

# ***The Son-Rise Program***<sup>®</sup> **Developmental Model**

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

Excerpt from upcoming  
Son-Rise Program Manual



# **The Son-Rise Program<sup>®</sup>**

## **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.

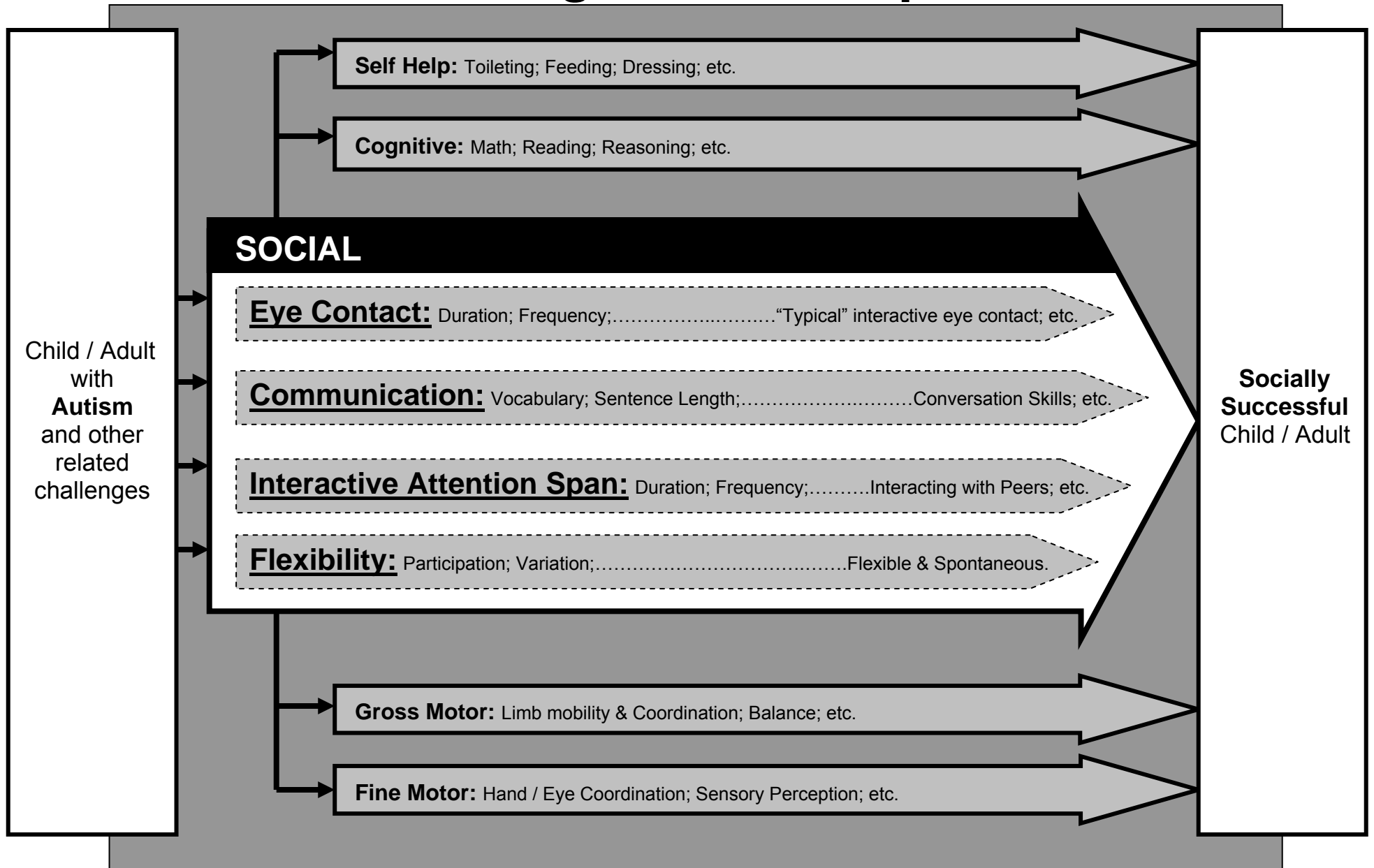
We know that as a parent, or educator, you have tried to help your child (or the child you work with), to gain certain skills. You have seen that when you are able to teach your child a skill, such as putting on his/her socks, or sitting at the table for a few minutes, this does not in any way change 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.

