

## Frequently Used Objectives and Transactional Supports

Learner Objectives: Social Communication and Emotional Regulation	Transactional Support Objectives: Learning Supports and Interpersonal Supports
<p><b><u>Social Stage</u></b></p> <ul style="list-style-type: none"> <li>o Initiate bids for interaction</li> <li>o Request desired food or objects</li> <li>o Request social games</li> <li>o Imitates familiar actions when elicited by social partners</li> <li>o Uses conventional gestures (giving, pointing)</li> <li>o Soothe when comforted by partners</li> <li>o Choose coping strategies offered by partners (hands-on materials, holding a comforting object, a rocking chair during circle time)</li> <li>o Shares negative emotion to seek comfort</li> <li>o Use behaviors modeled by partners to regulate</li> <li>o Use behaviors to self-regulate during transitions (e.g., movement, holding an object from upcoming activity)</li> </ul> <p><b><u>Emerging Language Stage</u></b></p> <ul style="list-style-type: none"> <li>o Initiate and engage in extended interactions</li> <li>o Comment on actions or events</li> <li>o Use a variety of relational words (actions, modifiers)</li> <li>o Use a variety of word combinations</li> <li>o Uses words / symbols to express emotion</li> <li>o Choose coping strategies offered by partners</li> <li>o Request help when frustrated</li> <li>o Uses language to request regulating activities</li> <li>o Use language modeled by partners to regulate</li> <li>o Uses language/pictures to engage productively in an extended activity (follows a schedule)</li> <li>o Uses language/pictures to self-regulate during transitions</li> </ul> <p><b><u>Conversational Stage</u></b></p> <ul style="list-style-type: none"> <li>o Monitors the attentional focus of a social partner</li> <li>o Share intentions for social interaction (e.g., greetings, turn taking, calling attention)</li> <li>o Provides information about immediate, past, or future events.</li> <li>o Uses appropriate body posture and proximity for the context</li> <li>o Uses appropriate volume and intonation for the context</li> <li>o Uses a variety of sentence constructions</li> <li>o Responds to coping strategies offered by partners</li> <li>o Asks for help, break, or coping strategies from others</li> <li>o Uses socially appropriate coping strategies</li> <li>o Uses language modeled by partners to self-regulate</li> <li>o Identifies and reflects on appropriate coping strategies</li> <li>o Uses metacognitive strategies to self-regulate during transitions (planning and preparing ahead for routines and changes)</li> </ul>	<p><b><u>Designing Meaningful &amp; Developmentally Sensible Activities</u></b></p> <ul style="list-style-type: none"> <li>o Ensure functional application is clear</li> <li>o Incorporate student's preferred learning modalities (e.g., visual, hands-on, music, rhythm, movement)</li> <li>o Design activities to be developmentally sensible</li> <li>o Infuse motivating materials &amp; topics in activities</li> <li>o Adjust social complexity to support interaction</li> <li>o Provide information to support emotional regulation</li> <li>o Respond to student's signals to foster a sense of competence</li> <li>o Provide a balance between initiated and respondent turns</li> <li>o Model appropriate coping strategies</li> <li>o Provide visuals for emotional identification</li> <li>o Provide visuals for regulatory strategy choices</li> </ul> <p><b><u>Establishing Predictability</u></b></p> <ul style="list-style-type: none"> <li>o Use visual support to enhance smooth transitions</li> <li>o Define clear beginning and ending to activity</li> <li>o Use support to define steps within a task</li> <li>o Use support to define time for completion</li> <li>o Provide predictable sequence for initiation and extended interaction (partner roles)</li> <li>o Offer repeated learning opportunities</li> <li>o Offer varied learning opportunities</li> <li>o Provide visual supports promote social understanding and expectations</li> </ul> <p><b><u>Fostering Social Communication</u></b></p> <ul style="list-style-type: none"> <li>o Provide visuals for expressive communication and generative language</li> <li>o Provide visuals to assist with receptive understanding</li> <li>o Provide visuals to social understanding and expectations</li> <li>o Provide visuals for organizational support</li> <li>o Respond to student's signals to foster a sense of competence</li> <li>o Waits for &amp; encourages initiations</li> <li>o Provide a balance between initiated and respondent turns</li> <li>o Provide predictable sequence for initiation and extended interaction (partner roles)</li> <li>o Provide guidance for success with peers</li> <li>o Adjust complexity of language models to child's developmental level</li> </ul> <p><b><u>Fostering Smooth Transitions</u></b></p> <ul style="list-style-type: none"> <li>o Use visual support to enhance smooth transitions</li> <li>o Define clear beginning and ending to activity</li> <li>o Use support to define steps within a task</li> <li>o Use support to define time for completion</li> <li>o Infuse motivating materials &amp; topics in activities</li> <li>o Alternates between movement &amp; sedentary activities as needed</li> <li>o Provide information to support emotional regulation</li> <li>o Provide time for student to make transition on their own</li> <li>o Models appropriate coping strategies</li> </ul>