

ASD Observation Questions

Social Communication, Social Interaction and Restricted and repetitive patterns of behaviour

When you are completing your Woodview observation you could consider the following:

Social Communication and Interaction:

Eye contact: Is it fleeting, staring, do they initiate eye contact with adults, can they maintain eye contact made by adults? Do they respond to their name?

Facial expressions: Do they use a range of facial expressions? Do they show emotions?

Social smiling: Do they smile as a greeting or in response to a smile/compliment? Do they smile at a variety of people? Is the smile appropriate to/related to the context?

Gesture: Do they use eye gaze/whole hand reach/finger point to request? Do they use a point to comment? Do they take adults to objects? Do they nod for 'yes', shake head for 'no'?

- Do they wave 'bye'? Do they use any other gesture or sign?
- Do they approach peers to share interest?
- How do they cope when a child approaches them?
- Do they show any awareness of other children?
- Do they accept other children in their proximity?
- Do they prefer adult company?
- How do they play with groups of children?
- Do they play alongside other children?
- Can they cooperate in games of hide and seek and ball games/group activities?

Joint attention: Do they bring objects to show adults/share their interest? Do they verbally express interest and request adults to share? Do they share only their limited interests with adults, or do they share a wide range of interests? Can the child look to an adult/child to an object and then back to the adult?

Response to adult/child attempts to play: Do they accept adult/child involvement but only on their terms e.g. lining up bricks? Will they accept adult/child interference e.g. building a bridge? Will they follow adult/child lead e.g. copy building a bridge? Will they accept direction to an adult or child led task?

The important consideration: Does the child see the point in communicating with an adult or their peers? If they want to communicate, but do not have the ability this is different. Key is communicative intent.

Does the child vocalise during play? Do they vocalise to *request*? Do they vocalise to *comment*?

Does the child use single words/short phrases or sentences of more than 2 words to *request*?

Does the child use single words/short phrases or sentences of more than 2 words to *comment*?

Is the child using PECS? If so, what phase?

Can the child initiate, maintain and appropriately end conversations? Is the conversation all on their terms or only about their interest? Can they take part in 'chit chat'?

Does the child/young person use echolalia or delayed echolalia?

Does the child/young person repeat sections they have heard from TV/songs?

Do they use learnt phrases?

Do they use jargon?

Do they use learnt phrases?

Think about tone, volume and intonation - is this unusual?

What is the child's play like? Are they imaginary? Can they take on a role of another person or fictional character?

Restricted and repetitive behaviours – the key here is IMPACT. Are any of the below impacting on the child or young person and interfering with every day functioning?

Do they have any specific interests e.g. numbers, letters, TV programmes? Persistent topics of conversation e.g. WW2, that are not consistent with the conversational topic in hand/chosen by another partner?

Is there an object/item they always have with them? Will the child become attached to different objects throughout the day? Is it difficult to separate them for these objects?

Does the child's adherence to routines impact on how they function e.g. do they have to complete a number sequence every time they go up the stairs? Will the child notice and become upset if parents/caregivers take an unfamiliar route to a familiar place?

Does the child/young person flap or wring their hands? Do they bite/hit themselves or head bang?

Do they appear to physically tense their body if anxious or excited? Are they excessively active?

Do they run around a room repetitively? Have you observed any rocking/grimacing or skin picking?

Does the child/young person taste/lick/mouth objects? Do they smell objects? Are they fascinated by texture? Are they sensitive to noise or light? Do they dislike or seek touch?

Child/young person becoming upset as a result of small changes within their environment e.g. would they become upset if a familiar adult changed their perfume?

Would a change of wall colour cause them to become distressed? Would changes to the nursery environment upset them e.g. if the home corner was moved to a different area to make way for a new display?