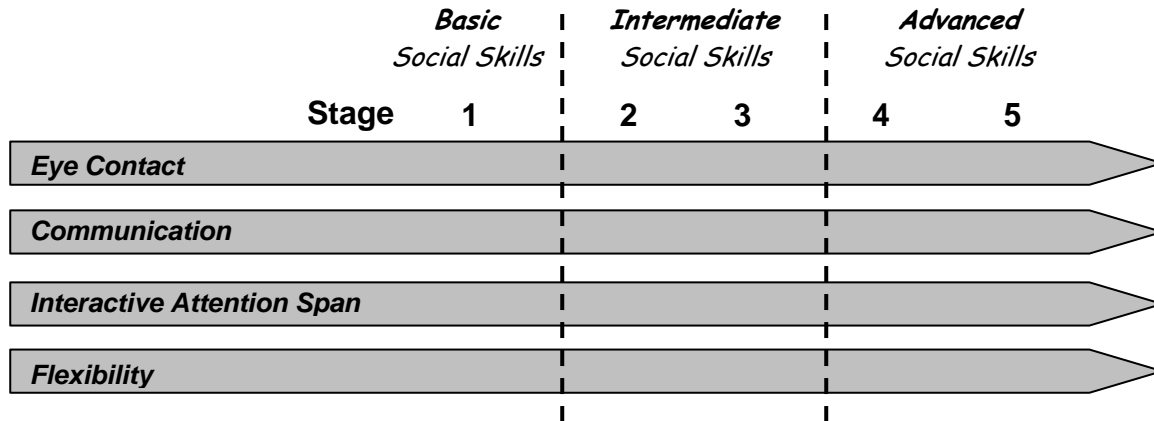
In our work with children we have found that the educational techniques and principles of the Son-Rise Program<sup>®</sup> are highly effective in helping children acquire these social skills. We recommend going to our website at <http://www.autismtreatmentcenter.org/> to learn more about our program and 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**; **Communication**; having an **Interactive Attention Span**; and having **Flexibility** within the interactions.



## Eye Contact

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.

## 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 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 that you can 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 the activity. 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 in order 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), 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 etc., we are giving them the ability to create social relationships and to exist easily with others around them.

# Creating a 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 8-12.
- h. If you require a new set of Social Developmental Charts, go to our website at <http://www.autismtreatmentcenter.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".*

- *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". 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 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 151-500 words, using short sentences 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:**

- You have marked Stage 2 for your child because your child is capable of looking 2-3x / min. The box below this is "Sustains eye contact for a duration of 3-4 seconds or more". This is your goal. Transform this into a sentence which defines your goal as an action item:

"Encourage John to look for up to 3-4 seconds or more."

#### **Example: Communication:**

- You have marked Stage 4 for your child because your child "Makes him/herself understood (uses context when telling a story)". 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:

"Inspire 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 4 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 4 times per hour (if he gives you Green Lights)."

#### **Example: Flexibility:**

- You have marked Stage 2 for your child because your child can "Physically participates 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**

- ❖ Encourage John to look for up to 3-4 seconds or more.
- ❖ Inspire John to answer questions about the past and future events.
- ❖ Invite John to interact with you 4 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**

All eye contact figures are 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 that is spontaneous (initiated by your child) is used in your assessment and not prompted or requested eye contact.

- i. Frequency: On average, how often does your child spontaneously look into your eyes?

*Example: Your child interacts with you for 4 minutes (being tickled, taking food from you, speaking, etc.) and they look at you twice during this time. You can easily convert this into a per minute frequency. Two looks in four minutes = once every two minutes approximately.*

- ii. Duration: On average, how long (in seconds) is each spontaneous look during the interactive activity? Each time your child looks at you, count the length of this look in seconds. If your child looks away for a moment or two, and then looks back, you will start over.

