

**APPENDIX A:
SOCIAL SKILL
DEVELOPMENT CHART**

APPENDIX B: TOOLS

Pair of feet	8½" X 11"
Robot picture cards	3" square
My-Turn cards	3" square
Large thought bubble	8½" X 11"
Thought bubble cards	3" square
Large talk balloon	8½" X 11"
Talk balloon cards	3" square
Space shuttle	8½" X 11"
Topic circle	8½" X 11"

**APPENDIX C:
RESOURCES AND
REFERENCES**



APPENDIX A: SOCIAL SKILL DEVELOPMENT CHART

Appendix A highlights the development of selected skills and abilities essential for performance in the areas emphasized in each chapter. Social engagement is complex and requires many skills to initiate and sustain meaningful interactions. Depending on the complexity of any social interaction, several of these skills may be needed at any one time.

SOCIAL SKILL DEVELOPMENT				
UNIT	SELECTED SKILL FOCUS	STAGE OF DEVELOPMENT		
		<u>Infants/Toddlers</u>	<u>Preschoolers/School-Age Children</u>	<u>Teenagers</u>
1. PERSONAL SPACE	Body Contact and Spatial Awareness	<p>Enjoys intermittent and sustained contact for comfort.</p> <p>Discriminates between intimate, familiar and unfamiliar people.</p> <p>May reject or become fussy when in physical contact with unfamiliar people.</p> <p>Displays increased awareness of the environment by exploring and reaching for objects outside of their personal space.</p> <p>Openly shows affection for familiar playmates and adults.</p>	<p>Enjoys active physical play with caregivers and peers.</p> <p>Develops awareness of the differences in personal boundaries with friends, family and strangers.</p> <p>Develops awareness of negotiating personal space in a variety of physical environments (i.e. sports fields, lunch rooms, parks, shopping malls, classrooms, etc.)</p> <p>Enjoys being part of a group.</p>	<p>Shows interest in "fitting in" or belonging to groups.</p> <p>Demonstrates interest in the different boundaries associated with "closeness (i.e. friends and relatives versus debate team members).</p> <p>Initiates and determines appropriate physical interactions with same sex and opposite sex peers; and familiar versus unfamiliar individuals during a variety of structured and unstructured activities.</p>
2. TRADING	Reciprocity	<p>Discovers self and sense of ownership;</p> <p>Develops the concept of "mine".</p> <p>Begins the process of learning to share attention and belongings with others.</p> <p>Develops interests and attachment to special objects.</p>	<p>Learns to protect personal property.</p> <p>Spends time figuring out how to use communal property, share and trade</p> <p>Plays cooperatively with other children.</p> <p>Develops a personal and monetary sense of value of objects.</p> <p>Shows respect for other people's belongings.</p>	<p>Determines how to negotiate time commitments such as ride-sharing and how much each person will contribute to shared homework or group projects.</p> <p>Negotiates payment for work.</p> <p>Makes judgments about the value of time and objects.</p>

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3. BODY TALK	Gestures and Cuing	<p>Social smiling and intentional gesturing emerges.</p> <p>Demonstrates preference for faces and begins scanning eye region of faces.</p> <p>Imitates facial gestures.</p> <p>Responds to name through eye contact, gesturing or orienting body towards interaction.</p> <p>Directs an adult's attention through mutual gaze or direct eye contact.</p> <p>Looks to see what others are looking at (mutual gaze).</p> <p>Becomes more communicative and expressive with face and body in attempts to engage their caregivers' attention.</p> <p>Develops expression of emotions through observation and imitation of others</p>	<p>Expresses a wide range of emotions through facial expressions, language and physical reactions.</p> <p>Directs adult's or peer's attention through more complex gestures and verbal communication.</p> <p>Increased frequency of eye contact with adults and children.</p> <p>Begins observing body language to determine if peers are pleased by their actions.</p>	<p>Wide array of social gestures used discriminately depending on type of friends.</p> <p>Increased awareness of other people's perception of them.</p> <p>Increased awareness of appearance; imitates culturally relevant gestures, gait or hand shakes/hugs.</p>

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4. COMING TO CENTER	Intentional Engagement	<p>Engages caregiver's attention by smiling and other facial expressions.</p> <p>Demonstrates interest in engagement with others.</p> <p>Begins playing symbolically with toys and will include familiar adults or children.</p> <p>Increasingly aware of the presence of other children and where they are playing.</p> <p>Plays in proximity to other children but not with them.</p>	<p>Enjoys bringing play activities to a central location, shifting from parallel play to cooperative play.</p> <p>Emerging interest in social groups and sports.</p> <p>Becomes more selective with play partners.</p> <p>Gathers in small groups around activities (either peer or adult initiated).</p> <p>Independently approaches and joins games or activities; initiates interactions.</p> <p>Establishes "best" friendships.</p>	<p>May join special interest groups, social cliques and identify with extracurricular activities.</p> <p>Finds places to "hang out" with friends during unstructured time.</p> <p>Aware of the locations where different groups meet.</p> <p>Figures out how to navigate larger spaces and arrange transportation.</p>
5. TURN-TAKING	Perspective-taking, Intersubjectivity & joint attention	<p>Imitates some movements and facial expressions.</p> <p>Imitates others in play.</p> <p>Directs an adult's attention through mutual gaze or direct eye contact.</p> <p>Demonstrates joint attention through sharing the play experience with an adult or directing an adults attention towards an object.</p>	<p>Emerging ability to understand that all players in a game have an equal turn.</p> <p>Emerging sense of time to understand the length of a turn.</p> <p>Negotiates solution to conflict.</p> <p>Agreeable to rules of a game.</p> <p>Increased understanding of working on a team or in a group.</p> <p>Enthusiastic about sharing ideas and not always aware of other person's point of view or needs that supersede their own.</p>	<p>Allows other children and adults to go first when appropriate.</p> <p>Will wait to be called on to speak or wait until their turn to speak.</p> <p>Argues over fairness and opposes cheating.</p> <p>Understands that some rules are negotiable and some are not.</p> <p>Able to negotiate equal or appropriate contributions to a group project or team.</p>

