**Age-appropriate Suggested Activities**

**Social Communication**

**St. Louis Special School District Community of Practice**

**Levels 1-7**

**Communication Matrix Levels of Communication (For Reference)**

**I Preintentional Behavior**

Behavior is not under the individual’s own control, but it reﬂects his general state Caregivers interpret the individual’s state from behaviors

**II Intentional Behavior**

Behavior is under the individual’s control, but it is not yet used to communicate intentionally. Individuals at this stage do not yet realize that they can use their own behaviors to control another person’s behavior. Caregivers interpret the individual’s needs and desires from behaviors such as body movements, facial expressions, vocalizations and eye gaze.

**III Unconventional Communication**

Unconventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors are “pre-symbolic” because they do not involve any sort of symbol; and they are "unconventional" because they are not socially acceptable for us to use as we grow older. Communicative behaviors include body movements, vocalizations, facial expressions and simple gestures (such as tugging on people).

**IV Conventional Communication**

Conventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors are “pre-symbolic” because they do not involve any sort of symbol; they are “conventional" because they are socially acceptable and we continue to use them to accompany our language as we mature. The meanings of some gestures may be unique to the culture in which they are used. Communicative behaviors include pointing, nodding or shaking the head, waving, hugging, and looking from a person to a desired object. Some vocalizations may also be used at this stage.

**V Concrete Symbols**

“Concrete" symbols that physically resemble what they represent, are used to communicate. Concrete symbols look like, feel like, move like, or sound like what they represent. Concrete symbols include pictures, objects (such as a shoelace to represent "shoe"), "iconic" gestures (such as patting a chair to say "sit down"), and sounds (such as making a buzzing sound to mean “bee”). Most individuals skip this stage and go directly to Level VI.

**VI Abstract Symbols**

Abstract symbols such as speech, manual signs, Brailled or printed words are used to communicate. These symbols are “abstract” because they are NOT physically similar to what they represent. At this level they are used one at a time.

**VII Language**

Symbols (concrete or abstract) are combined into two- or three-symbol combinations ("want juice", "me go out"), according to grammatical rules. The individual understands that the meaning of symbol combinations may differ depending upon how the symbols are ordered.

