

## MEANINGFUL GOAL AREAS FOR INFANTS AND TODDLERS

### Evidence-based Practice: Pivotal Response Treatment

| <b>Infants and Younger Toddlers<br/>(Beginning Level)</b>  | <b>Older Toddlers<br/>(Intermediate Level)</b>  |
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| <ul style="list-style-type: none"> <li>▪ Social engagement/orienting (e.g., engagement in social reciprocity; positive social affect; social smiling; eye contact in social routines)</li> <li>▪ Communicative intent               <ul style="list-style-type: none"> <li>○ Pre-linguistic communicative gestures (pointing, giving, showing; Steiner, Gengoux, et al., 2013)</li> <li>○ Beginning expressive verbal/linguistic skills (goal-directed vocalization and first word attempts)</li> </ul> </li> <li>▪ First words (object-label correspondence, expanding expressive vocabulary)</li> <li>▪ Early initiations, such as asking “Dat?” for “What’s that?”</li> <li>▪ Receptive language skills and following verbal directions</li> <li>▪ Joint attention acts (responding to and initiating joint attention)</li> <li>▪ Functional and early pretend play</li> <li>▪ Functional imitation (particularly of verbal models and play acts that serve a purpose for the toddler)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Symbolic and socio-dramatic play</li> <li>▪ More complex expressive verbal skills (multiple word utterances)</li> <li>▪ More complex receptive language skills</li> <li>▪ Responding to multiple cues and complex discrimination</li> <li>▪ Question-asking initiations</li> <li>▪ Social comment initiations</li> <li>▪ Play initiations</li> <li>▪ Behavioral flexibility</li> <li>▪ Self-regulation of behavior</li> <li>▪ Early conversation skills</li> <li>▪ Pre-academics and conceptual skills (e.g., colors, counting, ABCs)</li> </ul> |