

SOCIAL LANGUAGE - STOP STRATEGY

Student Name: _____

CATEGORY	4	3	2	1
Identify feelings/emotions/body language	Student can independently identify the feelings, emotions, and/or body language.	Student can identify the feelings, emotions, and/or body language, given an indirect verbal prompt/cue from the teacher. (i.e., Take a look at the child's face, how do you think he feel?)	Student can identify the feelings, emotions, and/or body language, given a direct verbal prompt/cue from the teacher. (i.e., Take a look at the child's face, he's crying, how do you think he feel?)	Student needs teacher assistance to identify the feelings, emotions or body language. (i.e., The child is crying, he is sad.)
STOP Elements	Student can independently identify all 4 STOP elements (Setting, Time, Objects, People).	Student can independently identify 3 STOP elements (Setting, Time, Objects, People).	Student can independently identify 2 STOP elements (Setting, Time, Objects, People).	Student can identify 1-0 STOP elements (Setting, Time, Objects, People).
Sequencing Events	The student can independently identify what is currently happening in the picture, infer what happened before and predict what will happen next.	The student can independently identify what is currently happening in the picture, and need teacher assistance for EITHER the inferencing or prediction task.	The student can independently identify what is currently happening in the picture, and need teacher assistance for BOTH inferencing and prediction tasks	The student needs teacher assistance to identify what is currently happening in the picture and with both inferencing and prediction tasks.
Zoom In	The student can independently discuss 3 things what they would see and/or hear when they "zoom-in:.	The student can independently discuss 2 things what they would see and/or hear when they "zoom-in".	The student can independently discuss 1 things they would see and/or hear when they "zoom-in".	The student needs teacher assistance to identify what they would see and/or hear when they "zoom-in" and when the "zoom-out"
Zoom Out	The student can independently discuss 3 things what they would see and/or hear when they "zoom-out"	The student can independently discuss 2 things what they would see and/or hear when they "zoom-out"	The student can independently discuss 1 things they would see and/or hear when they "zoom out"	The student needs teacher assistance to identify what they would see and/or hear when they "zoom-out"
Personal Connection	The student can independently make a personal connection and discuss about how their experience is similar and how it's different.	The student can independently make a personal connection and can discuss only one, how their experience is similar or different, and needs teacher assistance for the other.	The student can independently make a personal connection, but needs teacher assistance to discuss how their experience is similar and how it's different.	The student needs teacher assistance to make a personal connection as well as to express how the experience is similar and how it's different.