

## NLC ASD Teacher Interview – Elementary

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

### **Qualitative Impairments in Social Interaction:**

1. How does the student interact/ play with other students his own age when there are more than two together? What does the interaction look like? Is imaginative play present? Would he/she ever initiate the contact? Engage in parallel play (plays near or next to other children, but not actively with other children)?
  
2. When others approach the student, how does he/she react? Does he/she ever actively avoid other children? Does he/she appear uninterested in other children? Does he/she prefer to play alone?
  
3. Does the student have any particular friends or a best friend? Does he/she have more difficulty making and keeping friends when compared to other children the same age?
  
4. Does the student show you things that interest him/her? Offer to share things with you or other children? Does the student ever seem to want you to share in his/her enjoyment (smile to show pleasure)?
  
5. Do the student's facial expressions/ emotional reactions usually seem appropriate to the particular situation? How does he/she show feelings? Does he/she show a limited range of facial expressions? Does he/she ever try to comfort others if they are sad, hurt, or ill? Does he/she appear not to understand the feelings of other people? Does he/she understand nonverbal communication (i.e., gestures, facial expressions of emotion)?
  
6. How does the student let you know he/she wants to gain your attention? Does he/she ask for help appropriately? Does he/she look directly at a person when someone is trying to attract his/her attention? Does he/she look you directly in the face when doing things with you or he/she is talking with you?

### **Qualitative Impairment in Communication:**

1. Does the student spontaneously point at things around him/her? How about other common gestures (to elicit help or attention)? Shakes head yes and no? Does he/she avoid looking at others when his/her name is called? How does the student for things he/she wants (or does he/she avoid doing this)?

2. Does the student engage in pretend games or play? How about imaginative play or his/her ability to make up stories?

3. Would the student ever talk with you just to participate in some form of conversation? Does he/she initiate conversation with peers or adults? If not asked a direct question will he/she build on the conversation? Does he/she carry on a back and forth conversation with other people?

4. Can the student bring up appropriate / variety of topics in conversation? Does he/she engage in one sided conversations about his/her favorite topics? Are there times when he/she uses socially inappropriate questions or statements (i.e., asking personal questions or making comments at awkward times)?

5. Has the student ever tended to use rather odd phrases or say the same thing over and over in almost the same way? If yes, what happens if you interrupt him/her or refuse to comply?  
Are there any examples of echolalia or delayed echolalia (repeating what you or others say, or repeating what he/she has heard from a movie, song)?

6. Does the student ever use words that he/she seems to have invented or make up by himself/herself? Does he/she ever put things in odd, indirect ways or have "idiosyncratic" ways of saying things such as "hot rain" for "steam"?

7. Has the student ever got his/her personal pronouns the wrong way around (i.e., "you want a drink" instead of "I want a drink")?

8. Does the student understand figurative language, idioms, inferences?

9. Is there anything unusual about his/her speech or intonation? Please describe:

\_\_\_\_ speaks consistently too loud or too soft

\_\_\_\_ speaks in an unusual rate or rhythm

\_\_\_\_ speaks with an odd intonation or pitch, or in a monotone

\_\_\_\_ repeats sentences or phrases in a monotone or same tone of voice

### **Restricted, Repetitive or Stereotyped Patterns of Behavior:**

1. Does the student have any special hobbies/interests that are unusual in their intensity? Does he/she share this interest with others? Does it seem at all compulsive? Does it interfere with his/her doing things?
  
2. Are there things that the student seems to have to do in a very particular way or order, that is, rituals that he/she has to do or has to have you do (i.e., putting things in special places/order)? How does he/she react if unable to complete whole sequence or is disrupted during the course of his/her actions?
  
3. Does the student have any odd ways of moving his/her hands or fingers (i.e., flicking fingers in front of eyes, flapping hands)? Do they interfere with getting things done and what happens if you try to get him/her to stop? Any circumstances in which this behavior increases (i.e., stress)?
  
4. Any complicated movements of his/her whole body (i.e., spinning, repeatedly bouncing, arm flapping while rocking)? Does this interfere with other activities and what happens if you attempt to stop him/her?
  
5. How does the student play with his/her toys or objects around him? Are objects used as they are intended or is the focus on parts of the objects? Does he/she ever collect or gather together certain sorts of objects? If yes, what does he/she do with them? Does he/she ever line things up or do the same thing over and over with them?
  
6. Does the student seem particularly interested in the sight, feel, sound, taste, or smell of things or people? Examples may include: sniffing objects, feeling the texture of things, looking at things for long periods of time, licking or tasting objects to see how they feel or taste. Is there any hypersensitivity to the environment/clothing?

**School Related Questions:**

1. How does the student handle transitions throughout the school day (i.e., activity to activity, room to room)? What if transitions are announced? Can he/she follow the daily schedule? Is a visual needed?

2. How does the student follow verbal directions? Do you need to often repeat directions and visually show him/her what needs to be done? How is his/her ability to attend during school? Is he/she able to quickly shift attention to new task?

3. What is motivating to the student? Any particular likes and dislikes? Unusual fears?

4. Is the student able to complete tasks (i.e., at her/skill level) independently? Any advanced skill areas?

5. Are there any significant behavioral concerns? Safety concerns?