*Example: If your child looks at you 3 times, once for 3 seconds, once for ten seconds and once for 6 seconds, the average duration is: 6 seconds (3 + 10 + 6 = 19, divided by three is approximately 6).*

### **Communication**

#### **a. Language**

- i. Vocabulary: Consider 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.

- ii. Sentence Length: On average, how many words are in the sentences he/she uses?

*Example: If your child typically says, "I want carrot" and occasionally says "I want the carrots from the kitchen", mark the average as a 3-word sentence.*

- 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? If your child's language is typically understood by anyone, then this would be 'generally clear'. If your child's language is understood by you and close family members, but not generally by others, this would be 'partially clear'.*

- iv. Content: What is the content of your child's language?

- *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

- v. 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.

- vi. Conversation Skills:

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.

**b. Crying / Tantruming / Whining**

- 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.

**c. Pointing / Physical Gestures**

If your child communicates exclusively through physical gestures, or uses these in combination with the above types of communication, which of the listed types do they use? Simply circle those that apply. You may also add any additional ways in which your child physically communicates.

**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 etc. We will not be including any solitary activities.

- i. Duration: On average, how long is your child interact 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. As long as your child takes exclusive break' for less than 30 seconds, you can count the time as interactive.

*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, you can note this as a 10 minute interactive activity. If you are playing this same game for ten minutes and your child jumps in front of the mirror for two minutes and then comes back to the game for two minutes, you would count these as two interactive games, one for ten minutes and one for two minutes.*

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.

## **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, asking the 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.*

- 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.*

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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:

**Autism Treatment Center of America<sup>TM</sup>**

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# OVERVIEW: Stages 1-5

Eye Contact		Stage 1		Stage 2	Stage 3	Stage 4	Stage 5
<b>Eye Contact</b>	<b>Frequency</b>	Starting Freq: __ x __ min	1 x 2 min	1x min	2-3x / min	4x / min	5x / min
	<b>Duration</b>	Glances (2 secs or less)		3-4 secs	5-6 secs	7 secs or more	<ul style="list-style-type: none"> <li>• Typical eye contact for duration of activity</li> <li>• Quality: attentive &amp; focused</li> </ul>

"Frequency" and "Duration" are estimated only during times of interaction with another person

"Starting Freq": If your child's frequency of eye contact is less than 1 x 2 minutes write in exact amount

Communication		Stage 1		Stage 2	Stage 3	Stage 4	Stage 5	
<b>Language</b>	<b>Vocabulary</b>	Speech-Like Sounds - 5 words	6-20 words	21-50 words	51-150 words	151-500 words	More than 500 words	
	<b>Sentence Length</b>	1 word		2-3 words	4-5 words	6-8 words	More than 8 words	
	<b>Clarity</b>	Partially Clear		Generally Clear		Consistently Clear		
	<b>Content</b>	Nouns		Verbs	Adjectives	Prepositions	Articles / Conjunctions / Pronouns	
	<b>Conversation Loops</b>	N/A		1 loops	2 Loops	3-5 Loops	6 Loops or more	
	<b>Conversation Skills</b>	Prompted (requested by other)		<b>Stage 2</b> Spontaneously (unprompted) communicates wants/not wants		<b>Stage 3</b> Answers simple "what", "who" and "where" questions Asks simple "what", "who" and "where" questions Spontaneously constructs original sentences		<b>Stage 4</b> Answers/Asks questions and makes statements about past and future events Answers/Asks simple "why" questions Answers simple questions requiring his/her opinion within the answer Is interested in others; asks simple questions about another person
					<b>Stage 5</b> Asks questions / makes statements clearly relevant to the conversation topic			

The **Crying / Tantruming / Whining** and **Physical Gestures** chart below does not follow the Stages - instead use the chart to track each type of communication with the focus of helping your child progress towards communicating using Language.

