



Details for Social - Motor Imitation:

- **Repeats his/her own action when imitated by an adult**

Activity	: Water Table
Method	: Developmental
Category	: Exploratory Play
Setting	: Adult-Child
Material	: Water table;2 Small cups (or more)

Activity Procedure

1. Sit next to the child over a full water table.
2. Hand the child a cup.
3. Wait for the child to play with the water in any manner (e.g., splashing, dipping hands, using the cup).
4. As soon as the child displays an action, repeat it and comment on it.
5. Wait to see if the child copies the action you imitated. If the child does, generously praise him/her (e.g., 'Good job copying').
6. If the child does not copy the action you imitated, repeat the action and playfully direct the child to do the same (e.g., 'Your turn!').
7. If the child still does not repeat the imitation, gently use a physical prompt to guide the child to make the desired action. Fade back prompts as the child begins to make the action independently.
8. Continue to play with the child, imitating his/her water play actions. If the child continues the same action repeatedly, direct his/her play in another direction.
9. Repeat the steps when the child displays a different action.



Details for Social - Motor Imitation:

- **Repeats his/her own action when imitated by an adult**

Activity	: Coloring
Method	: Developmental
Category	: Art
Setting	: Adult-Child
Material	: Crayons;Markers;Paper

Activity Procedure

1. Sit next to the child at a small table or desk.
2. Place a large piece of paper in front of the child and give him/her a crayon or marker. In an animated voice, narrate your actions to focus the child's attention on the paper and writing utensil (e.g., 'How about a blue marker?').
3. On your own piece of paper, begin making marks. Animatedly describe what you are doing (e.g., 'I'm making a purple line.').
4. Watch the child. As soon as the child draws on his/her own paper, comment on what the child has done and imitate the markings. Your imitation should be drawn next to the child's on his/her paper.
5. Wait to see if the child copies the marks you imitated. If the child does, generously praise him/her with verbal reinforcement (e.g., 'Nice purple line you made!').
6. If the child does not copy the mark you imitated, repeat the stroke and playfully direct the child to do the same (e.g., 'Make a purple line down.').
7. If the child still does not repeat the imitation, gently use a physical prompt and guide the child to make the desired markings on his/her paper. Fade back your prompts as the child experiences more success.
8. Continue to color with the child, imitating various strokes and markings the child makes. If the child is proficient at drawing, wait and imitate a more complex picture instead of individual strokes. Try to maintain reciprocal cycles of imitation for three to four turns before moving on to a new stroke.



Details for Social - Motor Imitation:

- **Repeats his/her own action when imitated by an adult**

Activity : Shadow Dancing

Method : Developmental

Category : Dramatic Play

Setting : Adult-Child

Material : Lamp;Cleared wall

Introduction

Set up a lamp, or other light source behind you, and face a cleared wall where you and the child can clearly see your shadows. Perform this activity at the end of the child's day (i.e., before bed).

Activity Procedure

1. Stand in front of the wall next to the child and point out the shadows.
2. If the child does not attend or start moving, show him/her how moving affects the shadows (e.g., jumping, move your arms).
3. Wait for the child to display an action (e.g., jumping, marching).
4. As soon as the child displays an action, repeat it with exaggerated affect and comment on it (e.g., 'Look at our shadows jump!').
5. Wait to see if the child copies the action you imitated. If the child does, generously praise him/her (e.g., 'Nice jumping!').
6. If the child does not copy the action you imitated, repeat the action and playfully direct the child to do the same.
7. If the child still does not repeat the imitation, gently use a physical prompt to guide the child to make the desired action. Fade back prompts as the child begins to make the action independently.
8. Continue to play with the child, imitating his/her actions.



Details for Social - Social Play:

- **Plays alongside a partner using his/her own toys or materials**

Activity	: Parallel Brick Play
Method	: Behavioral
Category	: Constructive Play
Setting	: Adult-Child
Material	: 2 Identical sets of toy bricks (e.g., Duplo, Mega Bloks)

Introduction

The child's motor ability level should determine the size of the toy bricks you choose for the activity.