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|  | | Age Appropriate Activities | | | |
| **Cel/Behavior** | | **EI/Preschool** | **Elementary** | **Middle** | **HighSchool AND OLDER** |
| **Level I Preintentional Behavior**  Behavior is not under the individual’s own control, but it reﬂects his general state Caregivers interpret the individual’s state from behaviors | | | | | |
| **A 3**  Expresses Interest in Other People | | Write down how {name} behaves when people attend and interact with {him/her}. Try attending when you notice {him/her} using those behaviors.  **NOTE: The group felt that this recommendation was appropriate for all ages.** | | | |
| **Level II Intentional Behavior**  Behavior is under the individual’s control, but it is not yet used to communicate intentionally. Individuals at this stage do not yet realize that they can use their own behaviors to control another person’s behavior. Caregivers interpret the individual’s needs and desires from behaviors such as body movements, facial expressions, vocalizations and eye gaze. | | | | | |
| **B4**  Attracts Attention | What does {name} do that makes you come over and see if {s/he} needs something? Fuss, kick, whine, vocalize? Select a behavior to serve as an acceptable signal for attention (ideally something you will notice even if you’re not in the same room). Then whenever you notice that behavior go to {name} and greet {him/her} and ask what {s/he} wants.  **NOTE: The group felt that this recommendation was appropriate for all ages.** | | | | |
| **Level III Unconventional Communication**  Unconventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors are “pre-symbolic” because they do not involve any sort of symbol; and they are "unconventional" because they are not socially acceptable for us to use as we grow older. Communicative behaviors include body movements, vocalizations, facial expressions and simple gestures (such as tugging on people). | | | | | |
| **C8**  Requests Attention  30. Observe {name} and make a list of contexts/activities when {s/he} seems to have difficulty gaining someone’s attention. Use these contexts/activities to teach {him/her} how to gain a partner’s attention through gesture or vocalization. | | 34. During play, orient your body in a way that requires {name} to seek your attention before play is started or resumed.  36. In the beginning, it’s important to respond to EVERY request for attention. But sometimes you can’t. If you can’t attend right now, let {name} know that “I heard you, I’ll be there in a minute” or “I heard you, but I can’t come right now.” | 32. Instead of immediately offering some more snack, wait for {name} to get your attention first gesturally or vocally.  34. Don’t just enter {his/her} bedroom until {name} makes an attempt to get your attention. | 35. Try giving {name} a cue right before you think {s/he} will want your attention. | 31. Create opportunities for {name} to request your attention by withholding your attention until {s/he} uses the targeted gesture or vocalization behavior.  When {name} gives you an enthusiastic smile, say “I see you smiling at me, do you want attention?” |
| **C9**  Shows Affection | | 37. Give {name} lots of affection yourself, encouraging {him/her} to smile at you and touch you.  38. Respond enthusiastically every time {name} smiles at you or touches you. | 39. Demonstrate how to show affection to others by showing affection yourself to others, family members and children.  Look for opportunities to share eye contact with {name}. Give {name} shared visual attention. | 40. Follow positive behavior with high fives and praise paired with a gesture to teach affectionate behavior.  Instead of grabbing or holding hands, encourage {name} to touch an arm to show affection. | When {name} gives you an enthusiastic smile, say “I see you smiling at me, I really like you too.”  “ If {name} uses an inappropriate touch to request for attention, Redirect {name} to a conventional communication strategy such as a fist bump or wave and model it |
| **Level IV Conventional Communication**  Conventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors are “pre-symbolic” because they do not involve any sort of symbol; they are “conventional" because they are socially acceptable and we continue to use them to accompany our language as we mature. The meanings of some gestures may be unique to the culture in which they are used. Communicative behaviors include pointing, nodding or shaking the head, waving, hugging, and looking from a person to a desired object. Some vocalizations may also be used at this stage. | | | | | |
| **C8**  Requests Attention  29. Observe {name} and make a list of contexts/activities when {s/he} seems to have difficulty gaining someone’s attention. Use these contexts/activities to teach {him/her} how to gain a partner’s attention through conventional gestures or vocalizations. | | 35. Try giving {name} a cue right before you think {s/he} will want your attention.  36. In the beginning, it’s important to respond to EVERY request for attention. But sometimes you can’t. If you can’t attend right now, let {name} know that “I heard you, I’ll be there in a minute” or “I heard you, but I can’t come right now.”  33. Don’t just enter {his/her} bedroom until {name} makes an attempt to get your attention. | 32. Instead of immediately offering some more snack, wait for {name} to get your attention first.  34. During play, orient your body in a way that requires {name} to seek your attention before play is started or resumed. | 30. Create opportunities for {name} to request your attention by withholding your attention until {s/he} uses the targeted conventional gesture or vocalization behavior.  Model how to hold up an open hand to request High 5’s. | 31. Some children and adults with severe disabilities may have a tendency to be very passive. Instead of always anticipating {his/her} needs, allow {name} the opportunity to ask for your attention first. Then, if possible, let {name} tell you what {s/he} wants.  Model how to fist a hand and hold it up to request bump to bump (fist bumps). |