<b>Crying / Tantruming / Whining</b>	<b>Frequency</b>	More than 4x / hr	1-4x / hr	Less than 1x / hr	3-4x / day	Less than 3 x /day	<b>Communicates using Language</b>	
	<b>Duration</b>	More than 1 hr	30-60 min	15-30 min	10-15 min	5-10 min		1-5 min
	<b>Quality</b>	Screaming / shouting; Throwing objects; Head-banging; Hitting self or others; etc.		Screaming / shouting		Crying		Crying / Whining
<b>Physical Gestures</b>	<b>Types of</b>	Moving you physically, Taking you by the hand, etc. Pointing Handing you objects Sign Language / PEC's, etc.					<b>Communicates using Language</b>	

Examples of Basic Language Content	Conversation Loops
<p><b>Nouns:</b> Mommy, Daddy, chair, ball, car, doll, etc.</p> <p><b>Verbs:</b> want, see, push, pull, clap, tickle, ride, etc.</p> <p><b>Adjectives:</b> black, yellow, big, soft, long, windy etc.</p> <p><b>Prepositions:</b> up, down, in, out, off, on, etc.</p> <p><b>Pronouns:</b> he, you, I, etc.</p> <p><b>Conjunctions:</b> and, or, when, yet, but, etc.</p> <p><b>Articles:</b> a, an, the</p>	<p>Parent: <i>Do you want the markers down?</i></p> <p>Child: <i>Yes</i> ..... <b>One Loop</b></p> <p>Parent: <i>Do you want paper or the coloring book?</i></p> <p>Child: <i>The coloring book</i> ..... <b>Two Loops</b></p> <p>Parent: <i>Here they are. I'm excited to color with you.</i></p> <p>Child: <i>You color the trees</i> ..... <b>Three Loops</b></p> <p>- etc. -</p>

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use "Common Sense."

Continued on the next page

# OVERVIEW: Stages 1-5 (continued)

Interactive Attention Span		(interactive = inclusion of another person in a game or activity)						
		Stage 1		Stage 2	Stage 3	Stage 4	Stage 5	
Interactive Attention Span	<b>Duration*</b>	1-20 secs	20-60 secs	1-2 mins	3-4 mins	5-9 mins	10-20 mins	Age Appropriate or more (typically 3-5 minutes per year of a child's age)
	<b>Frequency</b>	Starting Freq: __ x __ min	1 x / 2 hrs	1-3x / hr	4x / hr		5-2x / hr	Continuously interactive
		←----- Duration of up to 9 min ----->				<-- Duration of 10 min or more -->		

Starting Freq: If your child's frequency of interaction is less than 1 x 2 hours write in exact amount

<p><b>Duration*</b> The length of time spent interacting without stopping or breaking away from the game / activity for more than 30 seconds.</p>	<p><b>"Typical" Interactive Duration</b> A "typical" attention span (duration) is approximately 3-5 minutes per year of a child's age:</p> <ul style="list-style-type: none"> <li>• 2yr old: 6-10 mins</li> <li>• 5yr old: 15-25 mins</li> <li>• 8yr old: 24-40 mins</li> <li>• 12yr old: 36-60 mins</li> </ul>
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Flexibility		Stage 1		Stage 2		Stage 3		Stage 4		Stage 5		
<b>Flexibility</b>	Easily allows your presence within his/her Son-Rise Program® room		Allows you to assist (help) him/her within their activity		Allows peripheral variations to their activity		Physically participates in the interaction		Verbally participates in the interaction		Calmly & easily handles limits and boundaries	
					Allows central variations to their activity		Spontaneous within their activity		Shows an interest in another's activity			
					Flexible within their activity		Participates in another's activity		Allows peripheral variations within another's activity		Shares interactive time between their activity and another's activity	
					Flexible within another's activity		Spontaneous within another's activity					

Definitions of words used within the <b>Flexibility</b> Fundamental
<u>Activity</u> : game, project, conversation, etc.
<u>Peripheral variations</u> : changes or alterations to unimportant aspects of the activity
<u>Central variations</u> : changes or alterations to important aspects of the activity
<u>Flexible</u> : easily willing to go in a direction (peripheral & central variations) of someone else's choosing
<u>Spontaneous</u> : your child initiates new ideas / direction within the activity

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use "Common Sense."

