I Want to Say so I Can Play: An Examination of a Pragmatic Language Intervention for Children with Specific Speech and Language Disorder

This article reports findings from a small scale study in an urban DEIS (Delivering Equality of Opportunity in Schools) Band 1 Infant school. A collaborative mixed-methods action research study was chosen to investigate the effectiveness of an intervention to develop pragmatic language skills for children with Specific Speech and Language Disorder (SSLD). Structured interviews were conducted with the class teacher to complement the reflections of the special education teacher-researcher. Criterion-referenced pragmatic language checklists and a variety of observational tools were used to monitor the language of the focus group and in particular, their pragmatic language skills, during play. Findings from this study yielded improvements in children's use of targeted language skills and engagement in play sessions.

MARIA DERVAN is a Special Education Teacher, working in a DEIS Band 1 Infant school in Limerick City. MARGARET EGAN is a lecturer in the Dept. of Educational Psychology, Inclusive and Special Education, Mary Immaculate College, Limerick.

Corresponding author: mariadervan@gmail.com

INTRODUCTION

This research study has its foundations in Special Educational Needs (SEN), with particular focus on Specific Speech and Language Disorder (SSLD). The Department of Education and Skills' (DES) policy is focused on ensuring that all children, including those with SEN, have access to an education appropriate to meeting their needs and abilities (DES, 2017). This study aimed to provide three children, diagnosed with SSLD, with direct instruction in pragmatic language skills in small group settings. It sought to enable them to participate in and benefit from the language opportunities afforded by the *Aistear* Framework (National

Council for Curriculum and Assessment [NCCA], 2009), and in particular *Aistear* pretend play, in their mainstream classroom and to facilitate greater inclusion.

RATIONALE

As the Primary School Curriculum (DES, 1999) notes, language plays a vital role in children's development. Much learning takes place through the interaction of language and experience (DES, 1999). This intervention was designed to meet the needs of children with a diagnosis of SSLD:

> *…a term currently used to describe children whose skill in understanding and/or expressing themselves through speech and language is significantly impaired. These difficulties occur in the context of normal cognitive abilities and are not primarily attributable to social, emotional, behavioural, educational, physical or sensory difficulties* (IASLT, 2007, p.3).

The researchers observed that many young children with SSLD often found it difficult to negotiate social interactions with their peers. The social use of language is referred to throughout the literature and in this study, as *Pragmatics:*

> *… the use of language in social interaction, aspects of meaning not recoverable from the linguistic expressions (including implied and intended meaning) and connected discourse (narratives and storytelling)* (IASLT, 2007, p.1).

This study was carried out in an Infant School that has fully implemented the *Aistear Framework of Early Childhood Education* (NCCA, 2009). The *Aistear* Framework promotes active play-based learning opportunities in line with the curriculum and is grounded in the theory that 'experiences with others play a formative role in the development of communication skills and a rich physical environment provides numerous language opportunities' (French, 2007, p.17). The study focused on providing key pragmatic skills to a group of three children enabling them to participate in, and benefit from, the language opportunities afforded by the *Aistear* Framework and in particular the component of pretend play. This type of play involves children playing with other children and/or adults. It provides opportunities for them to make friends, negotiate with others and develop communication skills and it helps extend language (NCCA, 2009). As it was grounded in evidence-based knowledge, the researchers felt that pretend play was a particularly useful vehicle to develop pragmatic language skills that were of immediate functional value to the children.

The researchers designed an intervention to incorporate the teaching of key pragmatic language skills to three children with SSLD. Direct instruction was provided in a small group setting, with teacher scaffolding of the language skills during *Aistear* pretend play in the mainstream classroom. Pre-intervention data analysis evidenced that participation by the focus group children in classroom-based learning was limited. This was particularly observed during *Aistear* pretend play. It was noted that this limited participation had a negative impact on their overall inclusion.