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6. CHOOSING THE APPROPRIATE ACTIVITY	Sensory Integration, Motor Skills & Praxis	<p>Body centered sensory and motor play predominates.</p> <p>Engages with multi-sensory exploration of people and objects to develop perceptions of the world.</p> <p>Experiments with moving the body in different spatial planes.</p> <p>Begins to use hands and fingers as tools such as during eating or manipulating toys.</p>	<p>Increased experimentation and exploration of movement and objects.</p> <p>Increased interest in games and activities requiring more refined gross motor or fine motor skills.</p> <p>Learns the intended use of objects and tools and experiments with creative variations, often during play</p> <p>Improved ability to navigate busy environments.</p> <p>Refining interest in activities based on abilities and meaning.</p>	<p>Engages in variety of social activities based on culture, interests, peer groups, abilities, resources, and family/parental supports.</p> <p>Engages in activities based on peer-group interests</p> <p>Independence in nonpreferred but essential activities such as chores and homework.</p> <p>Able to proficiently navigate large and/or busy environments.</p> <p>Increasing independence in time management to ensure completion of necessary task and engagement in interesting and pleasurable activities</p>
7. MAKING CHILD-DIRECTED PLAY APPROPRIATE	Play	<p>Enjoys social play</p> <p>Responds to basic verbal requests</p> <p>Explores objects in a variety of ways</p> <p>Symbolic play emerges</p> <p>Begins imaginary play with dolls, animals and people.</p> <p>Enjoys dancing, singing, and dress up.</p>	<p>Symbolic and simple constructive play skills.</p> <p>Shift from solitary to mutual or cooperative play.</p> <p>Interested in novel experiences</p> <p>Engages in games with rules</p> <p>Gender differences in social activities emerge</p>	<p>Increased independence in social activities away from adult supervision</p> <p>Interest in cliques, groups or clubs.</p> <p>Able to identify qualities that determine friendship.</p>

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8. THOUGHT BUBBLE	Executive Function - Effortful Control	<p>Beginning vocabulary. Learns the difference between saying nice things and mean things. Caregivers avoid exposure to culturally inappropriate language or words.</p> <p>Developing associations between behaviors and people.</p>	<p>Often introduced to inappropriate language via peers/media.</p> <p>Learns to control language that is emotionally charged or inappropriate such as cursing.</p> <p>Learns appropriate ways to monitor and express thoughts that may be hurtful to someone else.</p> <p>Develops abstract thinking and reasoning.</p>	<p>May experiment with language accepted differently in peer groups versus parent groups versus unfamiliar groups.</p> <p>Growing vocabulary and methods for expressing feelings.</p> <p>Develops ability to influence others through communication.</p> <p>Understands and incorporates the perspective of others.</p> <p>Learns appropriate and inappropriate means by which to challenge authority.</p>
9. TALK BALLOON	Conversation	<p>Prefers the human voice over other sounds.</p> <p>Makes accurate responses to tone and pitch of a voice.</p> <p>Interactions are typically adult influenced.</p> <p>Laughs when being played with.</p> <p>Vocalizes pleasure and displeasure</p> <p>Uses short, incomplete sentences.</p> <p>Talks about current events and the environment.</p>	<p>Frequently asks questions.</p> <p>Verbalizes ideas and problems.</p> <p>Develops ability to participate in group discussions.</p> <p>Begins to understand another's point of view.</p>	<p>Spends extended periods of time talking with peers.</p> <p>Discusses problems and conflict within peer groups.</p> <p>Participates in group discussions.</p> <p>Can understand another point of view and inquire about other people's lives and interests</p>

