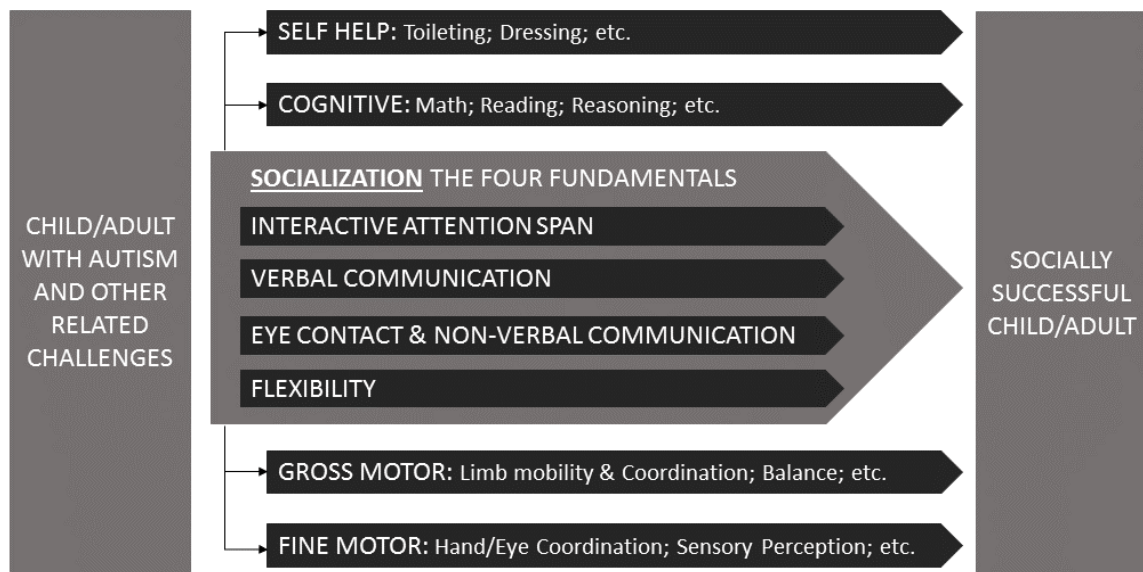


The Son-Rise Program[®]

DEVELOPMENTAL MODEL

DEVELOPMENTAL WORKSHEET

Instructions



The Son-Rise Program® Developmental Model

Introduction

The Son-Rise Program® Developmental Model is going to be incredibly helpful to you! A myriad of developmental models exist, but this one is a *social* developmental model. Autism, at its core, is a social-relational challenge for our children. When we can see, track, and achieve social-relational goals, we open the door to our children truly connecting with people, making friends, expressing love, enjoying people, communicating what's important to them, showing genuine interest in the thoughts and feelings of others, picking up on social cues, sharing interests, showing affection, and participating successfully in the world.

The Son-Rise Program® Developmental Model helps you to plot your child and set goals in Four Fundamentals of Socialization: Interactive Attention Span, Eye Contact & Non-Verbal Communication, Verbal Communication, and Flexibility. In each of these areas, you will be able to track your child through the five stages of development. Let's take a look at these Four Fundamentals of Socialization a little more closely.

Interactive Attention Span

Interactive Attention Span is the Fundamental that makes all of the other Fundamentals possible. It measures how long your child can maintain an interaction with another person before they disconnect, ism, or do their own thing. Ultimately, it measures the length of your child's green lights! Your child's challenges with interacting and with maintaining a green light are most of what places your child on the autism spectrum. It is also the largest determiner of what may be holding them back in other areas. If the length of your child's Interactive Attention Span increases from five minutes to twenty-five minutes, for example, entire vistas open up to them! Because they are now engaged for long enough to learn a whole host of new things, so many goals that it might have appeared to be beyond your child now become achievable!

Verbal Communication

This Fundamental includes sounds your child is making, how many words (if any) they're using, whether they're using multi-word phrases, and the purpose of their language. We're tracking language as *interactive* communication rather than simply the ability to repeat words on command. This way, you can enable your child to communicate in a satisfying way with the world around them!

Eye Contact & Non-Verbal Communication

Looking at, and truly taking in, another human being is a keystone of interpersonal connection. In fact, most communication is non-verbal. Discerning whether someone is sarcastic, joking, frustrated, or delighted depends upon both looking at someone's eyes and face and noticing non-verbal cues. The Son-Rise Program® Developmental Model will enable you to track the level, purpose, and function of your child's eye contact as well as their use of and response to non-verbal communication.

Flexibility

Flexibility is often the most overlooked of the Four Fundamentals of Socialization. People often focus on getting their children to follow a rigid structure rather than helping them to be flexible and at ease with transitions, changes, and the desires of others. The main focus of this Fundamental is to help your child develop the ability to be both flexible (allowing involvement and input from others) and spontaneous (initiating new ideas/directions) within interactive activities, whether those activities were initiated by your child or someone else. Of course, *any* child playing a game has preferences and desires about how the game is played. We're 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. The Son-Rise Program® Developmental Model will enable you to track your child as you help them to improve on a challenge that is often one of the centerpieces of being on the autism spectrum.

How to Plot Your Child

The purpose of The Son-Rise Program® Developmental Model is to help you understand exactly where your child is now, so that you can be clear about the next step. Like a GPS system we first need to know our current location before we can find the route to our final destination.

We recommend that you plot your child on the model every eight weeks.

Take one fundamental of socialization at a time. Remember that parents, therapists, and educators across the globe have plotted their children on this model and used it to help their children progress, and you can too! If you are a parent, remember that you know your child better than anyone else. We encourage you to trust that, as we do.

