



Social-communication

Review of SC

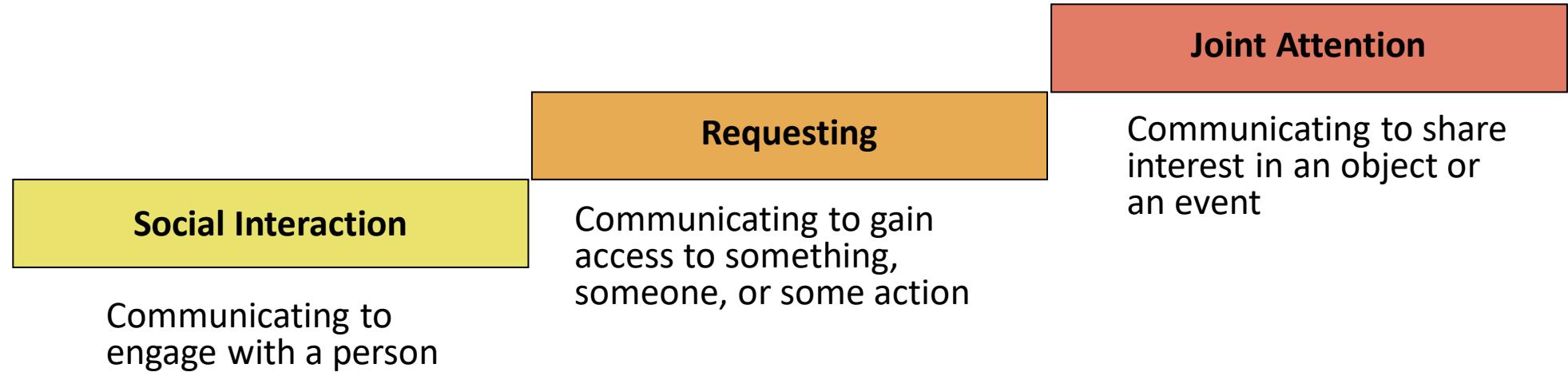
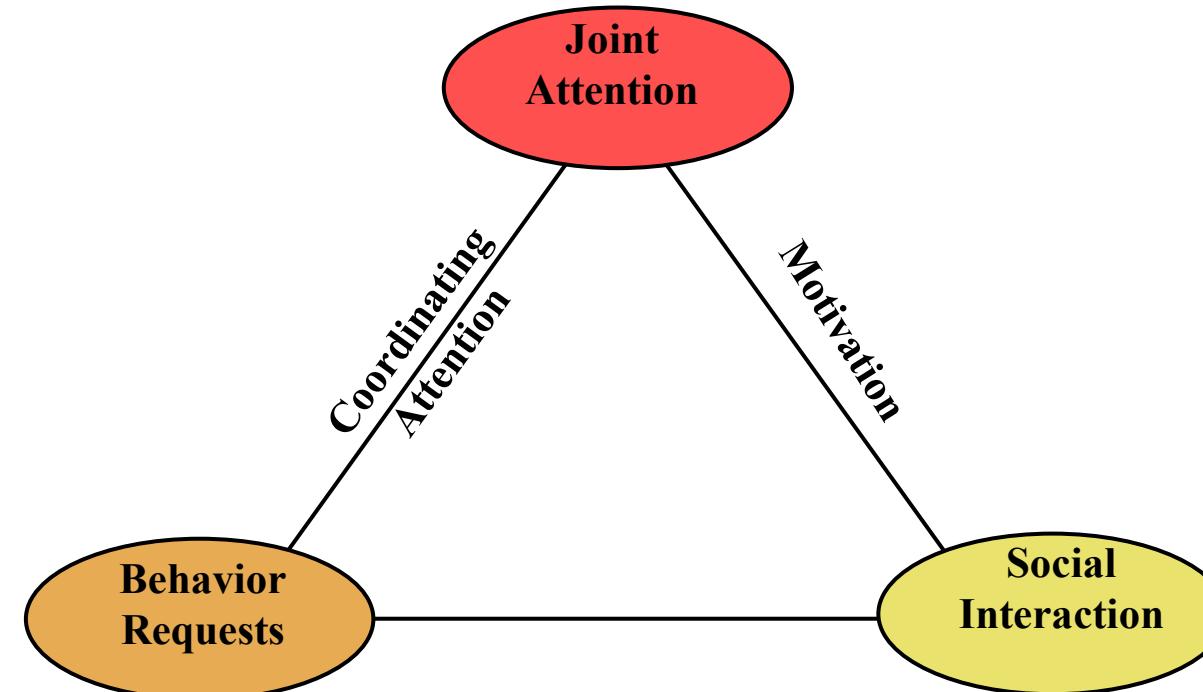
Team discussion and practice videos

