SCERTS in Action

Assessment

Conversational Partner Stage

I am using creative language to communicate and I am learning how to succeed in a range of social settings.

Below are selected milestones that can be used to measure my growth.

Child's name

Date of birth

Scoring Criteria	2 = Consistently across two partners and two contexts	1 = Inconsistently	0 = Not yet observed

(JA)	I can communicate for many reasons	Date	Date	Date	Date
JA1.1	**Monitor the attentional focus of a social partner** Criterion: The child spontaneously follows the reference of a person's gesture, looking at what someone else is paying attention to, or communicating about what someone else is doing or talking about.				
JA3.2	**Use my language for a range of social functions (e.g., greetings, turn taking, calling out for others)** Criterion: The child uses language for at least 5 of the following reasons: a) greeting to indicate notice of a person entering or leaving the immediate situation); b) calling to gain the attention of another person; c) requesting comfort to seek comfort from distress, frustration, or fear; d) regulating interaction to keep turn-taking going; e) requesting permission to seek another's consent to carry out an action; f) praising partners, g) expressing empathy; and h) sharing secrets.				
JA3.3	**Listen and speak to people about something by providing information about immediate, past, or future events** Criterion: The child both comments spontaneously and provides requested information about immediate, past or future events by sharing who, what doing, and where details and by responding to what, what doing, who, where, yes/no (e.g., Do/Did & Is/Are) questions.				

(SU)	I can communicate in many ways	Date	Date	Date	Date
SU4.3	**Use appropriate body posture and proximity for the social context and partner** Criterion: The child uses appropriate body posture (e.g., orients to conversational partner) and proximity (positions self at an appropriate distance) based on the partner and context and respects a partner's personal space and privacy.				
SU4.4	**Use appropriate volume and intonation for the context** Criterion: The child adjusts the volume (loudness) and intonation (e.g., pitch, vocal quality, rate, stress, and fluency) of his or her voice depending on who he/she is talking to and the nature of the context (e.g., loud voice on the playground, quiet voice in the classroom).				
SU5.4	**Use a variety of sentence constructions** Criterion: The child spontaneously generates at least 5 creative examples of following sentence constructions: declarative (e.g., "Jason is riding his bike"), negation (e.g., "This answer doesn't make sense"), interrogative (e.g., "What happened on the playground?"), embedding (e.g., "The man selling the balloons didn't have any blue ones"), and conjoining (e.g., "When I am done with my work, I get to go outside").				

(MR)	I can cope with the help of others	Date	Date	Date	Date
MR2.6	**Respond to coping strategies offered by partners** Criterion: The child responds to information or strategies that have been taught, practiced and/or discussed by adults and peers to regulate his/her attention, alertness, activity level, emotion, and engagement. For example, a child may ask to do his/her work at quieter table, based upon choices offered by the teacher for coping with a stressful academic lesson.				
MR4.3	**Use my language to ask for help, a break, or coping strategies from others** Criterion: The child uses language (e.g., speech, signs, pictures) for all of the following reasons: a) requesting objects or activities, b) requests help, c) requesting a break, and d) protesting to get another person to remove an undesired food object or cease an activity.				

(SR)	I can cope on my own	Date	Date	Date	Date
SR2.2	**Use social appropriate behavioral coping strategies** Criterion: The child uses behavioral strategies (i.e., simple motor actions or sensory motor strategies) that are imitated either immediately or at a later time from behaviors modeled by others as a means to regulate arousal level (e.g., taking deep breaths, stretching, going for a walk, etc.).				
SR3.5	**Use language taught and modeled by partners to calm and focus myself** Criterion: The child uses language (e.g., words, signs or pictures) that are learned from language modeled by partners to calm (e.g., talking through a to do list to soothe, using previously rehearsed self-talk to engage in expected social behaviors, etc.)				
SR4.5	**Use my language to work out and think about coping strategies that may be helpful in future situations** Criterion: The child is able to reflect upon previous emotional experience related to specific events or persons and applies strategies to help regulate emotion when faced with the same or similar circumstances. For example, the child hears an announcement about an impending fire drill and gets the noise-reducing headphones that he learned to use after a previous negative experience with fire drills.				
SR5.6	**Use planning and preparing ahead as a strategy for self-regulating during transitions (i.e., metacognition)** Criterion: The child plans for strategies that may by soothing or alerting during upcoming transitions and discusses these plans with others to prepare. For example, a child develops an idea to count the number of paintings on the wall in the school hallway while transitioning from the classroom to the cafeteria, which supports a well-regulated state, informs his teacher of the plan, and carries it out.				

