**The Social Communication Checklist**

(based on the AET 4 Areas of Difference) Somerset A&C Team

**R=Red (unbale to do), A = Amber (sometimes), G=Green (all ok).**

**Please tick which is relevant for the CYP.**

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| **Social understanding**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Shows a welcoming face when approached by others. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Respects the personal space of others. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Has appropriate touch, including things such as hugging mum at the end of the school day. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Shows a range of appropriate facial expressions. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Uses eye contact appropriately. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to recognise a range of emotions. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to recognise his/her triggers. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to regulate his/her own emotional states. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to use strategies to calm down after being in a high state of arousal. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Has the ability to recognise feelings/emotions of others; shows empathy. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to respond appropriately to the feelings of others. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Has the ability to recognise the link between his/her behaviour and the response made by others. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to make choices about how to respond appropriately in social situations. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Knows when the actions of others were accidental or on purpose. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Does not assume others are thinking ill of him/her e.g. he looked at me. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Does not seek to control situations. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can forgive and forget following an incident. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can self-regulate and not overreact to situations. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Calms down quickly if something goes wrong. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Will not blame others if something goes wrong. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | **Interests and information processing**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Will accept adult directed activities | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Will do work even if it has little interests to him/her. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Will attempt new tasks. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to make transitions between activities. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to show working – how he/she obtained an answer. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can focus on the main idea/purpose of the topic and not become fixed on one aspect. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can leave a task before it is completed. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Does not become angry/anxious if he/she has made errors. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to start a task. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can work in a pair or group. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can listen to instructions/explanations as a member of a group. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Does not disturb other students by talking, shouting or humming aloud while working. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can accept praise or criticism from adults. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is not distracted by aspects of the learning environments. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Completes homework tasks. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can memorise large amounts of information on certain topics. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is not anxious when there are changes eg room, teacher, routine. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | |

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| **Sensory Processing**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Eats a wide range of textures and colours | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can cope with changes to familiar routines. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Recognises familiar people in unfamiliar clothes. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is not overly sensitive to light. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can catch a ball. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Does not smell, lick, tap objects and people. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Remembers routes and places extremely well. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can cope in crowded areas. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is not overly sensitive to sound. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Likes shaking hands or being hugged and does so with appropriate pressure. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can touch a range of fabrics and substances. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is aware of pain and temperature. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is not overly sensitive to smells | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Will only eat material which is edible. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Shows a strong preference to certain foods  Colour  Cold food  Hot food  Crunchy  Chewy | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **R** | | **A** | | **G** | | **R** | **A** | | **G** | | | **R** | **A** | | **G** | | | **R** | **A** | | **G** | | | **R** | **A** | | **G** | | | | Is not clumsy and doesn’t bump into objects and people. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Has good fine motor skills | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can coordinate their body movements. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | **Communication**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Looks at people when they are speaking to them. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can communicate beyond using phrases or words that others have said verbatim | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Responds to the ideas of others appropriately. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to take turns. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Is able to keep on task. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Has the ability to compromise and able to accept if their ideas are not adopted by the group. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Makes positive remarks about others or their ideas. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | When working with others can do so without dominating discussions. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can initiate a conversation with a familiar adult | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can initiate a conversation with a peer | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Asks questions in class | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Asks for help when needed. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Uses an appropriate form of words to initiate contacts with different people. Adapts language style to the audience | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can choose an appropriate topic and provide sufficient information for the listener. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Takes turns as the speaker and listener. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Keeps on topic particularly if topic has not been chosen by him/her. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Gives an appropriate amount of detail. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Makes comments that are not inappropriate or sound rude. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Shows an awareness of  Volume  Rate  Tone | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | **R** | **A** | **G** | | **R** | **A** | **G** | | | Gives good listening feedback to the other person. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Monitors the verbal responds of the other person responds appropriately. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Responds to the body language and facial expressions of others. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can close a conversation using appropriate phrases. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | | Can match body language to the verbal message. | |  |  |  | | --- | --- | --- | | **R** | **A** | **G** | | |