The core research question sought to examine *the effectiveness of direct instruction in pragmatic language to facilitate greater participation for children with SSLD in Aistear's pretend play in the mainstream Infant classroom.* The following embedded questions were used to guide the study:

- What aspects of SSLD impact on children's ability to interact socially?
- Can pragmatic language skills be taught through direct instruction?
- Does direct instruction, in small groups, enable children to generalise pragmatic language skills to classroom-based settings?

LITERATURE REVIEW

The importance of language in the lives of people is emphasised throughout the research literature. 'The most significant act of our early life, perhaps our whole life, is the acquisition of our mother tongue. Once we have language at our disposal, we have a key which will unlock many doors' (Crystal, 1986 cited in O'Connor *et al*., 2011, p.24). There are, however, a significant number of people in our society for whom this process does not develop as smoothly as desired. Bishop and Leonard (2000) state:

...quite simply, speech and language disorders in childhood constitute a major problem for society, in terms both of the human misery that they cause, and the economic costs inevitably incurred, when a subset of the population cannot participate fully as members of the community (2000, p.ix).

Bloom and Lahey (1978) were careful to highlight that although language is divided into the three components of *Form, Content* and *Use*, they are interrelated and the appropriate intersection is necessary for linguistic competence. While all are important, it is the 'component *Use*, or the social purpose of communication, that dictates form and content' (Owens *et al*., 2014, p.31). Pragmatic language combines the components of language in functional and socially appropriate communication (Hallahan, Kaufmann and Pullen, 2012). The language function

enables a person to maintain affective social interaction with others and pragmatic language skills 'allow individuals to cope effectively within the social environment' (Westwood, 2015, p.89).

Peer and Reid (2016) describe how children with pragmatic language difficulties, when presented with the demands of a situation or audience, find it challenging to communicate and use language appropriately. Westwood (2015) alludes to the fact that sometimes children who lack certain pragmatic skills can be marginalised and are therefore, at risk of social isolation. As with all aspects of language learning and in accordance with the New Model to support inclusion in schools (DES, 2017), early intervention is crucial to developing pragmatic language skills, thus assisting in the prevention of potential social isolation and possible problem behaviour in later years (Westwood, 2015).

Research advocates that effective interventions to develop pragmatic language should initially focus on foundational skills and build on the child's present levels of performance, which has implications for appropriate profiling of the child. Such an approach mirrors the new Primary Language Curriculum (NCCA, 2015), identifying the specific 'Progression Milestone' for the child or his/ her present level of performance. Skill development must then 'target the precise skills and knowledge…; be intensive in nature and promote maintenance and generalisation' (Westwood, 2015, p.90). Egan (2011) highlights a number of fundamental pragmatic language skills that may need to be directly taught to students with SSLD (Table 1).

Table 1 Target Pragmatic Language Skills

Target Pragmatic Language Skills	
1. Responding when called by name 2. Using appropriate greetings in a social situation 3. Making eye contact with a person talking 4. Using eye contact when talking 5. Using appropriate stance/ proxemics 6. Taking turns in a conversation	7. Initiating a conversation 8. Showing interest by using facial expression 9. Asking questions 10. Answering questions 11. Joining in a conversation with others 12. Seeking peer interaction appropriately

Westwood (2015) promotes a stepped approach (Table 2) for the teaching and learning of Egan's (2011) pragmatic language skills.

Table 2 Stepped Approach

Step 1	Direct instruction - define and describe the skill being taught directly to the child
Step 2	Modelling - simplify the skill and model it for the child
Step 3	Imitation and rehearsal (role-play) - the child imitates the skill
Step 4	Feedback - the child is given constructive and informative feedback
Step 5	Generalisation - the child is given the opportunity to apply the learned skill
Step 6	Reinforcement and over learning - encourage fluency of the skill in different situations.

