

**CSA CODED EXAMPLES**  
**COMMUNICATIVE FUNCTIONS**

<b>SOCIAL INTERACTION REQUEST SOCIAL ROUTINE (RQS)</b>				
<b>CONTEXT</b>	<b>SETTING</b>	<b>OBSERVED BEHAVIOR</b>	<b>PARTNER RESPONSE</b>	<b>EXPLANATION</b>
<b>School/Classroom</b>	During free play in classroom, child and peer are playing with dinosaurs	Pulls hand of peer and says /e ah e ah/	Peer imitates child's vocalizations	Peer responded to child's vocalization in a game-like manner by imitating the vocalization, in an attempt to maintain or continue the interaction.
<b>Home/play-family room</b>	Child and adult playing with dinosaurs	Turns away, looks back at adult with teasing look	Adult walks dinosaur up the child's arm and body (tickle chase).	This is a routine play activity parent and child engages in when playing with dinosaurs.
<b>Home/play-family room</b>	Child and adult playing with dinosaurs	Turns away, looks back at adult with teasing look	Adult (again) walks dinosaur up the child's arm and body (tickle chase).	Social routines are generally repetitive. The same (or similar) behaviors may be recorded in sequential events.
<b>Home/outside-yard</b>	Child and partner playing outside	Turns with mischievous facial expressions, gazes toward partner, turns and runs in opposite direction.	Partner follows child.	Child loves to be chased and is initiating a favorite game-like routine with a familiar partner.
<b>Home/play-family room</b>	Mom and child still playing bubbles	Says /pop/ with SGD	"Not again!" says mom.	Once the request is repeated, it is coded as a request for a social routine (RQS) because child is attempting to continue the fun game of popping bubbles. It was apparent to observer that this was a familiar routine
<b>School/play yard</b>	Children transitioning from play yard to classroom	Pulls hand of peer and vocalizes "ah..ah" and smiles	Peer imitates vocalizations	The behavior of the child is responded to (by the peer) as a request for the peer to imitate him.
<b>SOLICIT ATTENTION (SAT)</b>				
<b>CONTEXT</b>	<b>SETTING</b>	<b>OBSERVED BEHAVIOR</b>	<b>PARTNER RESPONSE</b>	<b>EXPLANATION</b>

<b>School/classroom</b>	Teacher talking to evaluator.	Vocalizes and looks at teacher	Teacher looks at child and offers child the Partner Four SGD	Child solicited teacher's attention and teacher responded by giving the SGD to child so child can communicate
<b>School/classroom</b>	Classroom peers are playing a game.	Grabs cards, smiles, and laughs in a teasing manner.	Partner holds out hand to take cards back	Child is soliciting attention
<b>School/classroom</b>	Sitting in play area	Hands pretend food items to peer, vocalizes /ah ah ah/	"Oh, you found a cake" says peer.	Child is directing attention to the toy (object) and the peer responds.

<b>Home/kitchen</b>	Noise coming from upstairs	C. stops, looks toward stairs	"You hear Vern upstairs?" says aide.	Child directed attention to something (noise) and partner recognized what child is referring to.
<b>School/classroom</b>	"Call me when you're ready" says teacher.	Vocalizes loudly	"Are you ready now?" says teacher.	Child used voice to call the teacher
<b>School/classroom</b>	Sitting in classroom at desk	Vocalizes	Teacher approaches child and says, "I can't sing over your voice"	Child attempted to solicit attention and the teacher recognized this & responded.
<b>School/classroom</b>	Sitting at desk	Waves his hand and vocalizes	"What?" says aide.	Child used a gesture and vocalization to call for adult's attention

#### AFFIRM (AF)

CONTEXT	SETTING	OBSERVED BEHAVIOR	PARTNER RESPONSE	EXPLANATION
<b>School/classroom</b>	In the play kitchen in the classroom teacher asks child, "Do you want to make some eggs?"	Takes fry pan	"OK" says teacher.	Child selected an object associated with making eggs. Teacher responded to child's behavior as an affirmation to her request.
<b>School/classroom</b>	Teacher says, "Do you want bubbles?"	Raises and lowers eyebrows and activates switch (says "blow bubbles")	Teacher blows bubbles.	Child uses a facial gesture + aided system to respond "yes" to a yes/no question.