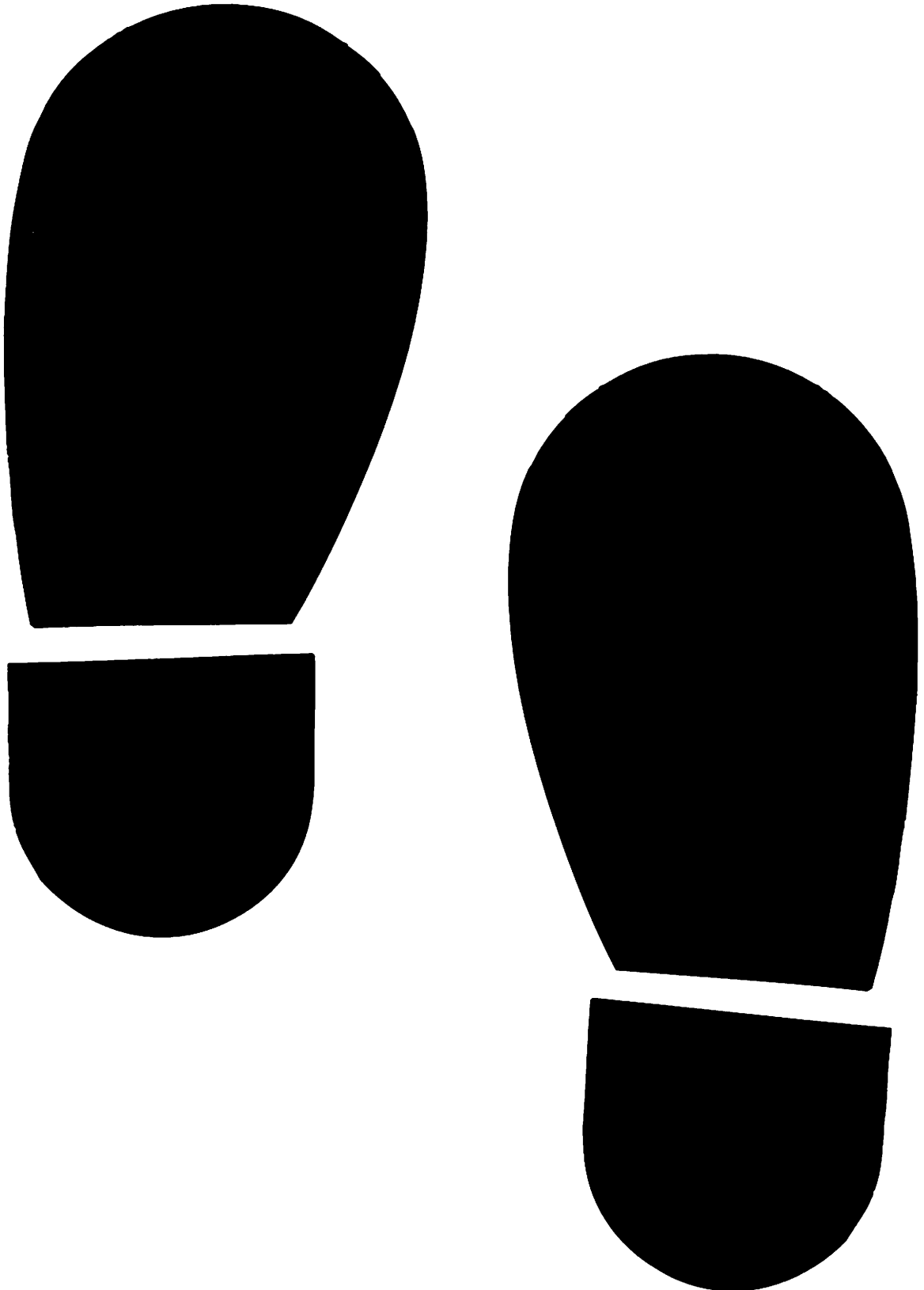
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10. TOPIC CIRCLE	Attention; Visual and Auditory Processing	<p>Prefers the sound of human voices.</p> <p>Discriminates sound sources, pitches and volume.</p> <p>Develops visual memory; demonstrates preferences for objects, people and sounds.</p> <p>Names common everyday objects.</p>	<p>Categorizes objects.</p> <p>Understands questions about the immediate surroundings.</p> <p>Frequently asks questions.</p> <p>Story telling</p> <p>Gives an account of a story from the recent past.</p> <p>Focuses on a topic for four conversational exchanges.</p>	<p>Engages in abstract thinking.</p> <p>Participates in group discussions.</p> <p>Engages in conversations about other-directed topics and investigates content that can extend the conversation</p> <p>Focuses on a topic for an extended amount of time.</p>

Table by: Annie Baltazar Mori, OTD, OTR/L and Susanne Smith Roley M.S., OTR/L, FAOTA

