**Pupil’s Name: Sarah**

**Stage: Social Partner**

**Date: March 2018**

**Joint attention – Why I communicate?**

I can ***spontaneously initiate interaction*** (JA1.2) at least 3 x per activity across 3 activities across 4/5 school days when my partners *provide motivating materials* in activities (LS4.7) and *encourage my initiations* by responding to my subtle forms of communication (IS1.3) until mastery (6 consecutive weeks)***in order to foster my Communication & Interaction Skills.***

**Symbol Use – How I communicate**

I can ***spontaneously*** ***use giving or pointing gestures*** (SU4.4) at least 1 x per activity across three activities (i.e., outside play, meals, and centres) activities across 4/5 school days when my partners *offer me choices of see-through containers (LS2.1)* and *respond to my signals to foster a sense of competence* (IS1.3) until mastery (6 consecutive weeks) ***in order to foster my Cognitive & Learning Skills.***

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

I can ***make choices of coping strategies when offered by partners (MR2.6)*** at least1 x per activity across three activities (i.e., sensory, outside play, and transitions)across 4/5 school days when my partners *provide me* with object-based communication choices (LS2.1) (e.g., see through containers with items such as scarf to represent a chase game, an item to represent the break room, etc.) 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 behaviour strategy by holding an object of reference related to upcoming activities** to make an independent transition **(SR3.4)** in at least 3 activities (i.e., to a group table activity, art, soft play room) per day across 4/5 school days when my partners give me visual supports for smooth transitions to upcoming activities (LS3.3) until mastery (6 consecutive weeks) ***in order to foster my Physical & Sensory Skills.***