

**Determining communication stage – Worksheet**

Please complete this form to determine which set of forms to use when implementing SCERTS. This will ensure the most critical and developmentally relevant social and emotional priorities are addressed.

Does the child use any of the following?

1. Does the child enjoy physical/people play with you e.g. Tickling, rough and tumble, peepo?
2. Does the child use gestures and/or facial expressions to communicate their emotions likes and dislikes e.g. pushing away, reaching, shaking their hand, smiling and frowning?
3. Does the child vocalise to express themselves and/or to communicate to communicate something to you?
4. Does the child communicate by pulling your hand to desired objects and/or bring objects they want to you?

If Yes, please go to the Social partner stage questions below.

**Social Partner Stage – I am using body language, gestures and facial expressions to communicate.**

Does the child use **all** the following?

1. Does the child use at least 3 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially i.e. To refer to specific objects, people or activities
2. Does the child use at least 3 words or phrases with communicative intent? i.e. by spontaneously coordinating these words or phrase with gestures or gaze for a communicative purpose?
3. Does the child use at least 3 words or phrases regularly i.e. often and not just on the rare occasion?

If No - Please use **Social Partner** stage materials

If Yes – Please go to **Language Partner** stage questions.

**Language Partner Stage – I am using single words and brief phrases to communicate with speech, signs or pictures.**

Does the child use the following?

1. Does the child use at least 100 different words or phrases (spoken, pictures, written words or other symbolic system) referentially i.e. to refer to specific objects, people or activities?
2. Does the child use at least 100 words or phrases with communicative intent i.e. spontaneously coordinating the words or phrases with gestures or gaze for a communicative purpose?
3. Does the child use at least 100 words or phrases regularly i.e. often and not just on a rare occasion?
4. Does the child use at least 20 different combinations of words and sentences with a person’s name and verbs that are creative i.e. not just exact imitations of phrases?

If No - Please use **Language Partner** stage materials

If Yes – Please use **conversational partner** stage materials

**Conversational Partner stage – I am using creative language to communicate, and I am learning how to succeed in a range of social settings.**