**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
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| 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 timesSometimes 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 distressedMay 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.
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| 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.
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| 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
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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
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| 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.
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| 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) |  |  |  |  |