The 12 Steps to Plotting Your Child:

- 1) **Print out your Developmental Model Worksheets** and have them in front of you before you begin as this will help you to understand the following instructions.
- 2) Remember that even if you think your child is in Stage 2 or Stage 4 in any given fundamental, **it is important at this initial assessment to start with Stage 1 in every section** (this will not be necessary as you plot your child in the future).
- 3) **Starting at Stage 1 will enable you to see if there are any “missed” skills** in the earlier stages that could be gaps that are holding your child back socially. These missed skills are important to address as goals.
- 4) **Begin with Interactive Attention Span, Stage 1.** Assess where your child is for each skill using the boxes provided. You will see a list of skills. For each, assess your child using the key below.
- 5) **KEY:**
 - a. **Emerging:**
 - i. You will see two small squares inside this box. Check the first box if your child demonstrates this skill “Occasionally”. (If your child demonstrated this skill once, six months ago, you would not check the box at this time. Leave it blank for now).
 - ii. Check the second small box if your child demonstrates this skill “Half the time”. (This does not mean they must show this skill 30 minutes out of every hour, but rather that they demonstrate this skill about half the time that the opportunity arises; i.e. they say “hello” about half the time that they are greeted).
 - b. **Accomplished:**
 - i. Check this box when your child shows the ability to demonstrate this skill most of the time. (Your child does not need to show mastery of this skill *all the time*, if they can show this skill most of the time, then you would check the “Accomplished” box for that skill).
- 6) **Once you have completed the above, in all stages of all four fundamentals, you are ready to set your goals.**
 - a. Begin again with Interactive Attention Span.
 - b. Go to the first listed skill that does NOT have the “Accomplished” box checked.
 - c. **NOTE:** Some goal boxes will already have “Emerging” checks, and some not. Also, it’s ok if your child accomplishes the goals out of order.

7) When to move on to another Stage:

a. The ★starred★ skills at the start of each stage must be

“Accomplished” before you can move on to the next stage. They are an essential building block for success in the following stage. If these have been accomplished and there is still one non-starred skill (and only one non-starred skill) yet to be accomplished, you may move on to the next stage while continuing to bring this non-starred skill forward as a goal.

8) If you are really uncertain about a particular skill and you don't think that you can even make a rough estimate, put a question mark next to it. Over the next week, observe your child to see if they demonstrate that skill, and then you can return to the model to note what you have learned.

9) Repeat this entire process for each of the fundamentals of socialization. You will find that your child is predominantly within a certain stage of development across all of the fundamentals. However, we have seen that most children have skills they have not accomplished in earlier stages, and skills they have “Achieved” in later stages. Such lone higher-level skills are called Outlier Skills. If your child has any of these, that's wonderful! If you notice one outlier skill from a previous stage, what a great opportunity to help them work on it. If you notice one outlier skill from a later stage, how exciting! With this in mind, you will have the most success if you stay focused on the stage that your child is currently in.

10) Repeat this process for each of the Four Fundamentals, beginning in Stage 1.

11) Use it! This is your GPS system for your journey with your child and The Son-Rise Program. Print out all of the Developmental Model Worksheets. Below we have a picture that illustrates how and in what order to place them on a wall in your home. We strongly recommend that you place them in view exactly as noted below. This will allow you to access and stay aware of your current goals, while seeing the bigger picture of your child within the model.

NOTE: The Developmental Model was designed to help your child grow towards being a socially successful person. Each of the skills noted is an important part of the process. Some parents have become very excited about growth in one fundamental and then move stages ahead, while the other 3 fundamentals continue to have multiple unaccomplished goals. This can result in your child having one fundamental area of great strength, while being affected and challenged by other missing skills. (When you display the model as we suggest, you will easily see if this begins to occur).

- 12) **Take the goals that you've chosen, write them out on a separate sheet of paper, and pin *that* on the wall, too!** (We've provided a Goal Sheet below for you to print out and use for this purpose.) If you have a Son-Rise Program® playroom, it's a good idea to pin the list up right outside the room. You'll have your child's goals for the next eight weeks laid out where everyone will see them right before beginning their time with your lovely child!

Son-Rise Program[®]

Developmental Model Goals

INTERACTIVE ATTENTION SPAN:

VERBAL COMMUNICATION:

EYE CONTACT & NON-VERBAL COMMUNICATION:

FLEXIBILITY:

Need Help?

Remember that we're here to help you anytime! We have found that the people who are able to implement this model most successfully are those who've made sure to get ongoing assistance from us. *Make sure you get the help you need.* If you are having any difficulties, call or email us (see our contact details below) and ask about our online and on-campus courses and services. This will make all the difference!

We are cheering you on as you use The Son-Rise Program® Developmental Model to help your magnificent child to communicate, connect with you, enjoy and relate to others, become more flexible and at ease, and interact more successfully in the world!

Please contact us at The Autism Treatment Center of America®
for support, guidance and help.

Autism Treatment Center of America®

2080 South Undermountain Road, Sheffield, MA 01257, USA

Telephone: +1-413-229-2100

Email: correspondence@autismtreatment.org

www.AutismTreatment.org

SOCIAL FUNDAMENTAL 1/4

Interactive Attention Span

(Interaction = inclusion of another person in a game or activity)

Goal		STAGE 1 - Interactive Attention Span	Emerging	Accomplished
<input type="checkbox"/>	★Duration of interactive attention span is 2 minutes or more★ <i>This means including another person in a game or activity. This ends when your child breaks the interaction and does not return (after two requests to continue the activity).</i>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Interacts within shared physical activities <i>Physical activities can include tickles, chase, wrestling, tag, squeezes, back rubs, etc.</i>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
___/hr	Tracking Bonus: Frequency of interaction			

Special Notes:

- The **duration of interactive attention span** is determined by how long your child plays/interacts with a person. This could happen in the course of one game played for 12 minutes, or 3 games played for a total of 12 minutes. In both cases, your child is demonstrating their Interactive Attention Span.
- **Tracking Bonus: Frequency of Interaction.** This is an opportunity to look at an even larger picture of your child's Interactive Attention Span. Here you will note how many times in an hour that your child interacted with you, regardless of the length of the interaction. For example: If your child interacted with you 3 times in an hour (once for a minute, once for 4 minutes and once for 7 minutes) you would track this as 3x per hour in the Tracking Bonus box above.

