



Worksheet for Determining Communication Stage

Child's name: Allen Date: _____

1. Does the child use **ALL** of the following?

- 1a. Does the child use at least 3 different words or phrases (spoken, signed, pictures, written words, or other symbolic system)?
- 1b. Does the child use at least 3 words or phrases referentially (i.e., to refer to specific objects, people, or activities)?
- 1c. Does the child use at least 3 words or phrases with **communicative intent** (i.e., by coordinating the words or phrases with gestures or gaze for a communicative purpose)?
- 1d. Does the child use at least 3 words or phrases **regularly** (i.e., often, not just on a rare occasion)?

No:
Use Social Partner stage forms.

Yes: Go to Question 2.

2. Does the child use **ALL** of the following?

- 2a. Does the child use at least 100 different words or phrases (spoken, signed, pictures, written words, or other symbolic system)?
- 2b. Does the child use at least 100 words or phrases referentially (i.e., to refer to specific objects, people, or activities)?
- 2c. Does the child use at least 100 words or phrases with **communicative intent** (i.e., by coordinating the words or phrases with gestures or gaze for a communicative purpose)?
- 2d. Does the child use at least 100 words or phrases **regularly** (i.e., often)?
- 2e. Does the child use at least 20 different word combinations that are **creative** (i.e., not just exact imitations of phrases)?

No:
Use Language Partner stage forms.

Yes:
Use Conversational Partner stage forms.



SAP-REPORT FORM: Social Partner Stage

Child's name: Allen Phelps Age: 7 Date filled out: 9/26/07
 Filled out by: Donna Phelps Relationship to child: mother

This questionnaire is designed to be completed by a parent, teacher, or other person who interacts with this child on a daily or regular basis. Please answer the following questions about this child's **social communication** (understanding and use of nonverbal and verbal communication in social interaction), **emotional regulation** (capacity to regulate attention, arousal, and emotional state), and **transactional support** (ways that partners and learning activities support development). We would like you to complete this when you can observe the child, or immediately after you observe the child, and notice the behaviors listed. Please provide examples.

SOCIAL COMMUNICATION

1. Describe how the child interacts with others. For example, does the child respond to bids for interaction? Initiate interaction? Take a few turns? Take many turns that follow a shared attentional focus?

- may respond - alot of times laughs, but doesn't join in without adult prompts.

2. Describe the child's use of eye gaze during interactions. For example, does the child look at people rarely or often? When playing with toys, does the child look up to see if you are watching and then look back at the object?

he rarely looks at people, but is getting better at responding to prompts to look at me. Sometimes he comes & looks in the face for interaction on his own initiative.

3. Which of the following means does the child use regularly to communicate? Check all that apply.

- Give objects
- Push away objects
- Pull your hand to an object
- Reach/touch
- Show objects
- Point/touch
- Wave
- Clap
- Head shake (for rejecting or refusing)
- Reach at a distance
- Point at a distance
- Vocalizations; list sounds the child makes: gounds, not words
- Words (or word attempts); list words the child tries to say: _____
- Problem behaviors; give examples: _____

4. Which of the following reasons does the child communicate for? Check all that apply and give examples.

- To request a desired object candy, snacks, juice, movies, toy he can't reach
- To protest something he or she does not like _____
- To request help (all of above)
- To request a social game (e.g., Peek-a-boo; chase or tickling games) _____
- To request comfort hugs when hurt
- To greet _____
- To draw your attention to something that he or she wants you to notice _____

5. How often does the child initiate communication when interacting . . .

	seldom or not at all	sometimes	often
. . . with a familiar person?	_____	<input checked="" type="checkbox"/>	_____
. . . with an unfamiliar person?	<input checked="" type="checkbox"/>	_____	_____
. . . in small groups?	_____	<input checked="" type="checkbox"/>	_____