

### **Box 1. Goals Related to the Six Functional Developmental Levels**

#### **I. Shared Attention**

- Child will sustain shared attention with a special adult in sensorimotor interactive play using the child's preferred and pleasurable sensory and motor modalities, such as movement, looking, touching, or listening.
- Child will regulate his sensory system in order to sustain shared attention with support.
- Child will regulate his sensory system in order to sustain shared attention independently.
- Child will increase shared attention by increasing the interactive circles of gestural communication, resulting in a continuous flow of interactions between child and adult rather than trying to focus on a particular object or toy.
- Child will sustain shared attention with a peer in interaction.
- Child will sustain shared attention in a group.
- Child will sustain shared attention independently across contexts.

#### **II. Engagement**

- Child will form relationships with special adults through pleasurable and enjoyable interactions.
- Child will sustain engagement in reciprocal social interactions with special adults that bring pleasure and joy.
- Child will sustain engagement in reciprocal social interactions when annoyed and protesting.
- Child will increase sustained engagement by increasing the circles of communication.
- Child will increase sustained engagement through a wider range of emotions, such as jealousy or fear.
- Child will sustain engagement with a peer with adult mediation.
- Child will sustain engagement with a peer "expert player."
- Child will sustain engagement within group interactions.

#### **III. Two-Way Purposeful Interactions**

- Child will interact in a back-and-forth rhythm in animated exchanges using facial expressions, sounds, and other gestures.
- Child will initiate purposeful interactions around desires (open circles) and will close circles following adult's response to her initiative.
- Child will increase number of purposeful interactions around desires for sensorimotor activities, to go somewhere, to obtain objects, or in response to adult strategies to expand the number of circles; for example, the adult will pose obstacles, play "dumb," or create extra steps to reach desired goal.
- Child will increase number of purposeful interactions using imitation.
- Child will increase number of purposeful interactions using simple gestures, such as reaching, taking, pulling, or pointing.
- Child will increase number of purposeful interactions across widening range of emotions, such as dependency, assertiveness, and jealousy.
- Child will increase purposeful interactions in various processing areas, including visual-spatial, motor planning, perceptual motor, auditory processing, and language.
- Child will sustain purposeful interactions with a peer with adult mediation.
- Child will sustain purposeful interactions with a peer "expert player."
- Child will initiate purposeful interactions with a peer spontaneously.
- Child will sustain purposeful interactions within group interactions.

#### **IV. Complex Problem-Solving Gestures**

- Child will express communicative intent through gestures or words to get what he wants.
- Child will sequence (motor plan) in order to execute an idea, such as a desire for a cookie, to pull a chair over to a cabinet, climb up, open cabinet, open container, get cookies and smile at mom.
- Child will sequence (motor plan) in order to execute a desire; for example, in order to play with dad who is reading the paper on the couch, the child will climb up, bounce on dad, and pull him onto the floor to play.

*Continued*

Box 1. *Continued*

**V. Creating Emotional Ideas—Representational Capacity and Elaboration**

All the goals at levels V and VI assume that the child is creating ideas while playing interactively and spontaneously with another adult, child, or group. Some children may create ideas but prefer to play alone or act out all the roles themselves. These levels are not fully reached until the child is fully interactive based on previous levels of established shared attention, engagement, and two-way communication.

- Child will initiate the use of realistic ideas in interactive imaginative play, such as by hugging the dolls.
- Child will initiate the use of ideas using realistic verbal interactions.
- Child will express ideas derived from her affect or intent, such as saying “Play outside!” when she wants to go outside.
- Child will express ideas derived from her affect by combining words and reality-based actions, such as sequence pretending to be hurt and going to the doctor to get better.
- Child will engage in conversations to express ideas.
- Child will elaborate on ideas through increasing verbal and symbolic play sequences, such as getting hurt in a crash, going to the doctor, being examined, and going home.
- Child will create imaginary (not reality-based) ideas using magical thinking/powers.
- Child will assume different roles and act as the character in role-play.
- Child will predict how others will feel or act in certain situations.
- Child will respond to other’s feelings appropriately.
- Child will demonstrate confidence to resolve conflicts that come up in social situations, such as waiting, trading toys, taking turns, playing together, asserting self to retrieve his toy, joining in, or defending others.
- Child will assume multiple roles and use figures to represent characters.
- Child will expand ideas to include a wide range of themes and feelings.

**VI. Building Bridges Between Ideas—Abstract Thinking**

- Child will close all symbolic circles in both pretend play and reality-based dialogues.
- Child will respond to “Wh” questions, including who, what, where, when, and why.
- Child will debate, negotiate, and make choices when deciding what to play, what to do, where to go, and who goes first.
- Child will connect ideas in logical ways that make sense (not fragment, change topic, or become tangential).
- Child will integrate concepts of time in ideas.
- Child will integrate concepts of space in ideas.
- Child will integrate concepts of quantity in ideas and problem solving.
- Child will explain reasons for feelings and actions.
- Child will compare and contrast ideas, preferences, and other people’s views.
- Child will give opinions, selecting appropriate dimensions for views.
- Child will create dramas with a beginning, middle, and end.
- Child will identify motives of other people or characters’ actions and understand different points of view and feelings.
- Child will predict feelings and actions of other characters.
- Child will recognize complex intents, such as deception, sarcasm, and conflict.
- Child will reflect on feelings in both pretend dramas and conversations taking place in reality.
- Child will expand to full range of emotional themes, including conflict, aggression, and morality.
- Child will reach higher levels of abstraction and will be able to see details as well as the big picture (trees and the forest).
- Child will recognize strengths and weaknesses in self and others.