## 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)** |
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| 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.
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| 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.
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| 1. Ability to follow social cues in 1:1 – with other children.
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| 1. Ability to follow social cues in group interaction.
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| 1. Ability to share an activity with other children.
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| 1. Ability to share an activity with an adult.
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| 1. Ability to develop peer friendships.
 |  |  |  |  |  |
| 1. Ability to seek comfort/affection when upset.
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| 1. Ability to offer comfort/affection to others.
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| 1. Ability to share in others’ enjoyment/pleasure.
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| 1. Ability to imitate other children.
 |  |  |  |  |  |
| 1. Ability to imitate adults.
 |  |  |  |  |  |
| 1. Ability to show different responses to different people in different situations.
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| 1. Ability to respond appropriately to social praise.
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| 1. Ability to respond appropriately to criticism.
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| **Comments:** |

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| 1. **Social Communication**
 | **1** | **2** | **3** | **4** | **5** |
| 1. Ability to respond when called by name.
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| 1. Ability to follow verbal instructions in 1:1 setting.
 |  |  |  |  |  |
| 1. Ability to follow instructions in a small group setting.
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| 1. Ability to follow verbal instructions in a whole class setting.
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| 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.
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| 1. Ability to recognise and respond to non-verbal cues e.g., a frown.
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| 1. Ability to understand implied meanings.
 |  |  |  |  |  |
| 1. Ability to tell or write an imaginative story.
 |  |  |  |  |  |
| 1. Ability to relate a sequence of events.
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| 1. Ability to give a simple sequence of instructions.
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| **Comments:** |

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| 1. **Social Imagination and Flexible Thinking**
 | **1** | **2** | **3** | **4** | **5** |
| 1. Ability to have varied interests.
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| 1. Ability to share interests.
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| 1. Ability to change behaviour according to the situation.
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| 1. Ability to accept changes in rules, routines, or procedures.
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| 1. Ability to play imaginatively when alone.
 |  |  |  |  |  |
| 1. Ability to play imaginatively together with others.
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| 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.
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| **Comments:** |

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| 1. **Motor and Organisational Skills**
 | **1** | **2** | **3** | **4** | **5** |
| 1. Ability to find his way around the classroom.
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| 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.
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| 1. Ability to get changed without help e.g. For P.E.
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| 1. Ability to organise his movements in P.E and Games.
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| **Comments:**

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| **Part 3:Prioritise the 3 Difficulties Which Cause you the Greatest Concern:****Teacher/SENCO to complete** |
| 1) |
| 2) |
| 3) |

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| **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** |
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| **Part 4: Parent/Carers to completePrioritise 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.** |
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| **Have you attended any parent courses/workshops related to social communication development/autism/child development? If yes, please give details.** |
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| **Do you access support from any other agencies e.g., Autism Together? If yes, please give details.** |
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