SCERTS in Action

Assessment

Language Partner Stage

Child's name

Date of birth

I am learning to use single words and brief phrases to communicate with speech, signs or pictures.

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

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
JA1.3	**Initiate and maintain extended interactions** *Criterion: The child spontaneously starts and keeps interactions going for at least 4 consecutive exchanges by the child and partner. An exchange consists of a turn from the child and a turn from the partner.*				
JA6.2	**Comment on actions or events** *Criterion: The child communicates to get a person to notice an action or an event (e.g., looking at a partner and saying "pop" when the bubbles pop, using a phrase to comment about an action, e.g., "Bubble popped.").*				

(SU)	I can communicate in many ways	Date	Date	Date	Date
SU5.5	**Use a variety of words including actions, personal-social, modifiers, and wh-words** *Criterion: The child uses at least 2 of each of the following word types: actions (e.g., open, swing, go, stop), personal-social (e.g., hi, bye, thank you), modifiers (up, on, off), and wh words (e.g., "where's daddy?)*				
SU5.6	**Use a variety of word combinations including people's names and verbs** *Criterion: The child spontaneously uses at least 20 different word combinations with at least 5 examples of each of the following: modifier + object (e.g., blue train), negation + object (e.g., no milk), and agent + action + object (e.g., mummy pour juice).*				

(MR)	I can cope with the help of others	Date	Date	Date	Date
MR1.2	**Use words or symbols to communicate emotion** *Criterion: The child uses symbols (words, signs, or pictures) to express at least one positive (e.g., happy, fun, silly) and at least one negative (e.g., sad, angry, frustrated) emotion.*				
MR2.6	**Choose coping strategies when offered by a partner** *Criterion: The child uses an action (verbal or nonverbal) to make a choice when offered by a partner.*				
MR3.3	**Request help when frustrated** *Criterion: The child directs nonverbal or verbal signals to a partner to get another person to help when a task exceeds the child's skill level.*				
MR3.6	**Use language to ask for calming or focusing activities** *Criterion: The child uses words (i.e., spoken, signs, or pictures) to request an activity or sensory input that will have a regulating effect on the child's state of arousal.*				

(SR)	I can cope on my own	Date	Date	Date	Date
SR3.3	**Use language modeled by partners to calm or focus.** *Criterion: The child uses language (i.e., words, signs or pictures) that are imitated from language modeled by partners to regulate arousal level. For example, the child may use language to cope with stressful events, e.g, "fire alarm all done," "first...then."*				
SR3.4	**Use language to engage productively in an extended activity.** *Criterion: The child uses language to talk through or follow a picture sequence through a series of steps toward completion.*				
SR4.6	**Use language to stay focused and calm during transitions.** *Criterion: The child uses language or other language strategies (e.g., written supports and/or pictures) to make transitions between natural routines.*				

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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. For the Language Partner stage, motivating materials include those with hands-on qualities that lend toward imaginative play, special interests, or a desirable end-point.*				
LS4.3	**Modifying sensory properties of learning environment** *Criterion: Partners modifies the sensory properties of the learning environment as needed to help the child stay engaged (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 organisation and success in interaction.*				
LS2.4	**Using visuals to support child's emotional regulation** *Criterion: Partners make available and encourage the child to use photos, symbols or writing for the child to request organizing activities (e.g., a turn in the interaction, 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 where 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 transitions between activities. For the Language Partner stage, this would include photos, picture symbols or written schedule schedules related to upcoming activities*				
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. This may be accomplished by laying out materials needed for completion in a clear sequence, using a developmental sensible timer, using music to mark the start and ending of a routine, etc.*				
LS3.1	**Defining the steps within an activity** *Criterion: Partners use developmentally sensible supports to define the steps within an activity. For the Language Partner stage, these would include providing a within task schedule with photos, picture symbols, or the written word.*				
LS3.2	**Defining the time for completion of activities** *Criterion: Partners use support to define the time for completion of natural activities (e.g., play, dressing, meals, etc.). 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*				
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 use predictable support such as written words on a dry erase, photos or picture symbols as well as role models to ensure true comprehension. For the Language Partner, the use of written narratives prior to social activities may define the purpose, the steps involved, and the expectations.*				

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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 Language Partner stage, partners encourage the child to communicate by offering developmentally sensible visuals such as choices of photos, pictures or the written word with people's names, preferred action words, preferred items and activities. Other non-speech modalities may also be used including signs, objects, and electronic forms of assistive technology.*				
IS2.2	**Waiting for and inviting interaction through responsive communication exchanges** *Criterion: Partners provide a balance of engaging with the child versus responding to the child's initiations. At the Language Partner stage, partners are particularly responsive to both body language and unconventional verbal behavior (e.g., scripted language) by responding to the functions of these actions to ensure the child feels competent as a communicator.*				
IS5.2	**Facilitating successful interactions with peers** *Criterion: Partners encourage and invite peer interaction. At the Language Partner stage, peers are invited to engage successfully using duplicate sets of materials to encourage parallel play, mutually engaging activities such as art, music, and movement, as well as visual tools that define how to engage with one another.*				
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 Language Partner stage, partners should model a range of single words and early word combinations (using people's names and verbs as a focus of language modeling)*				

(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 Language Partner stage, partners demonstrate responsiveness by honoring a child's body language and unconventional verbal ("scripted") language as intentional forms of communication (e.g., child asks "Do you want video?" and partner replies, "Mum turn on video?" to model more conventional use of language).*				
IS1.5	**Recognizing 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 and interactive style (e.g. offering choices of movement activities to alert a child or soothing supports such as providing sensory input (deep pressure), turning off the lights, etc.)*				
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 screams and throws food, partner may model a push away with a plate and say "no thank you") or when a child is chewing on clothing, a choice of appropriate chewy tubes may be offered.*				
LS2.3	**Using visual support to encourage a child's expression and understanding of emotion** *Criterion: At the Language Partner stage, partners model expressions of emotion words and choices of coping strategies and may augment these models with photos, picture symbols or written symbols.*				