

Unstructured “Experience-Based” Assessment of Social-Communication Summary Score Sheet

Child’s Name _____

Examiner’s Name/s: _____

Date(s) of Assessment: _____

Examiner’s Role/s (e.g., teacher, therapist): _____

Assessment Method Used (check one):

- Unstructured “experienced based”
- Structured Assessment of Social-Communication
- Combination

Other notes about the context(s) of the session:

Directions:

Fill out all sections completely and indicate if the child has displayed 0, 1, 2, or 3 different types of social-communication behaviors (unprompted) at each of the 24 skills levels. All examples of initiations must occur without any prompting by another person. Check off the “Example” boxes to indicate when a child has demonstrated a social-communication act at a given skill level, and write out the specific social-communication behaviors observed (e.g., “pointed to distant toy car”). An example can only be credited if the social-communication act occurs in a different context, with a different object, or in a different way, as the child does not receive credit for repeating the exact same social-communication act (even if on different days). You can make notes to indicate if any prompting was helpful to elicit a given skill (see a suggested shorthand for different levels of prompts in the box below); however, prompted behaviors do not get checked as examples and are not credited in the summary score. If you are unsure of the child’s ability to perform a particular skill, write a “?” in the Summary Score column. The number of checked boxes is the Summary Score, which should be noted in the last column. For example, if the child demonstrates reaching to request (RQ1) in two different situations, two boxes should be checked and the Summary Score is “2.” If no unprompted behavior is observed at a level, write “0” in the Summary Score column. The Summary Score for each skill should be transferred to the “Developmental Profile of Social-Communication Skills” and the highest skill level achieved for each category (i.e., Social Interaction, Requesting, Joint Attention) should be circled.

- ? = unsure of child’s skill
- 0 = child has not display this skill (or displayed only with prompts)
- 1 = child has displayed one example of this skill without prompts
- 2 = child has displayed two examples of this skill without prompts
- 3 = child has displayed three examples of this skill without prompts

* **Prompt Levels-** UP=unprompted, FP=full physical, PP=partial physical, FM=full model, PM=partial model, VM= verbal model, G=gesture, P=positional, EV=environmental/pictorial

SOCIAL-COMMUNICATION CATEGORY AND SKILL LEVELS	Examples	Examples, Prompts, and Notes Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples were observed, leave blank and score 0 to indicate that child did not display the skill.	Summary Score ? - unsure 0 – no examples 1 – 1 example 2 – 2 examples 3 – 3 examples
SOCIAL INTERACTION			
SI1. During face to face games, physical activities, or routines, child watches the adult closely	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
SI2. During face to face games, physical activities, or routines, after a brief pause child shows wanting the game to continue (e.g., looks, moves body to make a motion of the game)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
SI3. Child plays back-and-forth games with objects or actions (e.g., exchanges objects back-and-forth; back-and-forth game of imitating actions)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
SI4. Child initiates familiar games or routines (i.e., not right after an adult does the action)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
SI5. Child expands games or routines e.g., includes a third person in the game/routine, switches roles with other person (e.g., finder versus hider)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
SI6. Child combines gesture and/or vocalization/verbalization with looking at person to show wanting game to continue	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
REQUESTING			
RQ1. Child reaches for out of reach object to show wanting the object	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ2. Child pulls person’s hand toward objects to show request for help	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ3. Child gives objects to show request for help	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ4a. Child looks at nearby objects when another person points to the objects as a request (i.e., objects within reaching distance)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ4b. Child points to nearby objects to request them (i.e., objects within reaching distance)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ5a. Child looks at distant objects when another person points to the objects as a request (i.e., objects that are beyond reach)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ5b. Child points to more distant objects to request them (i.e., objects that are beyond reach)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
RQ6. Child combines gesture and/or vocalization/ verbalization with looking at person to request	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	

SOCIAL-COMMUNICATION CATEGORY AND SKILL LEVELS	Examples	Examples, Prompts, and Notes Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples were observed, leave blank and score 0 to indicate that child did not display the skill.	Summary Score ? - unsure 0 – no examples 1 – 1 example 2 – 2 examples 3 – 3 examples
JOINT ATTENTION			
JA1a. Child responds to another person giving objects just to share interest in the objects	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA1b. Child gives objects just to share interest in the objects with another person	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA2a. Child responds to another person showing objects just to share interest in the objects	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA2b. Child shows objects just to share interest in the objects with another person	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA3a. Child follows a point to nearby objects/events just to share interest in objects/events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA3b. Child points to nearby objects/events just to share interest in objects/events with another person	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA4a. Child follows a point to more distant objects/events just to share interest in the objects/events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA4b. Child points to more distant objects/events just to share interest in objects/events with another person	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA5. Child follows gaze of another person to objects/events just to share interest	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
JA6. Child combines gesture and/or vocalization/ verbalization with looking at person just to share interest in an object/event	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. 2. 3.	
TOTAL SCORE: Add final column of summary scores (possible range of 0-72 points).			

DEVELOPMENTAL PROFILE OF SOCIAL-COMMUNICATION SKILLS

Directions: Write in the Summary Score (?, 0, 1, 2, 3) established for each skill in the “Summary Score” column.

SOCIAL INTERACTION	Summary Score	REQUESTING	Summary Score	JOINT ATTENTION	Summary Score
SI0. No SI level mastered		RQ0. No RQ level mastered			
SI1. While playing face to face games, physical activities, or routines, child watches the adult closely		RQ1. Child reaches for out of reach object to show wanting the object			
SI2. Child shows wanting the game to continue after a brief pause		RQ2. Child pulls person’s hand toward objects to show request for help			
SI3. Child plays back and forth games with objects or actions		RQ3. Child gives objects to show request for help		JA0. No JA level mastered	
SI4. Child initiates familiar games or routines		RQ4a. Child looks at nearby objects when another person points to the objects as a request		JA1a. Child responds to another person giving objects just to share interest in the objects	
		RQ4b. Child points to nearby objects to request them		JA1b. Child gives objects just to share interest in the objects with another person	
SI5. Child expands games or routines		RQ5a. Child looks at distant objects when another person points to the objects as a request		JA2a. Child responds to another person showing objects just to share interest in the objects	
		RQ5b. Child points to more distant objects to request them		JA2b. Child shows objects just to share interest in the objects with another person	
SI6. Child combines gesture/vocalization with looking to show wanting game to continue		RQ6. Child combines gesture and/or vocalization/verbalization with looking at person to request		JA3a. Child follows a point to nearby objects/events, just to share interest in objects/events	
				JA3b. Child points to nearby object, just to share interest in objects/events with another person	
				JA4a. Child follows a point to more distant objects/events, just to share interest in the objects/events	
				JA4b. Child points to more distant objects/events just to share interest in objects/events with another person	
				JA5. Child follows gaze of another person to objects/events just to share interest	
				JA6. Child combines gesture and/or vocalization/verbalization with looking at person just to share interest in an object/event	

Additional Notes: