

Social Communication and Interaction observation profile

This observation profile has been adapted from the **Portage social interaction and communication checklists** and the **Teaching Talking development checklists**. It can be used with children who have complex language and social interaction needs to assess where they are before starting social communication groups, to inform planning for their next steps, and to record progress.

The observation profile is organised in a developmental sequence and may highlight the next skill. However, it is important to remember that children develop differently and that they find some skills are easier to develop than others.

Social Communication & Interaction Observation Profile

Child's name:

Setting:

D.O.B:

Date first completed:

Rate using the following key: E = emerging, F = fluent/frequent.

Use **red** when first completing then **green** and date for subsequent observations following a cycle of social communication sessions. Use **blue** or black if a second cycle of social communication and interaction sessions is followed.

Social Interaction

Use of Eye Contact	E	F	Comments
Looks at adult who is talking to him/her			
Follows adult gaze when looking at object			
Looks at adults face when trying to gain attention			
Looks at object then back at adult when requesting/pointing object			
Look to adult to prompt repeat of action/ game			
Shared Space			
Accepts other children sitting near by			
Watches other children playing			
Accepts others playing near by			
Accepts others intervening in his/her play			
Plays with 2/3 other children with adult			
Plays with 2/3 other children independently			
Actively seeks other children to play with			
Imitation			
Notices adult imitating them in play			
Responds to imitation of his/her actions with further repetition			
Imitates and pauses to allow imitation in social play			

Imitates simple gestures on cue e.g. wave, clap			
Imitates more complex gestures on cue e.g. sticking out tongue, patting head			
Imitates actions with objects e.g. putting brick in a cup.			
Imitates more complex actions e.g. building a brick tower			
Imitates simple facial expressions			
Imitates others playing			
Turn Taking			
Takes turns when physically prompted			
Takes turns when verbally prompted			
Takes turns in simple activities with adult/ child e.g. poring sand/water.			
Takes turns in an adult led table top activity with more than one other child			
Takes turns in circle time type activities as part of larger group			
Takes turns in more informally structured play e.g. riding bikes, chasing.			
Initiating			
Uses sound/gesture to attract adult attention			
Shows/offers object to another adult			
Shows/offers object to another child			
Points to things of interest			
Takes adult to object			
Indicates need for help using sound/ gesture			
Spontaneously approaches adult when in need of help			
Shares interest/excitement with others			
Initiates simple games with adult e.g. pat-a-cake			
Initiates simple games with children e.g. chase			
Will give out snack/resources to group.			
Knowledge of Self			
Knows name – points to self			
Looks when called			
Comes when called			
Requests toys/activities wanted			
Makes choices between 2 objects			
Makes choices between several objects			
Makes choices when offered verbally			

Communication

Understanding verbal/non-verbal approaches	E	F	Comments
Responds when name is called			
Follows simple instruction given 1:1			
Follows a close point e.g. at book			
Follows distant point e.g. across room			
Follows your gaze			
Follows simple instruction in small group (3/5)			
Follows simple instruction in whole group			
Can bring object from another room on request			
Strategies for Meeting Own Needs			
Stands near to object & makes sound/gesture			
Requests object by leading adult to it			
Requests object by pointing			
Requests object by pointing and looking back to adult			
Requests object by use of photo/symbol			
Requests object using words			
Protests using sound/gesture			
Social interaction			
Nods for 'yes'			
Shakes head for 'no'			
Uses gesture/sound or words			
Waves bye bye			
Calls for attention			
Uses names to get attention			
Takes turns in familiar verbal routine - songs/rhymes			
Indicates desire for more			
Will fill in gaps in familiar verbal routines e.g. song/rhyme			
Initiates familiar verbal routines.			
Joint Attention			
Shows interest in things using sound/gesture			
Expresses interest using words			
Point at something to show interest and shares this by looking back at you			
Uses expressive gesture e.g. hand clapping			
Listening and Understanding			
Recognises 5 animals/objects by sound			
Recognises 10 animals/objects by sound			
Understands 10 verbs e.g. jump clap sit			
Understands 15 verbs			
Understands 'What's that?' where? Who?			
Understands some descriptive words e.g. big/little wet/dry			
Identifies objects/actions in pictures			

Understands prepositions when following instructions eg in, on, under without visual clue			
Follows a range of 2 part instructions e/g 'Get your shoes and sit on the chair.'			
Follows and responds to extended talk with adult about pictures			
Understands talk about people/events no present			
Knows 10 action/finger rhymes and can fill in missing words			
Does actions at right time in songs/claps in time			
Can fetch 3 objects when asked			
Points to detail in pictures e.g. dogs tail			
Selects correct instrument from two by sound			
Understands 'What's that for' and beginning to understand When and why.			
Shows understanding of discussion about recent events by commenting and responding to questions			
Shows understanding of simple stories with pictures when told in group (10/12)			
Can place objects by, behind, near over in front of during games/when instructed			
Understands talk about future events			
Expressive Skills			
Indicates needs/wants by word/gesture			
Waves Bye bye			
Will chat to familiar adult			
Comments on things/actions/others			
Talks to self whilst playing			
Actively seeks interaction with familiar adult			
Uses a few descriptive words			
Asks simple questions 'What's that?' 'where's ...'			
Expresses feelings through gesture/word			
With help can talk about things seen & done			
Expresses needs/wants using short phrases			
Approaches others to make contact			
Can hold conversation with adult (minimum of 4 exchanges)			
Talks about pictures/stories and can link to own experiences			
Tells others what to do			
Talks regularly to other children			
Uses some positional words e.g. in, on, up, down			
Asks questions			
Can talk about past experiences			
Talks about things that are about to happen e.g. 'I'm going to...'			