**Structured Assessment of Social-Communication Worksheet:**

**Puzzles (Time: 3-4 minutes)**

|  |  |  |
| --- | --- | --- |
| **Materials:** Two 4-7 piece form board puzzles with different themes | | |
| **What Adult Does** | **Child’s Communication (Check all that apply)** | |
| **Unprompted** | **Prompted** |
| Offer child a choice of puzzles, holding them out of child’s reach | * RQ1: Reaches for nearby object to show wanting the object * RQ4b: Points at nearby object to request it * RQ6: Combines gesture and/or vocalization/verbalization with looking at person to request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ1: Reaches for nearby object to show wanting the object * RQ4b: Points at nearby object to request it * RQ6: Combines gesture and/or vocalization/verbalization with looking at person to request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Hold back one or two puzzle pieces out of the child’s reach when you give a puzzle to the child | * RQ1: Reaches for nearby object to show wanting the object * RQ4b: Points at nearby object to request it * RQ6: Combines gesture and/or vocalization/verbalization with looking at person to request * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ1: Reaches for nearby object to show wanting the object * RQ4b: Points at nearby object to request it * RQ6: Combines gesture and/or vocalization/verbalization with looking at person to request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Watch child work on puzzle without assisting him/her  Stay quiet unless the child initiates communication | * RQ2: Pulls person’s hand toward objects to show request for help * RQ3. Gives objects to show request for help * JA1b: Gives object just to share interest in object with another person * JA2b: Shows object just to share interest in object with another person * JA3b: Points to nearby object just to share interest in object with another person * JA6: Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ2: Pulls person’s hand toward objects to show request for help * RQ3. Gives objects to show request for help * JA1b: Gives object just to share interest in object with another person * JA2b: Shows object just to share interest in object with another person * JA3b: Points to nearby object just to share interest in object with another person * JA6: Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| When child has completed puzzle (or lost interest in doing so), point to the puzzle board or a puzzle piece and say to the child “Give it to me.” Two attempts to get a response are enough. Then put the puzzle away | * RQ4a: Looks at nearby objects when another person points to the objects as a request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ4a: Looks at nearby objects when another person points to the objects as a request * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Structured Assessment of Social-Communication Worksheet:**

**Action Toys (Time: 2-3 minutes)**

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| **Materials:** 2-3 different “action” toys, such as wind-up toys or switch-operated, battery-powered toys that can be turned on to create an interesting spectacle and then turned back off. These toys should be relatively novel to the child rather than toys that are commonly available in the classroom. | | |
| **What Adult Does** | **Child’s Communication (Check all that apply)** | |
| **Unprompted** | **Prompted** |
| Keep the toy out of the child’s reach and activate it briefly. Let it wind down or turn off the switch. Wait without saying anything for the child’s response.  Try a second toy if the child doesn’t seem interested in the first one. | * RQ1. Reaches for nearby object to show wanting the object * RQ4b. Points at nearby object to request it * RQ6. Combines gesture and/or vocalization/verbalization with looking at person to request * JA3b. Points to nearby object/event just to share interest in object/event with another person * JA6.Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ1. Reaches for nearby object to show wanting the object * RQ4b. Points at nearby object to request it * RQ6. Combines gesture and/or vocalization/verbalization with looking at person to request * JA3b. Points to nearby object/event just to share interest in object/event with another person * JA6.Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Give the toy to the child (even if s/he doesn’t request it), and let the child play with it briefly.  Stay quiet while the child has the toy unless the child initiates communication with you. | * RQ2: Pulls person’s hand toward objects to show request for help * RQ3. Gives objects to show request for help * JA1a. Responds to another person giving object just to show interest * JA2b. Shows object just to share interest in object with another person * JA3b. Points to nearby object just to share interest in object with another person * JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ2: Pulls person’s hand toward objects to show request for help * RQ3. Gives objects to show request for help * JA1a. Responds to another person giving object just to show interest * JA2b. Shows object just to share interest in object with another person * JA3b. Points to nearby object just to share interest in object with another person * JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| After the child has had 1-2 minutes to play with the toy, point to the toy and ask the child to give it to you or to put it in the “finished” bag or box. | * RQ4a. Looks at nearby objects when another person points to the objects as a request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ4a. Looks at nearby objects when another person points to the objects as a request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Structured Assessment of Social-Communication Worksheet:**

