

**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	<input type="checkbox"/> RQ1: Reaches for nearby object to show wanting the object <input type="checkbox"/> RQ4b: Points at nearby object to request it <input type="checkbox"/> RQ6: Combines gesture and/or vocalization/verbalization with looking at person to request <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ1: Reaches for nearby object to show wanting the object <input type="checkbox"/> RQ4b: Points at nearby object to request it <input type="checkbox"/> RQ6: Combines gesture and/or vocalization/verbalization with looking at person to request <input type="checkbox"/> Other _____
Hold back one or two puzzle pieces out of the child's reach when you give a puzzle to the child	<input type="checkbox"/> RQ1: Reaches for nearby object to show wanting the object <input type="checkbox"/> RQ4b: Points at nearby object to request it <input type="checkbox"/> RQ6: Combines gesture and/or vocalization/verbalization with looking at person to request <input type="checkbox"/> Other: _____	<input type="checkbox"/> RQ1: Reaches for nearby object to show wanting the object <input type="checkbox"/> RQ4b: Points at nearby object to request it <input type="checkbox"/> RQ6: Combines gesture and/or vocalization/verbalization with looking at person to request <input type="checkbox"/> Other _____
Watch child work on puzzle without assisting him/her Stay quiet unless the child initiates communication	<input type="checkbox"/> RQ2: Pulls person's hand toward objects to show request for help <input type="checkbox"/> RQ3: Gives objects to show request for help <input type="checkbox"/> JA1b: Gives object just to share interest in object with another person <input type="checkbox"/> JA2b: Shows object just to share interest in object with another person <input type="checkbox"/> JA3b: Points to nearby object just to share interest in object with another person <input type="checkbox"/> JA6: Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ2: Pulls person's hand toward objects to show request for help <input type="checkbox"/> RQ3: Gives objects to show request for help <input type="checkbox"/> JA1b: Gives object just to share interest in object with another person <input type="checkbox"/> JA2b: Shows object just to share interest in object with another person <input type="checkbox"/> JA3b: Points to nearby object just to share interest in object with another person <input type="checkbox"/> JA6: Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event <input type="checkbox"/> 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	<input type="checkbox"/> RQ4a: Looks at nearby objects when another person points to the objects as a request <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ4a: Looks at nearby objects when another person points to the objects as a request <input type="checkbox"/> Other: _____

**Structured Assessment of Social-Communication Worksheet:
Action Toys (Time: 2-3 minutes)**

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
<p>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.</p> <p>Try a second toy if the child doesn’t seem interested in the first one.</p>	<input type="checkbox"/> RQ1. Reaches for nearby object to show wanting the object <input type="checkbox"/> RQ4b. Points at nearby object to request it <input type="checkbox"/> RQ6. Combines gesture and/or vocalization/verbalization with looking at person to request <input type="checkbox"/> JA3b. Points to nearby object/event just to share interest in object/event with another person <input type="checkbox"/> JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ1. Reaches for nearby object to show wanting the object <input type="checkbox"/> RQ4b. Points at nearby object to request it <input type="checkbox"/> RQ6. Combines gesture and/or vocalization/verbalization with looking at person to request <input type="checkbox"/> JA3b. Points to nearby object/event just to share interest in object/event with another person <input type="checkbox"/> JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event <input type="checkbox"/> Other _____
<p>Give the toy to the child (even if s/he doesn’t request it), and let the child play with it briefly.</p> <p>Stay quiet while the child has the toy unless the child initiates communication with you.</p>	<input type="checkbox"/> RQ2: Pulls person’s hand toward objects to show request for help <input type="checkbox"/> RQ3. Gives objects to show request for help <input type="checkbox"/> JA1a. Responds to another person giving object just to show interest <input type="checkbox"/> JA2b. Shows object just to share interest in object with another person <input type="checkbox"/> JA3b. Points to nearby object just to share interest in object with another person <input type="checkbox"/> JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ2: Pulls person’s hand toward objects to show request for help <input type="checkbox"/> RQ3. Gives objects to show request for help <input type="checkbox"/> JA1a. Responds to another person giving object just to show interest <input type="checkbox"/> JA2b. Shows object just to share interest in object with another person <input type="checkbox"/> JA3b. Points to nearby object just to share interest in object with another person <input type="checkbox"/> JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event <input type="checkbox"/> Other _____
<p>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.</p>	<input type="checkbox"/> RQ4a. Looks at nearby objects when another person points to the objects as a request <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ4a. Looks at nearby objects when another person points to the objects as a request <input type="checkbox"/> Other _____

Structured Assessment of Social-Communication Worksheet: Physical Game (Time: 3-4 minutes)