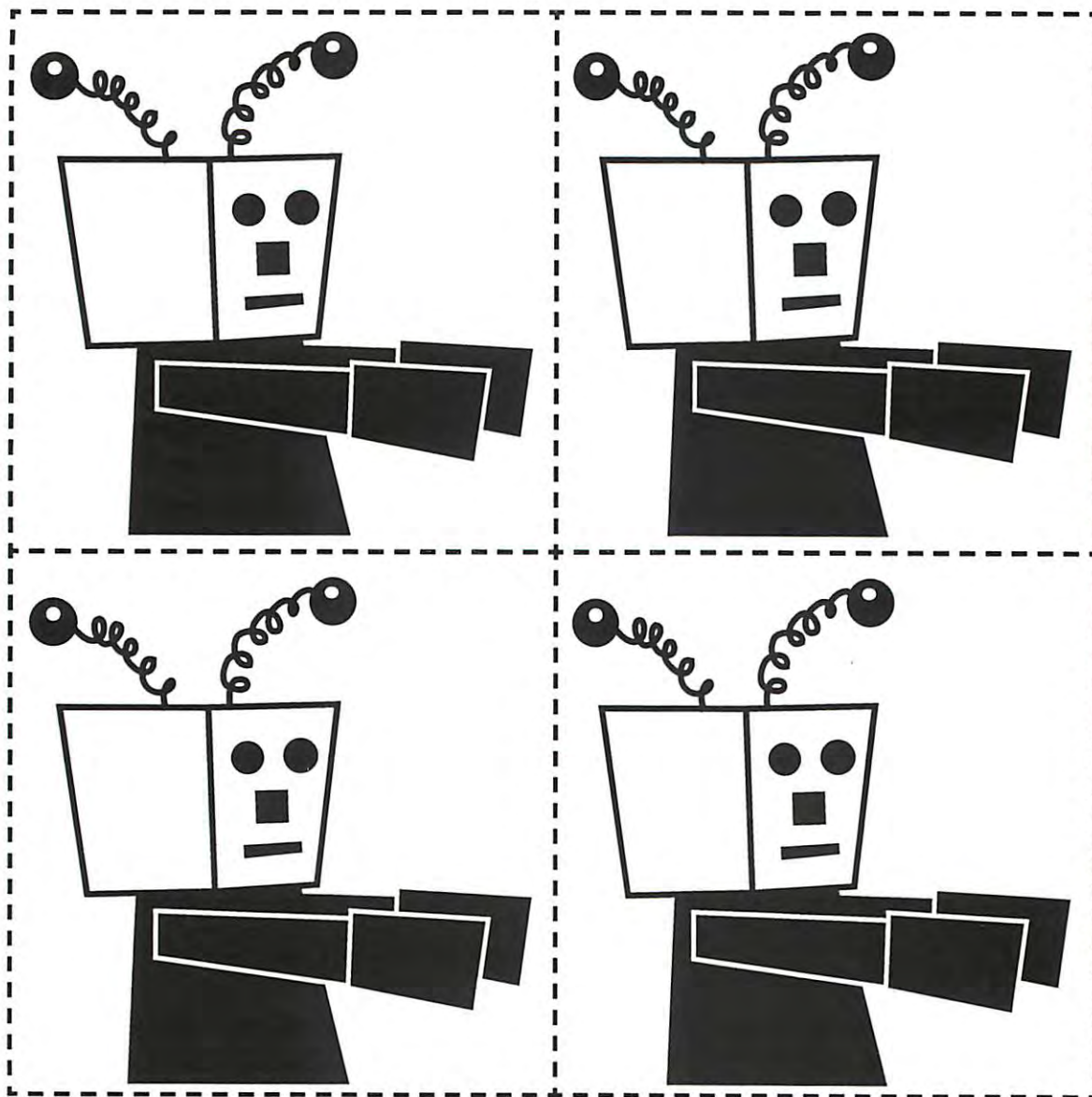
APPENDIX B: TOOLS

PAIR OF FEET



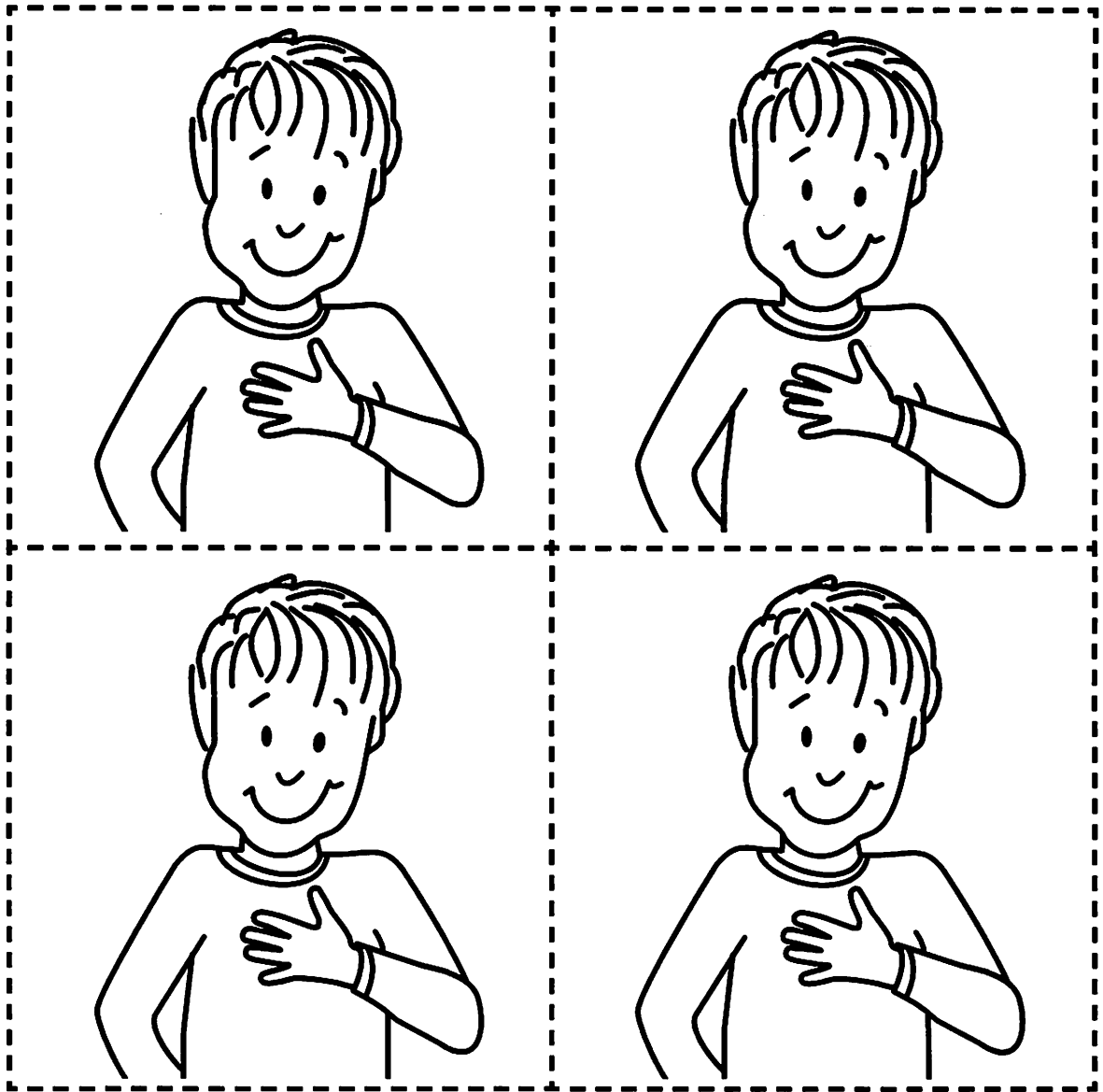
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ROBOT picture cards