**Physical Game (Time: 3-4 minutes)**

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| **Materials:** Most physical games do not require any materials, but you might choose one that requires a prop, such as a hand puppet to tickle the child with, or a blanket to use in a “peek-a-boo” type game. | | |
| **What Adult Does** | **Child’s Communication (Check all that apply)** | |
| **Unprompted** | **Prompted** |
| Physical Game #1:  Do a first round of the game to let the child know what the routine is.  Repeat the game for two more rounds. You might alter the timing of the game (e.g., creeping fingers more slowly) to see if the child will look closely at you. | * SI1. Watches the adult closely * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * SI1. Watches the adult closely * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Physical Game #1, cont.  Once you have played three rounds of the game, pause before starting another round to see if the child will indicate s/he wants to play the game again. | * SI2. After a brief pause, child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes) * SI5.Child expands games or routines, e.g., switches roles with other person (e.g., finder versus hider) * SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * SI2. After a brief pause, child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes) * SI5.Child expands games or routines, e.g., switches roles with other person (e.g., finder versus hider) * SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Physical Game #2:  Do a first round of the game to let the child know what the routine is.  Repeat the game for two more rounds. You might alter the timing. | * SI1. Watches the adult closely * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * SI1. Watches the adult closely * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Physical Game #2, cont.  Once you have played three rounds of the game, pause before starting another round to see if the child will indicate s/he wants to play the game again, OR if the child indicates s/he wants to play Physical Game #1 again. | * SI2. After a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes) * SI4.Child initiates familiar games or routines (i.e., not right after an adult does the action ); that is, the child indicates s/he wants to play Physical Game #1 again. * SI5.Child expands games or routines, e.g., switches roles with other person (e.g., finder versus hider) * SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * SI2. After a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes) * SI4.Child initiates familiar games or routines (i.e., not right after an adult does the action ); that is, the child indicates s/he wants to play Physical Game #1 again. * SI5.Child expands games or routines, e.g., switches roles with other person (e.g., finder versus hider) * SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Structured Assessment of Social-Communication Worksheet:**

**Surprise Bag (Time: 8-10 minutes)**

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| **Materials:** An opaque bag with four “surprise” toys inside; these can be individualized to the child’s interests, but might include such things as a pair of sunglasses, a musical instrument such as a bell with a handle or a tambourine, a toy car, and a ball. There should be at least one toy that can be rolled back and forth between the examiner and child, such as a car or ball. The adult should have duplicates of at least two of these toys to allow both the child and the adult to have one. | | |
| **What Adult Does** | **Child’s Communication (Check all that apply)** | |
| **Unprompted** | **Prompted** |
| Pull one toy from the bag, and show it to the child, making a delighted facial expression. Comment as you show it (e.g., “Oh, look at this truck!”). Wait to observe child’s response.  Offer the toy to child, making another comment (e.g., “This is a neat truck.”). | * RQ1. Reaches for out of reach object to show wanting it * RQ4b. Points to nearby object to request it * RQ6. Combines gesture and/or vocalization/ verbalization with looking at person to request * JA1a. Responds to another person giving objects just to share interest in the objects * JA2a.Responds to another person showing objects just to share interest in the objects * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ1. Reaches for out of reach object to show wanting it * RQ4b. Points to nearby object to request it * RQ6. Combines gesture and/or vocalization/ verbalization with looking at person to request * JA1a. Responds to another person giving objects just to share interest in the objects * JA2a.Responds to another person showing objects just to share interest in the objects * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Give the surprise bag with the remaining toys to the child.  Do not talk to the child about the toys unless s/he initiates communication with you.  (If the child doesn’t begin to explore toys, try to engage the child’s interest by shaking bag or partially uncovering a toy in the bag.) | * JA1b: Gives objects just to share interest in objects with another person * JA2b: Shows object just to share interest in object with another person * JA3b: Points to nearby object just to share interest in object with another person * JA6: Combines gesture and/or vocalization/verbalization with looking at person just to share interest * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_** | * JA1b: Gives objects just to share interest in objects with another person * JA2b: Shows object just to share interest in object with another person * JA3b: Points to nearby object just to share interest in object with another person * JA6: Combines gesture and/or vocalization/verbalization with looking at person just to share Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| After the toys are out of the bag, point to an object and say to the child “Give it to me.” | * RQ4a. Looks at nearby objects when another person points to the objects as a request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ4a. Looks at nearby objects when another person points to the objects as a request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| “Accidentally” drop or roll a toy off the table so that it is a little distance away from you & the child.  Wait without saying anything to see if the child communicates about the dropped object. | * JA4b. Points to more distant object/event just to share interest in the object/event with another person * RQ1. Reaches for out of reach object to show wanting it * RQ4b. Points to nearby object to request it * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * JA4b. Points to more distant object/event just to share interest in the object/event with another person * RQ1. Reaches for out of reach object to show wanting it * RQ4b. Points to nearby object to request it * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Point to the dropped object from a distance (beyond arm’s length) and say to the child “Give it to get me.” | * RQ5a. Looks at distant object when another person points at the object as a request. * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ5a. Looks at distant object when another person points at the object as a request. * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Wait until the child is playing with one of the duplicate toys.  Use the other duplicate toy to imitate what the child does with the object | * SI3. Plays back-and-forth game with actions or object (e.g., exchanges object back-and-forth; back-and-forth game of imitating actions) * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * SI3. Plays back-and-forth game with actions or object (e.g., exchanges object back-and-forth; back-and-forth game of imitating actions) * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| With the rolling toy or ball, try to initiate a game of rolling the toy back and forth to one another.  If the child engages in taking several turns with you, then pause before taking your next turn. | * SI2. After a brief pause, shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes) * SI3. Plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions) * SI6. Combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * SI2. After a brief pause, shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes) * SI3. Plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions) * SI6. Combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Structured Assessment of Social-Communication Worksheet:**