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DEVELOPMENTAL MODEL WORKSHEETS

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SOCIAL FUNDAMENTAL 1/4

Goal	STAGE 2 - Interactive Attention Span	Emerging	Accomplished
<input type="checkbox"/>	<p>★Duration of interactive attention span is 4 minutes or more★</p> <p><i>This means including another person in a game or activity. This ends when your child breaks the interaction and does not return (after two requests to continue the activity).</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Interacts around simple shared objects</p> <p><i>Interacts within a game or activity that involves a simple object, e.g., ball, bubbles, book, markers, blocks, figurines, cars, trains, musical instrument, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Allows physical affection and interaction</p> <p><i>E.g., allows cuddles, holding hands, your arm around them, ruffling hair, tickles, hugs, hand/foot squeezes, rough and tumble games, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Can maintain physical contact for 30 seconds or more</p> <p><i>E.g., hugs, cuddles, holding hands while dancing, shoulders touching while sitting beside-by-side, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Physically gentle with others</p> <p><i>Sweetly and gently touches others vs. hitting, slapping, biting, pinching, pushing, pulling, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
___/hr	Tracking Bonus: Frequency of interaction		

Special Notes:

- The **duration of interactive attention span** is determined by how long your child plays/interacts with a person. This could happen in the course of one game played for 12 minutes, or 3 games played for a total of 12 minutes. In both cases, your child is demonstrating their Interactive Attention Span.
- **Tracking Bonus: Frequency of Interaction.** This is an opportunity to look at an even larger picture of your child's Interactive Attention Span. Here you will note how many times in an hour that your child interacted with you, regardless of the length of the interaction. For example: If your child interacted with you 3 times in an hour (once for a minute, once for 4 minutes and once for 7 minutes) you would track this as 3x per hour in the Tracking Bonus box above.

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SOCIAL FUNDAMENTAL 1/4

Goal	STAGE 3 - Interactive Attention Span	Emerging	Accomplished
<input type="checkbox"/>	<p>★Duration of interactive attention span is 9 minutes or more★</p> <p><i>This means including another person in a game or activity. This ends when your child breaks the interaction and does not return (after two requests to continue the activity).</i></p>	□ □	□
<input type="checkbox"/>	<p>★Interacts within symbolic imaginative play★</p> <p><i>Uses props to represent actual objects/animals/people, e.g., a block is a car, a blanket is a magic carpet, a marker is a person, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Interacts with two adults at the same time for 9 minutes or more - with Stage 3 Verbal Communication★</p>	□ □	□
<input type="checkbox"/>	<p>Can join in an activity already in progress</p> <p><i>E.g., when two adults are playing a ball game, they are able to successfully join the ball game, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Asks for help★</p> <p><i>E.g., opening containers, getting objects on a shelf beyond their reach, drawing detailed pictures, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Can maintain physical contact for 60 seconds or more</p> <p><i>E.g., hugs, cuddles, holding hands while dancing, shoulders touching while sitting side-by-side, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Initiates physical affection and interaction</p> <p><i>E.g., asks for and freely gives hugs, tickles, cuddles, rough-and-tumble, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Can have simple interactions with a peer (non-sibling)★</p> <p><i>E.g., chase games, hide and seek, catch, frisbee, ball games, brief verbal exchanges, etc.</i></p>	□ □	□
___/hr	Tracking Bonus: Frequency of interactions		

Special Notes:

- The **duration of interactive attention span** is determined by how long your child plays/interacts with a person. This could happen in the course of one game played for 12 minutes, or 3 games played for a total of 12 minutes. In both cases, your child is demonstrating their Interactive Attention Span.
- **Tracking Bonus: Frequency of Interaction.** This is an opportunity to look at an even larger picture of your child's Interactive Attention Span. Here you will note how many times in an hour that your child interacted with you, regardless of the length of the interaction. For example: If your child interacted with you 3 times in an hour (once for a minute, once for 4 minutes and once for 7 minutes) you would track this as 3x per hour in the Tracking Bonus box above.

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SOCIAL FUNDAMENTAL 1/4

Goal	STAGE 4 - Interactive Attention Span	Emerging	Accomplished
<input type="checkbox"/>	<p>★Duration of interactive attention span is 20 minutes or more★</p> <p><i>This means including another person in a game or activity. This ends when your child breaks the interaction and does not return (after two requests to continue the activity).</i></p>	□ □	□
<input type="checkbox"/>	<p>★Interacts within imaginative role-play activities★</p> <p><i>Your child can pretend to be a dog, a plane, a family member, a movie character, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Plays interactively with a peer ★</p> <p><i>E.g., takes turns, shares, allows the other child's input in games, says hello/goodbye, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Has an attention span of 15 minutes or more within a single activity of their choosing★</p> <p><i>Your child can play one game/activity for 15 minutes or more duration vs. playing many short activities consecutively.</i></p>	□ □	□
<input type="checkbox"/>	<p>Comforts another person when they are hurt or upset</p> <p><i>E.g., gets the person a drink of water or band aid, or asks "Are you okay?" or "Can I help you?" etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Physical contact is socially acceptable</p> <p><i>E.g., hugs only family and friends, doesn't touch strangers, respect your personal physical space, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Maintains all Stage 4 social skills, for approximately 1 hour per day, while in a stimulating environment</p> <p><i>E.g., social gathering, birthday party, etc.</i></p>	□ □	□

Special Notes:

- The **duration of interactive attention span** is determined by how long your child plays/interacts with a person. This could happen in the course of one game played for 12 minutes, or 3 games played for a total of 12 minutes. In both cases, your child is demonstrating their Interactive Attention Span.
- **Frequency of Interaction.**
 - NOTE: We only track frequency of interaction during Stages 1-3. When your child is in stage 4 and 5, the frequency of their interactions has grown enough that tracking is not necessary.
 - As your child progresses in Stage 4, and you begin to estimate whether your child is moving into Stage 5 in duration of attention span, use the following guide.
 - KEY: Use the following as a guide to determine if your child is ready for Stage 5, goal #1.
 - 2-year-old: 6-10 minutes
 - 5-year-old: 15-25 minutes
 - 8-year-old: 24-40 minutes
 - 12-year-old: 36-60 minutes

The duration of interaction for a neurotypical child is approximately 3 - 5 minutes per year of the child's age.

