



LEVEL	GOAL	ACTIVITIES
<b>1: Self-Regulation and Shared Attention</b> <i>(calm and alert and ready for the possibility of engagement)</i>	<b>To help the child sustain attention &amp; regulation</b> <i>(create an optimal environment, while eliminating distractions)</i>	<ul style="list-style-type: none"> <li>• Give deep pressure on the child’s body: rolling exercise ball on body, squeezing or gently shaking arms/leg/hands/feet, etc.</li> <li>• Dancing while holding the child</li> <li>• Tickling the child's arms, back, belly, etc.</li> <li>• Singing, making sounds, or making faces to capture the child's attention</li> </ul>
<b>2: Engagement and Relating</b>	<b>To engage with the child and maintain continuous engagement</b>	<ul style="list-style-type: none"> <li>• Imitation games <i>(adult imitates the child)</i></li> <li>• Peek-a-boo with your hands</li> <li>• Singing to the child and pausing for his/her engagement</li> <li>• Tactile play (i.e. water play, rice &amp; beans, cooked spaghetti, play dough, squishy balls, etc.)</li> </ul>
<b>3: Two-Way Intentional Communication</b>	<b>To open and close circles with the child and to challenge the child to initiate</b>	<ul style="list-style-type: none"> <li>• Balloon play (i.e. hitting a balloon back and forth or blowing one up and letting it fly around the room, etc.)</li> <li>• Blanket play (swinging or pulling the child in the blanket or using it as a parachute)</li> <li>• Simple chase games</li> <li>• Ready-set-go or 1-2-3 games</li> </ul>
<b>4: Purposeful Problem-Solving Communication</b>	<b>To engage in long, back and forth interactions that includes meaningful communication, problem solving, simple pretend play, and sequences</b>	<ul style="list-style-type: none"> <li>• Asking the child to point to various body parts on his/her body and on play partner's body</li> <li>• Begin to introduce more animal or car sounds-ask the child to make those sounds</li> <li>• Simple puppet play (i.e. making puppets open their mouths and say <i>ahh</i> or <i>hi!</i>)</li> <li>• Simple hide and seek behind a blanket</li> </ul>
<b>5: Creating and Elaborating Ideas (Symbols)</b>	<b>To encourage a better understanding of one's emotions and to increase pretend play, symbolic thinking, conversational, &amp; negotiation skills.</b>	<ul style="list-style-type: none"> <li>• Playing catch</li> <li>• Coloring together- and talking about what you are coloring</li> <li>• Mock Anger, pretend crying, pretending to be afraid, etc.</li> <li>• Playing doctor <i>(keep it simple and meaningful based on the child's experience)</i></li> </ul>
<b>6: Building Bridges Between Ideas (Logical Thinking)</b>	<b>To support the child in engaging peers and adults in complex pretend scenarios, while appropriately responding to the feelings and ideas of all involved. To help the child make associations between ideas.</b>	<ul style="list-style-type: none"> <li>• Advanced role play: Playing house, going on a pretend picnic, going on a pretend adventure, etc.</li> <li>• Treasure hunts, scavenger hunts, complex obstacle courses</li> <li>• Reading and analyzing stories/books</li> <li>• Discussing similarities between people, objects, or places</li> </ul>