| **C9**  Shows Affection | | 37. Give {name} hugs, kisses, and pats on the back regularly to model affectionate gestures.  38. Respond enthusiastically every time {name} pats you.  39. When {name} turns toward you, turn it into a hug by pulling {his/her} arms around you. | 40. Demonstrate how to show affection to others by showing affection yourself to others, family members and children. | When the individual has mastered high fives and/or fist bumps when requested, demonstrate and model requests for affection using these conventional communication strategies with others. | 41. Follow positive behavior with high fives and praise paired with a gesture to teach affectionate behavior.  Demonstrate the difference between front hugs and side hugs and encourage {name} to use side hugs to show affection. |
| **C 10**  Greets People | | 43. Play routines can include modeling of greetings; for instance, you could make a doll “wave” to {name}.  45. Take time for simple interactions on a daily basis that will let {name} meet and see new people. Ride a trike during recess, roll a ball back and forth, take turns throwing a bean bag. Greet each person that {name} sees or plays with during these activities. | 44. Song routines can be used to encourage greetings either at circle time at school or at home. You might sing a familiar greeting song to stuffed animals and place them in a box or out of sight after singing and waving goodbye.  46. Take time every day for {name} to cooperate with other individuals. For example, encourage {name} to push a friend on a swing, or help a peer to build something. These activities provide natural opportunities to greet partners. | 42. Create opportunities for {name} to greet people during social interaction or daily routines using the targeted conventional gesture or vocalization. Greet {him/her} and wait for {him/her} to reciprocate. Be sure to give plenty of time for {name} to respond to your wave or verbal greeting. | Create routine opportunities for {name} to greet coworkers as they arrive at a job site using the targeted conventional gesture or vocalization.  Create routine opportunities for {name} to greet people using the targeted gesture or vocalization as a part of a regular work task such as mail deliveries or collection. |
| **C 11**  Offers Things or Shares | | 48. Meal or snack times are good contexts to model sharing and offering. Give {name} a large amount of food that you like or someone else at the table likes, but not {name}.You could say something like “You have all the peas and I don’t have any” and wait for {him/her} to offer you some, modeling the targeted behavior as needed. | Provide opportunities for {name} to play games with peers that require turn taking and shared materials such as dice or spinners. Wait until {name} offers the dice to the next person when.  Choose motivating activity and dividing up supplies or parts among several individuals. As the leader of the activity, ask “who has the …..” and wait until {name} offers it to the group | 47. Choose a highly motivating activity that involves at least one other person and that requires multiple parts or objects. You or a peer may start the project and periodically offer {name} another part. Take turns completing the project so that {name} has the opportunity to offer or share items with the other person using the targeted conventional gesture. | 49. Playing a simple board game with a peer, playing kick ball with several peers, pushing a peer on a swing, helping a peer to build something: these kinds of joint activities will give {name} natural experiences in offering and sharing items with friends  During leisure groups. |
| **C 12**  Direct Your Attention to Something | | 52. You can target conventional gestures for directing attention during hide and seek games or games where you hide favorite things and make a game of searching for them. | 51. Place a highly motivating object where {name} can’t get to it. Pretend you don’t know it’s there, and wait for {him/her} to direct your attention to it using the targeted conventional behavior. You can model the skill by pointing to different places and pretending to look for it. | 50. When there is something really interesting or strange happening close by, pretend not to notice it and wait for {name} to try to direct your attention to it. Make a practice of using the targeted behavior (such as pointing or vocalizing) yourself to draw {his/her} attention to interesting things as they happen naturally. | During group activities, ask questions like “Now, where did I put the butter (cooking)?” Wait until {name} directs your attention using the targeted conventional behavior (e.g. pointing) to help you find the item |
