none"> • The child builds a car out of Legos and shows the car to a peer to share what s/he has made • The child finishes an art project and shows it to his teacher

<p>JA3a.</p>	 <p>Child follows a point to nearby objects/events just to share interest in objects/events <i>Malcolm looks at a picture in the book that his teacher is pointing out.</i></p>	<p>This occurs when another person points to an object that is within reach, and the child follows the other person's point to the nearby object and looks at the other person. Following a near point shows the child is beginning to understand that pointing references nearby objects, and can be a method for sharing interest in objects.</p> <ul style="list-style-type: none"> • While walking through the hallway, the teacher points at a new picture on the wall, and the child looks at the picture • A peer points at another peer's dog puppet in the drama area to comment on the puppet, and the child looks at the puppet.
<p>JA3b.</p>	 <p>Child points to nearby objects/events just to share interest in objects/events with another person <i>Twyla points out something on the game board to her friends.</i></p>	<p>This occurs when the child points to an object that is within reach while looking at another person in effort to share engagement with the person. Pointing to nearby objects just to share them shows the child is continuing to further his/her understanding of gestures used to establish joint attention or shared engagement.</p> <ul style="list-style-type: none"> • While on a nature walk, the child points to a leaf that s/he sees just to show another person • The child points at decorations on the classroom door when s/he notices the new decorations
<p>JA4a.</p>	 <p>Child follows a point to more distant objects/events just to share interest in the objects/events <i>Tania looks when her dad is pointing to a dog at the park.</i></p>	<p>This occurs when another person points to an object that is out of reach, and the child follows the other person's point to the more distant object and looks at the other person. Following a point to a more distant object shows the child is learning to follow the line of sight in pointing and beginning to understand that pointing can reference objects that are farther away.</p> <ul style="list-style-type: none"> • Child looks when someone points to a fire truck driving by • Someone points to a squirrel in the yard and the child looks • Child looks at a painting the teacher is pointing to at the museum

<p>JA4b.</p>	 <p>Child points to more distant objects/events just to share interest in objects/events with another person <i>Jennifer points to show her dad a cardinal at the bird feeder.</i></p>	<p>This occurs when the child points to an object that is out of reach, while looking at another person, in effort to share engagement or attention with the person about an object of interest. Pointing to more distant objects just to share them shows the child is furthering his/her understanding that pointing can reference objects that are out of reach, and that pointing can be used to draw attention to a specific item.</p> <ul style="list-style-type: none"> • Child points to show a peer at a kite that someone is flying • Child points to a gigantic bubble floating by to show her teacher • Child points at a dog walking across the street to show her mom
<p>JA5.</p>	 <p>Child follows gaze of another person to objects/events just to share interest <i>Janelle follows her dad's gaze to look at a dolphin in the ocean.</i></p>	<p>This occurs when another person looks at an object or event in the immediate environment and the child looks at the person and then looks at the object or event. Following the gaze of another person shows the child is beginning to understand that simply looking at an object or event can be used to share interest or engagement with another person.</p> <ul style="list-style-type: none"> • While playing in the block area, the teacher says "Look what she is building" and then looks in the direction of a peer. The child follows the gaze to look at the peer and his/her tower. • While on a nature walk, a peer says look at the big bird and looks in the direction of the bird. The child follows his/her peers gaze and looks at the bird.
<p>JA6.</p>	 <p>Child combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event <i>Grace looks at her teacher while giving her a rock that she found just to share it.</i></p>	<p>This occurs when the child uses gestures, vocalizations, or verbalizations while making eye contact with another person to share an object or event of interest. Combining these various modalities with eye contact shows that the child is furthering his understanding of sharing engagement with others' by combining multiple forms of communication.</p> <ul style="list-style-type: none"> • The child looks at another person, points to his/her peer, and says "Look at Tommy's new shirt." • The child looks at another person, points at a picture of a "scary" animal and gasps to share attention and his feelings about the animal.

Play Levels

Exploratory

E1.



Child picks up and looks at a toy
Tanisha picks up the new toy and looks at it.

This occurs when a child picks up and looks at any toy. Picking up and looking at a toy shows that the child is beginning to show interest in the toy.

- Picks up stuffed animal and looks at it
- Grabs play-dough or putty and looks at it
- Picks up a bottle with glitter water and looks at it
- Grabs a “bobble ball” and inspects it

E2.



Child plays with toys using both hands together
Jacob is holding several balls with both hands.

This occurs when a child uses two hands to play with a toy in any way. Playing with a toy using both hands shows the child is learning about the physical properties of the toy.