**Book (Time: 3-4 minutes)**

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| **Materials:** A picture book with two “defaced” pages embedded in the book—one page that is torn, and one page that has been scribbled on with a marker. | | |
| **What Adult Does** | **Child’s Communication (Check all that apply)** | |
| **Unprompted** | **Prompted** |
| Give the defaced book to the child, making a simple, interested comment (e.g., “I like this book!”).  If the child begins to look at the book, say nothing more unless the child initiates communication with you.  (If the child does not begin to look at the book, make no more than 2 attempts to get the child started.) | * JA1a. Responds to another person giving objects just to share interest * JA1b. Gives object just to share interest in object with another person * JA2b. Shows object just to share interest in object with another person * JA3b. Points to nearby object just to share interest in object with another person * JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_** | * JA1a. Responds to another person giving objects just to share interest * JA1b. Gives object just to share interest in object with another person * JA2b. Shows object just to share interest in object with another person * JA3b. Points to nearby object just to share interest in object with another person * JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_** |
| Sometime toward the end of the book, point to an object on a page in the book and say “Look at the \_\_\_\_ (name of object).” | * JA2a.Responds to another person showing objects just to share interest in the objects * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * JA2a.Responds to another person showing objects just to share interest in the objects * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Structured Assessment of Social-Communication Worksheet:**

