

Short Version of Affective Communication Skills Checklist

Stage 1: Shared Attention
(PSHE and Speaking and Listening P1(ii))

Name :	Capacity present:			
REFLEXIVE LEVEL	1	2	3	4
	occasionally	sometimes	mostly	always
<p>Mutual Gaze</p> <p>Will join in brief/ fleeting gaze with an adult Will fixate on an adult's face when it appears in the midline at a distance of 20-25cms Looks at sights for 3+ seconds</p>				
<p>Sensorimotor</p> <p>Pupil will sustain shared attention with a special adult in sensori-motor interactive play using the pupil's preferred and pleasurable sensory and motor modalities, such as movement, looking, touching or listening.</p> <p>Shows interest in different sensations for 3+ seconds Remains calm and focused for 2 + minutes Listens to sounds for 3+ seconds Relaxes, smiles, vocalises or looks in response to light or firm touch Relaxes, smiles, vocalises or looks in response to moving of limbs Tolerates/shows pleasure in gentle movement in space Tolerates/shows pleasure in smells Relaxes/shows pleasure when held firmly Relaxes/shows pleasure when rocked rhythmically Recovers from distress within 20 minutes with help from the caregiver</p>				
<p>Social Organisation of Communication</p> <p>Shows interest in caregiver Shows interest in happy caregiver Shows interest in assertive caregiver Will fill in a turn in response to an adult's pause in an interaction when given time Will join in mutual vocalisation with an adult although not necessarily the same vocalisation Will share an exchange with an adult, adapting the behaviour as the adult does, e.g. adult vocal, pupil vocal Will act simultaneously with an adult, not necessarily the same action eg, will move or turn towards adult if adult dances, holds arms out. Pupil will form relationships with special adults through pleasurable and enjoyable interactions.</p>				
<p>Comprehension in Context</p>				

Will quieten when picked up or comforted Will orient to a person Will shape or control adult's behaviour e.g. intense periods of eye contact/ face to face contact, pupil turns adults head to engage. Will look at an object when cued (object must be in optimal focusing distance) Will move in synchrony to adult speech eg, adult talks, pupil turns head or moves towards adult or nods/shakes head, rolls eyes, during adult speech				
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Stage 2: Shared Attention and Self Regulation
(PSHE and Speaking and Listening P2(i)-P2(ii))

Name :				
REACTIVE LEVEL	1 occasionally	2 sometimes	3 mostly	4 always
<p>Mutual Gaze</p> <p>Will shift gaze to an object or person Will give eye contact to an adult Will look intently at an adult's face while being talked to Will turn head deliberately to source of voice Will mainly maintain eye contact with an adult while participating in feeding/ dressing/ being changed Will begin to use gaze coupling similar to gaze patterns in mature conversation ie. Mutual and intermittent gaze and initiation and termination</p>				
<p>Sensorimotor</p> <p>Will regulate his sensory system in order to sustain shared attention with support eg, pupil will calm self if excited to re-engage with activity</p> <p>Responds to your overtures with curiosity and assertive interest (e.g., by studying your face) Shows emotional interest or pleasure in caregiver's:</p> <ul style="list-style-type: none"> *Vocalizations (high pitch or low pitch; loud, medium, or soft tone); *Facial expressions; *Touch (part of body: back, abdomen, face, arms or legs and type of touch: light or firm); *Gentle movement of the arms or legs; *Moving horizontally or vertically in space (which rhythm works best: fast, slow). 				
<p>Social Organisation of Communication</p> <p>Will respond to caregiver's gestures with intentional gestures (e.g., reaches out in response to outstretched arms, returns a flirtatious vocalisation of caregiver, begets a playful look and a series of vocalisations).</p> <p>Will initiate intentional interactions (e.g., spontaneously reaches for caregiver's nose, hair, or mouth; uses hand movements to indicate wish for a certain toy or to be picked up).</p> <p>Will respond to social overtures with an emotional response of any kind (with a smile, frown, reach, vocalisation, or other intentional</p>				

