

ASD Observation Guide – Direct Interactions Directions

This form has three pages. The first page is to be completed using the directions below. The second page provides strategies on how to provide direct cues during the observation, as well as specific guidelines on behaviors and skills to consider. A direct interactions observation should be a minimum of 20 minutes.

Complete the top section of the form that provides details about the setting of the observation.

- Fill in the child's name and the name of the person completing the observation. Provide specific information about where the observation is taking place (i.e., home, classroom, park, grocery store, etc.). Also, provide information about other people present during the observation.
- Record the time that the observation begins and ends in the appropriate boxes.
- Review information on pages 2 and 3 before beginning the observation.

Use the observation log to describe the activities and behaviors that the child engages in during the observation. The log should record observable behaviors (e.g., points to objects, labels, reaches, hand guides, rocking, repeating vocalizations) and be inclusive of the child's strengths and ability to function in the environment.

- Record the child's activities during the observation. Using the lists on page 2 and 3 record how the child communicates, interacts with others, responds to sensory stimulation and engages with objects and materials in the environment. Note how the child responds to requests, changes, or novelty during interactions.
- Data from this observation can/will be used as part of the social communication assessment that is also required as part of the eligibility process.

The chart at the bottom of the page is used to measure the child's level of functional engagement. Although only five data points are required, more frequent data points will result in increased accuracy.

- Using a timer or clock, mark the child's level of engagement at the following minute marks: 1, 5, 10, 15 and 20 on the chart. More frequent data points are encouraged for better accuracy. Record the data point in the minute box using the following key:

I: Interactive-responded, initiated, or complied with 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.

Summarize the observation by noting behaviors observed or not observed across the four defining areas, as well as the child's strengths and functional skills on the evaluation report.