# STAGE 1

Eye Contact			
	Select as Goal	Emerging	Acquired
Makes eye contact 1 time every 2 minutes (if less than 1 x 2 minutes write exact amount to show starting Eye Contact Frequency: ____ x ____minutes)			
Makes eye contact 1 time per minute or more			
Sustains eye contact for a duration of 2 seconds or more			
Communication: Language			
	Select as Goal	Emerging	Acquired
Has a vocabulary consisting of speech-like sounds			
Has a vocabulary of 5 words			
Has a vocabulary of 20 words			
Has a vocabulary of 21-50 words or more			
Speaks in 1-word sentences or more			
Clarity of words used are partially clear and understandable			
Clarity of words used are generally clear and understandable			
Speaks using nouns and verbs or more			
Interactive Attention Span			
	Select as Goal	Emerging	Acquired
Has an interactive duration of 1-20 seconds			
Has an interactive duration of 20-60 seconds			
Has an interactive duration of 2 minutes or more			
Interacts in an activity 1 time every 2 hours (if interactive duration is 9 minutes or less) (if less than 1 x 2 hrs write exact amount to show starting Interactive Frequency: ____ x ____hours)			
Interacts in an activity 3 times per hour or more (if interactive duration is 9 minutes or less)			
Flexibility			
	Select as Goal	Emerging	Acquired
Easily allows your presence within his/her Son-Rise Program room			
Allows you to assist (help) within his/her activity			
Perspectives to Teach / Model			
	Select as Goal	Emerging	Acquired
It is fun to be in the play / focus room			

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use "Common Sense."

# STAGE 2

Eye Contact			
	Select as Goal	Emerging	Acquired
Makes eye contact 2-3 times per minute or more			
Sustains eye contact for a duration of 3-4 seconds or more			
Communication: Language			
	Select as Goal	Emerging	Acquired
Has a vocabulary of 51-150 words or more			
Speaks in 2-3 word sentences or more			
Clarity of words used are generally clear and understandable			
Speaks using nouns, verbs and adjectives or more			
Has conversations that consist of 1 loop or more			
Spontaneously (initiates) communicates what he/she wants and does not want			
Uses "sweet" tone when indicating what he/she wants and does not want			
Uses greetings (e.g. "hello" / "goodbye")			
Interactive Attention Span			
	Select as Goal	Emerging	Acquired
Has an interactive duration of 4 minutes or more			
Interacts in an activity 4 times per hour or more (if interactive duration is 9 minutes or less)			
Uses imagination: "Symbolic Play" (uses props / toys to represent the objects / animals / people etc. )			
Allows physical affection and interaction			
Can maintain physical contact for 30 seconds or more			
Physically gentle with others			
Flexibility			
	Select as Goal	Emerging	Acquired
Allows peripheral variations to their activity (changes or alterations to unimportant aspects of their activity) Must also be at or above Stage 2 Interactive Attention Span for both "duration" and "frequency"			
Physically participates in the interaction			
Verbally participates in the interaction			
Calmly and easily handles limits and boundaries (e.g. when the markers go up on the shelf since he/she continued to write on the walls)			
Perspectives to Teach / Model			
	Select as Goal	Emerging	Acquired
You can still be happy and enjoy yourself even if you don't get what you want			
You can always have fun trying, and you can try many times and in different ways			

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use "Common Sense."