| **C13**  Uses Polite Social Forms | | 53. Model the social forms you are seeking (i.e. gestures for “please”, “thank you”, “no thank you”, “sorry”, “may I?”). | 53. Model the social forms you are seeking (i.e. gestures for “please”, “thank you”, “no thank you”, “sorry”, “may I?”).  54. Before giving {name} an item {s/he} desires, require a gesture for “please.”  55. After giving {name} what {s/he} wants, require a gesture for “thank you.”  56. When {name} does something that {s/he} knows is inappropriate, require {him/her} to use a gesture for “sorry.” | 53. Model the social forms you are seeking (i.e. gestures for “please”, “thank you”, “no thank you”, “sorry”, “may I?”).  54. Before giving {name} an item {s/he} desires, require a gesture for “please.”  55. After giving {name} what {s/he} wants, require a gesture for “thank you.”  56. When {name} does something that {s/he} knows is inappropriate, require {him/her} to use a gesture for “sorry.”  When {name} wants to walk by you or between you and another person, require that {name}uses a targeted gesture or vocalization to indicate “Excuse Me” | 53. Model the social forms you are seeking (i.e. gestures for “please”, “thank you”, “no thank you”, “sorry”, “may I?”).  54. Before giving {name} an item {s/he} desires, require a gesture for “please.”  55. After giving {name} what {s/he} wants, require a gesture for “thank you.”  56. When {name} does something that {s/he} knows is inappropriate, require {him/her} to use a gesture for “sorry.”  When {name} wants to walk by you or between you and another person, require that {name}uses a targeted gesture or vocalization to indicate “Excuse Me” |
| **Level V Concrete Symbols**  “Concrete" symbols that physically resemble what they represent, are used to communicate. Concrete symbols look like, feel like, move like, or sound like what they represent. Concrete symbols include pictures, objects (such as a shoelace to represent "shoe"), "iconic" gestures (such as patting a chair to say "sit down"), and sounds (such as making a buzzing sound to mean “bee”). Most individuals skip this stage and go directly to Level VI. | | | | | |
| **C8**  Requests Attention | | 31. Create opportunities for {name} to request your attention by withholding your attention until {s/he} uses the targeted concrete symbol. | 32. Make sure that {name} gains your attention before trying to indicate a concrete symbol to you. | Create opportunities for {name} to ask for a turn during highly motivating activities using a targeted concrete symbol such as a tangible symbol or photo on a voice output switch | During cooking or adult leisure activities have {name} ask for turns to participate. |
| **C9**  Shows Affection | | 33. Give {name} hugs, kisses, and pats on the back regularly to model affectionate behavior and use the concrete symbols for these behaviors yourself. | 34. When {name} turns toward you, turn it into an opportunity to use a concrete symbol for “hug” by showing the symbol for “hug.” Wait to give a hug until {name} has used the symbol to ask for one. | When {name} turns toward you, turn it into an opportunity to use a concrete symbol for “High 5” or fist bump by showing the symbol for those actions.” Wait to high 5 or fist bump until {name} has used the symbol too. | Use a concrete symbol for “High 5” or fist bump with another individual in the environment. Wait to high 5 or fist bump with {name} has until {name} has used the symbol too. |
| **C 10**  Greets People | | 36. Play routines can include modeling of greetings; for instance, you could make a doll “wave” to {name} and indicate the concrete symbol for “goodbye.”  38. Take time for simple interactions on a daily basis that will let {name} meet and see new people. Ride a trike during recess, roll a ball back and forth, take turns throwing a bean bag. Greet each person that {name} sees or plays with during these activities. | 37. Song routines can be used to encourage greetings either at circle time at school or at home. You might sing a familiar greeting song to stuffed animals and place them in a box or out of sight after singing and waving goodbye and requiring that {name} reciprocate by using the concrete symbols for these greetings. | 35. Create opportunities for {name} to greet people during social interaction or play routines using the targeted concrete symbols. Greet {him/her} and wait for {him/her} to reciprocate, using a concrete symbol for “hi” or “bye.” Be sure to give plenty of time for {name} to respond to your wave or verbal greeting. | 39. Take time every day for {name} to cooperate with other individuals. For example, encourage {name} to push a friend on a swing, or help a peer to build something. These activities provide natural opportunities to greet partners. |
| **C 11**  Offers Things or Shares | | 41. Meal or snack times are good contexts to model sharing and offering. Give  {name} a large amount of food that you like or someone else at the table likes, but not {name}.You could say something like “You have all the peas and I don’t have any” and wait for {him/her} to offer you some, modeling use of the concrete symbol as needed. | 40. Choose a highly motivating activity that involves at least one other person and that requires multiple parts or objects. You or a peer may start the project and periodically offer {name} another part. Take turns completing the project so that {name} has the opportunity to offer or share items with the other person using the targeted concrete symbols for sharing. | Play a simple board game with a peer, play kick ball with several peers, push a peer on a swing, helping a peer to build something: these kinds of joint activities to give {name} natural experiences in offering and sharing items with friends. | Choose activities in which materials, supplies or food need to be distributed. Put{name} in charge or distribution to each person.  Card games such as Go Fish offer multiple opportunities to offer things and share. For other card games, {name} can deal the cards. |
