## Appendix C – Observation Profile – Social Communication

**Observation Profile – Social Communication**

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| **Part 1: Teacher/SENCO to complete.**  **Give a brief “word picture” of the child within the class.**  **Note strengths as well as difficulties and describe any social communication characteristics observed.** |
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| **Part 2: Observed Behaviours in School Teacher/SENCO to complete.**  Key: 1 No cause for concern  2 Mild cause for concern  3 Moderate cause for concern  4 Serious cause for concern  5 Great cause for concern  **(If a concern is noted you MUST provide an example in the Comments)** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1. **Social Interaction** | **1** | **2** | **3** | **4** | **5** | | 1. Ability to use gesture, body posture, facial expression, and eye to eye gaze in 1:1 situations. |  |  |  |  |  | | 1. Ability to use gesture, body posture, facial expression, and eye to eye gaze in group interaction. |  |  |  |  |  | | 1. Ability to follow social cues in 1:1 – with adults. |  |  |  |  |  | | 1. Ability to follow social cues in 1:1 – with other children. |  |  |  |  |  | | 1. Ability to follow social cues in group interaction. |  |  |  |  |  | | 1. Ability to share an activity with other children. |  |  |  |  |  | | 1. Ability to share an activity with an adult. |  |  |  |  |  | | 1. Ability to develop peer friendships. |  |  |  |  |  | | 1. Ability to seek comfort/affection when upset. |  |  |  |  |  | | 1. Ability to offer comfort/affection to others. |  |  |  |  |  | | 1. Ability to share in others’ enjoyment/pleasure. |  |  |  |  |  | | 1. Ability to imitate other children. |  |  |  |  |  | | 1. Ability to imitate adults. |  |  |  |  |  | | 1. Ability to show different responses to different people in different situations. |  |  |  |  |  | | 1. Ability to respond appropriately to social praise. |  |  |  |  |  | | 1. Ability to respond appropriately to criticism. |  |  |  |  |  | | **Comments:** | | | | | | |
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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1. **Social Communication** | **1** | **2** | **3** | **4** | **5** | | 1. Ability to respond when called by name. |  |  |  |  |  | | 1. Ability to follow verbal instructions in 1:1 setting. |  |  |  |  |  | | 1. Ability to follow instructions in a small group setting. |  |  |  |  |  | | 1. Ability to follow verbal instructions in a whole class setting. |  |  |  |  |  | | 1. Ability to take turns in conversations. |  |  |  |  |  | | 1. Ability to initiate conversation. |  |  |  |  |  | | 1. Ability to change topic of conversation. |  |  |  |  |  | | 1. Ability to maintain an appropriate conversation. |  |  |  |  |  | | 1. Ability to show awareness of the listener’s needs. |  |  |  |  |  | | 1. Ability to give appropriate non-verbal signals as a listener. |  |  |  |  |  | | 1. Ability to change the topic or style of a conversation to suit the listener. |  |  |  |  |  | | 1. Ability to appropriately change the tone and volume of their voice. |  |  |  |  |  | | 1. Ability to recognise and respond to non-verbal cues e.g., a frown. |  |  |  |  |  | | 1. Ability to understand implied meanings. |  |  |  |  |  | | 1. Ability to tell or write an imaginative story. |  |  |  |  |  | | 1. Ability to relate a sequence of events. |  |  |  |  |  | | 1. Ability to give a simple sequence of instructions. |  |  |  |  |  | | **Comments:** | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1. **Social Imagination and Flexible Thinking** | **1** | **2** | **3** | **4** | **5** | | 1. Ability to have varied interests. |  |  |  |  |  | | 1. Ability to share interests. |  |  |  |  |  | | 1. Ability to change behaviour according to the situation. |  |  |  |  |  | | 1. Ability to accept changes in rules, routines, or procedures. |  |  |  |  |  | | 1. Ability to play imaginatively when alone. |  |  |  |  |  | | 1. Ability to play imaginatively together with others. |  |  |  |  |  | | 1. Ability to accept others’ point of view. |  |  |  |  |  | | 1. Ability to generalise learning. |  |  |  |  |  | | 1. Ability to transfer skills across the curriculum. |  |  |  |  |  | | 1. Ability to plan an event or a task. |  |  |  |  |  | | 1. Ability to suggest possible explanations for events. |  |  |  |  |  | | 1. Ability to use inference and deduction. |  |  |  |  |  | | **Comments:** | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1. **Motor and Organisational Skills** | **1** | **2** | **3** | **4** | **5** | | 1. Ability to find his way around the classroom. |  |  |  |  |  | | 1. Ability to find his way around the school. |  |  |  |  |  | | 1. Ability to sit still. |  |  |  |  |  | | 1. Ability to sit amongst a small group. |  |  |  |  |  | | 1. Ability to sit amongst a large group e.g. In assembly. |  |  |  |  |  | | 1. Ability to find and organise the equipment he needs for a given task. |  |  |  |  |  | | 1. Ability to write legibly and draw accurately. |  |  |  |  |  | | 1. Ability to get changed without help e.g. For P.E. |  |  |  |  |  | | 1. Ability to organise his movements in P.E and Games. |  |  |  |  |  | | **Comments:**   |  | | --- | | **Part 3: Prioritise the 3 Difficulties Which Cause you the Greatest Concern:**  **Teacher/SENCO to complete** | | 1) | | 2) | | 3) | | | | | | |  |  | | --- | | **Note the settings or situations in which the Child Shows Anxiety, Stress or Frustration:**  **E.g., P.E. in the hall at transition times/sitting amongst a large group.** | |  | |
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| |  | | --- | | **Please tell us what strategies / interventions are in place in school to support and manage difficulties and behaviours** | |  |  |  | | --- | | **Part 4: Parent/Carers to complete Prioritise the 3 Difficulties Which Cause you the Greatest Concern:** | | 1) | | 2) | | 3) | |

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| |  | | --- | | **Please tell us what strategies you use at home to support and manage your child’s difficulties and behaviours.** | |  | |
| |  | | --- | | **Have you attended any parent courses/workshops related to social communication development/autism/child development? If yes, please give details.** | |  |  |  | | --- | | **Do you access support from any other agencies e.g., Autism Together? If yes, please give details.** | |  | |