

Evaluation Team Observation Form & Probe Questions

Student's Name:

Observation Location:

Date:

Reciprocal Social Interaction	Communication as it Relates to ASD
<p>Nonverbal Behaviors</p> <ul style="list-style-type: none"> • Use eye contact to engage the conversational partner? • Use facial expressions to match the situation? • Gesture to engage and influence? • Demonstrate consciousness of physical proximity? <p>Peer Relationships</p> <ul style="list-style-type: none"> • Interact with peers in activities appropriate to developmental level? • Appear indifferent to peers? • Engage in developmentally appropriate activities? • Appear attuned to the subtleties of interactions with peers? <p>Spontaneous Sharing</p> <ul style="list-style-type: none"> • Approach or seek out another person? • Approach another person to share something of interest? <p>Reciprocity</p> <ul style="list-style-type: none"> • Take turns during conversation? • Show empathy to match the mood of peer? • Exhibit tolerance of changes of topic? • Show an awareness of the partner's interests during conversation or play? 	<p>Communicative Intent</p> <ul style="list-style-type: none"> • Respond to other people? Communicate to request or protest? • Gesture or take the hand of an adult to direct the adult to a wanted item? • Use eye gaze, vocalizations, facial gestures, signing, or pictures to indicate wants? <p>Pragmatics</p> <ul style="list-style-type: none"> • Provide sufficient background or reference information to partner to understand and participate in conversation? • Use and react to nonverbal cues exhibited by others? • Use vocabulary and knowledge base to express emotions/feelings in a variety of situations? • Understand and use non-literal language (e.g., idioms or slang)? • Discuss at length a single topic that is of little or no interest to others? <p>Stereotyped/Repetitive Use of Language</p> <ul style="list-style-type: none"> • Display atypical communication such as echolalia, perseveration, and pronoun reversals? • Speak with flat, emotionless voice or with exaggerated inflection? • Repeatedly use a limited number of utterances? <p>Lack Varied Play</p> <ul style="list-style-type: none"> • Play with toys as intended? • Recognize the play repertoire of peers has changed? • Participate in age-appropriate play?
Restrictive, Repetitive, and Stereotypical Behaviors	OTHER Relevant Impacting Factors
<p>Preoccupation</p> <ul style="list-style-type: none"> • Exhibit an all-consuming, high interest in objects, topics, or themes beyond typical developmentally appropriate levels? • Have a restricted or narrow range of interests, including unusual interests, as compared to peers? • Show difficulty letting go of perseverative thoughts, activities, actions, or behaviors? <p>Inflexibility</p> <ul style="list-style-type: none"> • Use ritualistic actions or behaviors? Rigidity in routine, difficulty with change and/or transitions? • Display an insistence on sameness? <p>Stereotyped or Repetitive Motor Mannerisms</p> <ul style="list-style-type: none"> • Display repetitive motor or vocal patterns such as flapping, rocking, pacing, humming, picking, or chewing? • Use self-injurious behavior? <p>Preoccupation with Parts of Objects</p> <ul style="list-style-type: none"> • Twirl, spin, and/or bang objects in a hyper-focused manner? Fixate on how an object works rather than its function? 	<p>Academic:</p> <p>Cognitive Functioning:</p> <p>Sensory Including Impact on the Three ASD domains:</p> <p>Characteristics Related to Other Disabilities:</p>

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