SOCIAL FUNDAMENTAL 1/4

Goal	STAGE 5 - Interactive Attention Span	Emerging	Accomplished
<input type="checkbox"/>	<p>★Duration of interactive attention span is at age level or higher★</p> <p><i>This means including another person in a game or activity. This ends when your child breaks the interaction and does not return (after two requests to continue the activity).</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>★Continuously interacts★</p> <p><i>Your child can interact with another person for the entire duration of the time spent together.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Has a typical duration of interaction within a single activity chosen by another person</p> <p><i>Interacts typically in one activity vs. having a typical interactive attention span made up of many activities.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>★Can interact with small groups of two or more peers★</p> <p><i>E.g., takes turns, shares, negotiates, allows the other child's input in games, says hello/goodbye, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Interacts within a variety of activities</p> <p><i>Your child can interact in a wide variety of different types of activities, e.g., physical, conversational, imaginative, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

Special Notes:

- The **duration of interactive attention span** is determined by how long your child plays/interacts with a person. This could happen in the course of one game played for 12 minutes, or 3 games played for a total of 12 minutes. In both cases, your child is demonstrating their Interactive Attention Span.
- **Frequency of Interaction.**
NOTE: We only track frequency of interaction during Stages 1-3. When your child is in stage 4 and 5, the frequency of their interactions has grown enough that tracking this is not done in these stages.

SOCIAL FUNDAMENTAL 2/4

Verbal Communication

Goal	STAGE 1 - Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	Has a vocabulary consisting of speech-like sounds or more <i>E.g., "ti" for tickle, "ah" for apple, "b" for ball, "ide" for ride, "ee" for squeeze, "ink" for drink, etc.</i>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Has a vocabulary of 5 words or more <i>E.g., "tickle," "apple," "ball," ride," "squeeze," "drink," etc.</i>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	★Has a vocabulary of 30 words or more★ <i>E.g., "tickle," "apple," "ball," ride," "squeeze," "drink," etc.</i>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Speaks using nouns and verbs or more <i>Noun: an object or person, e.g., Mommy, Daddy, chair, ball, car, doll, etc.</i> <i>Verb: an action word, e.g., want, get, push, pull, clap, tickle, ride, etc.</i>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Clarity of speech is partially clear and understandable <i>You may understand your child's language but others tend not to.</i>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	★Clarity of speech is generally clear and understandable★ <i>Your child's language is typically understood by many people.</i>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	★Speaks when prompted★ <i>Your child may not say the word spontaneously but when requested will say the word.</i>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Verbally communicates to get needs met <i>E.g., to get food, take a lid off a box, get ism ("stim") toy from the shelf, open a door, etc.</i>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

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SOCIAL FUNDAMENTAL 2/4

Goal	STAGE 2 - Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	<p>★Speaks in simple phrases (2-3 word combinations) or more★ <i>E.g., adds adjectives and/or prepositions, e.g., "red ball," "want sing," "pull big blanket," etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Clarity of speech is generally clear and understandable★ <i>Your child's language is typically understood by many people.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Speaks using adjectives and prepositions or more★ <i>Your child's interactive language (2-3 word phrases or more) contain adjectives and prepositions. Adjectives: black, yellow, big, soft, long, loud, etc. Prepositions: up, down, in, out, off, on, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Spontaneously communicates what they want and does not want★ <i>Without prompting, your child will ask for wants/not-wants, e.g., "Want big block," "All done," "No eat," etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Verbally communicates to start and continue an interaction <i>During an interaction your child uses language to start / continue an interaction, e.g., "Tickle foot," "Read book," "Sing song," "Blow balloon up," etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Has conversations that consist of 1 loop or more <i>Parent: "Do you want to draw?" Child: "Yeah - draw house!" [1 loop]</i></p>	□ □	□
<input type="checkbox"/>	<p>Uses neutral or sweet tone when indicating what they do or don't want <i>Child speaks without whining, shouting, raising their voice, or using a bossy, demanding tone, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Uses greetings <i>E.g., "Hello," "Hi," "Goodbye," "See you soon," etc.</i></p>	□ □	□

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Goal	STAGE 3 - Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	<p>★Speaks using simple sentences (3 or more word combinations)★ <i>E.g., "Throw me ball," "Push car down slide," "The man fell down," "That was bumpy," etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Words and sentences used are consistently clear and understandable★ <i>Your child's language is typically understood by most people, including individuals not known to your child.</i></p>	□ □	□
<input type="checkbox"/>	<p>Makes simple comments <i>E.g., "Look at the plane," "The glass is cracked," "That's funny!" "I like that one," "It's smooth," etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Answers simple "what, who, where" questions requiring facts★ <i>E.g., "What is this person's name?" "Who is holding the flowers?" "Where is the animal book?" etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Asks simple "what," "who," and "where" questions★ <i>E.g., "What's your name?" "Who is that?" "Where is Dad?" etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Speaks (3 or more word combinations) using articles and conjunctions <i>Articles: a, an, the; conjunctions: and, or, when, yet, but, so, because, before, that, once, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Has conversations that consist of 2 loops or more <i>Conversation loops are spontaneous. If you tell your child what to say, and they say it, it is not a conversation loop.</i> <i>Example:</i> <i>Parent: "Do you want to draw?" Child: "Yeah - draw house!" [1 loop]</i> <i>Parent: "OK! I'll color it blue." Child: "I draw the trees." [2 loops]</i></p>	□ □	□
<input type="checkbox"/>	<p>★Spontaneously constructs original sentences★ <i>Creates unique statements to communicate rather than only repeating phrases that they have been taught or heard from TV programs, DVD's , computer games, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Is clear and understandable when verbally communicating (3 or more word combinations) their wants and not wants <i>E.g., "Put ball on shelf" vs. "Ball up," "Sing Old MacDonald song" vs. "Hum the tune," "Bang the drum" vs. "Bang," "Draw Christmas tree" vs. "Draw," etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Verbally communicates to create a shared experience <i>Observes an object/event and shares their thoughts so that the other person can also experience it, e.g., "Look Mom, bubbles!" "Listen to the music," "Sam is here!" etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Verbally communicates when they want to change/stop an activity <i>E.g., "All done," "I'm finished," "I don't want to play anymore," "Let's do something else," etc. vs. walking away without communicating.</i></p>	□ □	□
<input type="checkbox"/>	<p>Requests permission, when required, prior to taking an action <i>E.g., getting food from the cupboard, when using someone else's possessions, leaving the house, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Maintains a socially-acceptable distance from the person to whom they are speaking</p>	□ □	□
<input type="checkbox"/>	<p>Talks at a socially-acceptable volume</p>	□ □	□
<input type="checkbox"/>	<p>Talks at a socially-acceptable speed</p>	□ □	□