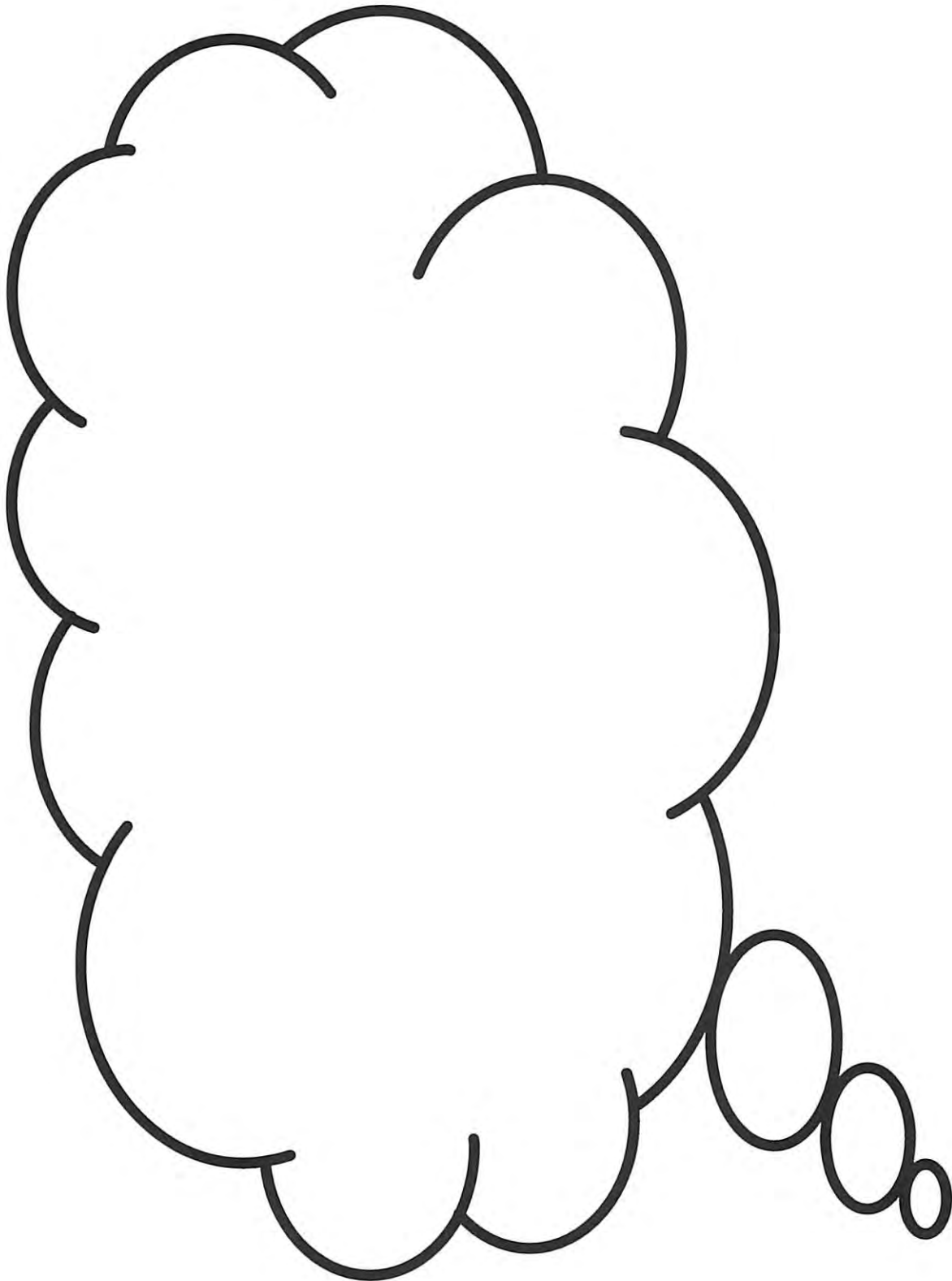
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MY-TURN cards