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.	<input type="checkbox"/> SI1. Watches the adult closely <input type="checkbox"/> Other _____	<input type="checkbox"/> SI1. Watches the adult closely <input type="checkbox"/> 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.	<input type="checkbox"/> 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) <input type="checkbox"/> SI5. Child expands games or routines, e.g., switches roles with other person (e.g., finder versus hider) <input type="checkbox"/> SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue <input type="checkbox"/> Other _____	<input type="checkbox"/> 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) <input type="checkbox"/> SI5. Child expands games or routines, e.g., switches roles with other person (e.g., finder versus hider) <input type="checkbox"/> SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue <input type="checkbox"/> 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.	<input type="checkbox"/> SI1. Watches the adult closely <input type="checkbox"/> Other _____	<input type="checkbox"/> SI1. Watches the adult closely <input type="checkbox"/> 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.	<input type="checkbox"/> 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) <input type="checkbox"/> 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. <input type="checkbox"/> SI5. Child expands games or routines, e.g., switches roles with other person (e.g., finder versus hider) <input type="checkbox"/> SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue <input type="checkbox"/> Other _____	<input type="checkbox"/> 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) <input type="checkbox"/> 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. <input type="checkbox"/> SI5. Child expands games or routines, e.g., switches roles with other person (e.g., finder versus hider) <input type="checkbox"/> SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue <input type="checkbox"/> Other _____

Structured Assessment of Social-Communication Worksheet: Surprise Bag (Time: 8-10 minutes)

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
<p>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.</p> <p>Offer the toy to child, making another comment (e.g., “This is a neat truck.”).</p>	<input type="checkbox"/> RQ1. Reaches for out of reach object to show wanting it <input type="checkbox"/> RQ4b. Points to nearby object to request it <input type="checkbox"/> RQ6. Combines gesture and/or vocalization/ verbalization with looking at person to request <input type="checkbox"/> JA1a. Responds to another person giving objects just to share interest in the objects <input type="checkbox"/> JA2a. Responds to another person showing objects just to share interest in the objects <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ1. Reaches for out of reach object to show wanting it <input type="checkbox"/> RQ4b. Points to nearby object to request it <input type="checkbox"/> RQ6. Combines gesture and/or vocalization/ verbalization with looking at person to request <input type="checkbox"/> JA1a. Responds to another person giving objects just to share interest in the objects <input type="checkbox"/> JA2a. Responds to another person showing objects just to share interest in the objects <input type="checkbox"/> Other _____
<p>Give the surprise bag with the remaining toys to the child.</p> <p>Do not talk to the child about the toys unless s/he initiates communication with you.</p> <p>(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.)</p>	<input type="checkbox"/> JA1b: Gives objects just to share interest in objects with another person <input type="checkbox"/> JA2b: Shows object just to share interest in object with another person <input type="checkbox"/> JA3b: Points to nearby object just to share interest in object with another person <input type="checkbox"/> JA6: Combines gesture and/or vocalization/verbalization with looking at person just to share interest <input type="checkbox"/> Other _____	<input type="checkbox"/> JA1b: Gives objects just to share interest in objects with another person <input type="checkbox"/> JA2b: Shows object just to share interest in object with another person <input type="checkbox"/> JA3b: Points to nearby object just to share interest in object with another person <input type="checkbox"/> JA6: Combines gesture and/or vocalization/verbalization with looking at person just to share <input type="checkbox"/> Other _____
<p>After the toys are out of the bag, point to an object and say to the child “Give it to me.”</p>	<input type="checkbox"/> RQ4a. Looks at nearby objects when another person points to the objects as a request <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ4a. Looks at nearby objects when another person points to the objects as a request <input type="checkbox"/> Other _____
<p>“Accidentally” drop or roll a toy off the table so that it is a little distance away from you & the child.</p> <p>Wait without saying anything to see if the child communicates about the dropped object.</p>	<input type="checkbox"/> JA4b. Points to more distant object/event just to share interest in the object/event with another person <input type="checkbox"/> RQ1. Reaches for out of reach object to show wanting it <input type="checkbox"/> RQ4b. Points to nearby object to request it <input type="checkbox"/> Other _____	<input type="checkbox"/> JA4b. Points to more distant object/event just to share interest in the object/event with another person <input type="checkbox"/> RQ1. Reaches for out of reach object to show wanting it <input type="checkbox"/> RQ4b. Points to nearby object to request it <input type="checkbox"/> Other _____
<p>Point to the dropped object from a distance (beyond arm’s length) and say to the child “Give it to get me.”</p>	<input type="checkbox"/> RQ5a. Looks at distant object when another person points at the object as a request. <input type="checkbox"/> Other _____	<input type="checkbox"/> RQ5a. Looks at distant object when another person points at the object as a request. <input type="checkbox"/> Other _____

