**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
 |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***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 ratingscale
* 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
 |