<b>School/classroom</b>	“Do you want computer?”	Says “yes”	Aide pushes child to computer.	Child answers a yes/no question affirmatively by saying “yes”.
<b>Home/kitchen</b>	“Hear it again?” while holding toy phone	Vocalizes /ah/	“Ok” says aide. Aide activates toy phone.	Child responds to a yes/no question posed verbally and using an object (presentation of the toy).
<b>Home/play-family room</b>	“Want to play ball with mom?”	Nods head	“OK. Take the ball Stella and show him how its’ done” mom says.	Child answers a yes/no question.
<b>Home/play-family room</b>	“Want it down on the ground?”	Nods head and smiles	Mom puts the truck down.	Child answers a yes/no question.

#### GREET (GR)

CONTEXT	SETTING	OBSERVED BEHAVIOR	PARTNER RESPONSE	EXPLANATION
<b>Home/bedroom</b>	In the child’s room. babysitter visiting with long time client.	Reaches out to partner’s hand, gazes at partner	“It’s good to see you again” says babysitter.	After greeting, child wanted to sustain the attention of the adult and did so by reaching out and touching the partner. The partner acknowledged the child’s request for attention.
<b>Other/school-corridor</b>	Walking in corridor. Peer says, “Hi C”	C. looks at peer and nods	Peer nods back	Child greets peer in return
<b>Other</b>	Peer calls out, “Bye ____”	Looks at peer, smiles, and waves back.	“Bye” says peer.	Child responds to a conventional ritual.
<b>School/classroom</b>	Peer enters classroom and says, “Hi ____”	Raises eyebrows while gazing at peer.	“What’s up?” says peer.	Child is severely motor impaired with extremely limited means but responds and is responded to as a salutation.
<b>School/play yard</b>	Playground. Students gathered around	Extends a high five to friends as they arrive	Friends give high five back.	Child uses gesture to initiate a salutation

#### SOCIAL INTERACTION ACKNOWLEDGE (ACK)

CONTEXT	SETTING	OBSERVED BEHAVIOR	PARTNER RESPONSE	EXPLANATION
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<b>Home/kitchen</b>	In kitchen in high chair, child feeding herself. Mom watching daughter.	Claps hands (after getting some food successfully in her mouth)	"Good girl!" says mom.	Child acknowledges her own successful action by clapping her hands in self-approval. Mom acknowledges by saying "good girl".
<b>School/classroom</b>	During circle time teacher approaches student with name card and asks, "Whose name is this?"	Touches card and smiles at teacher.	Teacher escorts student to board to place name on the display and sing the name song	The student does not give the expected response (touching self for "mine" or vocalizing "me") but acknowledges teacher's presence by smiling and touching what the teacher is holding.
<b>School/classroom</b>	One to one interaction between student and AT specialist in classroom using manual communication boards. "You can build things... maybe build a home".	Looks at AT specialist and signs "home"	"Yeah" says AT specialist.	Child acknowledges what his partner says by repeating a key word and gazing at him.
<b>School/classroom</b>	Child whining. Teacher says, "Please don't complain"	Looks at teacher and stops whining.	"Ok, let's get ready" says teacher.	Child gazes at teacher and stops the behavior (whining) indicating "notice" of the teacher's request to not complain. Child acknowledges by stopping behavior.
<b>School/classroom</b>	Aide says, "Let's do a little more work before we take a break"	Smiles and picks up brush to continue work	"Good job" says aide.	Child acknowledges aide's request by smiling and continuing action.
<b>REQUEST PERMISSION (RQP)</b>				
CONTEXT	SETTING	OBSERVED BEHAVIOR	PARTNER RESPONSE	EXPLANATION
<b>School/classroom</b>	Child finished his work in classroom	Walks over to refrigerator, looks where lunch is kept and then looks back at teacher	"OK, you can get it" says teacher.	Child's behavior represents a request for permission to open refrigerator & get food out. Teacher responds by giving permission.

<b>School/snack table</b>	Child finishing up lunch	Removes bathroom key from wall, looks at teacher with questioning look.	“Ok, you can go” says teacher.	Child’s behavior is interpreted as a request for permission to go outside.
<b>School/snack table</b>	Cookies are on a plate in the center of the table.	Reaches toward plate of cookies, stops, and looks at teacher.	“Go on, you can have one” says teacher.	Child pauses and turns attention toward partner to solicit permission
<b>School/play yard</b>	Aide is holding child’s hand. They walk toward play structure.	Approaches swing and looks at aide	“That’s OK. You can have a turn.” Says aide.	Child’s behavior (looking) is interpreted as asking for (aide’s) consent (to swing).
<b>Other/school/resource room</b>	Student finishing work in the resource specialist room	Stands near closet door (snacks are in the closet).	“You have worked a lot, you can have a snack” says teacher.	The child requests a snack by standing in the location where the snacks are kept.