

Name of Student:	Date:
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1. Social Skills / Interactions	Range of difficulty 1= Not very to 4= Very				
<b>Non-Participating-</b> Behaving as if other people do not exist	1	2	3	4	<b>Notes</b>
Little or no eye contact made					
No response when spoken to					
Faces empty of expression except with extreme joy, anger or distress					
No response to warmth and affection					
Seem to 'be in a world of their own'					
<b>Passive Participating</b> Accepts social approaches but does not initiate	1	2	3	4	<b>Notes</b>
May meet the gaze of others					
May answer direct closed questions					
May become involved as a passive part of a game, often a 'bit part'					
<b>Unaware Participating</b> Makes active approaches to others but interacts in socially unacceptable ways, including:	1	2	3	4	<b>Notes</b>
Paying no attention to the other party's views or actions					
Making inappropriate comments					
Engaging in inappropriate physical contact – 'rough play'					
<b>Stilted Participating</b> Common for 'high functioning' autistic students	1	2	3	4	<b>Notes</b>
Excessively polite and formal					
Have a good level of language					
Try very hard to stick to the rules of social interaction without really understanding them					

2. Social Communication	Range of difficulty: 1= Not very to 4= Very				
<b>Understanding (in Others)</b>	1	2	3	4	<b>Notes</b>
Non-Verbal Language- gestures, facial expressions and tone of voice.					
Literal- thinking people always mean exactly what they say.					
Ability to understand jokes, sarcasm, common phrases, sayings and metaphors.					
The two-way nature of communication- tendency to passively listen.					
<b>Using (their Own)</b>	1	2	3	4	<b>Notes</b>
Non-Verbal Language- gestures, facial expressions and tone of voice.					

Ability to use jokes, sarcasm, common phrases, sayings and metaphors.					
The two-way nature of communication- tendency to passively listen.					
Has delayed acquisition of speech and resultant limited speech.					
adopts an 'eccentric' accent or pattern of speech not in keeping with those around them- American accent, monotone, overly-formal.					
Reliance on writing, symbols and pictures to communicate.					
The two-way nature of communication- tendency to talk at length at someone.					
Echolalia- repeating what other person has just said.					

3. Social Imagination / Thinking	Range of Difficulty: 1= Not very to 4= Very				Notes
	1	2	3	4	
<b>Understanding (in Others)</b>					
Other's Non-Verbal Language- gestures, facial expressions and tone of voice.					
Literal- thinking people always mean exactly what they say.					
Ability to understand jokes, sarcasm, common phrases, sayings and metaphors.					
The two-way nature of communication- tendency to passively listen.					
Predicting- what will happen next or what <i>could</i> happen next.					
Concept of danger- running on to busy road.					
Ability to react to sudden changes in routine.					
<b>Using (their Own)</b>	1	2	3	4	Notes
Non-Verbal Language- gestures, facial expressions and tone of voice.					
Ability to use jokes, sarcasm, common phrases, sayings and metaphors.					
Two-way nature of communication- tendency to passively listen.					
Delayed acquisition of speech and resultant limited speech.					
Adopts an 'eccentric' accent or pattern of speech not in keeping with those around them- American accent, monotone, overly-formal.					
Reliance on writing, symbols and pictures to communicate.					
Black and white approach to fairness – no grey areas.					
The two-way nature of communication- tendency to talk at length at someone.					
Repeating Activity- over and over again.					
Cope in new situation.					

4. Underlying Sensory Issues	Range of difficulty: 1= Not very to 4= Very				Notes
	1	2	3	4	
Senses, Perception and Processing Differences					
Sensitivity to Sounds- Background noise processed differently – simple sounds such as a fan can be as intrusive, and painful, as a drill would be to a neuro-typical people.					
Sensitivity to Touch- Hugs, pats on the back , close proximity, crowded areas and eye contact can feel invasive and threatening.					
Sensitivity to Taste-					
Sensitivity to Smells-					
Sensitivity to Light- Ordinary light can distract and dazzle – especially bright artificial lights and minor flickers in strip lights.					
Sensitivity to Colour-					
Space is perceived differently – corridors can feel like tight tunnels, large rooms can feel like endless spaces with unseen threats, ceilings can feel like they're looming down oppressively.					

Commented [AF1]:

5. Other Associated Issues	Range of difficulty: 1= Not very to 4= Very				Notes
	1	2	3	4	
Dyslexia					
Dyspraxia					
ADHD					
Epilepsy					
Mild Learning Difficulty					
Physical Needs					
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Further NOTES:

<b>Actions to Support Inclusion (SPELL)</b>
<b>Structure</b>
Students with ASD need a very clear structure in terms of timetable, predictable lesson routines, clearly demarcated transitions during the day etc.
<b>Actions:</b>
<b>Positivity</b>
Students with ASD will have often found themselves regularly in conflict with the culture and systems of the school environment – and are likely to have encountered much advice starting with “you can’t”, “you shouldn’t” etc. They need positive targets and language for behaviour and learning expectation.
<b>Actions:</b>
<b>Empathy</b>
Staff working with students with ASD need to constantly place themselves in each student’s shoes because they see the world differently and therefore act differently. Staff need to regularly meet and ‘de-brief’ each other act as a way of reflecting and checking each other’s emotions.
<b>Actions:</b>
<b>Low Arousal</b>
The approaches and environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration. Lighting, volume, background noise all need to be considered.
<b>Actions:</b>
<b>Links</b>
A consistent approach between all staff and, as much as possible, with families is needed to provide security for the students.
<b>Actions:</b>