

ASD Observation -Form 3 (pg. 1 of 2)

Student: _____ Observation Date and Time: _____

Location (in school) of observation: _____

Review the following behavioral examples prior to completing the observation. Check behaviors observed and include comments regarding other behaviors noted. This is not an exhaustive list and is to be used only in conjunction with a comprehensive educational evaluation.

SOCIAL INTERACTION

- _____ Fails to look at people when conversing
- _____ Avoids eye contact when walking by people
- _____ Fails to look up when addressed
- _____ Watches people out of corner of his/her eye
- _____ Touches others inappropriately
- _____ Stands too close or too distant from others when interacting
- _____ Enters private spaces or joins groups (lunch, recess) without permission
- _____ Facial expressions do not fit emotional state
- _____ Face is blank when being reprimanded
- _____ Does not smile back when smiled at
- _____ Appears unable to empathize
- _____ Uses poor manner when eating or drinking
- _____ Has difficulty understanding social rules and etiquette
- _____ Lacks common sense in peer interactions
- _____ Seems tactless
- _____ Does not seem to follow the, "hidden social curriculum"
- _____ Avoids other students, withdraws from the group, isolates self
- _____ Minimal participation in group activities
- _____ Does not imitate others when unsure of what to do in a social setting
- _____ Difficulty learning and following rules of games

Other observations related to social interaction:

COMMUNICATION

- _____ No verbal communication
- _____ Uses other's hand to gesture or communicate
- _____ Lack of eye contact with others
- _____ Does not point to express interest
- _____ Inattentive to voices
- _____ Does not read cues regarding desire of other people to converse or not
- _____ Does not pick up, "your turn" to talk signals
- _____ Speaks too fast or too slowly for situation
- _____ Choice of conversation topics is inappropriate to situation
- _____ Speaks too softly to be heard easily
- _____ Speaks too loudly for situation

COMMUNICATION (continued)

- Tone of voice does not fit emotional state or situation
- Hand gestures are poorly timed with speech content
- Mumbles when speaking or speaks in monotone; flat affect
- Lacks understanding of abstract language (sarcasm, idioms, humor)
- Thinks in concrete terms, interprets information literally
- Immediate or delayed echolalia
- Confuses word order
- Difficulty processing language, following directions
- Difficulty maintaining a topic
- Limited range of conversational topics
- Difficulty initiating conversation with adults

Other observations related to communication:

RESTRICTED, REPETITIVE OR STEREOTYPED BEHAVIOR PATTERNS/INTERESTS

- Repetitive hand or finger movements
- Staring
- Hypo- or hyper sensitive to touch, sounds, light, tastes
- Unreasonable fears or unusual reactions to situations
- Intolerant of changes in types of clothing
- Smelling, licking or touching objects
- Learns skill in one situation but unable to use skill in another
- Fascination with watching spinning or moving objects
- Distress over changes in environment or schedule
- Insistence on following routines in precise detail
- Persistent discussion about favorite topics
- Unusual/repetitive motor behavior (e.g., hand flapping, toe walking, self-injury)
- Lines up objects (for example, when playing)
- Unusual fixation on parts of objects/toys, rather than on object/toy itself
- Limited use of imaginary play
- Anxiety associated with transitions
- Difficulty with unstructured time
- Walks too fast/too slowly for situation; bolts to leave when class is over

Other observations related to restricted, repetitive or stereotyped behaviors