ASAP in your classroom

Using assessments and selecting goals

Guided Team Meeting

Development of Social-communication





Development of Social Communication

Social Interaction Age of Emergence: 8-15 months	Requesting Age of Emergence: 8-15 months	Joint Attention Age of Emergence: 10-18 months
SI1. During face to face games, physical activities, or routines, child watches the adult closely	RQ1. Child reaches for out of reach object to show wanting the object	
SI2. During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes)	RQ2. Child pulls person's hand toward objects to show request for help	
SI3. Child plays back-and-forth games with objects or actions (e.g., exchanges objects back-to-forth)	RQ3. Child gives objects to show request for help	
SI4. Child initiates familiar games or routines (i.e., not right after an adult does the action)	RQ4a. Child looks at nearby objects when another person points to the objects as a request (i.e., objects within reaching distance) RQ4b. Child points to nearby objects to request them	JA1a. Child responds to another person giving objects just to share interest in the objects JA1b. Child gives objects just to share interest in objects with another person
SI5. Child expands games or routines, e.g., includes a third person in the game/routine. Switches roles with other person (e.g., finder vs. hider)	RQ5a. Child looks at distant objects when another person points to the objects as a request (i.e., objects that are beyond reach) RQ5b. Child points to distant objects to request them	JA2a. Child responds to another person showing objects just to share interest in the objects JA2b. Child shows objects just to share interest in the objects with another person
SI6. Child combines gesture and/or vocalization/ verbalization with looking at person to show wanting game to continue	RQ6. Child combines gesture and/or vocalization/ verbalization with looking at person to request	JA3a. Child follows a point to nearby objects/events just to share interest in objects/ events JA3b. Child points to nearby objects/events just to share interest in objects/events with another person
		JA4a. Child follows a point to more distant objects/ events just to share interest in the objects/events JA4b. Child points to more distant objects/events just to share interest in objects/events with another person
		JA5. Child follows gaze of another person to objects/events just to share interest
		JA6. Child combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event



Thinking about social communication...

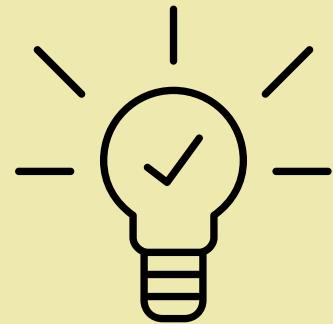
Team activity

What examples of SC skills did you see?

What goal or goals would you select for the child?
Why?

Focused Context





REFLECTION

What might S-C look like in a **focused/individualized** context in your classroom?

- Areas of the classroom/materials
- Who on your team?
- Challenges?



Thinking about social communication...

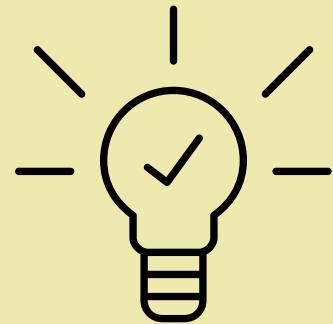
Team activity

What examples of SC skills did you see?

What goal or goals would you select for the child? Why?

Generalized Context



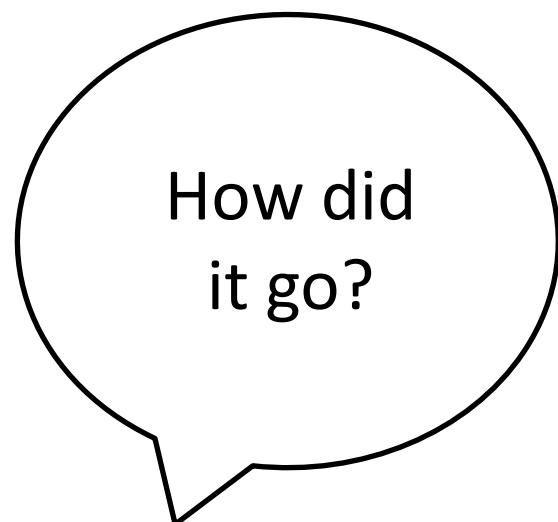
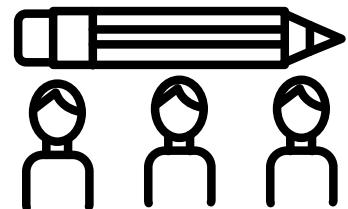


REFLECTION

How might S-C look like the same or different in a **generalized/group** context compared to a focused context?

