**An observation check list to be completed by the class teacher and the parent/carer**



**Name: DOB School Date**

**Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Children and young people with communication and interaction differences/ Autism may present observable differences in the areas identified below. Please consider behaviours observed in school/home and tick the range that best describes the child for each statement.

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| **Descriptors** |  |  |  |  |
| **1.Communication and Reciprocal Social Interaction (Social Affect)**  1.1 To what extent does the child/young person have difficulties recognising that they are part of a class, group or wider social situation (e.g. children’s party)? | * May ask questions or be unsure when asked about belonging. * May not have friends * May look ‘lost’, wander without purpose or flit between activities. | * May sometimes.withdraw from certain social situations * May remain on the outskirts of group activities unless prompted. * May struggle to maintain friendships | * May withdraw from more situations frequently or be physically present but disengaged. * Often struggles to maintain friendships | * May fully withdraw from most situations. * May hide, run, become aggressive, to avoid group activities. * Always struggles to maintain friendships |
| Comments (to use if required) |  |  |  |  |
| 1.2. To what extent do social/play situations present challenges? | * May appear awkward and/or unsure in social situations. * May play/interact on the edge of a group. * May prefer the company of known adults. * Play/interactions may be obsessive and repetitive | * May display emotional outbursts, withdrawal, social vulnerability, isolation. * May not want to engage in different play/social activities | * May frequently display emotional outbursts/ withdrawal. * May frequently display social vulnerability/isolation due to poor social skills * May not respond or respond negatively to bids for interaction. * Sustained play/social interactions may last only a few minutes | Displays emotional outbursts/ withdrawal most times  Sometimes the child may not recover during that school day or may not be available for learning as a result of arriving at school feeling dis-regulated.  Arrives home distressed  May flit from one activity to another |
| Comments (to use if required) |  |  |  |  |

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| 1.3 To what extent does the child/young person display poor empathy, imagination and/or play skills? | * May play/interact with the same toys/equipment in the same way and rarely try something new. * May find group work difficult. * May respond in an unexpected way to displays of emotion, e.g. may laugh at others crying. | * May impact on learning, especially creative writing, reading comprehension, RE and PSHCE. * Differentiated work may be set. * May appear to use imagination but may be ‘echoing’ what has been seen on TV or a play sequence that has been repeated many times. * May not involve others in their play and show distress when others join or change their play. | * May severely impact on learning. * Majority of work may be differentiated. * May present challenging behaviour if others try to adapt or extend their play/interactions. * May see peers/siblings as objects rather than people with feelings. * May push, snatch, and grab to get toys/equipment they want. * May play rigidly in role play situations | * May be unable to access the majority of lessons/family activities. * Separate planning may be needed. * May refuse to engage with new play routines or games. * May withdraw from peers/siblings or behave aggressively towards them, not understanding their feelings. * May have complex rituals that appear creative but on closer inspection are  repeated routines. |
| Comments (to use if required) |  |  |  |  |
| 1.4 To what extent does the child/young person display unusual eye gaze or eye contact? | * Eye contact may be fleeting, but it is clear that the child is attending to others. * Facial expression may be limited in range. * May not have understanding of, or use, non-verbal communication e.g. pointing, waving. | Lack of eye contact and facial expression is noticeable, especially when with unfamiliar people.   * Unusual or unchanging facial expression may be noticeable. | * Eye contact may be noticeably avoided or an intense stare can be common. * Facial expression may not be indicative of current emotion, e.g. smiles when anxious. | * Eye contact is never present. * May squint or screw up eyes when looking at people. * Facial expression rarely indicates the current emotion. |
| Comments (to use if required) |  |  |  |  |