| **C 12**  Direct Your Attention to Something | | 45. This is a good skill to target during hide and seek games or games where you hide favorite things and make a game of searching for them. | 44. Place a highly motivating object where {name} can’t get to it. Pretend you don’t know it’s there, and wait for {him/her} to direct your attention to it using the concrete symbol for ”Look.” You can model the skill by pointing to different places, using the “Look” symbol and pretending to go look for the item. | When there is something really interesting or strange happening close by, pretend direct {name}’s attention to it by modeling the use of a concrete symbol that means “Look ” Make a practice of using the symbol draw {his/her} attention to interesting things as they happen naturally. | When there is something really interesting or strange happening close by, pretend not to notice it and wait for {name} to try to direct your attention to it by using a concrete symbol that means “Look ” |
| **C13**  Uses Polite Social Forms | | 46. Model using the concrete symbols for the social forms you are seeking (such as “please”, “thank you”, “no thank you”, “sorry”, “may I?”). | 47. Before giving {name} an item {s/he} desires, require that {s/he} uses the concrete symbol for “please.”  48. After giving {name} what {s/he} wants, require that {s/he} uses the concrete symbol for “thank you.”  49. When {name} does something that {s/he} knows is inappropriate, require {him/her} to use the concrete symbol for “sorry.” | 46. Model using the concrete symbols for the social forms you are seeking (such as “please”, “thank you”, “no thank you”, “sorry”, “may I?”).  When {name} wants to walk by you in a small space or between you and another person, require that {name}uses a concrete symbol to indicate “Excuse Me” | 46. Model using the concrete symbols for the social forms you are seeking (such as “please”, “thank you”, “no thank you”, “sorry”, “may I?”).  Symbol for handshake  When {name} wants to walk by you or between you and another person, require that {name}uses a concrete symbol to indicate “Excuse Me”  When {name} is at work Model greeting customers using a concrete symbol for { Welcome to \_\_\_\_\_\_\_} . |
| **Level VI Abstract Symbols**  Abstract symbols such as speech, manual signs, Brailled or printed words are used to communicate. These symbols are “abstract” because they are NOT physically similar to what they represent. At this level they are used one at a time. | | | | | |
| **C8**  Requests Attention | | During play orient your body in a way that requires {name} to seek your attention using the targeted abstract symbol before play is started or resumed. | 32. Make sure that {name} gains your attention before trying to use an abstract symbol to communicate with you. | During familiar activities, stop the activity by turning away or pretending to be distracted until {name} requests your attention using the targeted abstract symbol. | 31. Create opportunities for {name} to request your attention by withholding it until {s/he} uses the targeted abstract symbol. |
| **C9**  Shows Affection | | 32. Give {name} hugs, kisses, and pats on the back regularly to model affectionate behavior and use the abstract symbols for these behaviors yourself. | 33. When {name} turns toward you, turn it into an opportunity to use an abstract symbol for “hug” by showing the symbol for “hug.” Wait to give a hug until {name} has used the symbol to ask for one. | Use abstract symbols to request fist bump, high five, thumbs up from {name}. Wait until {s/he} uses the symbol to give affection in the way that {name} requested. | Teach peers to use abstract symbols to request fist bump, high five, thumbs up with {name}. Wait until {s/he} uses the abstract symbol before giving affection in the way requested. |
| **C 10**  Greets People | | 36. Song routines can be used to encourage greetings either at circle time at school or at home. You might sing a familiar greeting song to stuffed animals and place them in a box or out of sight after singing and waving goodbye and requiring that {name} reciprocate by using the abstract symbols for these greetings. | 35. Play routines can include modeling of greetings; for instance, you could make a doll “wave” to {name} and indicate the abstract symbol for “goodbye.”  37. Take time for simple interactions on a daily basis that will let {name} meet and see new people. Ride a trike during recess, roll a ball back and forth, take turns throwing a bean bag. Greet each person that {name} sees or plays with during these activities.  38. Take time every day for {name} to cooperate with other individuals. For example, encourage {name} to push a friend on a swing, or help a peer to build something. These activities provide natural opportunities to greet partners. | 34. Create opportunities for {name} to greet people during social interaction or daily routines using the targeted abstract symbols. Greet {him/her} using the same abstract symbols and wait for {him/her} to reciprocate, using an abstract symbol for “hi” or “bye.” Be sure to give plenty of time for {name} to respond to your wave or verbal greeting. | In classrooms or other environments where people come and go at specific times, assign {name} to be the *greeter* using the targeted abstract symbol. People entering and leaving the environment can use the same abstract symbols and wait for {him/her} to reciprocate, using an abstract symbol for “hi” or “bye.” Be sure to give plenty of time for {name} to respond to your wave or verbal greeting. |
