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| **Joint attention** |
| *Prelinguistic stages* |
| * Orienting toward people in the social environment * Responding to a caregiver's voice * Shifting gaze between people and objects * Pairing communication gestures with gaze and/or physical contact when requesting and protesting as culturally appropriate * Directing another's attention for the purposes of sharing an interesting item or event * Attending to emotional displays of distress or discomfort * Sharing positive affect * Initiating social routines |
| *Emerging language stages* |
| * Expanding communication functions to seek specific emotional responses from others (e.g., seeking comfort, greeting others, showing off) * Commenting to share enjoyment and interests * Recognizing and describing emotional states of self and others |
| *Advanced language stages* |
| * Understanding what others are indicating with gaze and gestures * Determining causal factors for emotional states of self and others * Using emotions of others to guide behavior in social interactions (e.g., selecting topics based on another's preferences, praising others, sharing empathy) * Considering another's intentions and knowledge (e.g., requesting information from others, sharing information about past and future events) |
| **Social reciprocity** |
| *Prelinguistic stages* |
| * Responding to the bids of others * Initiating bids for interaction * Increasing frequency of spontaneous bids for communication * Developing persistence in communication attempts |
| *Emerging language stages* |
| * Increasing frequency of communication across social contexts and interactive partners * Maintaining interactions by taking turns * Providing contingent responses to bids for interaction initiated by others * Recognizing and attempting to repair breakdowns in communication |
| *Advanced language stages* |
| * Engaging in topic maintenance (e.g., providing expansion comments) * Maintaining conversational exchanges with a balance between comments and requests for information * Providing essential background information * Initiating and maintaining conversations that are sensitive to the social context and the interests of others |
| **Language and related cognitive skills** |
| *Prelinguistic stages* |
| * Using a range of gestures to share intentions (e.g., giving, showing, waving, pointing) * Using effective strategies for protesting, exerting social control, and emotional regulation in order to replace potential problem behaviors used for these functions * Pairing vocalizations with gestures to share intentions * Observing and imitating the functional use of objects * Turning pages and pointing to pictures in books |
| *Emerging language stages* |
| * Expanding word knowledge and use to include not only object labels, but also action words, modifiers, and relational words * Understanding and using more creative combinations of words * Understanding and using more sophisticated grammar * Engaging in representational play * Understanding sequences of events in stories, attending to beginning and rhyming sounds, and naming alphabet letters * Producing a variety of speech sounds |
| *Advanced language stages* |
| * Enacting social sequences in a representational manner by incorporating themes or modifications introduced by others (e.g., role-playing and visualizing an event before it takes place) * Understanding and using nonverbal gestures, facial expressions, and gaze to express and follow subtle intentions (e.g., sarcasm and other nonliteral meanings) * Understanding and using intonation cues to express and follow emotional states * Understanding and using more sophisticated syntax to provide background information for one's listener * Understanding and using more sophisticated syntax to show relationships between sentences in conversational discourse * Demonstrating story grammar knowledge, decoding, and letter–sound correspondence and expanding literacy skills (e.g., reading comprehension and written expression) * Problem solving and self-monitoring future, goal-directed, behavior (i.e., executive functioning) |
| **Behavior and emotional regulation** |
| *Prelinguistic stages* |
| * Attending to salient aspects of the social environment * Expanding the use of conventional behaviors to regulate one's emotional state (e.g., covering one's ears to block out noise, carrying a preferred toy into an unfamiliar setting to assist in the transition, removing oneself from a situation when overwhelmed) * Protesting undesired activities |
| *Emerging language stages* |
| * Requesting a soothing activity when distressed * Requesting a break from a given activity * Requesting assistance from others * Using language to maintain engagement within an activity (e.g., “first … then”) * Using language to talk through transitions across activities * Expressing one's emotional state and the emotional state of others |
| *Advanced language stages* |
| * Preparing and planning for upcoming activities * Perceiving one's actions within social events and predicting social behavior in others in order to self-monitor * Negotiating and collaborating within interactions with peers |