Peer and Reid (2016) further promote the use of direct instruction for teaching language skills to children with SSLD but insist that it depends on the child's needs and the teacher's knowledge. The teacher researcher was undertaking a Master's in SEN at the time of the study. Small group work is conducive to such direct instruction as it provides an authentic learning context in which students can develop both speaking and listening skills (Professional Development Services for Teachers [PDST], 2014). Small group settings provide an opportunity for consistent practice and, as advocated in literature, 'for many children with special needs, it is necessary to provide intensive coaching in a particular skill before it can be applied in any peer group setting' (Egan, 2011, p.127). Spencer *et al*. (2012) and Johnson and Yeates (2006) emphasise the need for careful planning, evidenced-based designed instruction and opportunities for children to generalise the skills, i.e. to use the language in naturalistic settings.

The researchers were mindful of the opportunities afforded by assessment of need and supported the views of Kaderavek (2011) that 'a portion of any good assessment is attempting to determine possible avenues for intervention' (p.147). Therefore, meaningful assessment was central to the design of the intervention and a dynamic approach was adopted. Standardised assessments were administered but observations and analysis of language samples were also undertaken, which are advocated by Kaderavek (2011) as a suitable means of assessing the pragmatic language skills of children.

Mindful of the literature reviewed, a mixed methods approach to data collection was adopted at pre-, during- and post-intervention. Quantitative and qualitative data were collected prior to the intervention to establish baseline skills, during the intervention to monitor progress and post-intervention to analyse the effectiveness of the intervention programme for the three children with SSLD.

METHODOLOGY

A purposive sample was chosen because it reflected the nature of the area of interest being studied. Table 3 introduces the three focus group children who were given pseudonyms to ensure their anonymity.

Table 3 Focus Group

Name	Chronological age	Class
Shane	6.5 years	Junior Infants
Katie	6.2 years	Junior Infants
Amanda	5.4 years	Junior Infants

Information and assent forms were forwarded to the parents of the focus group who were on the Special Education Teacher's caseload. Consent forms were subsequently administered using child-friendly symbols, to gain permission from the three children partaking in the study. Based on the literature reviewed, the pragmatic skills outlined in Table 1 were assessed initially to gather base-line data.

Five forms of pre-intervention data collection were used to profile each child and to obtain a holistic picture of the strengths and needs of the focus group:
● Class teacher interviews,
● Informal participant observations,
● Criterion-referenced pragmatic language skills checklists,
● Research diary and
● Test of Language Development (TOLD P-4) (Newcomer and Hammill, 2008)

According to Mertens and Mc Laughlin (2015), in choosing a mixed methods approach, one can assume to base the findings on analysis of data and from there, produce inferences.

In order to gather baseline data and to devise the intervention, the focus group was assessed using a standardised, norm-referenced language assessment (Test of Language Development (TOLD P-4), Newcomer and Hammill, 2008). The researchers found it difficult to select an appropriate formal assessment. Research highlights the considerable lack of specific pragmatic language assessments available to identify the abilities and learning needs of children with SSLD (Newcomer and Hammill, 2008). The researchers, in consultation with a Speech and Language Therapist who worked with the children in school, agreed that it was therefore necessary to devise criterion-referenced checklists to obtain an overview of present levels of performance of the children's pragmatic language skills. These checklists provided very specific and appropriate data that were imperative to the design of the intervention (see Appendix A), to the monitoring of progress throughout the implementation phase and to establishing the effectiveness of the programme, the overall aim of the research.

Fieldwork: The Intervention

The focus group of three children with SSLD was systematically taught twelve predetermined pragmatic language skills over a period of eight weeks during small group direct instruction. The skills mirrored those highlighted in Table 1 with deficits in these skills identified during the assessment process.

Westwood's (2015) six steps described in Table 2 were used and a daily lesson plan template (Table 4) became the structure for the forty minute lessons.