# STAGE 3

Eye Contact			
	Select as Goal	Emerging	Acquired
Makes eye contact 4 times per minute or more			
Sustains eye contact for a duration of 5-6 seconds or more			
Communication: Language			
	Select as Goal	Emerging	Acquired
Has a vocabulary of 151-500 words or more			
Speaks in 4-5 word sentences or more			
Clear and understandable expression of what he/she wants and does not want (“want ball on shelf” versus “ball up”)			
Speaks using nouns, verbs, adjectives and prepositions or more			
Has conversations that consist of 2 loops or more			
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 plane book?” etc.)			
Asks simple “what”, “who”, and “where” questions (e.g. “What is the dogs name?”, “Who is that?”, “Where is the ball?”, etc.)			
Spontaneously constructs original sentences versus only repeating taught sentences			
Appropriately communicates when he/she wants to change or stop an activity			
Requests permission, when required, prior to taking an action (e.g. using someone else’s possessions; leaving the building; 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			
Interactive Attention Span			
	Select as Goal	Emerging	Acquired
Has an interactive duration of 9 minutes or more			
Interacts in an activity 4 times per hour or more (if interactive duration is 9 minutes or less)			
Uses imagination: “Role Play” (can pretend to be a dog, a plane, another person, etc.)			
Can join in an activity already in progress			
Asks for help			
Able to play or do activities with a person in a moderately distracting play/focus room environment			
Can maintain physical contact for 60 seconds or more			
Initiates physical affection and interaction			
Interacts with two adults at the level of Stage 3 social skills			
Flexibility			
	Select as Goal	Emerging	Acquired
Allows central variations to their activity (changes or alterations to important aspects of their activity) Must also be at or above Stage 3 Interactive Attention Span for both “duration” and “frequency”			
Is spontaneous within their activity, at least once per activity (initiates new ideas / direction)			
Shows an interest in another’s activity			
Initiates games and activities with another person			
Takes turns during an activity			
Plays games and activities that have simple rules and structure			
Shares his/her objects or toys (for a portion of the game / activity that is longer than one turn or go)			
Can be negotiated / reasoned with (“deal-making”)			

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use “Common Sense.”

## STAGE 3 *(continued)*

Perspectives to Teach / Model			
	Select as Goal	Emerging	Acquired
You can take responsibility for your actions in a happy way (e.g. if you spill a drink, it's fun and easy to clean up)			
You can still be happy if you don't win or finish first			
It's fun to wait for something that you want (Patience!)			

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use "Common Sense."

# STAGE 4

<b>Eye Contact</b>			
	Select as Goal	Emerging	Acquired
Makes eye contact 5 times per minute or more			
Sustains eye contact for a duration of 7 seconds or more			
When appropriate, spontaneously looks while talking to another person			
When appropriate, spontaneously looks while listening to another person			
<b>Communication: Language</b>			
	Select as Goal	Emerging	Acquired
Makes him/herself understood (uses context when telling a story)			
Able to answer / ask questions and make statements about past and future events (e.g. "When did you make the card?", "I am going to having spaghetti for dinner")			
Answers simple "why" questions based on what he/she has just experienced / observed (e.g. "Why did the man fall over?", "Why did mom put up her umbrella?", etc.)			
Asks "why" questions(e.g. "Why was she late?", etc.)			
Answers simple questions requiring his/her opinion within the answer (e.g. "What character is the funniest?", "Which is your favorite book?", etc.)			
Is interested in others (asks simple questions about another person) (e.g. "Where do you live?", "Do you have any brothers?", etc.)			
Has a vocabulary of more than 500 words			
Speaks in 6-8 word sentences or more			
Has conversations that consist of 3-5 loops or more			
Speaks using nouns, verbs, prepositions, adjectives, pronouns, conjunctions and articles			
Understands and uses basic social cues (e.g. Social Referencing - facial expression, tone of voice, body language; Joint Attention)			
Takes turns talking and listening			
Is able to initiate (start) a conversation			
Able to (politely) get someone's attention when the other person is occupied			
<b>Interactive Attention Span</b>			
	Select as Goal	Emerging	Acquired
Has an interactive duration of 20 minutes or more			
Interacts in an activity 2 times per hour or more (if interactive duration is 20 minutes or more)			
Has a "typical" duration of interaction within a single activity of his/her choosing (versus having a typical "interactive attention span" made up of many activities)			
Generally polite and respectful			
Comforts another person when he/she is hurt or upset			
Physically appropriate (e.g. hugs only family and friends, not touching strangers, etc.)			
Interacts appropriately with a peer			
<b>Flexibility</b>			
	Select as Goal	Emerging	Acquired
Flexible within their activity (easily allows both peripheral and central variations within their activity) Must also be at or above Stage 4 Interactive Attention Span for both "duration" and "frequency"			
Participates in another's activity			
Allows peripheral variations within another's activity(changes/alterations to unimportant aspects of their activity)			
Shares interactive time between their activity and another's activity Must also be at or above Stage 4 Interactive Attention Span for both "duration" and "frequency"			
Demonstrates excitement when interacting with others			