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| 1.5 To what extent does the child/young person display difficulty with understanding spoken language or difficulties expressing their own wishes and feelings? | * Understanding of spoken language (receptive) and/or expressing themselves (expressive) may be slightly delayed, or there is a reluctance to speak and may only read out loud with encouragement. * Speech may be slightly unusual with an odd intonation pattern with immediate or delayed repetition (echolalia) * Language may be functional but may not always be directed to a person. | * Understanding of spoken language (receptive) and/or expressing themselves (expressive) may be noticeably delayed, disordered or different e.g. will express themselves by writing notes or will only  speak to familiar people under certain conditions. * Speech may be noticeably unusual with an odd intonation  pattern with immediate or delayed repetition (echolalia). * Language may be functional but non-verbal communication is not  always effective. | * Understanding of spoken language (receptive) and/or expressing themselves (expressive) may be noticeably delayed, disordered or different e.g. will express themselves by writing notes or will only speak to familiar people under certain conditions. * **May not** communicate to school staff or certain family members. * Speech may be noticeably unusual with an odd intonation pattern with immediate or delayed repetition (echolalia). * Language may be functional but non-verbal communication is not always effective. | * Understanding of spoken language (receptive) and/or expressing themselves (expressive) may be severely delayed or different e.g. diagnosis of selective mutism; **unable to** speak in school and major social situations. * Speech may be markedly unusual with an odd intonation pattern with immediate or delayed repetition (echolalia). * May ‘guess’ what is expected rather than understanding a spoken request. * Language is frequently used to talk at people whilst not understanding their non-verbal communication |
| Comments (to use if required) |  |  |  |  |
| 1.6 To what extent does the child/young person interpret language and learning literally and/or have poor understanding of abstract language? | * May have difficulty understanding more abstract language e.g. use of metaphor, inference and emotional language. * May not generalise concepts easily. | * Interpretation of language is having an impact on access to learning/family life/social contact. * May not understand abstract terms like: ‘everyone’, ‘quietly’, ‘blue group’,’ tidy up’, ‘soon’, ‘later’, etc,. | * Interpretation of language is leading to less than expected progress in most subject areas, including PSHCE/or family/social life. * May not respond to group instructions. * May interpret language literally. | * Interpretation of language is having a severe impact on access to learning/family life/social contact. * Interpretation of language is leading to impaired progress and development in most subject areas, including PSHCE. |
| Comments (to use if required) |  |  |  |  |
| 1.7 To what extent does the child/young person have issues with interpreting and understanding whole class/family instructions and general information? | * Can follow familiar routines. * Needs prompts/visual supports/or looks to peers/siblings to follow unfamiliar routines and tasks. * May have difficulties transferring information from home to school  and school to home. | * Looks to peers/siblings and/or visual support to understand whole class/family instructions. * Task breakdown required to follow a series of instructions. | * Requires full adult prompts to use visual prompts and task breakdowns. * May get common daily routines wrong or become stuck before completion, for example, hand washing. | * Requires full adult prompts to use visual prompts and task breakdowns. * May respond well to auditory instruction presented in a range of ways including the use of technology. |
| Comments (to use if required) |  |  |  |  |
| 1.8 To what extent does the child/young person have difficulties with the concept of time and sequencing of events? | * May lack some understanding of days of the week/events in the day etc. * May ask when things will happen | * May muddle up order for everyday activities e.g. getting ready for school; changing for P.E; toileting.   May often ask when things will happen or ask if they have done something right/show work for reassurance. | * May be unable to carry out everyday activities e.g. getting ready for school; changing for P.E; toileting.   May be confused by temporal language, ordering events, recall of events, or find planning difficult to do. | * May be unable to carry out everyday activities e.g. getting ready for school; changing for P.E; toileting   May often be confused by, ordering events, recall of events, or find planning difficult to do leading to disengagement. |
| Comments (to use if required) |  |  |  |  |
| 1.9 To what extent does the child/young person have difficulties with personal space? | * May stand slightly too close to others or move away from close group work/play situations. | * May noticeably invade others space, touch/stroke or move away from close group work/play situations. | * May noticeably invade others space or refuse to take part in close group work/play situations. * May watch group  activities from a distance. | * May noticeably invade others space or refuse to take part in close group work/play situations. |
| Comments (to use if required) |  |  |  |  |
| 1.10 To what extent does the child/young person have a lack of awareness of danger in comparison to children of their age? | * May lack understanding of stranger danger, road safety, household/school equipment etc. | * May ‘run’ or ‘climb’ with no regard to hazards. * May be unaware of hurting others. * Has no sense of danger | * May attempt to leave the classroom/ school building/ garden/home/activity setting.   May have an unrealistic expectation of what he/she can undertake in relation to personal safety.  Has no sense of danger | * May attempt to leave the classroom/ school building/ garden/home/activity setting.   Will need supervision with some activities as he/she presents a risk to self or others.  Has no sense of danger |
| Comments (to use if required) |  |  |  |  |
| 1.11 To what extent does the child/young person have coping strategies that enable successful social interaction with their peers/siblings? | * May appear socially awkward, but make efforts to join in with peer group/siblings. | * May appear noticeably unusual and/or socially awkward. This may increase at times of stress and anxiety. | * May show very little or no interaction with their peers/siblings. * May make bids for interaction which are socially inappropriate. | * May show very little or no interaction with their peers/siblings. * May push others away, run away or hide from peers/siblings. |
| Comments (to use if required) |  |  |  |  |

