



Checklist for Social Communication Difficulties Friendly Classroom

CLASS; _____ Date _____

Use the list below to check your classroom is pupil ready and to ensure consistency of experience across the school

Provision	✓ YES	✓NO
Visual timetables are displayed and used correctly		
The environment is organised and clearly labelled		
Literacy area		
Numeracy area		
Topic area		
Variety of visual resources to support teaching, learning and communication		
Resources are clearly labelled (labelling is consistent)		
Appropriate seating (Distraction free- CLEAR BOARDS/low noise)		
Independent work area		
Low arousal area of the classroom- <u>Quiet area</u>		
Calming activities or objects to reduce anxiety		
Class Norms displayed		
Classroom is clutter free		
Emotional wheel displayed and used for Check in/outs		
Weekly timetable displayed		
Thrive poster displayed		
Displays are low arousal- pastel colours and 1 colour theme		
Minimum levels of background noise		



Strategy	✓ Yes	Things I need to develop in my classroom
Awareness of behaviour linked to the ASD triad of impairment		
Limit obsessive behaviours and provide alternative strategies- fiddle boxes		
Time is given to process instructions and questions		
Work tasks and rewards linked to special interests		
Links are made to previous learning across the curriculum		
Relevant information is clearly highlighted		
Transition from whole class to independent work is clearly signalled with visual/concrete resources to support		
In some lessons the focus is altered to include teaching of social skills and understanding		
Advance warnings is given of any changes		
Consistent use of strategies		
Activities/tasks are differentiated		
Adults adjust their language (keywords only to ensure understanding)		
Include structure within unstructured times		
Instructional language is explicit and in the positive		

Autistic Spectrum Conditions

IMPAIRMENT IN IMAGINATION

Deficits in flexible thinking regarding interests, routines, perspectives and rules

- Does not understand other people's points of view or feelings
- Agitated by changes in routine
- Cannot generalise information
- Has special interests
- Takes everything literally

The Triad of Impairments

Detailing Additional Difficulties and Examples of common resulting behaviours

IMPAIRMENT IN SOCIAL RELATIONSHIPS

Deficits in understanding how to behave and interact with other people

- Inappropriate touching of other people
- Difficulty understanding and using nonverbal behaviour, e.g. eye contact, facial expression, gesture
- Stands too close to people
- Unaware of the different ways to interact with friends, staff, strangers etc.
- Has desire to have friends and relationships but struggles to initiate and maintain these

IMPAIRMENT IN SOCIAL COMMUNICATION

Deficits in ability to communicate effectively with other people

- Asks repetitive questions
- Cannot 'read between the lines' of what people mean
- Talks about own interests regardless of the listener's response
- Makes factual comments inappropriate to the context
- Absence of desire to communicate
- Communicates for own needs, rather than for 'social' engagement

ADDITIONAL DIFFICULTIES

For example, sensory difficulties, mental health difficulties, physical difficulties etc.

- Cannot bear loud noises
- Maybe hyper or hypo sensitive to touch, clothes, pressure
- Mood disturbances e.g. anxiety, aggression, or depression
- Motor difficulties, e.g. walking on tip-toes, clumsiness
- Attention difficulties, e.g. easily distractible
- Has desire to have friends and relationships but struggles to initiate and maintain these

Autistic Spectrum Conditions, The Triad of Impairments

Impairment in Imagination - Deficits in flexible thinking regarding interests, routines, perspectives, and rules

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Impairments in Social Relationships - Deficits in understanding how to behave and interact with other people

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