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SOCIAL FUNDAMENTAL 2/4

Goal	STAGE 4 - Verbal Communication	Emerging	Accomplished												
<input type="checkbox"/>	<p>★Speaks in 2 or more complex sentences that are grammatically correct★</p> <p><i>E.g 1: "Put the books on the shelf so we can play cards. I like playing card games!"</i> <i>E.g. 2: "It is raining outside. Can we still go to gymnastics class because I want to see John?"</i></p>	□ □	□												
<input type="checkbox"/>	<p>★Makes themselves understood★</p> <p><i>Includes context so the listener understands. E.g., "During school lunch today, my friend dropped his plate and it broke into lots of pieces," instead of saying, "The plate broke into lots of pieces."</i> <i>Useful guide: When communicating a thought, idea, story or event, includes some or all of the following content: who, what, where, when, giving directions.</i></p>	□ □	□												
<input type="checkbox"/>	<p>Able to answer/ask questions and make statements about past and future events</p> <p><i>E.g. "When did you make the card?" "Tomorrow I am going over to my grandfather's house," etc.</i></p>	□ □	□												
<input type="checkbox"/>	<p>★Answers questions based on what they have just experienced/observed★</p> <p><i>E.g., "Where did you and Daddy go?" "What did you play at recess today?" "Why are you crying?", etc.</i></p>	□ □	□												
<input type="checkbox"/>	<p>Asks "why" questions</p> <p><i>E.g., "Why was Suzanne late?" "Why are we going to the store?" etc.</i></p>	□ □	□												
<input type="checkbox"/>	<p>Answers simple questions requiring their opinion within the answer</p> <p><i>E.g., "Which character is the funniest?" "What is your favorite food?" etc.</i></p>	□ □	□												
<input type="checkbox"/>	<p>Asks questions about another person within a conversation</p> <p><i>E.g., "Where do you live?" "Do you like camping?" etc.</i></p>	□ □	□												
<input type="checkbox"/>	<p>Verbally communicates thoughts, ideas, stories, events, etc. clearly relevant to the conversation topic</p> <p><i>Your child shares information that clearly relates to the context of the conversation.</i></p>	□ □	□												
<input type="checkbox"/>	<p>★Has conversations that consist of 4 loops or more★</p> <p><i>Example:</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">P: "Do you want to draw?"</td> <td style="width: 33%;">C: "Yeah - draw a bus!"</td> <td style="width: 33%;">[1 loop]</td> </tr> <tr> <td>P: "OK! I'll make it yellow."</td> <td>C: "I'll draw the road."</td> <td>[2 loops]</td> </tr> <tr> <td>P: "Do you like riding on the bus?"</td> <td>C: "No."</td> <td>[3 loops]</td> </tr> <tr> <td>P: "Why not?"</td> <td>C: "It's loud and bumpy."</td> <td>[4 loops]</td> </tr> </table>	P: "Do you want to draw?"	C: "Yeah - draw a bus!"	[1 loop]	P: "OK! I'll make it yellow."	C: "I'll draw the road."	[2 loops]	P: "Do you like riding on the bus?"	C: "No."	[3 loops]	P: "Why not?"	C: "It's loud and bumpy."	[4 loops]	□ □	□
P: "Do you want to draw?"	C: "Yeah - draw a bus!"	[1 loop]													
P: "OK! I'll make it yellow."	C: "I'll draw the road."	[2 loops]													
P: "Do you like riding on the bus?"	C: "No."	[3 loops]													
P: "Why not?"	C: "It's loud and bumpy."	[4 loops]													
<input type="checkbox"/>	<p>★Uses pronouns correctly★</p> <p><i>Pronouns: he, she, you, I, me, they, us, etc.</i></p>	□ □	□												
<input type="checkbox"/>	<p>★Takes turns talking and listening★</p>	□ □	□												
<input type="checkbox"/>	<p>Can initiate (start) a conversation</p>	□ □	□												
<input type="checkbox"/>	<p>Can politely get someone's attention when the person is occupied</p>	□ □	□												

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DEVELOPMENTAL MODEL WORKSHEETS

