**Community Paediatric Service**

**Part 1: Social Communication Questionnaire**

(To be completed by parents/carers and professionals together)

|  |  |
| --- | --- |
| **Name of Child:** |  |
| **Date of Birth:** |  |
| **GP:** |  |
| **School:** |  |
| **Persons Completing Form:** |  |
| **Phone number*:*** |  |

**Please give a brief “word picture” of the child within the class, noting positives as well as negatives**

**ASC Features Seen**

**Please tick the relevant boxes and make comments as appropriate** *(if there is a difference in opinion between people completing the form, please include both perspectives)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Social Communication*** | ***No concern*** | ***Mild concern*** | ***Major concern*** | ***Comments*** *Please give an example* | | ***Plan*** | ***Do*** | ***Review*** |
| * Ability to respond when called by name |  |  |  |  | |  |  |  |
| * Ability to follow verbal instruction in a 1:1 setting |  |  |  |  | |  |  |  |
| * Ability to respond to verbal instructions in a group setting |  |  |  |  | |  |  |  |
| * Ability to follow verbal instructions in a whole class setting |  |  |  |  | |  |  |  |
| * Ability to take turns in conversation |  |  |  |  | |  |  |  |
| * Ability to initiate conversation |  |  |  |  | |  |  |  |
| * Ability to change topic of conversation |  |  |  |  | |  |  |  |
| * Ability to maintain an appropriate conversation |  |  |  |  | |  |  |  |
| * Ability to show awareness of the listener’s needs |  |  |  |  | |  |  |  |
| * Ability to give appropriate non-verbal signals to the listener |  |  |  |  | |  |  |  |
| * Ability to change the topic or style of a conversation to suit the listener |  |  |  |  | |  |  |  |
| * Ability to appropriately change the volume and tone of voice |  |  |  |  | |  |  |  |
| * Ability to recognise and respond to non-verbal cues, e.g. frown |  |  |  |  | |  |  |  |
| * Ability to understand implied meanings |  |  |  |  | |  |  |  |
| * Ability to tell or write an imaginative story |  |  |  |  | |  |  |  |
| * Ability to relate to a sequence of events |  |  |  |  | |  |  |  |
| * Ability to give a simple sequence of instructions |  |  |  |  | |  |  |  |
|  | | | | | | | | | |
| ***Social Interaction*** | ***No concern*** | ***Mild concern*** | ***Major concern*** | ***Comments*** | ***Plan*** | | ***Do*** | ***Review*** | |
| * Ability to use gesture, body posture, facial expression and eye to eye gaze in 1:1 situation |  |  |  |  |  | |  |  | |
| * Ability to use gesture, body posture, facial expression and eye to eye gaze in group interaction |  |  |  |  |  | |  |  | |
| * Ability to follow social cues in 1:1 with adults |  |  |  |  |  | |  |  | |
| * Ability to follow social cues in 1:1 with other children |  |  |  |  |  | |  |  | |
| * Ability to follow social cues in group interaction |  |  |  |  |  | |  |  | |
| * Ability to share an activity with other children |  |  |  |  |  | |  |  | |
| * Ability to share an activity with an adult |  |  |  |  |  | |  |  | |
| * Ability to develop peer relationships |  |  |  |  |  | |  |  | |
| * Ability to seek comfort/affection when upset |  |  |  |  |  | |  |  | |
| * Ability to offer comfort/affection to others |  |  |  |  |  | |  |  | |
| * Ability to share on others enjoyment/pleasure |  |  |  |  |  | |  |  | |
| * Ability to imitate other children |  |  |  |  |  | |  |  | |
| * Ability to imitate adults |  |  |  |  |  | |  |  | |
| * Ability to show different responses to different people in different situations |  |  |  |  |  | |  |  | |
| * Ability to respond appropriately to social praise |  |  |  |  |  | |  |  | |
| * Ability to respond appropriately to criticism |  |  |  |  |  | |  |  | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Flexibility and imagination*** | ***No concern*** | ***Mild concern*** | ***Major concern*** | ***Comments*** | ***Plan*** | ***Do*** | ***Review*** |
| * Ability to have varied interests |  |  |  |  |  |  |  |
| * Ability to share interests |  |  |  |  |  |  |  |
| * Ability to change behaviour according to the situation |  |  |  |  |  |  |  |
| * Ability to accept changes in rules, routines or procedures |  |  |  |  |  |  |  |
| * Ability to play imaginatively when alone |  |  |  |  |  |  |  |
| * Ability to play imaginatively with others |  |  |  |  |  |  |  |
| * Ability to accept others points of view |  |  |  |  |  |  |  |
| * Ability to generalise learning |  |  |  |  |  |  |  |
| * Ability to transfer skills across the curriculum |  |  |  |  |  |  |  |
| * Ability to plan an event |  |  |  |  |  |  |  |
| * Ability to suggest possible explanations for events |  |  |  |  |  |  |  |
| * Ability to use inference and deduction |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Motor and Organisational Skills*** | ***No concern*** | ***Mild concern*** | ***Major concern*** | ***Comments*** | ***Plan*** | ***Do*** | ***Review*** |
| * Ability to find their way around the classroom |  |  |  |  |  |  |  |
| * Ability to find their way around the school |  |  |  |  |  |  |  |
| * Ability to sit still |  |  |  |  |  |  |  |
| * Ability to sit still amongst a small group |  |  |  |  |  |  |  |
| * Ability to sit still amongst a large group e.g. assembly |  |  |  |  |  |  |  |
| * Ability to find and organise the equipment they need for a given task |  |  |  |  |  |  |  |
| * Ability to write legibly and draw accurately |  |  |  |  |  |  |  |
| * Ability to get changed without help e.g. PE |  |  |  |  |  |  |  |
| * Ability to organise their movements in PE and games |  |  |  |  |  |  |  |
| * Any repetitive hand or finger movements |  |  |  |  |  |  |  |