**Colorful Pre-Placed Pictures or Objects (Time: 1-2 minutes)**

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| **Materials:** A colorful picture on the wall (such as a picture of a favorite cartoon character), or a colorful object, placed in front of the child out of reach but in his or her line of sight. This picture or object should be novel (i.e., not usually in the room where the child can see it), and put in place before beginning the assessment. A colorful picture (or colorful object) that is placed slightly behind the child to his/her left or right side, out of the child’s reach. This picture or object also should be something novel, and should be put in place before beginning the assessment. | | |
| **What Adult Does** | **Child’s Communication (Check all that apply)** | |
| **Unprompted** | **Prompted** |
| The presence of the pictures and/or objects offers opportunities for the child to initiate Joint Attention.  For the first half of the session, do not direct the child’s attention to them. | * JA4b. Points to more distant objects/events just to share interest in objects/events with another person * JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_** | * JA4b. Points to more distant objects/events just to share interest in objects/events with another person * JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_** |
| The presence of the pictures and/or objects also offers opportunities for the child to initiate Requesting. The adult should simply observe whether this occurs. | * RQ5b. Points to more distant objects to request them. * RQ6. Combines gesture and/or vocalization/ verbalization with looking at person to request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * RQ5b. Points to more distant objects to request them. * RQ6. Combines gesture and/or vocalization/ verbalization with looking at person to request * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| During the second part of the session, choose a time when the child is generally looking in your direction. First, cock your head to look around the child, and look with interest at a picture or object located behind him/her. Do not point or talk yet —just use your gaze along with an interested facial expression. | * JA5. Follows gaze of another person to objects/events just to share interest * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * JA5. Follows gaze of another person to objects/events just to share interest * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| If the child does not respond to you directing your gaze to the picture, then point to the picture and say, “Look at that!” | * JA4a: Follows a point to more distant objects/events just to share interest in the objects/events * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * JA4a: Follows a point to more distant objects/events just to share interest in the objects/events * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Structured Assessment of Social-Communication**

**Summary Score Sheet**

**Child’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examiner’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date(s) of Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examiner’s Role (e.g., teacher, therapist):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluation Session (check one):**

* + Part I: One-to-One with an Adult
  + Part II: Classroom Social-Communication Observation (Small Group). Number of peers present: \_\_\_\_\_\_\_\_

Other notes about the context(s) of the session: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:**

Now that you have assessed the child’s social-communication and related abilities, it is time to transfer that information from the Worksheet to this *Social-Communication Summary Score Sheet*. Under each Social-Communication Category and Skill Level is listed the skill targeted and the task that elicited the skill within the Structured Assessment (see next page). For example under SI1 “During face to face games, physical activities or routines, child looks in anticipation when activity stops,” the **Physical Games** **Task** from the Structured Assessment is listed. Within this task there are several opportunities to elicit and observe a child participating in physical games and routines. The professional can then move back and forth between the **Social-Communication Worksheet** and record the observed behaviors for each skill level on the **Social-Communication Summary Score Sheet**. Check off the “Example” boxes to indicate when a child has demonstrated an unprompted behavior and write out the specific behavior observed (e.g., “pointed to distant toy car”). Remember, an example can only be credited if the behavior occurred in a different context, with a different object, or in a different way, as the child does not receive credit for repeating the exact same behavior (even if on different days). All examples of scored behaviors must occur without any prompting by another person. You can note if prompting was helpful to elicit a given skill; however, prompted behaviors do not get checked as examples and are not credited in the summary score. The number of checked boxes is the Summary Score, which should be noted in the last column. For example, if the child demonstrates reaching to request (RQ1) in two different situations, two boxes should be checked and the Summary Score is “2.” If no unprompted behavior is observed at a level, write “0” in the Summary Score column. The Summary Score for each skill for both the one to one and classroom observations should be transferred to the “One-to-One” and “Observation” columns on the *Developmental Profile of Communication Skills* and the highest skill level achieved for each category (i.e., Social Interaction, Requesting, Joint Attention) should be circled in both columns.

Summary Score Guidelines:

* ? = unsure of child’s skill

**\* Prompt Levels**- **UP**=unprompted, **FP**=full physical, **PP**=partial physical, **FM**=full model, **PM**=partial model, **VM**= verbal model, **G**=gesture, **P**=positional, **EV**=environmental/pictorial

* 0 = child has not display this skill (or displayed only with prompts)
* 1 = child has displayed one example of this skill without prompts
* 2 = child has displayed two examples of this skill without prompts
* 3 = child has displayed three examples of this skill without prompts