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SOCIAL FUNDAMENTAL 2/4

Goal	STAGE 5 - Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	<p>★Combines 3 or more complex sentences in succession★</p> <p><i>E.g., "I love swimming. I've had lessons for a year. I can swim from one side of the pool to the other. I can also dive off the diving board and stay underwater for a long time, but I have to wear goggles so my eyes don't get red."</i></p>	□ □	□
<input type="checkbox"/>	<p>★Regularly uses all parts of speech★</p> <p><i>Easily and correctly uses nouns, verbs, adjectives, prepositions, etc., to successfully communicate.</i></p>	□ □	□
<input type="checkbox"/>	<p>Makes comments and asks questions about their own and other people's feelings.</p> <p><i>E.g., "Mommy are you sad?" "I'm scared of spiders." "I love going to the movies."</i></p>	□ □	□
<input type="checkbox"/>	<p>Answers questions about their feelings and actions</p> <p><i>E.g., "Why are you yelling?" "Why didn't you want to play with your sister?" "Are you excited about your birthday tomorrow?"</i></p>	□ □	□
<input type="checkbox"/>	<p>Asks others about what they think and how they feel</p> <p><i>E.g., "Why are you sad?" "Do you like the picture?" "Are you excited that Granddad is visiting?" "What's your favorite movie?" "Why are you making that face?" etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Verbally expresses how they feel</p> <p><i>E.g., "I'm upset because . . ." "This was fun," "I'm bored," "That scared me," etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Includes their opinion within the conversation</p> <p><i>Opinion = your child's thoughts/feelings vs. only factual information. Example opinion: "Soccer is my favorite sport!" "I think we should have Chinese food and not pizza tonight," "That movie was OK," etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Has conversations that consist of 6 loops or more★</p> <p><i>Example:</i></p> <p>P: "Do you want to draw?" C: "Yeah - draw a bus!" [1 loop]</p> <p>P: "OK! I'll make it yellow." C: "I'll draw the road." [2 loops]</p> <p>P: "Do you like riding on the bus?" C: " No." [3 loops]</p> <p>P: "Why not?" C: "It's loud and bumpy." [4 loops]</p> <p>P: "Yes, buses are loud and bumpy." C: "I like going in the car better." [5 loops]</p> <p>P: "Want to add a car to our drawing?" C: "Yes. I'll make it silver like our car." [6 loops]</p>	□ □	□
<input type="checkbox"/>	<p>★Communication is relevant to the topic of conversation★</p> <p><i>While in a conversation, their questions, answers and statements all relate to the topic of conversation.</i></p>	□ □	□
<input type="checkbox"/>	<p>Voice has varying tone</p> <p><i>When communicating, your child's voice has varying tone (vs. monotone.)</i></p>	□ □	□
<input type="checkbox"/>	<p>★Can follow and add to a conversation between two or more other people★</p>	□ □	□
<input type="checkbox"/>	<p>Uses correct timing in a conversation with two or more people</p> <p><i>When your child is in a conversation with two or more people will they use correct timing to include their verbal sharing (e.g., waiting for a pause in the conversation, etc.)</i></p>	□ □	□
<input type="checkbox"/>	<p>Understands humor</p>	□ □	□
<input type="checkbox"/>	<p>Understands colloquialisms (figure of speech)</p> <p><i>E.g., understands "What's up?" "It's raining cats and dogs," etc.</i></p>	□ □	□

SOCIAL FUNDAMENTAL 3/4

Eye Contact & Non-Verbal Communication

Goal	STAGE 1 - Eye Contact & Non-Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	<p>★Looks at others to start/continue an interaction★</p> <p><i>When you pause, your child makes eye contact to get you to start/re-start an activity.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Looks with occasional flickers of expression</p> <p><i>When interacting, your child maintains a flat affect with small, occasional flickers of expression.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Physically moves others to get what they want</p> <p><i>E.g. leads others by hand, pushes other's body, hands, other objects, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

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Goal	STAGE 2 - Eye Contact & Non-Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	<p>★Makes eye contact to get needs met★ <i>E.g., to get food, drink, a toy/activity, wanting their ism ("stim") object, opening a container/door, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Looks at others with interest★ <i>Will make eye contact with another person in whom they are interested, e.g. while someone is singing a song, dancing, reading a story, being silly, dressing up, talking about an interesting topic, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Smiles or laughs while in an interaction★ <i>Interaction = any activity involving another person, e.g., physical play, ball games, reading a book together, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Makes simple gestures upon request <i>E.g., pointing, clapping hands, nodding yes or no, waving hello and/or goodbye, shrugging shoulders for "I don't know", giving someone a high five, shaking hands, putting finger to lips for "Shhh" signal, putting hand to mouth for "Oops" etc.</i></p>	□ □	□

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SOCIAL FUNDAMENTAL 3/4

Goal	STAGE 3 - Eye Contact & Non-Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	<p>★Looks while listening★ <i>Maintains sustained eye contact suitable to the activity while listening.</i></p>	□ □	□
<input type="checkbox"/>	<p>Uses eye contact to draw attention to objects/events of interest <i>E.g., Your child wants you to look out the window, so they look at you and then out the window and then back at you.</i></p>	□ □	□
<input type="checkbox"/>	<p>Makes simple gestures spontaneously <i>E.g., pointing, clapping hands, nodding yes or no, waving hello and/or goodbye, shrugging shoulders for "I don't know", giving someone a high five, shaking hands, putting finger to lips for "Shhh" signal, putting hand to mouth for "Oops" etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Copies some simple facial expressions <i>E.g., happy face, sad face, surprised face, silly face, etc.</i></p>	□ □	□

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SOCIAL FUNDAMENTAL 3/4

Goal	STAGE 4 - Eye Contact & Non-Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	<p>★Looks while talking★ <i>Your child sustains eye contact suitable to the activity while talking.</i></p>	□ □	□
<input type="checkbox"/>	<p>Looks to maintain others' attention <i>Your child will make eye contact to ensure the other person is paying attention (looking at and listening to) to him/her.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Spontaneously demonstrates a range of facial expressions★ <i>E.g., smiling, excitement, surprise, concentration, happy face, sad face, silly face, confusion etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Uses spontaneous gestures to enhance verbal communication <i>While verbally communicating, will combine speech with a gesture, e.g., pointing at/toward what they are talking about, crossing arms, putting hand up to emphasize "No" or "Stop" etc.</i></p>	□ □	□