| **C 11**  Offers Things or Shares | | 40. Meal or snack times are good contexts to model sharing and offering. Give {name} a large amount of food that you like or someone else at the table likes, but not {name}.You could say something like “You have all the peas and I don’t have any” and wait for {him/her} to offer you some, modeling use of the abstract symbol as needed. | 41. Playing a simple board game with a peer, playing kick ball with several peers, pushing a peer on a swing, helping a peer to build something: these kinds of joint activities will give {name} natural experiences in offering and sharing items with friends. | 39. Choose a highly motivating activity that involves at least one other person and that requires multiple parts or objects. You or a peer may start the project and periodically offer {name} another part. Take turns completing the project so that {name} has the opportunity to offer or share items with the other person using the targeted abstract symbols. | Choose activities in which materials, supplies or food need to be distributed. Put {name} in charge of distribution to each person offering items to the other people using the targeted abstract symbols.  Card games such as Go Fish offer multiple opportunities to offer things and share using the targeted abstract symbols. |
| **C 12**  Direct Your Attention to Something | | 44. This is a good skill to target during hide and seek games or games where you hide favorite things and make a game of searching for them. | 43. Place a highly motivating object where {name} can’t get to it. Pretend you don’t know it’s there, and wait for {him/her} to direct your attention to it using the abstract symbol for ”Look.” You can model the skill by pointing to different places, using the “Look” symbol and pretending to go look for the item. | 42. When there is something really interesting or strange happening close by, pretend not to notice it and wait for {name} to try to direct your attention to it by using an abstract symbol that means “Look ” Make a practice of using the symbol yourself to draw {his/her} attention to interesting things as they happen naturally. | Create opportunities for {name} to deliver messages or materials to other people in the environment. Coach those people to ignore {name} until {s/he} directs their attention to the delivery using the targeted abstract symbol. |
| **C13**  Uses Polite Social Forms | | 45. Model using the abstract symbols for the social forms you are seeking (such as “please”, “thank you”, “no thank you”, “sorry”, “may I?”). | 46. Before giving {name} an item {s/he} desires, require that {s/he} uses an abstract symbol for “please.”  47. After giving {name} what {s/he} wants, require that {s/he} uses an abstract symbol for “thank you.”  48. When {name} does something that {s/he} knows is inappropriate, require {him/her} to use an abstract symbol for “sorry.” | 46. Before giving {name} an item {s/he} desires, require that {s/he} uses an abstract symbol for “please.”  48. Across multiple social settings - with multiple communication partners- When {name} does something that {s/he} knows is inappropriate, require {him/her} to use an abstract symbol for “sorry.”  When {name} wants to walk by you or between you and another person, require that {name}uses the targeted abstract symbol to indicate “Excuse Me” | Target social forms that require a response using the targeted abstract symbol such as “Thank you,” and “You’re welcome”.  Within community or at the job site - When {name} does something that {s/he} knows is inappropriate, require {him/her} to use an abstract symbol for “sorry.” |
| **Level VII Language**  Symbols (concrete or abstract) are combined into two- or three-symbol combinations ("want juice", "me go out"), according to grammatical rules. The individual understands that the meaning of symbol combinations may differ depending upon how the symbols are ordered. | | | | | |
| **C8**  Requests Attention | | 27. Create opportunities for {name} to request your attention by withholding your attention until {s/he} uses the targeted symbol combination, such as “I need you.” | 28. Make sure that {name} gains your attention before trying to use a symbol combination to communicate with you. | Create opportunities for {name} to ask for a turn during highly motivating activities using a the targeted language such as a tangible symbol or photo on a voice output switch | During cooking or adult leisure activities have {name} ask for turns to participate. |
| **C9**  Shows Affection | | 29. Give {name} hugs, kisses, and pats on the back regularly to model affectionate behavior and use the symbol combinations for these behaviors yourself, such as “Give me kiss.” | 30. When {name} turns toward you, turn it into an opportunity to use a symbol combination for “hug” by showing the symbol for “hug.” Wait to give a hug until {name} has used a symbol combination to ask for one.  \*devices | When {name} turns toward you, turn it into an opportunity to use a symbol combination for “high fives” by showing the symbol for “high five” or saying “Hey {name}, high five!” Wait to complete the high five until {name} has used a symbol combination to ask for one.  \*devices | When {name} turns toward you, turn it into an opportunity to use a symbol combination for “fist bump” by showing the symbol for “fist bump” or saying “Hey {name}, fist bump!” Wait to complete the action until {name} has used a symbol combination to ask for one.  \*devices  Use drama and role play as an opportunity to practice showing affection. Create short video clips of {name} using the targeted language forms and allow {him/her} to watch them frequently as a form of video modeling. |