## STAGE 4 *(continued)*

Perspectives to Teach / Model			
	Select as Goal	Emerging	Acquired
Able to put off an immediate payoff for a longer-term payoff			
It's okay to be different from other people			
Not everyone will like you, and that's okay			
The unhappiness of others says everything about them and nothing about you			
The most important thing is to feel confident and comfortable when you are with your friends			
Preparation for going to School or Work			
	Select as 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 (a time-tabled) day within the play / focus room			
Able to sit at a desk for set periods of time within the play / focus room			
Listens to and follows instructions given by a person not working in his/her Son-Rise Program			
Is fully toilet-trained and will communicate appropriately to use the bathroom			
Can read and write at the level that he/she will be entering school / required to do the job			
Can do mathematics at the level that he/she will be entering school / required to do the job			

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use "Common Sense."

# STAGE 5

Eye Contact			
	Select as Goal	Emerging	Acquired
Has typical eye contact for the duration of the activity or interaction Must also be at or above Stage 4 Interactive Attention Span for both 'duration' and 'frequency'			
Quality of eye contact is attentive and focused			
Communication: Language			
	Select as Goal	Emerging	Acquired
Answers simple questions about his/her feelings and actions (e.g. "How did you feel when...?", "Why did you shout?", etc.)			
Initiates and expresses emotive information (e.g. "I just played an exciting game with Julie.")			
Has conversations that consist of 6 loops or more			
Speaks in more than 8-word sentences			
Asks questions about what another person just said			
Makes statements clearly relevant to the conversation topic			
Answers questions another person asks			
Includes his/her opinion within the conversation (what they think and feel versus only factual information)			
Voice has varying intonation (not monotone)			
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 (e.g. "figures of speech")			
Expresses appreciation to others			
Interactive Attention Span			
	Select as Goal	Emerging	Acquired
Has an interactive duration that is age appropriate (typically 3-5 minutes per year of a child's age)			
Interacts in an activity 2 times per hour or more (interactive duration must be 20 minutes or more)			
Continuously Interactive			
Interacts appropriately with two or more peers			
Has a "typical" duration of interaction or higher within a single activity chosen by another person (versus having a typical "interactive attention span" made up of many activities)			
Flexibility			
	Select as Goal	Emerging	Acquired
Flexible within another's activity (easily allows both peripheral and central variations within another's activity)			
Is spontaneous within another's activity, at least once per activity (initiates new ideas / direction)			

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use "Common Sense."

*Continued on the next page*

## STAGE 5 *(continued)*

Perspectives to Teach / Model			
	Select as 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 just another opportunity to learn.			
When changing something about yourself, you can do it with acceptance for who you are and excitement about changing.			
It's fun to tell others what you are thinking or feeling and to ask them what they are thinking and feeling.			
Starting School or Work			
	Select as 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 / work setting (e.g. puts up his/her hand, talks to the supervisor when they are available, etc)			
Easily participates, with 2-4 peers, in small group activities in the classroom or work setting			
Able to follow the structured (a 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			
Communicates appropriately to use the bathroom at school or work			

**IMPORTANT:** No child will do all of the above 100% of the time. Remember to use "Common Sense."

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 <http://www.autismtreatmentcenter.org/> to learn more about our program and 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. Please do contact us so that we can be of service to you.



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