Table 4 Daily Lesson Plan

Lesson Outline	
Introduction - 5 minutes	Greetings modelled and practised
Recall with opportunities to reinforce skills - 5 minutes (Steps 5 & 6)	Skills previously taught revised, to promote over learning and prepare for generalisation.
Direct instruction and modelling of new skills (Steps 1 & 2) - 15 minutes	Discussion - Direct instruction using visuals and interactive games featuring targeted skills
Role play; imitation and rehearsal (Step 3) - 5 minutes	Practising new skills with teacher and children in role
Feedback (Step 4) - 5 minutes	Opportunity for feedback and corrections
Conclusion - 5 minutes	Goodbye song

These lessons were provided four times per week over eight weeks (Table 5) in small group settings with the three focus children. The intervention was designed to be age and developmentally appropriate based on the assessment of abilities and needs.

Table 5 Programme Schedule

Week	Fieldwork
Week One	Pre-testing; data collection
Week Two	Greetings, making eye contact, facial expressions and sustaining interest
Week Three	Turn taking and listening skills
Week Four	Asking questions
Week Five	Asking questions
Week Six	Answering questions
Week Seven	Answering questions
Week Eight	Post-testing; data collection

Freeman and Sugai (2013) believe that constant monitoring of children maintains the fidelity of an intervention and advocate the importance of monitoring and 'tweaking' an intervention based on children's responsiveness and needs. The small group instruction provided an opportunity to observe and question the children with regard to the targeted skills. This informed the intervention on a cyclical basis, with the researchers constantly and consistently reflecting on and adapting teaching methodologies based on progress and the needs of the children.
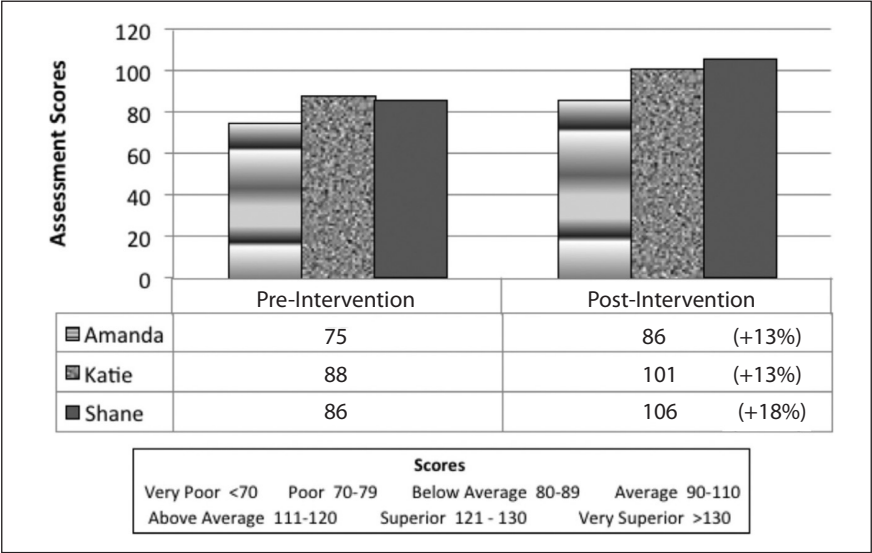
The same data collection tools used at pre-intervention, were administered again at the post-intervention stage to reveal findings of the effectiveness if any, of the intervention.

FINDINGS

Analysis of the results from the data collected conveyed a positive outcome for all of the participants.

Figure 1 represents the percentage increase for each of the three children in their combined spoken language scores. These scores were obtained from comparisons of pre- and post-intervention results in the standardised TOLD P-4 assessment

**Figure 1: Standardised Assessment Results**

	Pre-Intervention	Post-Intervention	
⊟ Amanda	75	86	(+13%)
⊟ Katie	88	101	(+13%)
⊟ Shane	86	106	(+18%)

Scores			
Very Poor <70	Poor 70-79	Below Average 80-89	Average 90-110
Above Average 111-120	Superior 121 - 130	Very Superior >130	

administered by the teacher-researcher. The scores have been compiled in percentage format to accurately illustrate the gains made by the children. The information illustrates how Shane had the greatest improvement with a 18% total increase and Katie and Amanda both produced a 13% increase in their scores from pre- to post-intervention. The spoken language results depict a combination of the composite scores in the five areas of language skills assessed including; listening, organising, speaking, using grammar and using semantics. These language gains illustrate how language components develop in unison and improvements in one component can lead to more linguistic competence overall (Bloom and Lahey, 1978). Findings from these standardised assessments were supported by data gathered from more informal tools.