- Takes putty and stretches it using both hands
- Picks up a bottle with glitter water and turns it over from hand to hand
- Bangs on a ball using both hands

E3.



Child plays with one toy in three or more different ways
Simon splashes the cup in the pool and fills it to dump water on his head.

This occurs when the child uses a toy in at least 3 different ways, or using at least 3 different actions. Playing with the same toy in several different ways shows that the child is beginning to expand play routines with a specific toy.

- Shakes, turns, and bangs a rattle
- Rolls, bounces, and throws a ball
- Pinches, rolls, and pats play-dough

Relational

R1.



Child takes pieces of toys apart
Ella takes apart the pipe toys.

This occurs when the child takes apart a toy that has multiple parts or pieces. Taking toys apart shows the child is beginning to understand that toys have different parts or components, and how the parts relate.

- Takes apart a tower of blocks
- Removes a nesting cup from the stack
- Takes manipulatives out of a cup
- Takes a simple puzzle apart

R2.



Child puts toys together in simple ways
Andrew builds towers with blocks.

This occurs when the child puts pieces of a toy or multiple toys together in simple ways, such as putting a piece into another part of the toy or stacking toys. Putting toys together in simple ways shows that the child is furthering his/her understanding that toys have parts and starting to understand that the parts fit together or relate in meaningful ways.

- Puts blocks together in any way
- Puts a small nesting cup in a larger nesting cup
- Puts manipulatives in a cup
- Puts puzzle pieces into a box or bag

R3.



Child puts several toys together in specific ways
Rebecca puts together a puzzle.

This occurs when the child puts pieces of a toy or multiple toys together in more perceptually complex ways, such as sorting or putting an object into something that requires a specific orientation. Putting toys together in more complex ways shows that the child is furthering his/her understanding of important perceptual features and how objects relate to each other.

- Puts blocks together to make a specific figure
- Stacks the nesting cups in the intended order
- Puts manipulatives into containers based on shape, size, or color
- Places puzzle pieces in the correct place

Functional

F1.



Child plays with toys in functional or simple pretend ways
Kiesha irons in the dramatic play center.

This occurs when the child uses a toy in the way it was meant to be used. Playing with toys in simple, functional ways shows the child is beginning to understand the purpose and way to use simple toys.

- Moves a car down a specific path or while making car noises
- Puts toy food in the toy oven
- Opens the door to a barn to put animals inside

F2.



Child plays with toys in simple pretend ways directed to self
Casey pretends to call her sister on the phone.

This occurs when the child uses a toy to act on his/her self. Playing with toys in a functional way directed to self shows the child is starting to understand that s/he can take an active role in play. It also shows the emergence of pretend play.

- Pretends to drink out of a cup
- Pretends to wash face with wash cloth
- Puts a bandage on his/her own arm during play

F3.



Child includes a doll/action figure in simple pretend play with toys
Marley listens to the bear's heart with a stethoscope.

This occurs when the child uses a toy to act on a doll/action figure. Playing with toys in a functional way directed towards a doll/action figure shows the child is realizing that dolls/action figures represent a pretend person/animal in play.

- Puts a doll in bed to sleep
- Gives a bottle to the baby
- Gives a piece of food to a dog puppet
- Uses a tooth brush to brush a doll's teeth

F4.



Child includes other people in simple pretend play with toys
Elizabeth puts sunglasses on Mia.

This occurs when the child uses a toy to act on another person. Playing with toys in a functional way directed towards others shows the child is starting to understand that other people can be included in play.

- Serves pretend food to another person
- Brushes another person's hair
- Uses stethoscope to listen to another person's heart

F5.



Child uses the same action in simple pretend play with two different people or dolls/figures
Ella feeds a stuffed bear and a stuffed dog with a toy spoon.

This occurs when the child uses a toy to act on two different people/dolls in sequence, which may or may not include acting on his/her self. Using the same act on two different people/dolls shows the child is expanding his/her play routines to include more participants.

- Feeds his/her self and then feeds a doll
- Brushes a dolls hair, and then brushes another person's hair
- Gives the dog a drink, and then gives the cat a drink

Symbolic

S1.



Child makes doll/figure move or do things as if it were alive
Cory walks his firefighter to the fire truck.

This occurs when the child is playing with a doll/action figure, and moves the doll/action figure's body as if it were alive. Moving a doll/action figure as if it were alive shows the child is beginning to understand that s/he can take on the role of a doll/action figure in play.

- Makes doll walk up the stairs in a doll house
- Moves action figures foot to kick a ball
- Makes dog "jump" on the table to get food

S2.