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(LS)	My partners can help me by designing meaningful and developmentally sensible activities	Date	Date	Date	Date
LS4.7	**Infusing motivating materials and topics in activities** Criterion: Partners embed materials and topics that are interesting and motivating to the child in a majority of everyday activities. In the Conversational Partner stage, this includes embedding the child's special interest topics in activities, embedding intrinsically rewarding sensory properties (e.g., movement, music, art, and messy play), and ensuring activities lead to a productive and meaningful outcome.				
LS4.3	**Modifying sensory properties of learning environment** Criterion: Partners modifies the sensory properties of the learning environment as needed to help the child maintain an optimal level of arousal (e.g., adjusts lighting, noise level and visual distraction)				
LS4.2	**Adjusting task difficulty for child success** Criterion: Partners adjusts task difficulty as needed to foster the child's success and help the child maintain an optimal level of arousal (e.g., reducing the number of steps, modifying expectations, etc.).				
LS4.6	**Providing developmentally appropriate activities** Criterion: Partners ensure activities are within the developmental reach of a child in terms of the social, cognitive, attention, and fine and gross motor demands.				
LS4.1	**Adjusting group size to ensure successful interaction** Criterion: The partner provides a smaller group setting or 1:1 support or increases as needed to support the child's organization and success in interaction.				
LS2.4	**Using visuals to support child's emotional regulation** Criterion: Partners make available and encourages the child to objects, photos, picture symbols or written lists for the child to request an organizing input (e.g., hands-on materials), a break from an activity, or assistance during an activity.				
LS4.9	**Alternating between movement and sedentary activities** Criterion: Partners alternates between activities in which the child has the opportunity to engage in organizing movement activities with those in which the child is expected to be sedentary.				

(LS)	My partners can help me by establishing predictability in natural activities	Date	Date	Date	Date
LS3.3	**Using visual support for smooth transitions** Criterion: Partners use developmentally sensible visual supports to help the child independently make transition between activities. For the Conversational Partner stage, this would include referring to a schedule of upcoming activities (e.g., graphics and/or the written word) and/or materials laid out in sequence as a means to foster self-regulation.				
LS1.1	**Defining a clear beginning and ending to activity** Criterion: Partners structure the activity so that the beginning and ending are clearly defined for the child (e.g., using written to do lists to delineate the steps toward completion, using a time-ordered agenda and reference to the clock, visual timers, etc.).				
LS3.1	**Defining the steps within an activity** Criterion: Partners use developmentally sensible supports to define the steps within an activity. For the Conversational Partner stage, this would include laying out materials from left to right, placing finished items in an all done basket, and using pictures/written to do lists that indicate steps toward completion.				
LS3.2	**Defining the time for completion of activities** Criterion: Partners use support to define the time for completion of natural activities. For example, a visual timer may provide visual depiction of time remaining, a count down strip with pull-off Velcro numbers may indicate the steps remaining in an activity, and clock paired with a time-ordered agenda for daily routines and expectations.				
LS4.8	**Structuring activities to promote initiation and extended interaction** Criterion: Partners provide predictable opportunities within activities for the child to initiate and participate in extended interactions. Partners add repeated turns or new steps to the activity to maintain and extend interaction.				
LS2.2	**Using visuals to support understanding of language and social expectations** Criterion: Partners pair verbal language with gestures, signs, objects, photographs, picture symbols, written language, and role play/rehearsal to enhance the child's understanding of expectations and directions (e.g., using footprints to indicate where to stand in line).				

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(LS & IS)	My partners can help me by encouraging my initiations and responding to my attempts	Date	Date	Date	Date
LS2.1	**Using visual support for expressive communication and creative language** Criterion: At the Conversational Partner stage, partners encourage the child to communicate by offering developmentally sensible visuals such picture symbols and written language to remind a child to create more sophisticated sentences and narrative discourse. Visual tools should be accessible when the child is expected to initiate and maintain social conversation about academic and social activities.				
IS2.2	**Waiting for and inviting interaction through responsive exchanges** Criterion: Partners provide a balance of engaging with the child versus responding to the child's initiations. At the Conversational Partner stage, partners are particularly responsive to both body language and a child's unconventional use of "scripted" language and preference for specific topics. Responding to these actions to will ensure that the child feels competent as a communicator.				
IS5.2	**Facilitating successful interactions with peers** Criterion: Partners encourage and invite peer interaction. At the Conversational Partner stage, peers are invited to engage by creating opportunities for small group learning, mutually engaging activities such as art, music, and movement, and visual supports to enable the child to predict how to engage and what to say.				
IS6.2	**Adjusting language modeling to child's developmental level** Criterion: Partners adjust language models to match the developmental needs of the child. At the Conversational Partner stage, partners should model a range of simple and complex sentence constructions, appropriate body orientation & proximity, and appropriate vocal volume.				

(LS & IS)	My partners can help me by helping me cope with my emotions	Date	Date	Date	Date
IS1.3	**Responding to attempts to communicate to build a child's confidence** Criterion: At the Conversational Partner stage, partners demonstrate responsiveness by honoring a child's body language, facial expressions, and, when necessary, unconventional verbal language (e.g., "scripted" language) as intentional forms of communication. This also includes being responsive to a child who is focused on a specific topic of conversation. Partners can be responsive while modeling more conventional timing and balance (e.g., "We can talk about trains after we finish..." as opposed to "no train talk").				
IS1.5	**Recognising emotional needs and providing support for emotional regulation** Criterion: Partners respond to child's signals of under-arousal or over-arousal by changing the environment & interactive style (e.g., offering choices of movement activities to alert a child, choices of soothing supports such as deep pressure, and turning off the lights.				
IS7.4	**Modeling appropriate coping strategies when child is using unconventional behavior** Criterion: Partners provide models for how to cope in an appropriate manner (e.g., when a child is interrupting his teacher, a model could be provided for raising one's hand) or when a child crushes his schoolwork, a choice of strategies to ask for help could be modeled.				
LS2.3	**Using visual support to encourage a child's expression and understanding of emotion** Criterion: At the Conversational Partner stage, partners model clear facial expressions of emotion and may augment these models with pictures or written examples of emotions and choices of coping strategies.				