Figure 2 presents the overall results from the pragmatic language checklists carried out by the teacher-researcher on Shane's use of the targeted pragmatic language skills. Prior to the intervention Shane was observed to have a comfortable grasp of 8% of the targeted pragmatic language skills during playtime with his peers. Of the remaining skills, 42% were never observed in use by the teacher-researcher, and the remaining 50% of the twelve skills were only sometimes present.

During the intervention, Shane's progress was monitored and an increase was observed in his use of the targeted skills. This progress showed 17% consistent

Figure 2: Checklists of Pragmatic Language Skills-Shane

	pre	during	post
▪ Always	1	2	10
▪ Sometimes	6	9	2
▪ Never	5	1	0
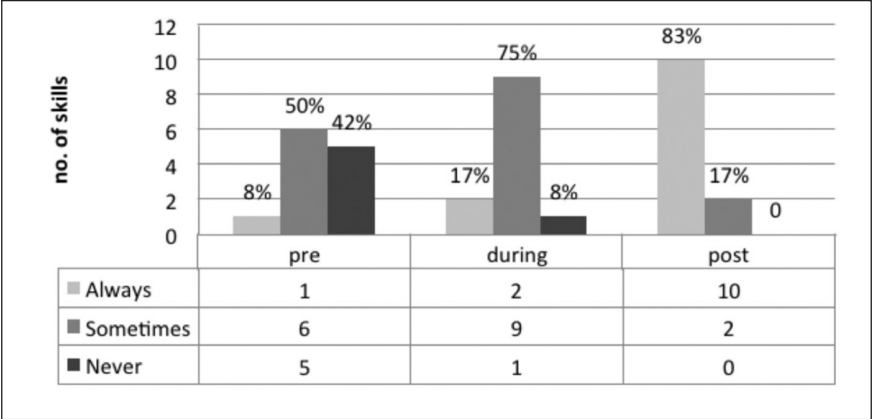
display of the skills with a remarkable shift in use of the skills from 42% never present, to 75% in use, albeit inconsistently. After the eight week timeframe, the results displayed an encouraging change in Shane's pragmatic language skills repertoire. He was observed by the teacher-researcher using 83% of the pragmatic language skills on a regular basis in his peer interactions and the remaining 17% of the skills were present in his interactions, when provided with a scaffold or prompted to do so by the teacher-researcher or his peers.

Figure 3 provides composite scores relating to Katie's progress throughout the intervention. Prior to the intervention, Katie was comfortably displaying use of 17% of the target pragmatic language skills during interactions with her peers. As the intervention progressed, there was a steady increase in Katie's use of the skills and by the interim period, she displayed an increase from 17% to 42% consistent use of the target skills. Encouragingly, Katie also showed progression in use of the other skills, even though it was inconsistent. The final results show that Katie presented with 92% competent use of the target pragmatic language skills with the remaining 8% of the skills *sometimes used*.

Figure 4 displays the combined results for Amanda. Her gains throughout the intervention were much different to those of the other two participants. Prior to the intervention it was deemed that Amanda had competent use of 8% of the target pragmatic language skills. Over the course of the intervention, she made progress in learning the new skills, but needed much prompting and scaffolding when putting them into practice. The graph shows that Amanda was able to comfortably