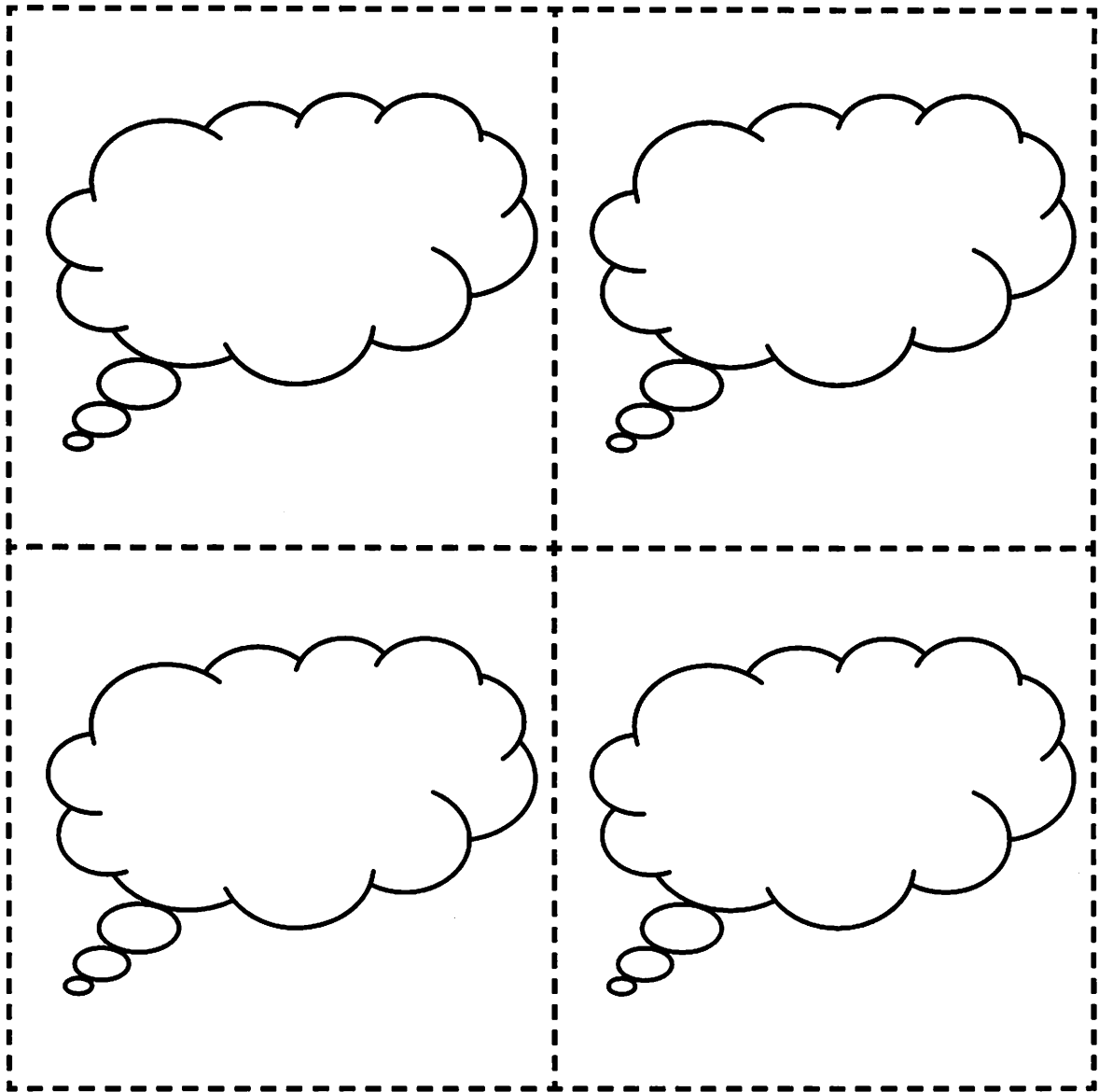
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Large THOUGHT BUBBLE



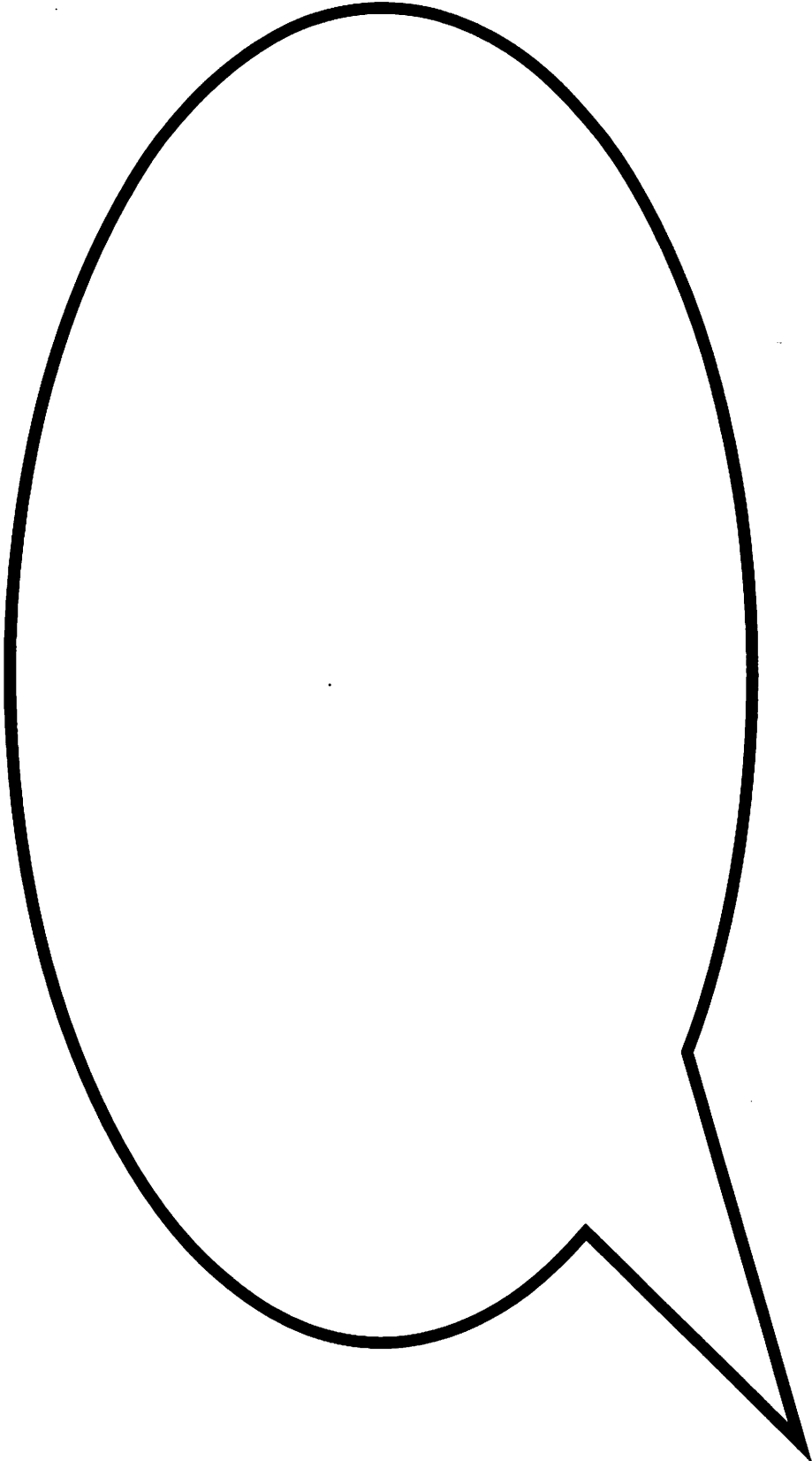
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THOUGHT BUBBLE cards



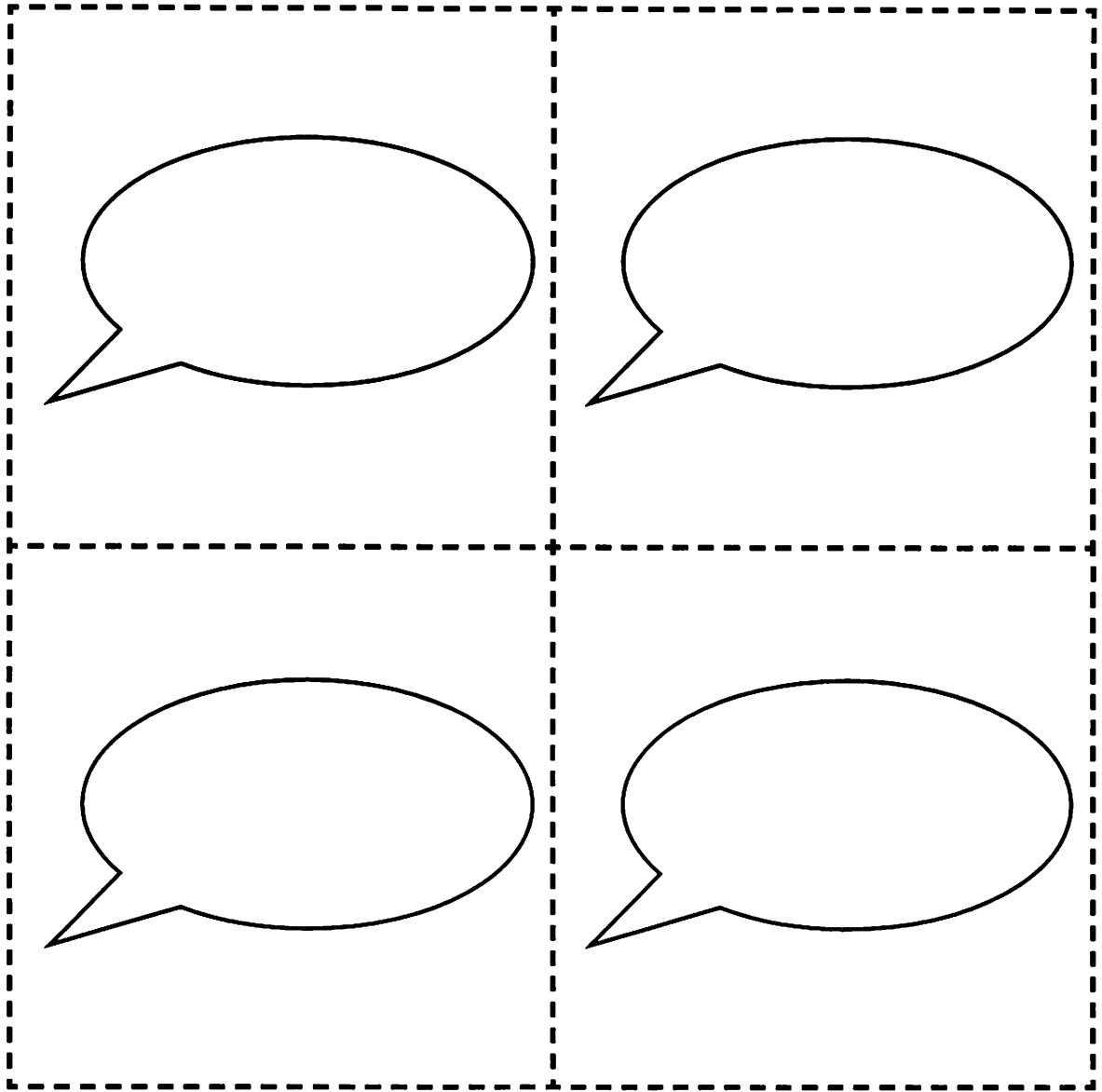
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Large TALK BALLOON