Activity Procedure

1. Sit across from the child and give him/her a container of toy bricks. Give yourself an identical container of toy bricks.
2. Take a toy brick out of the child's container. Hold the toy brick in the child's line of vision and direct him/her to 'look.' Once the child orients to the toy brick, place it in front of him/her. Then, take a toy brick out of your container and place it in front of yourself. Use simple phrases to peak child's interest in the toy.
3. Begin playing with your toy brick set, sticking to simple play actions (e.g., stacking them into a tower, lining them up to make a simple car or train). Comment on your play using short phrases (e.g. 'This brick goes on top!').
4. Watch the child as you play. If the child begins playing with his/her toy brick set, generously reinforce him/her. Keep in mind the objective is for the child to play parallel to you, not to imitate your play actions. If possible, also comment on the child's play choices and imitate them to create a more interactive model.
5. If the child does not engage in play with the toy bricks, neutrally prompt the child with a simple gesture (e.g., hand the child a toy brick and tap the board) and verbal prompts (e.g., 'Play with your toy bricks!').
6. If the child still does not play with his/her toy brick set, physically prompt the child to. Gently guide the child's hand to pick up a toy brick and place it on top of the first one.
7. Immediately reinforce the child for playing with the bricks.
8. If the child engages in inappropriate play with the toy bricks, ignore the action and physically prompt an appropriate play action. Actions that resemble play, even if they are not inherently connected to the constructive nature of toy bricks, should be considered appropriate and reinforced (e.g., banging toy bricks together).
9. Gradually fade back your prompting until the child engages in play independently.



Details for Social - Social Play:

- **Uses eye contact and gestures with adults to maintain social interaction during a preferred activity**

Activity	: Reading Story
Method	: Behavioral
Category	: Literacy
Setting	: Adult-Child
Material	: Preferred storybook

Introduction

Choose a book you are familiar with so that you can read it from memory while the book is upside-down.

Activity Procedure

1. Sit with the child on the floor or at seats, so that you are facing each other and close enough to share the book.
2. Direct the child to 'look' and present and label the book. If the child does not orient to you, gently lift his/her chin to eye level and neutrally ask the child if he/she is ready (e.g., 'Ready to read?').
3. Once the child makes eye contact, begin reading. Hold the book so that it is facing the child on the table, but so he/she can also see your face.
4. After each page, pause your reading.
5. If the child makes eye contact and/or gestures to the book, resume reading.
6. If the child looks away, prompt him/her by tapping the book. If the child makes eye contact and/or gestures to continue (e.g., holds hand out to you, points to sticker, etc.), reinforce by immediately resuming reading.
7. If the child does not reestablish eye contact and/or gesture, direct him/her to 'look.' Use a prompt if necessary (e.g., gently lift his/her chin to eye level with one hand and point to your eyes with the other).
8. Once the child makes eye contact and/or gestures, resume reading.
9. Repeat steps 1-8 for multiple trials. Each time you pause is a trial meant to give the child the opportunity to maintain the interaction by using eye contact or gestures.



Details for Communication - Nonverbal Communication:

- **Pushes or pulls your hand to request a desired food, toy, or object**

Activity : Tickle Me

Method : Developmental

Category : Social Games

Setting : Adult-Child

Material : Adult's hands; A child that enjoys being tickled

Activity Procedure

1. Engage the child in a tickle game using exaggerated facial expressions and gestures.
2. Once the child is engaged, pause between your tickles and leave your hands just above the child.
3. Wait for the child to pull your hands back toward him/her to continue the tickles.
4. When the child pulls on your hands, reinforce him/her using an exaggerated voice (e.g., 'tickle me') and quickly begin tickling him/her again.
5. If the child does not pull your hands, take the child's hands and prompt him/her to push your hands down, modeling the words 'tickle me' as you do so.
6. Slowly fade back your prompt, allowing the child to pull your hands back down independently.
7. Continue the tickle game, pausing several times to allow the child to communicate with you.