<p>Wait until the child is playing with one of the duplicate toys.</p> <p>Use the other duplicate toy to imitate what the child does with the object</p>	<p><input type="checkbox"/> SI3. Plays back-and-forth game with actions or object (e.g., exchanges object back-and-forth; back-and-forth game of imitating actions)</p> <p><input type="checkbox"/> Other_____</p>	<p><input type="checkbox"/> SI3. Plays back-and-forth game with actions or object (e.g., exchanges object back-and-forth; back-and-forth game of imitating actions)</p> <p><input type="checkbox"/> Other_____</p>
<p>With the rolling toy or ball, try to initiate a game of rolling the toy back and forth to one another.</p> <p>If the child engages in taking several turns with you, then pause before taking your next turn.</p>	<p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> SI3. Plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions)</p> <p><input type="checkbox"/> SI6. Combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue</p> <p><input type="checkbox"/> Other_____</p>	<p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> SI3. Plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions)</p> <p><input type="checkbox"/> SI6. Combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue</p> <p><input type="checkbox"/> Other_____</p>

Structured Assessment of Social-Communication Worksheet:
Book (Time: 3-4 minutes)

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
<p>Give the defaced book to the child, making a simple, interested comment (e.g., “I like this book!”).</p> <p>If the child begins to look at the book, say nothing more unless the child initiates communication with you.</p> <p>(If the child does not begin to look at the book, make no more than 2 attempts to get the child started.)</p>	<input type="checkbox"/> JA1a. Responds to another person giving objects just to share interest <input type="checkbox"/> JA1b. Gives object just to share interest in object with another person <input type="checkbox"/> JA2b. Shows object just to share interest in object with another person <input type="checkbox"/> JA3b. Points to nearby object just to share interest in object with another person <input type="checkbox"/> JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest <input type="checkbox"/> Other _____	<input type="checkbox"/> JA1a. Responds to another person giving objects just to share interest <input type="checkbox"/> JA1b. Gives object just to share interest in object with another person <input type="checkbox"/> JA2b. Shows object just to share interest in object with another person <input type="checkbox"/> JA3b. Points to nearby object just to share interest in object with another person <input type="checkbox"/> JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest <input type="checkbox"/> Other _____
<p>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).”</p>	<input type="checkbox"/> JA2a. Responds to another person showing objects just to share interest in the objects <input type="checkbox"/> Other _____	<input type="checkbox"/> JA2a. Responds to another person showing objects just to share interest in the objects <input type="checkbox"/> Other _____

**Structured Assessment of Social-Communication Worksheet:
Colorful Pre-Placed Pictures or Objects (Time: 1-2 minutes)**

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
<p>The presence of the pictures and/or objects offers opportunities for the child to initiate Joint Attention.</p> <p>For the first half of the session, do not direct the child's attention to them.</p>	<input type="checkbox"/> JA4b. Points to more distant objects/events just to share interest in objects/events with another person <input type="checkbox"/> JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest <input type="checkbox"/> Other_____	<input type="checkbox"/> JA4b. Points to more distant objects/events just to share interest in objects/events with another person <input type="checkbox"/> JA6. Combines gesture and/or vocalization/ verbalization with looking at person just to share interest <input type="checkbox"/> Other_____
<p>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.</p>	<input type="checkbox"/> RQ5b. Points to more distant objects to request them. <input type="checkbox"/> RQ6. Combines gesture and/or vocalization/ verbalization with looking at person to request <input type="checkbox"/> Other_____	<input type="checkbox"/> RQ5b. Points to more distant objects to request them. <input type="checkbox"/> RQ6. Combines gesture and/or vocalization/ verbalization with looking at person to request <input type="checkbox"/> Other_____
<p>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.</p>	<input type="checkbox"/> JA5. Follows gaze of another person to objects/events just to share interest <input type="checkbox"/> Other_____	<input type="checkbox"/> JA5. Follows gaze of another person to objects/events just to share interest <input type="checkbox"/> Other_____
<p>If the child does not respond to you directing your gaze to the picture, then point to the picture and say, "Look at that!"</p>	<input type="checkbox"/> JA4a: Follows a point to more distant objects/events just to share interest in the objects/events <input type="checkbox"/> Other_____	<input type="checkbox"/> JA4a: Follows a point to more distant objects/events just to share interest in the objects/events <input type="checkbox"/> 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
- 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

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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ2. Child pulls person's hand toward objects to show request for help Structured Assessment: Puzzles, Action Toys	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ3. Child gives objects to show request for help Structured Assessment: Puzzles, Action Toys	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ4b. Child points to nearby objects to request them Structured Assessment: Puzzles, Action Toys, Surprise Bag	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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
JOINT ATTENTION			
JA1a. Child responds to another person giving objects just to share interest in the objects Structured Assessment: Action Toys, Surprise Bag, Book	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA1b. Child gives objects just to share interest in objects with another person Structured Assessment: Puzzles, Surprise Bag, Book	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA3a. Child follows a point to nearby objects/events just to share interest in objects/events Structured Assessment: Surprise Bag, Book	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.

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: