**Pupil’s Name: Sam**

**Stage: Language Partner**

**Date: March 2018**

**Joint attention – Why I communicate?**

I can ***spontaneously initiate and maintain brief reciprocal interaction*** (JA1.3) at least 1 x per activity across 3 activities across 4/5 school days when my partners provide motivating activities that include favorite themes (LS4.7) and encourage my initiations (IS2.1) until mastery (6 consecutive weeks)***in order to foster my Communication & Interaction Skills.***

**Symbol Use – How I communicate**

I can spontaneously ***use people’s names and verbs*** (SU5.6) at least 2 x per activity across three activities across 4/5 school days when my partners *give me pictures with peoples’ names and verbs* and sentence building templates (LS2.1) and *model people’s names and verbs* (IS6.2) until mastery (6 consecutive weeks)***in order to foster my Cognitive & Learning Skills.***

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

I can ***spontaneously*** ***use language to request regulating activities (MR3.6)*** at least 2 x per school day (i.e., choosing time, sensory, and cooking) across 4/5 school days when my partners show me *visuals (picture of emotions) to express my emotions* (LS2.3) and recognize and support language strategies for regulation (IS1.5) 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 a language to stay focused and calm during transitions (SR4.6)** to at least 3 activities per day across 4/5 school days when my partners give me visual supports for smooth transitions (LS3.3) and recognize my signals of dysregulation and offer support (IS1.5) until mastery (6 consecutive weeks) ***in order to foster my Physical & Sensory Skills.***