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| **Childcare Setting/School Name** |  |
| **Childs Initials** |  |

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| **Appendix F - Social Communication Difficulties / Autistic Spectrum Disorders** | | | |
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| **Communication skills** | | | |
| There are minor idiosyncrasies surrounding the young person’s communication skill development | Generally the young person displays meaningful communication with some spontaneous use of language.  They may use echolalia.  Some difficulties with non-verbal communication skills such as reading other peoples facial expressions / body language. | Has limited verbal communication skills and tends to take language very literally.  Have significant difficulties in understanding non-verbal communication such as other peoples facial expression and their body language.  Benefits from having access to visual prompts in order to support communication. | Mostly functions non verbally.  Has significant difficulties understanding body language and speech.  May use augmentative communication systems such as PECS / Makaton. |
| **Behavioural / Emotional development** | | | |
| Their behaviour and social / emotional presentation is as you would expect for their age / peer group.  Is able to show their feelings.  Interacts with peers and adults as you would expect for a young person of their age. | Can be difficult to motivate the young person to take part in activities and tends to display some inappropriate behaviours and responses in some situations.  Tendency to play alongside their peers. You may notice that they don’t tend to initiate interaction in an appropriate manner.  They may also tend to take part in repetitive behaviours and these behaviours distract them from interacting with their peer group. | Presents as being withdrawn or isolated from their peers.  Very difficult to motivate the young person take part in a range of activities. Shows limited interest in their peers or in interacting with them. Eye contact with peers may be unusual or not developed.  Does not show consistent response to strategies that are being used to support them.  Finds turn taking difficult unless an adult is there to prompt and remind them.  Difficulty in identifying & understanding their own feelings and that of others. | Behaviour appears to be very withdrawn and isolated from their peer group.  Extremely difficult to motivate the young person as they can be absolutely absorbed in their own activities / rituals.  Appear to have no awareness or very little awareness of other people around them.  Avoids interaction with peers.  If the young person interacts with others it tends to be on their terms. |
| **Identity and Social Presentation** | | | |
| The young person’s self-image and social presentation are as expected for their broad age range. | They have some self-image issues and tend to display a lack of confidence in their social skills and presentation. | Shows high levels of anxiety about their self-image.  Says negative things about themselves. | Shows extremely negative thoughts about themselves |

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| **Appendix F - Social Communication Difficulties / Autistic Spectrum Disorders cont.** | | | |
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| **Self Care skills and Independence** | | | |
| Presents with age-appropriate skills in these areas.  Has an awareness of personal safety in line with broad age expectations | Is able to get themselves ready for activities and follow familiar routines with support being given by either verbal and / or visual prompts.  Is able to see when they need help. May not always ask for this appropriately.  Needs prompting to be able to take part in self-care tasks or to activities.  Some concern around lack of personal safety. For example, stranger danger or personal safety issues. | Despite high levels of adult support the young person has difficulties organising themselves for tasks.  Is not aware that they need help.  Needs adult support in order to support their self-care / self help skills.  There is concern regarding the young person’s lack of awareness of personal safety. Adult support in needed in this area. | Has a significant and persistent difficulty in organising themselves.  Is unaware of the need for help for a task and will often reject help if offered.  Requires close supervision and visual/verbal prompts to manage self-care routines such as dressing / toileting.  Takes place in behaviour that causes self harm and demonstrates severe lack of awareness of personal safety. |
| **Ability to think flexibly** | | | |
| If the young person is prepared they can adapt to changes in their life such as to their timetable, routines or people in their life. | Demonstrates some difficulties when changes happen despite adult support and preparation for such changes.  Can show some obsessional and perhaps some ritualistic behaviour | Managing change even when prepared is a significant difficulty.  Their obsessional and / or ritualistic behaviour stops / interferes with their access to activities and learning. | High levels of adult support and well planned, detailed interventions / strategies are needed in order to support the young person to manage changes in activities, people etc.  Obsessional and / or ritualised behaviour is all consuming for the young person. |
| **Sensory Needs** | | | |
| The young person’s response to sensory information / stimulation is as one would expect. | The young person shows some level of discomfort from sensory stimulation.  They seek out some sensory stimuli | Their response to some sensory stimuli appears to indicate stress / anxiety.  Finds reassurance in sensory stimulation provided by mouthing objects, touching objects or rocking their body. | Find some sensory stimuli intolerable and reacts in an extreme way if they do come into contact with these stimuli.  It is very difficult to take their attention away from a stimulus that they crave/enjoy. |