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| **DOMAIN: COMMUNICATION SKILLS** |
|  | Skill LevelEmerging: EPartial: P**S**killful: **S** | Instructional Priority for this year?Yes/No | **Are there any ASOL that might be embedded in this skill?** **Yes/No****If Yes, which ones:****(Note: not all skills have embedded academic components)** |
| Early Communication Skills |
|  | Scans/searches immediate environment |  |  |  |
|  | Demonstrates awareness of cause/effect |  |  |  |
|  | Uses switches |  |  |  |
|  | Participates in computer activities |  |  |  |
|  | Demonstrates identifiable communicative intent |  |  |  |
| Receptive Communication Skills |
|  | Responds to stimulation |  |  |  |
|  | Stops activity in response to voice/expression |  |  |  |
|  | Distinguishes meaning from voice/expression |  |  |  |
|  | Understands a number of words/signs/symbols |  |  |  |
|  | Follows simple one step verbal/signed directions |  |  |  |
|  | Follows simple unrelated two step directions |  |  |  |
|  | Understands simple what/where questions |  |  |  |
|  | Understands questions requiring knowledge of object function |  |  |  |
|  | Understands descriptive cues |  |  |  |
|  | Understands opposites |  |  |  |
|  | Understands plurality |  |  |  |
| Expressive Communication Skills |
|  | Uses differentiated cries/vocalizations |  |  |  |
|  | Imitates movements/sounds/ signs/words |  |  |  |
|  | Uses eye contact for requesting/responding |  |  |  |
|  | Demonstrates ability for oral planning |  |  |  |
|  | Uses symbolic language: pictures/line drawing/sign language/objects |  |  |  |
|  | Demonstrates wants/needs |  |  |  |
|  | Protests through gestures/vocalizations/signs/symbols |  |  |  |
|  | Requests through gestures/vocalizations/signs/symbols |  |  |  |
|  | Makes choices through gestures/vocalizations/signs/symbols |  |  |  |
|  | Uses questions |  |  |  |
|  | Uses syntax |  |  |  |
|  | Uses language to facilitate problem solving |  |  |  |
|  | Uses complete sentences |  |  |  |
|  | Retells events/stories in sequence |  |  |  |
|  | Vocalizes with inflections |  |  |  |
|  | Uses understandable speech  |  |  |  |
|  | Delivers messages |  |  |  |
|  | Communicates in emergency situations |  |  |  |
|  | Attends to another person |  |  |  |
|  | Makes/responds to verbal/gestural greetings/farewells |  |  |  |
|  | Engages in my turn/your turn motor/verbal responses |  |  |  |
|  | Demonstrates patience with turns/delays |  |  |  |
|  | Listens during conversation w/o interrupting |  |  |  |
|  | Uses facial expression to communicate meaning |  |  |  |
|  | Makes/maintains eye contact during conversation |  |  |  |
|  | Respects personal space |  |  |  |
|  | Uses appropriate language/volume/speed/tone |  |  |  |
|  | Responds appropriately to humor |  |  |  |
|  | Identifies people by name |  |  |  |
|  | Introduces self/others |  |  |  |
|  | Initiates conversation |  |  |  |
|  | Maintains dialogue |  |  |  |
|  | Asks meaningful questions |  |  |  |
|  | Shares experiences/events |  |  |  |
|  | Relays negative information |  |  |  |
|  | Gives compliments at the appropriate time |  |  |  |
|  | Interrupts a conversation appropriately |  |  |  |