|  |  |  |  |
| --- | --- | --- | --- |
| **SOCIAL-COMMUNICATION CATEGORY AND SKILL LEVELS** | **Examples** | **Examples, Prompts, and Notes**  **Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples were observed, leave blank and score 0 to indicate that child did not display the skill.** | **Summary Score**  ? - unsure  0 – no examples  1 – 1 example  2 – 2 examples  3 – 3 examples |
| **SOCIAL INTERACTION** |  |  |  |
| **SI1.** During face to face games, physical activities, or routines, child watches the adult closely  **Structured Assessment: Physical Games** | □  □  □ | 1.  2.  3. |  |
| **SI2.** During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game, touches the partner, vocalizes)  **Structured Assessment: Physical Games, Surprise Bag** | □  □  □ | 1.  2.  3. |  |
| **SI3.** Child plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions)  **Structured Assessment: Surprise Bag** | □  □  □ | 1.  2.  3. |  |
| **SI4.** Child initiates familiar games or routines (i.e., not right after an adult does the action)  **Structured Assessment: Physical Games, Surprise Bag** | □  □  □ | 1.  2.  3. |  |
| **SI5**. Child expands games or routines, e.g.,   * Includes a third person in the game/routine * Reverses roles with other person   **Structured Assessment: Physical Games, Surprise Bag** | □  □  □ | 1.  2.  3. |  |
| **SI6:**  Child combines gesture and/or verbalization/vocalization with looking at person to signal wanting game to continue  **Structured Assessment: Physical Games, Surprise Bag** | □  □  □ | 1.  2.  3. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOCIAL-COMMUNICATION CATEGORY AND SKILL LEVELS** | **Examples** | **Examples, Prompts, and Notes**  **Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples were observed, leave blank and score 0 to indicate that child did not display the skill.** | **Summary Score**  ? - unsure  0 – no examples  1 – 1 example  2 – 2 examples  3 – 3 examples |
| **REQUESTING** |  |  |  |
| **RQ1.** Child reaches for out of reach object to show wanting the object  **Structured Assessment: Puzzles, Action Toys, Surprise Bag, Colorful Pictures/Objects** | □  □  □ | 1.  2.  3. |  |
| **RQ2.**  Child pulls person’s hand toward objects to show request for help  **Structured Assessment: Puzzles, Action Toys** | □  □  □ | 1.  2.  3. |  |
| **RQ3.** Child gives objects to show request for help  **Structured Assessment: Puzzles, Action Toys** | □  □  □ | 1.  2.  3. |  |
| **RQ4a.** Child looks at nearby objects when another person points to the objects as a request  (i.e., objects within reaching distance)  **Structured Assessment: Puzzles, Action Toys, Surprise Bag** | □  □  □ | 1.  2.  3. |  |
| **RQ4b.** Child points to nearby objects to request them  **Structured Assessment: Puzzles, Action Toys, Surprise Bag** | □  □  □ | 1.  2.  3. |  |
| **RQ5a.** Child looks at distant objects when another person points to the objects as a request  (i.e., objects that are beyond reach)  **Structured Assessment: Surprise Bag (object rolling away)** | □  □  □ | 1.  2.  3. |  |
| **RQ5b.** Child points to more distant objects to request them (i.e., objects that are beyond reach)  **Structured Assessment: Colorful Pictures/Objects** | □  □  □ | 1.  2.  3. |  |
| **RQ6.** Child combines gesture and/or vocalization/ verbalization with looking at person to request  **Structured Assessment: Puzzles, Action Toys, Surprise Bag, Colorful Pictures/Objects** | □  □  □ | 1.  2.  3. |  |