**Cognitive Abilities – including academic levels**

|  |  |  |  |
| --- | --- | --- | --- |
| **Above academic ability** | **Comparable to peers** | **Slightly delayed** | **Significantly delayed** |
|  |  |  |  |

**Please give additional information e.g. formal tests such as standard attainment tests (SATs), psychometrics etc**

**Have they have been seen by educational psychology or other professionals? (Please enclose reports)**

**School support level – special educational needs (SEN) Support / education, health and care (EHC) plan (details)**

**Language Abilities**

|  |  |  |
| --- | --- | --- |
| **Comparable to peers** | **Slightly delayed** | **Significantly delayed** |
|  |  |  |

**If you have ticked significantly delayed, please give additional information and confirm that speech and language therapy have assessed and provided a copy of their report**

**Motor Difficulties / Sensory Issues**

|  |  |  |
| --- | --- | --- |
| **Comparable to peers** | **Slightly delayed** | **Significantly delayed** |
|  |  |  |

**If you have ticked significantly delayed, please give additional information and indicate whether a community occupational therapy service has assessed (where available) and provided a copy of their report**

**Other behaviour/learning support services interventions already tried e.g. social and emotional aspects of learni**

**Examples of settings where the child shows anxiety, stress or frustration**

**What are the main areas of difficulty?**

**1.**

**2.**

**3.**

**Action plan for the main areas of difficulty – who will do what and by when? (Please refer to the strategies list at the end of the document if needed)**

**1.**

**2.**

**3.**

**Action Plan Review Date (following 3 months interventions):**

Completed by: Name:

Signed: \_ \_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2: Internal review and monitoring process**

(Please attach copies of the internal reviews carried out on the above actions)**Part 3: Referral parent-professional social communication questionnaire**

*(To be completed by parents/carers and professionals together. This is essential as part of a social communication assessment referral)*

**Persons completing the form:**

**Action Plan**

**What were the outcomes from the actions?**

**1.**

**2.**

**3.**

**Is there a need for further work and review using the action plan?** (Please detail)

**Is there a family history of social communication difficulties or similar difficulties?**

**Is there a need for the child to be assessed for a social communication disorder?** (If so, please refer to your local assessment team with all of the reports, including this information).

