

# SLP - Social Communication Assessment and Observation Guide (School Age)

Student Name:

Date:

SLP completing form:

## I. Observation

**Location of Observation:**

**Description of activity occurring at the time of observation:**

**Comparison to peers (typicality/atypicality) during the time of observation:**

### 1. Social interaction

- |   |   |
|---|---|
| - Collaboration in group projects, activities, and/or play  | - Stage of play (as appropriate)        |
| - Adherence to classroom/school rules   | - Proxemics (e.g. personal space)       |
| - Approaching or initiating communication with others   | - Responding to social prompts by peers |
| - Conversational turn taking  | - Age appropriate conflict resolution   |
| - Social problem solving  | - Sharing interests with others         |
| - Use of agreed upon rules of politeness (e.g., "please, thank you, excuse me, appropriate ways to address adults, etc. |   |

**Observational Notes:**

### 2. Social Cognition

- |   |                                  |              |
|---|----------------------------------|--------------|
| - Perspective taking  | - Inference                      | - Prediction |
| - Labeling of emotions in self  | - Labeling of emotions in others |              |
| - Metacognition: use of   |                                  |              |
| - verbs of cognition - "I know, I don't know, I think, I guess, I forgot" |                                  |              |
| - verbs of intention - "I want, I will, I need, I like, I don't like"     |                                  |              |
| - verbs of perception - "I hear, I feel, I smell, I taste, I see"         |                                  |              |

**Observational Notes:**

### 3. Verbal Communication

- |   |                       |                   |                          |
|---|-----------------------|-------------------|--------------------------|
| - Prosody   | - Figurative language | - Asking for help | - Expressing needs/wants |
| - Asking questions  | - Answering questions | - Presupposition  |                          |
| - Conversational skills – relevance, quantity, quality, context     |                       |                   |                          |
| - Reacting or responding to comments made by peers in the classroom |                       |                   |                          |

**Observational Notes:**

### 4. Nonverbal Communication

- |                             |                              |  |                      |
|-----------------------------|------------------------------|--|----------------------|
| - Active listening          | - Joint attention            | - Deictic gestures (give, show, point) | - Eye gaze           |
| - Representational gestures | - Body postures with meaning | - Body language                        | - Facial expressions |

**Observational Notes:**

### 5. Additional information to support findings

- |   |                                     |
|---|-------------------------------------|
| - Reason or cause for behaviors               | - what preceded the behavior        |
| - response to guidance and support by teacher | - response of peers to the behavior |

**Observational Notes:**

## II. Student Interview

<b>Metacognition</b>	- How are you doing in school? - What is easiest/hardest for you? - ...Easiest: - ... Hardest:
<b>Perspective Taking /Theory of Mind</b>	- What do you think your teacher does when he/she is not at school? - Why do you think they would do that? - What do you think you will be doing in 10 years? - Why is that something you want to do? - What do you think you need to do to be able to do that?
<b>Central Coherence</b>	Tell me about... (pick one) <input type="checkbox"/> a vacation, <input type="checkbox"/> a birthday party, <input type="checkbox"/> how to make breakfast or your favorite snack <u>Amount/length of description was:</u> <input type="checkbox"/> Too short <input type="checkbox"/> Too long <input type="checkbox"/> Just right <u>The details provided were:</u> <input type="checkbox"/> Too little <input type="checkbox"/> Too much <input type="checkbox"/> Just right <u>Relevance:</u> <input type="checkbox"/> Stayed on topic <input type="checkbox"/> Limited referents and adjectives/adverbs <input type="checkbox"/> Added irrelevant details
<b>Social-Emotional Reciprocity</b>	"Ok, your turn! I've asked you a lot of questions, what would you like to ask me?" (Cue <i>if needed</i> ) - "You know I've ... gone on vacation/had a fun birthday/made breakfast or snack"
<b>Nonverbal Language</b>	Now let's try some acting, show me... <input type="checkbox"/> surprised <input type="checkbox"/> sad <input type="checkbox"/> frustrated <input type="checkbox"/> tired <input type="checkbox"/> "I don't know" <input type="checkbox"/> mad <input type="checkbox"/> "hold on/wait a second" <input type="checkbox"/> "good job" <input type="checkbox"/> "stop" <input type="checkbox"/> "be quiet" <input type="checkbox"/> "come here" Now, tell me about a time you have felt _____ (pick two), what did you do to feel better? ○ Lonely ○ Worried ○ Frustrated ○ Happy/Excited
<b>Scenarios</b>	What would you say or do if... ○ You didn't have anything to write with? ○ You wanted to talk to someone you've never met before? ○ You wanted someone to (play with you, join a game, do an activity) with you?