Social-Communication Examples





Play Homework: Checking in

Use your written plan
Complete the assessments
Meet with your team
Select child Play goal



Social-Communication Assessments

Unstructured Assessment

Book 1, p.28

- Know the child already
- Can easily observe

Structured Assessment

Book 1, p.39

- Need more information about child's current skills



Social Communication Assessments

Demonstrating Mastery

Child
independently
produces
target behavior

Behavior is
demonstrated
during 3 different
situations

Use experience
and knowledge
of child to make
decisions

Unstructured Assessment

STEP 1

Use "Experience-Based" Assessment of SC Summary Score Sheet

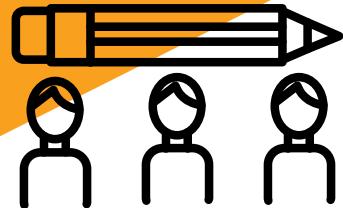
At least 3 different examples, independently

STEP 2

Use "Developmental Profile of Social-Communication Skills"

Enter summary score for each skill

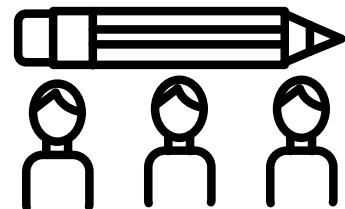
SOCIAL-COMMUNICATION CATEGORY AND SKILL LEVELS	Examples	Examples, Prompts, and Notes		Summary Score ? = unsure 0 = no examples 1 = 1 example 2 = 2 examples 3 = 3 examples
		Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples were observed, leave blank and score 0 to indicate that child did not display the skill.		
SOCIAL INTERACTION				
SI1. While playing face to face games, physical activities, or routines, child watches the adult closely <small>Structured Assessment: Physical Games</small>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Watched the examiner during the tickle game 2. Watched the examiner during horsey 3. Watched the examiner while rolling the ball during Surprise Bag		3
SI2. While playing face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes) <small>Structured Assessment: Physical Games, Surprise Bag</small>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Reached and looked for continuation of tickle game 2. Looked at examiner to request more horsey 3. Verbally asked examiner to roll ball again during Surprise Bag		3
SI3. Child plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth, back-and-forth game of imitating actions) <small>Structured Assessment: Surprise Bag</small>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Back-and-forth exchange of ball during Surprise Bag 2. 3.		1
SI4. Child initiates familiar games or routines (i.e., not right after an adult does the action) <small>Structured Assessment: Physical Games, Surprise Bag</small>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.		0
SI5. Child expands games or routines, e.g., <ul style="list-style-type: none">▪ Includes a third person in the game/routine▪ Reverses roles with other person	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.		0
DEVELOPMENTAL PROFILE OF SOCIAL-COMMUNICATION SKILLS				
Directions: In the One-to-One Column, write in the Summary Score (0, 1, 2, 3) established for each skill during the Part I: One-to-One with an Adult. In the Observation Column, write in the Summary Score (0, 1, 2, 3) established for each skill during the Part II: Classroom Social-Communication Observation.				
SOCIAL INTERACTION	One-to-One Observation	REQUESTING	One-to-One Observation	JOINT ATTENTION
SI10. No SI level mastered		RQ0. No RQ level mastered		
SI11. While playing face to face games, physical activities, or routines, child watches the adult closely	3	RQ1. Child reaches for out of reach object to show wanting the object	3	
SI12. Child shows wanting the game to continue after a brief pause	3	RQ2. Child pulls person's hand toward objects to show request for help	1	
SI13. Child plays back and forth games with objects or actions	1	RQ3. Child gives objects to show request for help	1	JA0. No JA level mastered
SI14. Child initiates familiar games or routines	0	RQ4a. Child looks at nearby objects when another person points to the objects as a request RQ4b. Child points to nearby objects to request them	2	JA1a. Child responds to another person giving objects just to share interest in the objects
SI15. Child expands games or routines	0	RQ5a. Child looks at distant objects when another person points to the objects as a request RQ5b. Child points to more distant objects to request them	0	JA1b. Child gives objects just to share interest in the objects with another person
SI16: Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue	0	RQ6. Child combines gesture and/or vocalization/verbalization with looking at person to request	0	JA2a. Child responds to another person showing objects just to share interest in the objects JA2b. Child shows objects just to share interest in the objects with another person
				JA3a. Child follows a point to near-by objects/events, just to share interest in the objects/events
				JA3b. Child points to near-by objects/events, just to share interest in objects/events with another person
				JA4a. Child follows a point to more distant objects/events, just to share interest in the objects/events with another person
				JA4b. Child follows gaze of another person to objects/events just to share interest
				JA5. Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event
				JA6. Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event



Team Activity: Make a plan for assessing each child

- What information do you already have about the child's current skills?
- Which assessment will help you fill in the missing information?
- Who will collect data? Administer the assessment?
- When will you meet to discuss and select a S-C goal?

Write down your team's action plan for selecting a S-C goal for the child



Team Activity: Homework

Use your written plan
Complete the assessments
Meet with your team
Select child S-C goals



QUESTIONS

