**Unstructured “Experience-Based” Assessment of Social-Communication**

**Summary Score Sheet**

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

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

**Assessment Method Used (check one):**

🞏 Unstructured “experienced based”

🞏 Structured Assessment of Social-Communication

🞏 Combination

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

**Directions:**

Fill out all sections completely and indicate if the child has displayed 0, 1, 2, or 3 different types of social-communication behaviors (unprompted) at each of the 24 skills levels. All examples of initiations must occur without any prompting by another person. Check off the “Example” boxes to indicate when a child has demonstrated a social-communication act at a given skill level, and write out the specific social-communication behaviors observed (e.g., “pointed to distant toy car”). An example can only be credited if the social-communication act occurs 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 social-communication act (even if on different days). You can make notes to indicate if any prompting was helpful to elicit a given skill (see a suggested shorthand for different levels of prompts in the box below); however, prompted behaviors do not get checked as examples and are not credited in the summary score. If you are unsure of the child’s ability to perform a particular skill, write a “?” in the Summary Score column. 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 should be transferred to the “Developmental Profile of Social-Communication Skills” and the highest skill level achieved for each category (i.e., Social Interaction, Requesting, Joint Attention) should be circled.

* ? = unsure of child’s skill
* 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

**\* 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

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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 |
| **SOCIAL INTERACTION** |  |  |  |
| **SI1.** During face to face games, physical activities, or routines, child watches the adult closely | □  □  □ | 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) | □  □  □ | 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) | □  □  □ | 1.  2.  3. |  |
| **SI4.** Child initiates familiar games or routines (i.e., not right after an adult does the action) | □  □  □ | 1.  2.  3. |  |
| **SI5.** Child expands games or routines e.g., includes a third person in the game/routine, switches roles with other person (e.g., finder versus hider) | □  □  □ | 1.  2.  3. |  |
| **SI6.** Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue | □  □  □ | 1.  2.  3. |  |
| **REQUESTING** |  |  |  |
| **RQ1.** Child reaches for out of reach object to show wanting the object | □  □  □ | 1.  2.  3. |  |
| **RQ2.** Child pulls person’s hand toward objects to show request for help | □  □  □ | 1.  2.  3. |  |
| **RQ3.**  Child gives objects to show request for help | □  □  □ | 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) | □  □  □ | 1.  2.  3. |  |
| **RQ4b.** Child points to nearby objects to request them (i.e., objects within reaching distance) | □  □  □ | 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) | □  □  □ | 1.  2.  3. |  |
| **RQ5b.**  Child points to more distant objects to request them (i.e., objects that are beyond reach) | □  □  □ | 1.  2.  3. |  |
| **RQ6**. Child combines gesture and/or vocalization/ verbalization with looking at person to request | □  □  □ | 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 |
| **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 | □  □  □ | 1.  2.  3. |  |
| **JA1b.**  Child gives objects just to share interest in the objects with another person | □  □  □ | 1.  2.  3. |  |
| **JA2a.**  Child responds to another person showing objects just to share interest in the objects | □  □  □ | 1.  2.  3. |  |
| **JA2b.**  Child shows objects just to share interest in the objects with another person | □  □  □ | 1.  2.  3. |  |
| **JA3a.** Child follows a point to nearby objects/events just to share interest in objects/events | □  □  □ | 1.  2.  3. |  |
| **JA3b.** Child points to nearby objects/events just to share interest in objects/events with another person | □  □  □ | 1.  2.  3. |  |
| **JA4a.** Child follows a point to more distant objects/events just to share interest in the objects/events | □  □  □ | 1.  2.  3. |  |
| **JA4b.** Child points to more distant objects/events just to share interest in objects/events with another person | □  □  □ | 1.  2.  3. |  |
| **JA5.** Child follows gaze of another person to objects/events just to share interest | □  □  □ | 1.  2.  3. |  |
| **JA6.** Child combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event | □  □  □ | 1.  2.  3. |  |
| **TOTAL SCORE:** Add final column of summary scores (possible range of 0-72 points). |  | |  |

**DEVELOPMENTAL PROFILE OF SOCIAL-COMMUNICATION SKILLS**

Directions: Write in the Summary Score (?, 0, 1, 2, 3) established for each skill in the “Summary Score” column.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SOCIAL INTERACTION** | Summary  Score | **REQUESTING** | Summary  Score | **JOINT ATTENTION** | Summary  Score |
| **SI0.** No SI level mastered |  | **RQ0.** No RQ level mastered |  |  |  |
| **SI1.** While playing face to face games, physical activities, or routines, child watches the adult closely |  | **RQ1.** Child reaches for out of reach object to show wanting the object |  |  |  |
| **SI2.** Child shows wanting the game to continue after a brief pause |  | **RQ2.** Child pulls person’s hand toward objects to show request for help |  |  |  |
| **SI3.** Child plays back and forth games with objects or actions |  | **RQ3.** Child gives objects to show request for help |  | **JA0.** No JA level mastered |  |
| **SI4.** Child initiates familiar games or routines |  | **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 |  |
| **SI5.** Child expands games or routines |  | **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 |  |
| **SI6.** Child combines gesture/vocalization with looking to show wanting game to continue |  | **RQ6.** Child combines gesture and/or vocalization/ verbalization with looking at person to request |  | **JA3a.** Child follows a point to nearby objects/events, just to share interest in objects/events |  |
|  |  |  |  | **JA3b**. Child points to nearby object, just to share interest in objects/events with another person |  |
|  |  |  |  | **JA4a.** Child follows a point to more distant objects/events, just to share interest in the objects/events |  |
|  |  |  |  | **JA4b.** Child points to more distant objects/events just to share interest in objects/events with another person |  |
|  |  |  |  | **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:**