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SOCIAL FUNDAMENTAL 3/4

Goal	STAGE 5 - Eye Contact & Non-Verbal Communication	Emerging	Accomplished
<input type="checkbox"/>	<p>★Understands facial expressions, tone of voice and body language★</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>If they ask how the movie was, and you say "Great" and roll your eyes, they understand that you are being sarcastic.</i> ● <i>If someone puts a finger to their lips, indicating "Be quiet," your child understands that this means "Be quiet."</i> ● <i>If someone appears to not pay attention (i.e. keeps looking at watch, etc. and is not making eye contact) while your child talks to them, your child understands.</i> ● <i>Has a concerned expression when someone is physically hurt, smiles/laughs in response to other's laughter.</i> 	□ □	□
<input type="checkbox"/>	<p>Social Referencing</p> <p><i>Looks at the expressions of others to decide what kind of approach makes sense in a particular situation. E.g., a vase in the living room accidentally gets knocked over and falls to the ground and breaks. Your child then looks at you to see how to respond.</i></p>	□ □	□
<input type="checkbox"/>	<p>Joint Attention</p> <p><i>Your child pays attention to the object or event that another person is focused on, by initially observing and following the gaze of that person. E.g., you are quietly looking out your window at a bird perched on the wall and your child, without asking "What are you looking at?", follows your gaze to see the bird.</i></p>	□ □	□
<input type="checkbox"/>	<p>Can shift gaze between three or more people</p> <p><i>Your child keeps up with the flow of group interaction by looking at the most relevant person at the moment, e.g. shifting gaze to the person who is not talking; if a ball is passed to another person they shift their gaze to that person, etc.</i></p>	□ □	□

SOCIAL FUNDAMENTAL 4/4

Flexibility

Goal	STAGE 1 - Flexibility	Emerging	Accomplished
□	Allows you to assist within their repetitive activity/ism (“stim”) <i>E.g., If your child is lining up cars, they let you hand them more cars. If you child is copying a picture from a book, they allow you to hold the book open for them.</i>	□ □	□
□	★Easily allows your presence within their Son-Rise Program room★ <i>Allows a variety of people into the playroom/focus room and allows those people to move freely within the room.</i>	□ □	□
□	Settles easily within a highly supportive environment <i>Easily transitions to and calmly stays in low-distraction environments that give him/her a high level of control, e.g., Your child’s Son-Rise Program® playroom/focus room or other rooms in your house, etc.</i>	□ □	□

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SOCIAL FUNDAMENTAL 4/4

Goal	STAGE 2 - Flexibility	Emerging	Accomplished
<input type="checkbox"/>	<p>★Physically participates in the interaction★ <i>E.g. gives hand/foot for a squeeze, turns book pages, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>★Allows peripheral variations to their chosen activity/game★ <i>Definition of peripheral variations: Your child allows you to change or alter "unimportant" aspects of the activity. Examples:</i></p> <ul style="list-style-type: none"> • <i>If you child enjoys having you read to them from a book and stop at a certain page and make a specific sound (core motivation), will they allow you to open the book to that page slowly while making a creaking sound?</i> • <i>If your child's interactive activity is playing a card game in which they love to see you flip each card over (core motivation), will they allow you to wear a fun hat as you play or sing a song as you do this?</i> 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Verbally participates (using 2-3 word phrases or more) in the interaction <i>Within the interaction they spontaneously ask for wants/not-wants, verbally adds ideas to the game, etc. using 2-3 word phrases or more.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Calmly and easily handles limits and boundaries within a highly supportive environment <i>Accepts boundaries without crying, hitting, etc. E.g., markers put away after continuing to draw on walls, the food they want is not available, accepts that there are no more snacks until after dinner, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

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SOCIAL FUNDAMENTAL 4/4

Goal	STAGE 3 - Flexibility	Emerging	Accomplished
<input type="checkbox"/>	<p>★Allows central variations to their chosen games/activities★</p> <p><i>Definition of central variations: Your child allows you to change or alter "important" aspects of the activity.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>If your child enjoys having you read to them from a book and stop at a certain page and make a specific sound (core motivation), will they allow you to stop at a different page?</i> • <i>If your child's motivation is going for rides in a box, will they easily go in a direction of getting out of the box so you can fix the tires at the pit stop?</i> 	□ □	□
<input type="checkbox"/>	<p>★Shows an interest in another's activity★</p> <p><i>Your child asks about or looks at another person's chosen activity; may even participate in the activity momentarily. Another person's chosen activity is one that is different than the game/activity your child regularly chooses to do.</i></p>	□ □	□
<input type="checkbox"/>	<p>Initiates games and activities with another person</p> <p><i>Your child suggests the game/activity to do together and explains how the game/activity is played.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Takes turns during an activity★</p> <p><i>E.g., takes turns during games, board games, card games, choosing which song to sing next, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Shares their objects or toys</p> <p><i>Your child allows you to have their toy or object [that is currently being used in the game/activity] for a portion of the game/activity, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Calmly and easily handles not getting what they want★</p> <p><i>Your child can enjoy interacting with others even when they do not go first during an activity or win or get what they want, e.g., the model airplane they were building breaks and can't be repaired, the person they were expecting to visit does not arrive; they lose the game, they are not first to get into the car; etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Understands and acts on the concept of "yours" and "mine"</p> <p><i>Your child allows you control over your possessions and asks permission before using them, and vice versa.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Plays games and activities that have simple rules/structure★</p> <p><i>E.g., tic-tac-toe, soccer, easy-to-play board games, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Is spontaneous within their chosen games/activities</p> <p><i>Your child initiates new ideas and directions within their chosen activities/games.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>In an imagination beach game your child suggests going snorkeling vs. just swimming.</i> • <i>When throwing a ball your child suggests catching it with one hand or kicking it, etc.</i> <p><i>Note: In general, board games would not be a time to encourage your child to be spontaneous..</i></p>	□ □	□
<input type="checkbox"/>	<p>Interacts easily in a moderately supportive environment</p> <p><i>Your child maintains Stage 3 social skills in the living room, kitchen, back garden, etc.</i></p>	□ □	□