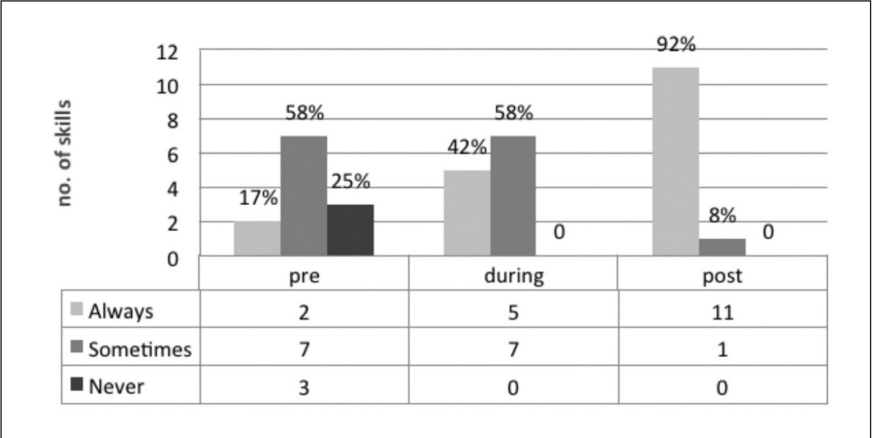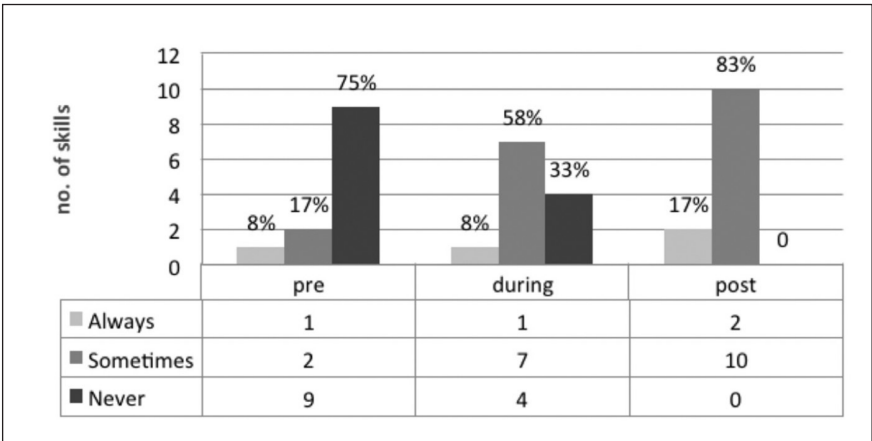**Figure 3: Checklists of Pragmatic Language skills - Katie**

	pre	during	post
Always	2	5	11
Sometimes	7	7	1
Never	3	0	0

Figure 4: Checklists of Pragmatic Language Skills - Amanda

	pre	during	post
Always	1	1	2
Sometimes	2	7	10
Never	9	4	0

use 17% of the overall skills by the end of the allocated intervention period. However, it is important to note that Amanda did learn new target pragmatic language skills, even if she was observed to use these occasionally, i.e. she began the intervention only evidencing use of 17% of the skills *sometimes* and while showing inconsistent usage, completed the intervention with 83% of the skills in her repertoire. This reflects the need for the intervention process to continue in her case, and for her peers and teachers to continue to scaffold the generalisation of

these skills, until she is comfortable using them independently in the classroom and beyond. Key themes were identified from the overall analysis and they will be discussed in relation to current literature.

DISCUSSION

The Fundamental Role of Assessment

Mertens and McLaughlin (2015) advise that researchers must obtain a holistic view of the entire process and its participants. Assessment of the children's strengths and needs was crucial to this research as suggested by the literature reviewed (Kaderavek, 2011; Freeman and Sugai, 2013; Owens et al., 2014; Westwood, 2015). The researchers established present levels of performance for all three children prior to the intervention. Data-informed targets were devised to be specific, measurable, attainable, realistic and time-specific. The targets were also acknowledged by the researchers as adjustable, in accordance with all appropriate lesson planning, and were consistently informed by progress monitoring. Assessment results and targets specifying the skills to be directly taught were documented in the children's IEPs or Student Support Plans, in accordance with national guidelines (NCSE, 2006; DES, 2017) and school policy.