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| **2. Restricted and Repetitive Behaviours**  2.1 To what extent does the child/young person display anxiety to even small unplanned changes in the environment, routines and/or learning tasks? | May become unsettled and need reassurance to manage changes | * May show high anxiety for change showing reactions of outbursts or withdrawal. | * May frequently show high anxiety for change showing reactions of outbursts or withdrawal. * Unexpected small changes may result in withdrawal, visible distress for the rest of the day/session. | * May frequently show high anxiety for change showing reactions of outbursts or withdrawal. * Unexpected small changes may result in withdrawal, visible distress for the rest of the day/session. |
| Comments (to use if required) |  |  |  |  |
| 2.2 To what extent does the child/young person display unusual or different behaviours or obsessions with everyday objects, people or toys? | * May display a slightly obsessive interest in a specific topic. | * May lead to difficulties with finishing activities. * May not share favoured toys/equipment. * May repeat phrases from favourite TV programmes/films/computer games. * May refer to a favoured object. | * May display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience and this may impact on learning. | * May display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience. * Specific work to manage this may need to be addressed on a regular basis. |
| Comments (to use if required) |  |  |  |  |
| 2.3 To what extent does the child/young person have difficulties managing transition between different environments or tasks? | * May become unsettled during transitions and need some reassurance. | * May show high anxiety during transitions. * May not display visible anxiety, however, may not move independently between tasks. | * May frequently show high anxiety during transitions. * May not carry out transitions without adult guidance. | * May frequently show high anxiety during transitions. * Anxiety around transitions prevents access to a number of activities. |
| Comments (to use if required) |  |  |  |  |
| 2.4 To what extent does the child/young person have difficulties to maintain focus and concentrate age appropriately? | * Often manages to focus and concentrate but visual and verbal clues may be needed to support this. * May sometimes not respond as quickly as other children. | * Very easily distracted and/or finds it difficult to switch attention. * Tasks may need to be broken down to be achievable with a reward. | * Tasks may need to be broken down to be achievable and reinforced with a reward. * May need items to hold or interact with during input. * May need differentiated work that is based on a special interest. | * Tasks may need to be broken down to be achievable with a reward. * May need rest breaks between short tasks. * May need a range of sensory resources to help maintain focus. |
| Comments (to use if required) |  |  |  |  |
| 2.5 To what extent does the child/young person display inconsistent patterns of behaviour? | * May sometimes have an unusual response to seemingly ordinary events. | * May display regular changeable behaviour from challenging or impulsive to extreme passivity. | * May consistently display regular changeable behaviour from challenging or impulsive to extreme passivity. | * May consistently display regular changeable behaviour from challenging or impulsive to extreme passivity. * May show an erratic and difficult to predict pattern of behaviours. |
| Comments (to use if required) |  |  |  |  |

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| **3. Sensory Differences**  3.1 To what extent does the child/young person display over or under responsiveness to sensory stimuli? | May display some clear behaviours that indicate unusual sensory processing such as hand flapping, toe-walking or avoidance of proximity to others | * Smell, touch, noise may affect access to everyday events or activities, for short periods of time. | * Smell, touch, noise may severely affect access to everyday events, spaces or activities and account of this has to be made. | * Smell, touch, noise may severely affect access to everyday events, spaces or activities. * May become upset and need time to readjust following responses to some sensory experiences |
| Comments (to use if required) |  |  |  |  |
| 3.2 To what extent does the child/young person show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing? | * May show some delay with co-ordination and/or motor skills. * May show slight unusual body movements. * May have an unusual gait. * Can dress but struggles with buttons or zips | * Delayed co-ordination and/or motor skills significantly affects access e.g. scissor skills, threading, writing. * May show clearly noticeable body movements. * May have an unusual gait. * Can dress but struggles with buttons, zips, socks, needs oversight. | * Delayed co-ordination and/or motor skills severely affects access e.g. scissor skills, threading, writing. * May be dis-organised and have problems with working at speed. * May show clearly noticeable body movements.   Struggles to dress without support/prompts | * Delayed co-ordination and/or motor skills severely affects access e.g. scissor skills, threading, writing. * May show clearly noticeable body movements.   Unable to dress/Undress  May avoid activities involving fine motor control |
| Comments (to use if required) |  |  |  |  |
| 3.3 To what extent does the child/young person eat inedible objects (‘pica’)? | * May show experimental/slight eating of inedible objects (e.g. biting pencils). | * May show regular eating of inedible objects. | * May show regular eating of highly inedible objects to a point of causing damage to themselves e.g., plastic, staples, glue, play dough. | * Will eat inedible objects to a point of causing damage to themself e.g., plastic, staples, glue, play dough at any opportunity. |
| Comments (to use if required) |  |  |  |  |
| 3.4 To what extent does the child/young person display unusual sensory responses to the environment at times of heightened stress? | * May cover ears/close eyes at times of heightened stress. | * May withdraw and hide at times of heightened stress. * May seek out sensory stimuli when stressed. | May become very anxious and display challenging behaviours, including withdrawal. | May become anxious and display challenging behaviours, including withdrawal from others, and this will impact on the child for a prolonged period. |
| Comments (to use if required) |  |  |  |  |
| 3.5 To what extent do sensory differences affect physical milestones such as toileting and eating development? | * Toileting and eating milestones may be slightly delayed. * Fussy eater | * Toileting and eating milestones are significantly delayed.   May be clumsy when attempting self-help skills.  May have poor special awareness.  Restricted diet | * Toileting and eating milestones are severely delayed. * May not be continent through the night even into KS3 (11 – 14 years) * Diet causing concern e.g. restricted diet and may not like sauces/gravy touching other food on plate | * Toileting and eating milestones are severely delayed.   May have poor awareness of personal hygiene.  May have developed a sense of failure and poor sense of self-worth.  Diet causing concern e.g. may only eat certain brands of food. |
| Comments (to use if required) |  |  |  |  |