**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**

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| --- | --- | --- | --- | --- |
| Shows a welcoming face when approached by others. |

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| **R** | **A** | **G** |

 |
| Respects the personal space of others. |

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| **R** | **A** | **G** |

 |
| Has appropriate touch, including things such as hugging mum at the end of the school day. |

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| **R** | **A** | **G** |

 |
| Shows a range of appropriate facial expressions. |

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| **R** | **A** | **G** |

 |
| Uses eye contact appropriately.  |

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| **R** | **A** | **G** |

 |
| Is able to recognise a range of emotions. |

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| **R** | **A** | **G** |

 |
| Is able to recognise his/her triggers. |

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| **R** | **A** | **G** |

 |
| Is able to regulate his/her own emotional states. |

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| **R** | **A** | **G** |

 |
| Is able to use strategies to calm down after being in a high state of arousal. |

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| **R** | **A** | **G** |

 |
| Has the ability to recognise feelings/emotions of others; shows empathy. |

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| **R** | **A** | **G** |

 |
| Is able to respond appropriately to the feelings of others. |

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| **R** | **A** | **G** |

 |
| Has the ability to recognise the link between his/her behaviour and the response made by others. |

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| **R** | **A** | **G** |

 |
| Is able to make choices about how to respond appropriately in social situations. |

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| **R** | **A** | **G** |

 |
| Knows when the actions of others were accidental or on purpose. |

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| **R** | **A** | **G** |

 |
| Does not assume others are thinking ill of him/her e.g. he looked at me. |

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| **R** | **A** | **G** |

 |
| Does not seek to control situations. |

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| **R** | **A** | **G** |

 |
| Can forgive and forget following an incident. |

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| **R** | **A** | **G** |

 |
| Can self-regulate and not overreact to situations. |

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| **R** | **A** | **G** |

 |
| Calms down quickly if something goes wrong. |

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| **R** | **A** | **G** |

 |
| Will not blame others if something goes wrong. |

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| **R** | **A** | **G** |

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 | **Interests and information processing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Will accept adult directed activities |

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| **R** | **A** | **G** |

 |
| Will do work even if it has little interests to him/her. |

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| **R** | **A** | **G** |

 |
| Will attempt new tasks.  |

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| **R** | **A** | **G** |

 |
| Is able to make transitions between activities.  |

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| **R** | **A** | **G** |

 |
| Is able to show working – how he/she obtained an answer.  |

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| **R** | **A** | **G** |

 |
| Can focus on the main idea/purpose of the topic and not become fixed on one aspect. |

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| **R** | **A** | **G** |

 |
| Can leave a task before it is completed.  |

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| **R** | **A** | **G** |

 |
| Does not become angry/anxious if he/she has made errors.  |

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| **R** | **A** | **G** |

 |
| Is able to start a task. |

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| **R** | **A** | **G** |

 |
| Can work in a pair or group. |

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| **R** | **A** | **G** |

 |
| Can listen to instructions/explanations as a member of a group.  |

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| **R** | **A** | **G** |

 |
| Does not disturb other students by talking, shouting or humming aloud while working.  |

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| **R** | **A** | **G** |

 |
| Can accept praise or criticism from adults.  |

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| **R** | **A** | **G** |

 |
| Is not distracted by aspects of the learning environments. |

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| **R** | **A** | **G** |

 |
| Completes homework tasks.  |

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| **R** | **A** | **G** |

 |
| Can memorise large amounts of information on certain topics. |

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| **R** | **A** | **G** |

 |
| Is not anxious when there are changes eg room, teacher, routine.  |

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| **R** | **A** | **G** |

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| **Sensory Processing**

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| Eats a wide range of textures and colours |

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| **R** | **A** | **G** |

 |
| Can cope with changes to familiar routines. |

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| **R** | **A** | **G** |

 |
| Recognises familiar people in unfamiliar clothes.  |

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| **R** | **A** | **G** |

 |
| Is not overly sensitive to light.  |

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| **R** | **A** | **G** |

 |
| Can catch a ball. |

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| **R** | **A** | **G** |

 |
| Does not smell, lick, tap objects and people. |

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| **R** | **A** | **G** |

 |
| Remembers routes and places extremely well. |

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| **R** | **A** | **G** |

 |
| Can cope in crowded areas. |

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| **R** | **A** | **G** |

 |
| Is not overly sensitive to sound. |

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| **R** | **A** | **G** |

 |
| Likes shaking hands or being hugged and does so with appropriate pressure. |

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| **R** | **A** | **G** |

 |
| Can touch a range of fabrics and substances.  |

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| **R** | **A** | **G** |

 |
| Is aware of pain and temperature.  |

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| **R** | **A** | **G** |

 |
| Is not overly sensitive to smells |

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| **R** | **A** | **G** |

 |
| Will only eat material which is edible.  |

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| **R** | **A** | **G** |

 |
| Shows a strong preference to certain foodsColourCold foodHot foodCrunchyChewy |

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| **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. |

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| --- | --- | --- |
| **R** | **A** | **G** |

 |
| Has good fine motor skills  |

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| **R** | **A** | **G** |

 |
| Can coordinate their body movements.  |

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| **R** | **A** | **G** |

 |

 | **Communication**

|  |  |  |  |  |
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| Looks at people when they are speaking to them.  |

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| **R** | **A** | **G** |

 |
| Can communicate beyond using phrases or words that others have said verbatim |

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| **R** | **A** | **G** |

 |
| Responds to the ideas of others appropriately.  |

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| **R** | **A** | **G** |

 |
| Is able to take turns. |

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| **R** | **A** | **G** |

 |
| Is able to keep on task. |

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| **R** | **A** | **G** |

 |
| Has the ability to compromise and able to accept if their ideas are not adopted by the group.  |

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| **R** | **A** | **G** |

 |
| Makes positive remarks about others or their ideas. |

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| **R** | **A** | **G** |

 |
| When working with others can do so without dominating discussions. |

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| **R** | **A** | **G** |

 |
| Can initiate a conversation with a familiar adult |

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| **R** | **A** | **G** |

 |
| Can initiate a conversation with a peer |

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| **R** | **A** | **G** |

 |
| Asks questions in class |

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| **R** | **A** | **G** |

 |
| Asks for help when needed.  |

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| **R** | **A** | **G** |

 |
| Uses an appropriate form of words to initiate contacts with different people. Adapts language style to the audience |

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| **R** | **A** | **G** |

 |
| Can choose an appropriate topic and provide sufficient information for the listener.  |

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| **R** | **A** | **G** |

 |
| Takes turns as the speaker and listener.  |

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| **R** | **A** | **G** |

 |
| Keeps on topic particularly if topic has not been chosen by him/her.  |

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| **R** | **A** | **G** |

 |
| Gives an appropriate amount of detail. |

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| **R** | **A** | **G** |

 |
| Makes comments that are not inappropriate or sound rude. |

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| **R** | **A** | **G** |

 |
| Shows an awareness of VolumeRateTone |

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| **R** | **A** | **G** |
| **R** | **A** | **G** |
| **R** | **A** | **G** |

 |
| Gives good listening feedback to the other person. |

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| **R** | **A** | **G** |

 |
| Monitors the verbal responds of the other person responds appropriately.  |

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| **R** | **A** | **G** |

 |
| Responds to the body language and facial expressions of others.  |

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| **R** | **A** | **G** |

 |
| Can close a conversation using appropriate phrases.  |

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| **R** | **A** | **G** |

 |
| Can match body language to the verbal message. |

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| **R** | **A** | **G** |

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