**Pupil’s Name: William**

**Stage: Conversational Partner**

**Date: March 2018**

**Joint attention – Why I communicate?**

I can ***spontaneously share intentions for social interaction with peers (e.g., turn-taking with peers, greetings, and commenting)*** (JA3.2) at least 2 x per activity across 3 activities across 4/5 school days when my partners embed motivating themes (e.g., music, videography, etc.), model child-perspective language (IS7.5) and provide visuals for success in group activities (LS3.1) until mastery (6 consecutive weeks)***in order to foster my Communication & Interaction Skills.***

**Symbol Use – How I communicate**

I can spontaneously ***use socially conventional vocal volume and intonation*** (SU4.4) at least 2 x per activity across three activities across 4/5 school days when my partners adjust the social complexity with small groups (LS4.1) and provide visuals to support understanding of language and social expectations (LS2.2) until mastery (6 consecutive weeks) ***in order to foster my Cognitive & Learning Skills.***

**Mutual Regulation – How I cope with others’ help**

I can ***use language to ask for help, a break, or coping strategies from others (MR4.3)*** at least 3 x per school day across 4/5 school days when my partners adjust the social complexity (LS4.1) and model appropriate coping strategies for the context (IS7.4) until mastery (6 consecutive weeks) ***in order to foster my Social Emotional Skills & Mental Health.***

**Self-Regulation – How I cope on my own**

I can **use language modeled by partners to self-regulate (SR3.5)** in at least 3 activities per day across 4/5 school days when my partners give me portable visual supports for emotional regulation (LS2.4) (e.g., “When I feel…, I can…..) and provide guidance for expressing emotion and understanding the cause of emotions (IS5.4) until mastery (6 consecutive weeks) ***in order to foster my Physical & Sensory Skills.***