# Autism Observation Profile

Name of child: DOB: Date:

|  |
| --- |
| **Communication**  |
| 1. **Understanding simple verbal and non-verbal communication**
 |
| **Observed Behaviours** | **How ………………………responds**  |
| Responds when his name is called |  |
| Follows simple instructions given 1:1, e.g. ‘come here’, ‘sit down’ |  |
| Follows a close point, e.g. at a picture in a book |  |
| Follows a distance point, e.g. at object across the room |  |
| Follows your gaze to an object |  |
| Follows simple instructions in small groups |  |
| Follows simple instructions in large group game e.g. ‘jump’, ‘run’, ‘stand still’  |  |
| Could bring something on request from across the room |  |
| 1. **Meeting Needs**
 |
| **Observed Behaviours** | **How ………………………communicates** |
| Meets his/her needs independently, e.g. gets chair, climbs up to cupboard – rather than seeking help |  |
| Stands near object and cries/screams until adult comes to reach it |  |
| Requests object by taking adult to it or taking adult hand to it |  |
| Requests object by pointing to it |  |
| Requests object by pointing and looking back to adult |  |
| Requests object by use of symbol/picture or photo |  |
| Requests action by use of gesture/body language  |  |
| Requests action by use of symbol/picture/photo |  |
| Requests object/action using words |  |
| Protests by crying/anger |  |
| Protests by using sign/symbol/gesture or word |  |
| 1. **Joint Attention Strategies**
 |
| **Observed Behaviours** | **How ………………………communicates**  |
| Expresses interest in something, using sound/gesture |  |
| Expresses interest in something using words |  |
| Will point at something to express interest and shares this by looking back at you |  |
| Uses expressive gesture, e.g. clapping |  |
| 1. Engaging in social interaction
 |
| **Observed Behaviours** | **How ……………………communicates** |
| Can nod for ‘yes’ |  |
| Can shake head for ‘no’ |  |
| Uses greeting gesture/sounds or words |  |
| Waves and says ‘bye-bye’ |  |
| Calls for attention |  |
| Uses names to get attention, e.g. ‘Mummy’ |  |
| Will take turns in familiar verbal routines, e.g. rhymes |  |
| Will indicate desire for ‘more’ in familiar verbal routines |  |
| Will fill in gaps in familiar verbal routines |  |
| Will initiate familiar verbal routines with sounds/gestures /word |  |