Child does 2 different pretend actions, one right after another, with the same toy
Cory is driving the backhoe and then uses the construction worker to move the control lever.

This occurs when the child combines two actions to form a play routine with a logical order. Using 2 different pretend actions with one toy in a sequence shows the child is beginning to expand his/her play skills by putting steps together.

- Reads doll a bed time story and then puts the doll to bed
- Takes a cats temperature and then gives the cat medicine
- Makes spaghetti on a stove, and then serves it to a friend

S3.



Child does 3 or more different pretend actions, one right after another, with the same toy
Ella puts pepperoni on the pizza, cuts the pizza, and then feeds it to her cat.

This occurs when the child combines three or more actions to form a play routine with a logical order. Using 3 or more different pretend actions in with one toy in sequence shows the child is continuing to expand his/her play skills by putting together longer play routines.

- Heats up the bottle, feeds it to the baby, and burps the baby
- Makes the dinosaur drink from the pond, run away from a bigger dinosaur, and hide in a cave
- Picks up a student on the bus, drives the bus to the school, and drops the students off at school

<p>S4.</p>	 <p>Child uses one toy/object to represent or stand for another <i>Karmen uses sand to make a cake.</i></p>	<p>This occurs when the child uses an object/toy to represent something else. Using an object to stand for a different object shows the child is starting to understand that objects can symbolize something else in play routines.</p> <ul style="list-style-type: none"> • Pretends a block is a piece of pizza • Pretends his/her finger is a tooth brush • Pretends a piece of cardboard is a mirror
<p>S5.</p>	 <p>Child uses pretend qualities in play <i>Ella blows on the hot "soup".</i></p>	<p>This occurs when the child pretends that a toy/object feels a certain way (e.g., a hot plate of food) or moves a certain way (a bumpy car ride). Using pretend characteristics in play shows the child is furthering his/her understanding of pretend play and that s/he can pretend an object has a quality that is not actually present.</p> <ul style="list-style-type: none"> • Moves hands and body back quickly when pretending to ride a "fast" rocket • Holds nose when changing the doll's "stinky" diaper • Drops hands and body towards ground when moving a "heavy" box • Makes a face when eating "yucky" spaghetti
<p>S6.</p>	 <p>Child uses pretend objects in play <i>Thomas is singing into an imaginary microphone.</i></p>	<p>This occurs when the child pretends that s/he has an object that is not actually present. Using imaginary objects in play shows the child is beginning to understand that s/he can pretend with something that is not represented directly by an object.</p> <ul style="list-style-type: none"> • Forms hand in the shape of a cup when pretending to drink juice • Pets an imaginary puppy • Makes a ringing noise and picks up an imaginary phone

<p>S7.</p>	 <p>Child takes on a pretend role in play that other people direct <i>Dana takes her teacher's suggestion and agrees to be the empress.</i></p>	<p>This occurs when the child pretends to be another person or character in a play routine when another person suggests it. Taking on a role in play shows the child is beginning to understand that s/he can pretend to be someone other than him/her self during play routines.</p> <ul style="list-style-type: none"> • Acts like the dad while playing house based on a peer's suggestion • Pretends to be a waiter while playing restaurant based on a teacher's suggestion • Acts like the nurse based on therapist's suggestion
<p>S8.</p>	 <p>Child suggests pretend roles in play to self or other people <i>Alex suggests that Ms. Jones can be the customer, Jack can be the waiter, and he will be the chef.</i></p>	<p>This occurs when the child begins to assign his/her self or other play partners to be certain people or characters in play routines. Suggesting roles in play themes to self or other people shows that the child is beginning to understand that s/he can have some control in the play routines.</p> <ul style="list-style-type: none"> • Suggests that a peer be a customer while playing grocery store • Asks a teacher to be the veterinarian as the child brings an animal to the vet • Tells a friend to be the princess while pretending to live in a castle
<p>S9.</p>	 <p>Child expands pretend play with other people into (a) new roles, (b) new themes, (c) fantasy roles <i>Ella and Thomas are playing Cinderella and then Ella decides to turn into a turtle princess.</i></p>	<p>This occurs when the child begins to give ideas for new characters or new play routines while engaging in pretend play with other people. Expanding play themes shows the child is beginning to show more creativity in his/her pretend play, and developing more advanced imagination skills.</p> <ul style="list-style-type: none"> • Adds a new role of neighbor while playing house • Suggests playing zoo as an extension of an activity with animals • Pretends to be Superman and rescue the child from a burning building