| **C 10**  Greets People | | 32. Play routines can include modeling of greetings; for instance, you could make a doll “wave” to {name} and indicate the symbol combination for “Goodbye, Tommy.”  33. Song routines can be used to encourage greetings either at circle time at school or at home. You might sing a familiar greeting song to stuffed animals and place them in a box or out of sight after singing and waving goodbye and requiring that {name} reciprocate by using symbol combinations for greetings. | 34. Take time for simple interactions on a daily basis that will let {name} meet and see new people. Ride a trike during recess, roll a ball back and forth, take turns throwing a bean bag. Greet each person that {name} sees or plays with during these activities.  35. Take time every day for {name} to cooperate with other individuals. For example, encourage {name} to push a friend on a swing, or help a peer to build something. These activities provide natural opportunities to greet partners. | 31. Create opportunities for {name} to greet people during social interaction or play routines using the targeted symbol combinations, such as “Hi, teacher.” Greet {him/her} and wait for {him/her} to reciprocate, using a symbol combination for “hi” or “bye.” Be sure to give plenty of time for {name} to respond to your wave or verbal greeting.  Identify frequent opportunities for {name} to cooperate with other individuals. For example, encourage {name} to take a walk with someone or help a peer to complete a task. These activities provide natural opportunities to greet partners. | In classrooms or other environments where people come and go at specific times, assign {name} to be the *greeter* using the targeted two or three symbol combinations. People entering and leaving the environment can use the same language and wait for {him/her} to reciprocate, Be sure to give plenty of time for {name} to respond to your wave or verbal greeting. |
| **C 11**  Offers Things or Shares | | 37. Meal or snack times are good contexts to model sharing and offering. Give {name} a large amount of food that you like or someone else at the table likes, but not {name}. You could say something like “You have all the peas and I don’t have any” and wait for {him/her} to offer you some, modeling use of a symbol combination such as “Have some peas” as needed. | 38. Playing a simple board game with a peer, playing kick ball with several peers, pushing a peer on a swing, helping a peer to build something: these kinds of joint activities will give {name} natural experiences in offering and sharing items with friends. | 36. Choose a highly motivating activity that involves at least one other person and that requires multiple parts or objects. You or a peer may start the project and periodically offer {name} another part. Take turns completing the project so that {name} has the opportunity to offer or share items with the other person using the targeted symbol combinations, such as “Cookie for you.” | During social activities, community outings, academics, etc., structured sharing opportunities by providing limited resources which must be shared in order to participate in the activity.  Offer {name} the opportunity to watch video clips of other people offering things and sharing. Create a video of {name}sharing with others using the targeted language and encourage {him/her} to watch it frequently. |
| **C 12**  Direct Your Attention to Something | | 41. This is a good skill to target during hide and seek games or games where you hide favorite things and make a game of searching for them. | 40. Place a highly motivating object where {name} can’t get to it. Pretend you don’t know it’s there, and wait for {him/her} to direct your attention to it using the symbol combination for ”Look at that.” You can model the skill by pointing to different places, using the “Look” symbol and pretending to go look for the item. | 39. When there is something really interesting or strange happening close by, pretend not to notice it and wait for {name} to try to direct your attention to it by using an symbol combination such as “Look at that” Make a practice of using the symbol yourself to draw {his/her} attention to interesting things as they happen naturally. | Create opportunities for {name} to deliver messages or materials to other people in the environment. Coach those people to ignore {name} until {s/he} directs their attention to the delivery using the targeted language.  Use drama and role play as an opportunity to practice directing attention to something. Create short video clips of {name} using the targeted language forms and allow {him/her} to watch them frequently as a form of video modeling. |
| **C13**  Uses Polite Social Forms | | 42. Model using the symbol combinations for the social forms you are seeking (such as “thank you, Mom”, “no thank you”, “I am sorry”, “May I?”). | 43. Before giving {name} the train set, require that {s/he} uses a symbol combination for “please give train.”  44. After giving {name} what {s/he} wants, require that {s/he} uses a symbol combination for “thank you.”  45. When {name} does something that {s/he} knows is inappropriate, require {him/her} to use a symbol combination for “I’m sorry.” | 43. Before giving {name} the train set, require that {s/he} uses a symbol combination for “please give train.”  44. After giving {name} what {s/he} wants, require that {s/he} uses a symbol combination for “thank you.”  45. When {name} does something that {s/he} knows is inappropriate, require {him/her} to use a symbol combination for “I’m sorry.” | 43. Before giving {name} the train set, require that {s/he} uses a symbol combination for “please give train.”  44. After giving {name} what {s/he} wants, require that {s/he} uses a symbol combination for “thank you.”  45. When {name} does something that {s/he} knows is inappropriate, require {him/her} to use a symbol combination for “I’m sorry.”  Require that {name} uses  proper nouns vs generic language (ex. Ms. Tina vs Hey, you!) for individuals with whom {s/he} is familiar.  When {name} is at work Model greeting customers using a concrete symbol for { Welcome to \_\_\_\_\_\_\_} or { Thanks for stopping in}. |