The Effectiveness of Direct Instruction on Pragmatic Language Skill Development

The target pragmatic language skills were taught directly and on a cyclical basis with each skill revised before a new one was taught and each lesson using evidence based strategies. Westwood's (2015) stepped approach outlined in Table 2 above was adopted and adhered to in small group sessions in the resource room. The use of targeted pragmatic language skills increased from 11% to 64% when combined totals were triangulated and compared with post-intervention data. Direct instruction as advocated by Peer and Reid (2016) proved very effective. Such teaching in a small group setting ensured that the children had the optimum conditions (Westwood, 2015) to enable them to achieve the target skills and to over learn the pragmatic language skills. These were of immediate functional value to the children as the skills were conducive to use with peers, which enabled generalisation of the language skills during *Aistear* pretend play.

The Impact of *Aistear* Pretend Play as a Vehicle to Scaffold Generalisation of Learning to a More Naturalistic Setting

The researchers gathered data to answer the embedded research question: *Does Aistear Pretend Play enable children to generalise pragmatic language skills to*

classroom based settings? The teacher interviews and the informal participant observations of the children engaging in pretend play were the data collections tools used and analysed to address this question. Owens *et al.* (2014) endorse the importance of observing children using language in different contexts to allow for a more holistic sample of language needs. Throughout the intervention the observations were carried out by the teacher-researcher, on the children's language during *Aistear* pretend play and this continuous assessment was guided by a template specifying the targets for each of the focus children.

The *Aistear* guidelines (NCCA, 2009) inform us that some children may require scaffolding from an adult to fully benefit from the play experience. The teacher-researcher, the children's special education teacher, provided this support. During the teacher interviews, such scaffolding was acknowledged as an important strategy for the focus children in particular, which indicates the importance of teacher collaboration for classroom-based teaching and learning.

CONCLUSION

As the intervention drew to a close, there was a gradual shift from reliance on 'other directed learning' provided by the primary researcher, to more self-directed use of the pragmatic language skills, and scaffolding faded. The children engaged more confidently with their peers in play as they were more proficient in the skills targeted and were thus able to learn from their peers in the more socio-cultural setting of the classroom. This observed development from reliance on teacher-scaffolding is significant as it ensures sustainability of progress for the children as they continue to engage with their peers more socially and interactively, in the naturalistic setting of the classroom.

The researchers acknowledge that findings relate to particularisation and not generalisation but it is hoped however, that educators will recognise the importance of directly teaching children key pragmatic language skills to enable them to fully participate in classroom-based activity and to maximise the potential gains of peer-mediated teaching and learning. Teaching children with SSLD the skills 'to say' in order 'to play' can facilitate greater participation in *Aistear* pretend play in the naturalistic setting of the classroom. This in turn, the researchers argue, will benefit their overall language development and enhance inclusion, which is a warranted claim that emerged from this small study. As Martin and Dombey (2002) remind us, play by its nature, encourages children to play with language and it is in these moments that children can relate their language learning and experience new vocabulary in an appropriate context.

REFERENCES

Bishop, D. and Leonard, L.B. (2000) *Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome*, Hove: Psychology Press.

Bloom, L., and Lahey, M. (1978) *Language Development and Language Disorders,* New York: Wiley.

Department of Education and Science (DES) (1999) *Primary School Curriculum*, Dublin: DES.

Department of Education and Science (DES) (2005) Circular 02/05: *Organisation of Teaching Resources for Pupils who need Additional Support in Mainstream Primary Schools*, Dublin: DES.

Department of Education and Science (DES) (2017) Circular 13/17: *Special Education Teaching Allocation - Primary*, Dublin: DES.

Egan, M. (2011) Developing Speech, Language and Communication Skills. In Doherty, U., Egan, M., Daly, P., Coady, M., Holland, M., Kelleher, D., Long, S., McCarthy E. and O'Sullivan, S. (eds.) *Strands: Strategies for Teachers to Respond Actively to the Needs of Children with Down Syndrome*, Curriculum Development Unit, Mary Immaculate College Limerick, pp.95-134.

