

Transitions

1st	2nd	3rd	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Teacher communicates about activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Student may communicate about activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Student chooses activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Student helps prepare for activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Activity terminated when student desires
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Students helps clean up afterwards

The Activity

1st	2nd	3rd	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Student is motivated by activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Instructional demands don't frustrate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Student receptive to interaction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. No prolonged distractions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Teacher available for interaction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Performance data collected
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Routine consistent, with variations

Adult's Interaction

1st	2nd	3rd	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Teacher participates as an equal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Teacher appears to enjoy activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Teacher allows student time to communicate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Student's interest sets pace of activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Teacher encourages independence

Communication System

1st	2nd	3rd	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. System is appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Can communicate about specifics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Symbol comprehension assessed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Has means to gain attention
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Has means to say "finished"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Has access to system at all times
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Position makes communication easy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Student understands teacher's communication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Teacher uses student's symbolic system

Peer Interaction

1st	2nd	3rd	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. All members can participate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Students have clearly specified roles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Students switch roles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Student enjoys peer partner
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Peers encourage, don't do everything for
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Peers adequately trained
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Includes peer to model targeted skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Group size facilitates interaction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. All members use common system to communicate

Opportunities to Communicate

1st	2nd	3rd	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Gain Attention
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Request More
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Request Something New
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Request Absent Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Protest
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Greetings / Social / Affection
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Label / Comment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Confirm / Negate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Ask Questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Direct Attention

Opportunities to Use Objects

1st	2nd	3rd	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Negotiate Barriers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Search and Locate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Use Containers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Use Tools to Gain Access
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Basic Object Use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Combine Objects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Activate Objects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Construct Objects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Pretend
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Understand Associations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Use Representational Information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Simple Interactions with Peers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Cooperate with Peers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Play Games with Peers

Materials

1st	2nd	3rd	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Materials foster interaction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Have separate parts to request
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Afford opportunities to request help
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Student enjoys materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Peers enjoy materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Materials provide practice of object skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Materials encourage new object skills