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| --- | --- | --- | --- |
| **SOCIAL-COMMUNICATION CATEGORY AND SKILL LEVELS** | **Examples** | **Examples, Prompts, and Notes**  **Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples were observed, leave blank and score 0 to indicate that child did not display the skill.** | **Summary Score**  ? - unsure  0 – no examples  1 – 1 example  2 – 2 examples  3 – 3 examples |
| **JOINT ATTENTION** |  |  |  |
| **JA1a.**  Child responds to another person giving objects just to share interest in the objects  **Structured Assessment: Action Toys, Surprise Bag, Book** | □  □  □ | 1.  2.  3. |  |
| **JA1b.**  Child gives objects just to share interest in objects with another person  **Structured Assessment: Puzzles, Surprise Bag, Book** | □  □  □ | 1.  2.  3. |  |
| **JA2a.**  Child responds to another person showing objects just to share interest in the objects  **Structured Assessment: Puzzles, Action Toys, Surprise Bag, Book** | □  □  □ | 1.  2.  3. |  |
| **JA2b.**  Child shows objects just to share interest in the objects with another person  **Structured Assessment: Puzzles, Action Toys, Surprise Bag, Book** | □  □  □ | 1.  2.  3. |  |
| **JA3a.** Child follows a point to nearby objects/events just to share interest in objects/events  **Structured Assessment: Surprise Bag, Book** | □  □  □ | 1.  2.  3. |  |
| **JA3b.** Child points to nearby objects/events just to share interest in objects/events with another person  **Structured Assessment: Puzzles, Action Toys, Surprise Bag, Books** | □  □  □ | 1.  2.  3. |  |
| **JA4a.** Child follows a point to more distant objects/events just to share interest in the objects/events  **Structured Assessment: Colorful Pictures/Objects** | □  □  □ | 1.  2.  3. |  |
| **JA4b.** Child points to a more distant objects/events just to share interest in the objects/events with another person  **Structured Assessment: Surprise Bag (object rolling away), Colorful Pictures/Objects** | □  □  □ | 1.  2.  3. |  |
| **JA5.** Child follows gaze of another person to objects/events just to share interest  **Structured Assessment: Colorful Pictures/Objects (Any time during assessment when elicited by adult)** | □  □  □ | 1.  2.  3. |  |
| **JA6.** Child combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event  **Structured Assessment: Puzzles, Action Toys, Surprise Bag, Book, Colorful Pictures/Objects** | □  □  □ | 1.  2.  3. |  |
| **TOTAL SCORE:** Add final column of summary scores (possible range of 0-72 points). |  | |  |

**DEVELOPMENTAL PROFILE OF SOCIAL-COMMUNICATION SKILLS**

Directions: In the One-to-One Column, write in the Summary Score (0, 1, 2, 3) established for each skill during the Part I: One-to-One with an Adult.

In the Observation Column, write in the Summary Score (0, 1, 2, 3) established for each skill during the Part II: Classroom Social-Communication Observation.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SOCIAL INTERACTION** | One-to-One | Observation | **REQUESTING** | One-to-One | Observation | **JOINT ATTENTION** | One-to-One | Observation |
| **SI0.** No SI level mastered |  |  |  |  |  |  |  |  |
| **SI1.** During face to face games, physical activities, or routines, child watches the adult closely |  |  |  |  |  |  |  |  |
| **SI2.** Child shows wanting the game to continue after a brief pause |  |  | **RQ0.** No RQ level mastered |  |  |  |  |  |
| **SI3.** Child plays back and forth games with objects or actions |  |  | **RQ1.** Child reaches for out of reach object to show wanting the object |  |  |  |  |  |
| **SI4**. Child initiates familiar games or routines |  |  | **RQ2.** Child pulls person’s hand toward objects to show request for help |  |  |  |  |  |
| **SI5.** Child expands games or routines |  |  | **RQ3.** Child gives objects to show request for help |  |  | **JA0.** No JA level mastered |  |  |
| **SI6:** Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue |  |  | **RQ4a.** Child looks at nearby objects when another person points to the objects as a request |  |  | **JA1a.** Child responds to another person giving objects just to share interest in the objects |  |  |
|  |  |  | **RQ4b.** Child points to nearby objects to request them |  |  | **JA1b.** Child gives objects just to share interest in the objects with another person |  |  |
|  |  |  | **RQ5a.** Child looks at distant objects when another person points to the objects as a request |  |  | **JA2a.** Child responds to another person showing objects just to share interest in the objects |  |  |
|  |  |  | **RQ5b.** Child points to more distant objects to request them |  |  | **JA2b.**  Child shows objects just to share interest in the objects with another person |  |  |
|  |  |  | **RQ6.** Child combines gesture and/or vocalization/ verbalization with looking at person to request |  |  | **JA3a.** Child follows a point to near-by objects/events, just to share interest in objects/events |  |  |
|  |  |  |  |  |  | **JA3b**. Child points to near-by objects/events, just to share interest |  |  |
|  |  |  |  |  |  | **JA4a.** Child follows a point to more distant objects/events, just to share interest |  |  |
|  |  |  |  |  |  | **JA4b.** Child points to more distant objects/events just to share interest |  |  |
|  |  |  |  |  |  | **JA5.** Child follows gaze of another person to objects/events just to share interest |  |  |
|  |  |  |  |  |  | **JA6.** Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event |  |  |

**Additional Notes:**