|  |
| --- |
| **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
 |