<p>behaviour.</p> <p>Will respond to social overtures with obvious pleasure (smile, joyful, vocalisation, etc.)</p> <p>Will sustain engagement in reciprocal social interactions with special adults that bring pleasure and joy.</p> <p>Will interact in a back and forth rhythm in animated exchanges using facial expressions, sounds and other gestures.</p> <p>Will initiate purposeful interactions around desires (opens circles), and will close circles following the adult's response to their initiative.</p> <p>Will maintain an interaction of 2 circles of communication after responding to an adult's initiation -(ping pong).</p>				
<p>Joint Reference</p> <p>Will follow adult's line of regard when accompanied by attention getting strategies eg adult draws attention using vocalisation, gesture, facial expression, pupil looks.</p> <p>Will respond to direction of adult's gaze resulting in shared attention on object, person or event ie. They attend to stimulus jointly</p> <p>Will follow adult's line of regard eg adult looks to an object, pupil looks too.</p> <p>Will establish a line of regard which can then be followed and commented on by an adult eg, pupil looks at object steadily, adult looks too and comments/ reaches for.</p>				
<p>Turn taking and Social Interaction</p> <p>Will anticipate and fill at turn with adult (increased smiles)</p> <p>Will elicit behaviours that produce adult response</p> <p>Will elicit responses which, in turn, alter the adult's response</p> <p>Will maintain an interaction by giving rewarding feedback which relates to the adult's behaviour</p> <p>Will increasingly fill turns by vocalisations and movements of the head and hands</p> <p>Will respond to social turn taking games e.g. peek-a-boo</p> <p>Will vocalise in response to human voice</p> <p>Will smile in response to a smile</p> <p>Will smile or frown in response to an adult's frown and smile</p>				
<p>Comprehension in Context</p> <p>Will respond to affective messages from the adult and react to adult's behaviour e.g. tone of voice, facial expression</p> <p>Will show a relaxed sense of security and/or comfort when held or rocked.</p> <p>Will show signs of pleasure when either talked to, held, looked at, moved around, touched.</p> <p>Will show a curious, assertive interest in the caregiver</p> <p>Will anticipate with curiosity or excitement the re-presentation of an interesting object that has been presented a moment earlier (e.g., smiles or babbles to show interest).</p> <p>Will show signs of discomfort or lack of pleasure or sadness when during interactive play caregiver is unresponsive for 30-60 seconds.</p> <p>Will show anger or protest when frustrated</p> <p>Can recover from distress with caregiver's social overtures within 15 minutes.</p>				

Stage 3 : Engagement
(PSHE and Speaking and Listening P3(i)-P3(ii))

PROACTIVE LEVEL	1 occasionally	2 sometimes	3 mostly	4 always
<p>Affective Communication</p> <p>Will recover from distress within 10 minutes by being involved in social interactions Will regulate his sensory system in order to sustain shared attention independently eg, pupil will calm self if excited to re-engage with activity.</p> <p>Uses gestures to indicate:</p> <ul style="list-style-type: none"> *Closeness (e.g., by hugging back when hugged, reaching out to be picked up) *Pleasure & Excitement (e.g. by touching and exploring caregiver's hair) *Assertive curiosity (e.g., by touching and exploring caregiver's hair) *Protest or anger (e.g. by pushing food off table or screaming when desired toy not brought) * Fear (e.g., by turning away, looking scared or crying when a stranger approaches too quickly) 				
<p>Mutual Gaze</p> <p>Will use a mature- ie broken pattern of eye contact during an interaction</p>				
<p>Social Organisation of Communication</p> <p>Will sustain engagement in reciprocal social interactions with special adults that bring pleasure and joy. Will initiate an interaction with success Will maintain an interaction for 3-5 circles of communication based on need. Each unit or circle of communication begins with an infant behaviour and ends with the infant building on and responding to the caregiver's response. (e.g., takes caregiver by hand, walks caregiver to refrigerator, points, vocalizes, responds to caregiver's questions with more noise and gestures, and continues gestural exchange until caregiver opens the door to get what the child wants). Will attempt to repair an interaction which adult has terminated</p>				
<p>Joint Reference</p> <p>Will follow the point/ gesture of another person to an object, event or person nearby</p>				

<p>Will follow the point/ gesture of another person to an object, event or person in the distance e.g. aeroplane Will express attention to a person or an object, event or another person by gaze, facial expression and interest but cannot integrate them</p>				
<p>Turn taking and Social Interaction</p> <p>Will use many vocalisations which are simultaneous with an adult Will use many actions which are simultaneous with an adult Will use dialogues of sound with adult (spontaneous and imitated) Will use dialogues of action with adult Will refer to a person, object or activity in a) immediate proximity b) distance</p>				
<p>Comprehension in Context</p> <p>Will show differential responses to adult intonation and voice quality e.g. angry voice, verbal praise Will show differential responses to facial expressions e.g. smiles, angry expression Will show differential responses to adult actions e.g. arms held out for a hug May respond to tone of voice in 'no' but might not hold adult hand in response to proffered hand</p>				
<p>Imitation</p> <p>Will imitate behaviours already in physical or verbal repertoire Will imitate mouth movements Will imitate sounds e.g. clicks, tut tut, babble etc which are in the existing repertoire</p>				