Completed by: Name:

Signed:

Date:

Appendix: Social communication strategies

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| --- | --- | --- | --- |
| **Social Communication – Emerging Needs** | | | |
| **Pupils Needs** | **Strategies and Interventions** | **Resources** | **Expected Outcomes** |
| * Difficulty knowing how to talk and listen to others in a conversation * Difficulty making and maintaining friendships * Anxiety in busy, unpredictable environments * Difficulty coping in new or unfamiliar situations * Over/under sensitivity to touch, light, taste, sound, smell or colour | * Say what you mean (explain double meanings, avoid sarcasm etc.) * Preparation for change of activity or lesson * Visual prompting and cues of timetable, instructions, demarcating areas * Systematic organisation/structure of independent learning tasks and activities * Emotional literacy lessons in class * Clear rewards –including individual motivators * Overt expectations made explicit * Calm learning environment * Prompt cards for group roles and conversation skills * Whole school awareness and training | * Visual timetables, schedules & prompts * First / next board * Social Stories * Role-play social scenarios * Buddy system * Friendships skills –definition and roles * Circle time activities * Monitoring cards, e.g. traffic lights or rating scale * Opportunity for withdrawal/ time-out * Visual prompt cards, e.g. take turns, stay on topic * Emotions cards and activities | * Reduced anxiety * Improved capacity for independent learning * Increase in social interactions * Improved social  relationships and friendships * Independent access to the school day * Enhanced ability to work in groups * Clearer focus of attention * More appropriate behaviour |

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| --- | --- | --- | --- |
| **Social Communication – Increasing Needs** | | | |
| **Pupils Needs** | **Strategies and Interventions** | **Resources** | **Expected Outcomes** |
| * Inability to cope with unstructured social situations, including transitions * Inability to use knowledge and skills functionally to generalise to various situations * Difficulty predicting  others and understanding their motives * Inability to read the facial expressions of others * Inflexible thinking, including strong routines and rituals * Difficulty understanding rules of social interaction * Attention focused on own needs and interests * Extreme reactions, rather than a graded response | * Regular mentor support, including adults or peers * Chaperone * TEACCH approaches * Access to time out area or distraction free environment * Regular, short sensory breaks * Personalised social stories * Comic strip conversations * Small social skills group with baseline assessment * Small friendship skills group * Lego therapy | * Teaching assistant / mentor time * Playscheme helper * Social stories * Comic strip * Conversations * Personalised learning * station * Exit strategy / card * Time to talk programme * Socially speaking * Talkabout - Winslow * Social communication skills * Training for staff * Advice/ training from occupational therapy | * Pupil can calmly and independently move around the school at key changeover times * Increased social inclusion * Reduction in distressed behaviours * Skills learned in social group applied to school situation friendships * Greater participation at playtime with less adult intervention |

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| --- | --- | --- |
| **Social Communication – Significant Needs** | | |
| **Pupils Needs** | **Strategies and Interventions** | **Expected Outcomes** |
| * Unable to cope with close proximity to other pupils * Physical outbursts if stressed, e.g. another pupil gets too close * Repetition of previously spoken phrases and noises (echolalia), rather  than meaningful language * Lack of response inhibitions, e.g. can’t wait, shouts out, runs off * Physically challenging behaviour * Unusual reactions to sensory stimuli * Difficulties with independence skills, such as dressing, going to the toilet, eating | * High level of teaching assistant support * Specialist team involvement * Autism spectrum disorder Partnership, Speech Language Therapy, occupational therapy * Alternative teaching space * Training for staff in social communication difficulties * Speech and language therapy advice * Occupational therapy advice on equipment | * Able to access the mainstream curriculum with support * Improved behaviour * Reduced frustration |