Details for Communication - Nonverbal Communication:

- **Pushes or pulls your hand to request a desired food, toy, or object**

Activity	: Art Project
Method	: Developmental
Category	: Art
Setting	: Adult-Child
Material	: Paint;Brushes;Paper;Other art supplies

Introduction

This assumes that the child enjoys painting. If they do not, choose another art activity.

Activity Procedure

1. Sit with the child at a table or art easel.
2. Present the child with paper, a paintbrush, and a very small amount of paint in a cup. Place the remaining paint out of the child's reach, but in sight.
3. As you and the child paint, comment on his/her brushstrokes and colors.
4. When the child runs out of paint, open your hands and say, 'Oh no! No more paint!'
5. Pause dramatically and look at the child with an expectant look.
6. Look around the room, playfully overlooking the paint.
7. If the child walks toward the paint, make exaggerated 'Where did it go?' gestures.
8. Pause. If necessary, take a baby step toward the paint to encourage the child to assist you.
9. When the child pushes or pulls you to the paint, exclaim, 'Oh, there it is! Let's get it!'
10. Give the child another small amount of paint and resume painting together.
11. Repeat as many times as possible until the child loses interest in painting.



Details for Communication - Verbal Communication:

- **Requests to continue an activity or social interaction**

Activity : Asking to Continue Watching a Preferred Video

Method : Behavioral

Category : Music

Setting : Adult-Child

Material : TV;VCR or DVD player;Preferred Video;Chair

Activity Procedure

1. Have the child sit in a chair in front of the television. Ensure the environment is free from other noise or distractions.
2. Put one of the child's favorite videos or movies in your VCR or DVD player and hit play.
3. Put on one of the child's favorite videos and let him/her watch the video for a few minutes. Allow the child to become engaged in what he/she is watching.
4. When the child seems to be enjoying the video, stop the video and make eye contact with the child. Give the child an expectant look to encourage him/her to ask you to continue the video.
5. Wait a moment and then verbally prompt the child to say, 'more' (e.g., 'Say: 'more!"). If the child is nonverbal, use another augmentative communication system to tell you that he/she wants the video to continue.
6. As soon as the child says 'more,' or makes the appropriate sign, restart the video and give the child verbal reinforcement. Allow the child to watch the video for a few minutes before interrupting again.
7. Repeat the procedure 10 times in a row. Each time, wait a moment longer before prompting to see if the child will independently ask for the video.



Details for Receptive Language - Follow Directions:

- **Follows instruction to look at a preferred item during a familiar activity**

Activity	: Shopping
Method	: Social
Category	: Social Games
Setting	: Adult-Child
Material	: Favorite store or mall

Activity Procedure

1. This activity can be done anytime you are shopping with the child.
2. Observe the child. Wait until he/she expresses interest in an object in the store.
3. Point to the object and direct the child to 'look' (e.g., Say, 'Hey, look at this').
4. If the child looks at the object, praise him/her (e.g., 'What a cool toy car!'). You can also allow the child to handle the object, if appropriate.
5. If the child does not look at the object, hold it up in front of him/her and repeat the "look" direction. Use a more animated tone and an orienting sound effect to draw the child's attention (e.g., 'Brrm, brrm! Look at this car').
6. If the child still does not look in response to your direction, wait until the child is looking at an object on his/her own and direct the child to 'look' at it. Immediately praise him/her for looking in response to your direction.
7. Playfully direct the child to then look at a different object next to the first object.
8. Mix directions to 'look' at objects the child is already looking at with directions to look at novel objects in which he/she may not have previously expressed an interest.
9. Continue to direct the child to look at various objects throughout your shopping trip.