

Social Communication Checklist

The Reasons My Child Communicates:

Show what he wants or doesn't want

- Request
- Protest

My child doesn't send me these messages directly. I often must interpret what he is communicating



Intentionally ask for things he wants or doesn't want

- Request
- Protest

My child intentionally sends me messages to request and protest



Connect with others by sharing interests

- all previous reasons from first column
- greet people (hi/bye)
- respond to questions
- seek information
- respond when I point to something/someone
- share info/ideas
- draw attention to things/people
- respond to comments
- other



Have short conversations about many things

- all previous reasons from first column
- talk about the past
- talk about the future
- talk about feelings
- talk about likes/dislikes
- talk about range of topics
- comment/ask questions about what has just been said
- talk about likes/dislikes of others
- other



My child communicates by:

- coming close to me or object of interest
- smiling/laughing while looking at something
- smiling at me when playing games without toys
- reaching/touching something while looking at it
- exploring things with his hands/mouth etc.
- moving his body (e.g. bounce when he wants to jump)
- other



- moving my hand
- taking me to things/bringing things to me
- making sounds/ words
- following my point
- following my point & going to the object
- pointing to things he wants
- looking at me, then at an object and back at me
- other



- as in previous columns
- using sounds/words
- using gestures
- repeating words/phrases he has heard
- following my point and then looking back at me
- looking between me and an object to show it to me & waiting for a response
- other



- as in previous columns
- taking turns in short conversations
- asking questions & waiting for a response
- making comments



Own Agenda

Requester

Early Communicator

Partner



Social Communication Checklist (continued)

Possible goal areas for:

Own Agenda	Requester	Early Communicator	Partner
<p>Do more at the Own Agenda stage:</p> <ul style="list-style-type: none"> <input type="checkbox"/> enjoy more toys and activities <input type="checkbox"/> notice me <input type="checkbox"/> allow me to join in the play <p>Or, move to the Requester stage:</p> <ul style="list-style-type: none"> <input type="checkbox"/> begin to send me intentional messages to ask for the things he already likes 	<p>Do more at the Requester stage:</p> <ul style="list-style-type: none"> <input type="checkbox"/> send me messages more often <input type="checkbox"/> send me messages during more activities <input type="checkbox"/> send me messages while also looking at me <p>Or, move to the Early Communicator stage:</p> <ul style="list-style-type: none"> <input type="checkbox"/> start to send me messages to share his interests with me and connect socially 	<p>Do more at the Early Communicator stage:</p> <ul style="list-style-type: none"> <input type="checkbox"/> look at what I point to and then back to me <input type="checkbox"/> show me things and look at me <input type="checkbox"/> make comments about what he sees <input type="checkbox"/> respond when I make comments or ask questions <p>Or, move to the Partner stage:</p> <ul style="list-style-type: none"> <input type="checkbox"/> take two or more turns in early conversations 	<p>Do more at the Partner stage:</p> <ul style="list-style-type: none"> <input type="checkbox"/> engage in longer back-and-forth conversations <input type="checkbox"/> expand his conversations by targeting items from the list in this stage