

Autism Observation Guide-Direct Interactions

Child's Name:	Observer's Name:	Observation Date:
Location:	Start Time:	End Time:
Others present during observation (classmates, parents, siblings, friends, unfamiliar adults, etc):		

Observation Log (use additional pages if needed)

Note engagement at the 1, 5, 10, 15 and 20 minute marks. More frequent data points are encouraged for greater accuracy.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Interaction % =					Play % =					No Response % =					Aggressive/Negative % =					

Data codes: **I: Interactive**-responded, initiated or complied to peer or adult; **P: Play**-involved in constructive, functional play (but not interactive with another person); **NR: No response**-self stimulation, repetitive or non-functional play, passive; **A: Aggressive or negative behavior**-crying, hitting, self abuse, etc.

Direct Strategies:

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| <ul style="list-style-type: none">• Lead the child in a play activity• Introduce a change the child's play/agenda• Imitate the child's play• Model different facial expressions• Hold items in sight but out of reach• Request a turn | <ul style="list-style-type: none">• Use common greetings• Ask the child for help (with a toy, to get something, etc)• Have a peer or sibling initiate play or provide a simple direction• Introduce something novel into pretend play |
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Observation Guidelines:

Verbal (expressive) communication skills:

- Labels, comments or directs attention to object/event
- Protests and/or defends possession
- Communicates needs with words
- Requests, comments, provides information
- Uses language with communicative intent
- Responds "on topic"

Non verbal (expressive) communication skills:

- Demonstrates joint attention and referencing
- Demonstrates pointing, waving, showing, nodding or shaking head, raising arms to be picked up, pushing objects away, eye gaze
- Indicates a choice between two items
- Hands over item to request help

Receptive language skills:

- Attends to voices, language and auditory stimulus in the environment
- Responds to routine and novel directions
- Responds to name when called
- Understands common labels, phrases, prepositions, and simple questions

Social communication skills:

- Eye contact/gaze
- Has varied facial expressions and demonstrates within context
- Shares interest with others
- Follows routines
- Demonstrates turn taking, initiating and responding to initiations from others
- Responds to contextual cues and simple questions
- Initiates and responds to greetings

Unconventional/repetitive means of communication

- Hand guides
- Has difficulties understanding gestures and non verbal communication
- Demonstrates a delay or lack of functional language
- Repetition of sounds, words or phrases
- Echolalia and/or scripted phrases
- Unusual intonation patterns
- Self injurious behaviors
- Difficulty with topic maintenance, pronouns and communication repairs

Social Communication

- No functional language
- Limited words to communicate wants and needs
- Lack of response to greetings
- Does not respond to name
- Does not use pronouns
- Struggles to follow simple directions
- Difficulty generalizing (over or under) language skills
- Gestures/hand guides
- Responds to visual strategies
- Will attempt to meet own needs rather than seek assistance
- Limited eye contact
- Limited joint attention and referencing
- Tolerates proximity, but does not engage in joint attention
- Play in isolation
- Prefers objects to people
- Does not initiate play with others
- Limited functional and/or pretend play
- Does not imitate peers or adults in play
- Difficult to engage in simple games or classroom activities
- Not attentive to social and environmental stimuli
- Lack of stranger or danger awareness
- Strong reactions to changes in routine or the environment
- Aggressive or passive behavior

Restricted, repetitive patterns of behavior, interests, or activities

- Unusual response to textures
- Seeks or avoids particular textures
- Seeks deep pressure through physical play (jumping, bouncing, pushing against people or items)
- Rocks self, lunges, and/or toe walks
- Self injurious behaviors (head banging, scratching)
- Over or under sensitivity towards pain
- Spins self or moves in a repetitive pattern
- Unusual response to noise
- Covers ears
- Stares at or avoids light
- Eye gaze is to the side of the apparent object of focus
- Likes to spin or watch spinning objects
- Looks at objects from a very close range
- Smells or tastes objects
- Difficulty with grooming (hair and teeth brushing, hand washing, etc)
- Carries around objects
- Intense interest in certain toys, objects or topics
- Exaggerated interest in parts of a toy (ie car wheels)
- Lines up objects and reacts if the order is disrupted
- Limited variety of play activities
- Limited follow through in imitating variance in play
- Frequent jumping and/or hand flapping
- Play with objects in restricted or repetitive way
- Difficulty waiting for needs to be met
- Difficulties with transitions between activities or changes in the environment
- Becomes upset if a routine is not completed in a particular way
- Repetitive use of sounds, words or phrases
- Echolalia
- Frequent gibberish or jargon
- Scripts from books/movies/tv shows