Freeman, J. and Sugai, G. (2013) Professional Practice Identifying Evidence-Based Special Education Interventions From Single-Subject Research, *Teaching Exceptional Children* Vol. 45 (5), pp. 6-12.

French, G. (2007) *Children's Early Learning and Development, Research paper,* Dublin: National Council for Curriculum and Assessment.

Hallahan, D.P., Kaufmann, J.M. and Pullen P.C. (2012) *Exceptional Learners: An Introduction to Special Education* (12th ed), Boston: Pearson.

Irish Association of Speech and Language Therapists (IASLT) (2007) *Specific Speech and Language Impairment in Children: Definition, Service Provision and Recommendations for Change* http://www.iaslt.ie/docs/public/exec/IASLT%20SSLI%20Position%20Paper%20Oct%202007.pdf (accessed 21-12-2014).

Johnson, C.J. and Yeates, E. (2006) Evidence-based vocabulary instruction for elementary students via storybook reading, *Evidence-Based Practice Briefs*, Vol 1(3), pp. 1- 24.

Kaderavek, J.N. (2011) *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention* (1st ed), New Jersey: Pearson.

Martin, W., and Dombey, H. (2002) Finding a Voice: Language and Play in the Home Corner, *Language and Education*, Vol. 16 (1), p.p 48 - 61.

Mertens, D.M. and McLaughlin, J.A., (2015) *Research and Evaluation Methods in Special Education* (8th ed), California: Corwin Press.

National Council for Curriculum and Assessment (NCCA) (2009) *Aistear: the Early Childhood Curriculum Framework*, Dublin: National Council for Curriculum and Assessment.

National Council for Special Education (NCSE) (2014) *Information for Parents/Guardians of Children and Young People with Specific Speech and Language Disorders* http://ncse.ie/wp content/uploads/2014/10/Pamphlet-7-SSLD-01_09_14.pdf. (accessed 7-2-2017).

Newcomer, P.L. and Hammill, D.D. (2008) *Test of Language Development: Primary, Fourth Edition Examiner's Manual*, Texas: Pro-Ed.

O'Connor, F., Mahoney, K., Reilly, S. and Duggan, K. (2011) *Evaluation of the Speech and Language Therapy Service In-School Provision in Limerick City Schools*, http://www.mic.ul.ie/ted/documents/reporttedsl.pdf (accessed 21-3-2015).

Owens, R.E., Metz, D.E. and Haas, A. (2014) *Introduction to Communication Disorders, A Lifespan Evidence-Based Perspective* (5th ed), Boston: Pearson.

Peer, L. and Reid, G. (2016) *Special Education Needs, A Guide for Inclusive Practice* (2nd ed), London; Sage Publications Ltd.

Professional Development Service for Teachers [PDST] (2014) *Five Components of Effective Oral Language Instruction, A Guide to the Teaching and Learning of Oral Language*, Dublin: The Stationary Office.

Spencer, E. J., Goldstein, H. and Kaminski, R. (2012) Teaching Vocabulary in Storybooks: Embedding Explicit Vocabulary Instruction for Young Children, *Young Exceptional Children*, Vol.15 (1), pp. 18- 32.

Westwood, P. (2015) *Commonsense Methods for Children with Special Education Needs* (7th ed), London: Routledge.

Appendix A:
Checklist of Pragmatic Language Skills

Childs name: _____

Date: _____

Class: _____

Observe: _____

Key		
1 Always (Blue)	2 Sometimes (Red)	3 Never (Green)

In a social situation does the child;

		Pre	During	Post
1.	Respond when called by name?			
2.	Use appropriate greetings?			
3.	Make eye contact with person talking?			
4.	Use eye contact when talking?			
5.	Sit/stand appropriately?			
6.	Take turns in a conversation?			
7.	Initiate a conversation?			
8.	Show interest using facial expression?			
9.	Ask questions?			
10.	Answer questions?			
11.	Join in a conversation with others?			
12.	Seek peer interaction appropriately?			

	Pre	During	Post
Blue (Always)			
Red (Sometimes)			
Green (Never)			