Stage 4: Two-Way Communication-Complex Two-Way Communication

Name:				
BASIC (PRE-SYMBOLIC) LEVEL	1 occasionally	2 sometimes	3 mostly	4 always
<p>Sensorimotor (Speaking and Listening P4)</p> <p>Can organize three or more circles of communication for pleasure (with a responsive caregiver) by:</p> <ul style="list-style-type: none"> *Using vocalisations *Using facial expressions *Involving reciprocal touching or holding *Involving movement in space (e.g., roughhousing) *Using motor patterns (e.g., chase games, searching for objects, handing objects back and forth) 				
<p>Affective Communication (PSHE: Relationships P4)</p> <p>Uses a variety of means to:</p> <ul style="list-style-type: none"> *Negotiate Closeness (e.g., uses facial expression, gestures, and vocalisations to reach out for a hug, kiss or cuddle, or uses imitation, such as talking on toy phone while caregiver is using a real phone) *Demonstrate pleasure and excitement (uses looks and vocalisations to invite another person to share excitement over something: shares "Jokes" with other children or adults by laughing together at some provocation) *Assert curiosity through exploration (explores independently; uses ability to communicate across space to feel close to caregiver while exploring or playing on own) *Express cautious or fearful behaviour. Infant hides behind caregiver when in a new setting; negotiates with caregiver degrees of protection needed. *Express anger (deliberately hits, pinches, yells, bangs, screams, or lies on floor to demonstrate anger; occasionally uses cold or angry looks instead) *Recover from distress and remain organised while distressed by entering into complex gestural negotiations for what they wants (e.g., banging on a door to go outside and play). <p>Will show distress when misunderstanding occurs</p>				

<p>Social Organisation of Communication (PSHE: Relationships P4)</p> <p>Will integrate attention between self, adult and object by gaze, gesture and touch, establishing joint reference Will initiate communication Will turn take Will terminate an interaction Will sustain engagement in reciprocal social interactions when annoyed and protesting. Will increase sustained engagement by increasing the circles of communication.</p>				
<p>Joint Reference</p> <p>Will establish integrated joint reference by co-ordinating attention to self and a person with object, event or other person</p>				
<p>Turn taking and Social Interaction (PSHE: Relationships P4)</p> <p>Will initiate an interaction with a familiar adult, comes for cuddles, hugs Will regain adult’s attention if adult turns away from children’s play with toys Will show distress when sequences of communication end Will increase number of purposeful interactions around needs, to go somewhere, to obtain objects, or in response to adult strategies to expand the number of circles; eg, when the adult poses obstacles, plays ‘dumb’, or creates extra steps to reach desired goal. Will express recognition of familiar persons</p> <p>Will initiate and join in rough and tumble play with an adult Will play with toys as long as the adult is attending Will use adult to play game or action Will co-operate with adult’s lead in simple play routines Will attempt to manipulate adults to get own way e.g. goes to touch plug or tv switches</p> <p>Will play near other children- orienting to where they play Will initiate an interaction with another child e.g. will take toy, look at face and smile Will join in turn taking sequence with another child with adult support</p>				
<p>Comprehension in Context (Speaking and Listening P4)</p> <p>Will respond appropriately to adult’s non-verbal communication e.g. takes proffered neutral object, takes held out hand, follows a point Will pause in response to ‘no’ with intonation Will respond to commands incorporating situational cues when in context, e.g. ‘give me’, ‘come here’, ‘sit down’ Will watch adult face and gestures for cues Will point to a familiar body part when named/ requested Will come when called</p>				

<p>Will respond to a familiar word in adult conversation</p> <p>Will go to known place or person on request, e.g. 'go to mummy', 'go to car'</p> <p>Will obtain familiar object on request – particularly if this request is made during a familiar routine; e.g. when washing, 'get the towel' when preparing a drink 'get the milk' or 'get the cup'</p> <p>Points to self when asked 'where's...'</p> <p>Will respond to request to give object in possession</p> <p>Will show understanding of a number of early words which relate to familiar situations, e.g. dinner, clap, teddy, no</p> <p>Will respond to a request to show the object in possession</p>				
<p>Communicative Intentions (Speaking and Listening P4)</p> <p>Will draw attention to an event or action</p> <p>Will draw attention to an object</p> <p>Will draw attention to other people</p> <p>Will gain attention for communication</p> <p>Will request a person</p> <p>Will request an object</p> <p>Will request an action or event</p> <p>Will request information</p> <p>Will request recurrence</p> <p>Will reject an action</p> <p>Will reject a person</p> <p>Will protest</p> <p>Will greet (social)</p> <p>Will give information about self</p> <p>Will give information about the environment and the people within it</p> <p>Will respond to a question</p>				
<p>Imitation (Speaking and Listening P4)</p> <p>Will imitate adult intonation for greeting, giving etc, such as 'here you are!' 'hiya!'</p> <p>Will imitate actions with objects, e.g. pushing car, feeding dolly</p> <p>Will increase number of purposeful interactions using imitation.</p> <p>Will increase number of purposeful interactions using simple gestures, such as reaching, taking, pulling or pointing.</p>				