## III. Possible Assessment Tools Utilized

- Narrative - NLM Cubed, Timler's Share and Tell, TNL, etc.
- Language Sampling - SLAM Cards/PreK SLAM cards, SUGAR, etc.
- Observational data (\*see #I - play, nonverbal language, verbal language)
- Cultural considerations for social differences
- Elicited prompts (see #II, social scenarios, student interview, as well as figurative language prompts)
- Review of student work samples (see #IV)
- Consideration for consistency/frequency of behaviors (see #V)
- Dynamic assessment
- Standardized assessment

## Findings:

#### IV. Review of Curricular Data From Teacher

##### 1. A sample of **student writing** (e.g., writing journal, written composition, etc.)

- Central Coherence - Clarity (providing enough details, not too many details)
- Pronoun Reference - Appropriate use of pronouns and proper nouns (easy to understand who is being referred to)
- Syntax – Use of transition words, words to support a sequence of events,
- Narrative – appropriate for age
- Semantics – adequately “paints a picture” with words, use of figurative language
- Presupposition – assumes appropriate level of background or understanding by the reader
- Other notes/observations

##### **Findings:**

##### 2. A sample of student **EDITED writing** (e.g., a written composition and then updated copy that has been edited).

- Cognitive flexibility – willingness to make changes to writing
- Awareness of need for changes – made edits to improve readability, understanding by the reader, to add clarity

##### **Findings:**

##### 3. A copy of **curriculum-based assessments** (e.g., social studies test, reading comprehension assessment, etc.).

- Which types of questions were consistently challenging: inference, prediction, short term recall, application of knowledge, semantic, main idea, perspective taking, etc.

##### **Findings:**

#### V. Comparison of Parent, Teacher, and SLP Observation

	Parent	Teacher	SLP Observation
Description of concerns			
1. Highly fixated interests			
2. Unstructured activities			
3. Resistance to change			
4. Why social rules may be violated			
5. Hyper/Hypo sensitivities			
6. Theory of Mind			
7. Repetitive movements			
8. Echolalia, Idiosyncratic language			
9. Generally described as			
10. Nonverbal language			
11. Digital technology			
<b>Frequency of Observed Behaviors</b>			
<b>(teacher and SLP only)</b>		<b>Teacher</b>	<b>SLP</b>
1. active listening in class			
2. participation in whole class activities			
3. participation in small group activities			
4. asks for help			

5. knows/understands rules and expectations			
6. transitions			
7. understands figurative or indirect language			
8. responds to questions in class discussions			
9. responds to peers in classroom discussions			
10. verbal responses are on topic/easy to follow			
1. plays with others			
2. takes conversational turns			
3. narratives			
4. words to describe emotion			
5. takes turns			
6. shows empathy			
7. cognitively flexible			
8. complex memory encoding			
9. humor and sarcasm			
10. predicts			
11. regret or remorse			
12. aware of the impact of their behavior on others			
13. different contexts have different expectations			
14. attempts to solve problems			
15. Theory of Mind			
16. inference			
17. verbal communication for needs and wants			
18. asks questions			
19. central coherence			
20. aware of social cues			