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SOCIAL FUNDAMENTAL 4/4

Goal	STAGE 4 - Flexibility	Emerging	Accomplished
<input type="checkbox"/>	<p>Is flexible within their chosen activity <i>Within the activity your child has chosen, they easily go in a direction of someone else's choosing. Definition of flexibility within their activity: Your child will easily allow both peripheral and central variations to the interactive activity.</i></p> <p><i>Definition of peripheral variations: Your child allows you to change or alter "unimportant" aspects of the activity. Examples:</i></p> <ul style="list-style-type: none"> • <i>If your child enjoys having you read to them from a book and stop at a certain page and make a specific sound (core motivation), will they allow you to open the book to that page slowly while making a creaking sound?</i> • <i>If your child's interactive activity is playing a card game in which they love to see you flip each card over (core motivation), will they allow you to wear a fun hat as you play or sing a song as you do this?</i> <p><i>Definition of central variations: Your child allows you to change or alter "important" aspects of the activity. Examples:</i></p> <ul style="list-style-type: none"> • <i>If your child enjoys having you read to them from a book and stop at a certain page and make a specific sound (core motivation), will they allow you to stop at a different page?</i> • <i>If your child's interactive activity is playing a card game in which they love to see you flip each card over (core motivation), will they allow you to turn over two cards at once?</i> 	□ □	□
<input type="checkbox"/>	<p>★Participates in another's activity★ <i>Your child verbally and physically participates in activities others initiate vs. only observing the activity, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Allows peripheral variations within another's chosen activity <i>Your child allows changes or alterations to unimportant aspects of another person's chosen activity, i.e., changes that do not interfere with their main motivation for interacting in the activity. E.g., your child allows you to wear a silly hat during a chase game, hum a song during a card game, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>Is spontaneous within another's activity <i>Your child initiates new ideas/direction within another's chosen activity.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Shares interactive time between their activity and another's activity★ <i>Your child will interact in another person's chosen activity for about half of the total interactive time.</i></p>	□ □	□
<input type="checkbox"/>	<p>Maintains interactive abilities (Stage 4) while managing sensory input and changes in typical age-level environments, with help <i>E.g., loud noises, changing physical environments, etc., are managed with the help of explanations, etc.</i></p>	□ □	□
<input type="checkbox"/>	<p>★Can be negotiated/reasoned with ("deal making")★ <i>Your child is able to discuss and be reasoned with to come to an agreement. E.g., "How about we play my game for 5 minutes and then we play your game?" "If you help me tidy up the playroom we can play the next game sooner.", etc.</i></p>	□ □	□
<p>PREPARATION FOR GOING TO SCHOOL OR WORK <i>If your child has accomplished about half of the goals in Stage 4 (in all four fundamentals), then you can start to prep them for school or work by working on the skills below.</i></p>			
<input type="checkbox"/>	<p>★Can follow a structured (time-tabled) day within the playroom/focus room★ <i>Your child easily changes, at the given time, to the new activity, as laid out by the time-table / schedule.)</i></p>	□ □	□
<input type="checkbox"/>	<p>★Can sit at a desk for set periods of time within the playroom/focus room★</p>	□ □	□

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	<i>Your child can sit at desk/table for the required amount of time while doing an interactive activity.</i>		
<input type="checkbox"/>	<p>★Listens to and follows instructions given by a person not working in their Son-Rise Program★</p> <p><i>E.g., follows instructions in clubs or activity groups such as ballet class, karate class, Girl Scouts, gymnastics, an art group, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Is fully toilet-trained and will communicate their need to use the bathroom</p> <p><i>In the playroom/focus room and around the house, when necessary, your child will communicate that they want to use the bathroom.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Can read and write at the level that they will be entering school or that will be required by their job - or has the ability to compensate for a learning challenge (i.e. uses a dictionary, book, app, or other supportive tools) to enable access to grade level/job level information and success</p> <p><i>Refer to your school's academic guidelines to assess the level of reading and writing required for your child.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Can do mathematics at the level that they will be entering school or that will be required by their job - or has the ability to compensate for a learning challenge (i.e. uses a calculator, math shortcut book, app, or other supportive tools) to enable access to grade level/job level information and success</p> <p><i>Refer to your child's school's academic guidelines to assess the level of mathematics required for your child.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

SOCIAL FUNDAMENTAL 4/4

Goal	STAGE 5 - Flexibility	Emerging	Accomplished
<input type="checkbox"/>	<p>Is flexible within another's activity <i>Within another's chosen activity, your child easily goes in a direction of someone else's choosing, e.g., adding a new step in the game, changing the order of events, expanding the topic of conversation, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>★Calmly and easily manages most transitions and unstructured situations★ <i>E.g., substitute teachers, going on vacation, being at the playground, going to a shopping mall, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<p>PARTICIPATING IN SCHOOL OR WORK <i>These skills are ideal to work on while your child is going to school or work.</i></p>			
<input type="checkbox"/>	<p>★Maintains all social skills acquired in Stage 4 for approximately 2 hours per day, while in the classroom or work setting★ <i>E.g., substitute teachers, going on vacation, being at the playground, going to a shopping mall, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Can sit at a desk or stay at the designated work area for set periods</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>★Can follow the structured/time-tabled day at school or work★</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>★Communicates suitably when in a classroom or work setting★ <i>E.g., puts up their hand, talks to the supervisor when they are available, etc.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>★Listens to and follows teacher's/supervisor's instructions★ <i>Your child will listen and do what the teacher/supervisor asks him/her to do or stop doing.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>Easily participates with 2-4 peers in small group activities in the classroom or work setting</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>★Communicates (when necessary) that they need to use the bathroom at school or work and can do so independently★ <i>E.g., in the classroom will ask permission; in the work setting, if necessary, will notify supervisor or colleague they will be gone for a few minutes to use the bathroom.</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>During recess/lunch time, interacts with a peer, at the level of Stage 4 social skills or higher, for 20 minutes or more</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>