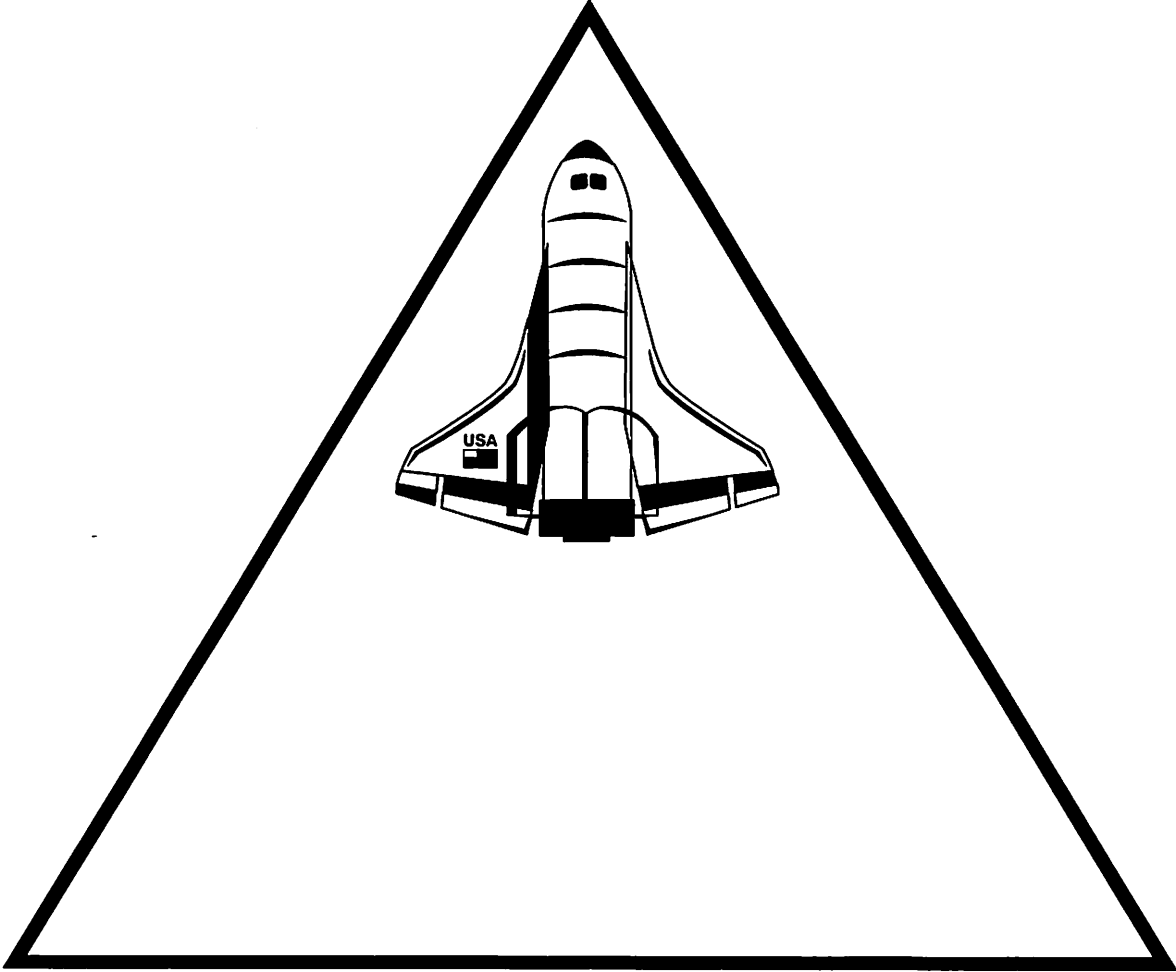
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TALK BALLOON cards

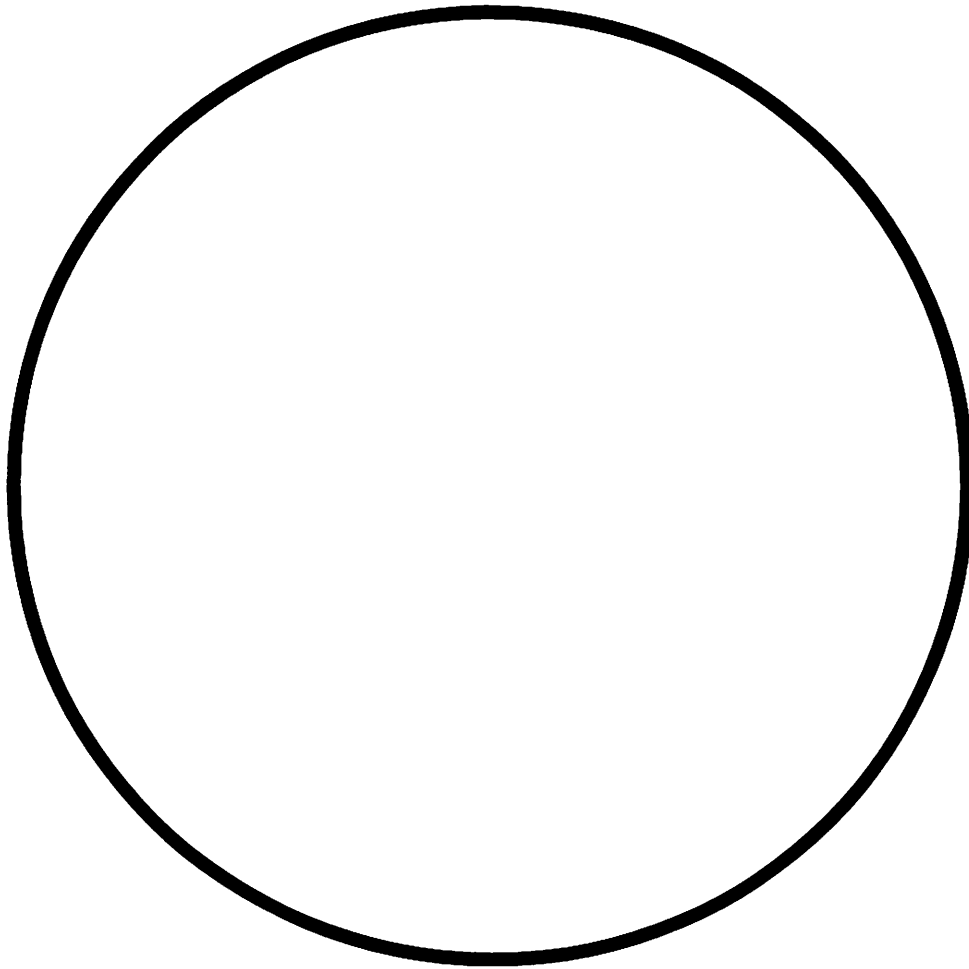


APPENDIX B: TOOLS

SPACE SHUTTLE



TOPIC CIRCLE



APPENDIX C: RESOURCES AND REFERENCES

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APPENDIX C: RESOURCES AND REFERENCES

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