

## NLC ASD Teacher Interview - Secondary

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

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

Directions: Many questions can be answered with a YES or NO. Feel free to give specific behavior examples. Please check all that apply when given multiple-choice answers.

### **Qualitative Impairment in Social Interaction:**

1. When interacting with other students his/her own age does the student initiate the contact?
2. During passing times between classes or before class starts, does the student converse with peers? What does his/her behavior look like during this time?
3. When asked to work within a small group on an assignment is the student able to actively participate with peers?
4. Does the student offer to help peers?
5. Does the student have a best friend or does he/she associate with a peer group? Does the student "hang out" and socialize with others?
6. Are there any concerns with the student being teased by peers or difficulties with being accepted by his/her peer group? Is the student typically alone or with peers? Are there any behaviors that interfere with developing same-age friendships?
7. Does the student share his/her interests with others or share enjoyment with peers or teachers? Has the student been able to share humor with others?
8. When interacting with others do the student's facial expressions match the social situation?
9. Can you identify by the student's facial expression and nonverbal behaviors when he/she is happy, angry, anxious?
10. Does the student appear aware of the moods of others around him/her by reading the nonverbal cues of others?

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

1. When approached by peers and adults does the student respond to direct questions? Does the student ask another question to keep the conversation going?

2. How does the student let you know he/she wants help in the classroom?
  - a. \_\_\_\_ Raises hand
  - b. \_\_\_\_ Move to where the adult is to seek out help
  - c. \_\_\_\_ Sits passively and waits for the adult to address them
  - d. \_\_\_\_ Verbal request without raising hand
  - e. \_\_\_\_ Other (please describe)
3. Which of the following nonverbal behaviors does the student consistently use:
  - a. \_\_\_\_ Spontaneously points at items in the environment
  - b. \_\_\_\_ Shakes his head to indicate "yes" and "no"
  - c. \_\_\_\_ Establishes eye contact when speaking to others
  - d. \_\_\_\_ Uses hands while talking (gestures)
4. When asked to write a creative story or to use imagination within an assignment is the student successful?
5. Does the student demonstrate understanding of the following?
  - a. \_\_\_\_ Figurative language
  - b. \_\_\_\_ Idioms
  - c. \_\_\_\_ Inferences
  - d. \_\_\_\_ Have not observe/not enough information
6. Is the student able to talk about a variety of topics in conversations?
7. Is the student able to stay on topic during class discussions?
8. Is there ever a need to interrupt the student from continuing to talk because they have missed the cue to stop?
9. Does the student use any of the following speech and language patterns?
  - a. \_\_\_\_ Tending to use odd phrases or saying the same thing over and over in almost the same way
  - b. \_\_\_\_ Echolalia (exact repetition speech)
  - c. \_\_\_\_ Delayed echolalia (exact repetition speech produced at a later time)
  - d. \_\_\_\_ Idiosyncratic speech
  - e. \_\_\_\_ Use of formal speech or unusual advanced vocabulary
  - f. \_\_\_\_ Inconsistent or incorrect pronouns

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

1. Does the student have any special hobbies or interests that are unusual in their intensity or unusual for his/her age? Does he/she share this interest with others? Does it seem at all compulsive or does it interfere with his/her doing things? Please describe.

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? Are there things that he/she insists YOU as the teacher do in a specific way or order? How does the student react if he/she is unable to complete the whole sequence or is disrupted during the course of his/her actions? Please explain the behavior.
3. Any odd ways of moving hands or fingers?
4. Any complicated movements of his/her whole body (spinning, rocking, flapping)?
5. Does the student ever collect or gather certain objects? Does he/she ever line things up or do the same thing over and over with them?
6. Does he/she seem particularly interested in the sight, feel, sound, taste, or smell of things?
  - a. \_\_\_\_ Sniffing objects
  - b. \_\_\_\_ Feeling the texture of things
  - c. \_\_\_\_ Looking at things for long periods of time
  - d. \_\_\_\_ Licking or tasting objects to see how they feel or taste
  - e. \_\_\_\_ Hypersensitivities to the environment/clothing
  - f. \_\_\_\_ Comments on changes in the environment
  - g. \_\_\_\_ Dislike of being too close to others
  - h. \_\_\_\_ Frequently fidgeting
  - i. \_\_\_\_ Staring

**School Related Questions:**

1. What is the student's ability to handle transitions throughout the school day?
  - a. \_\_\_\_ Same as peers
  - b. \_\_\_\_ Occasionally needs additional time
  - c. \_\_\_\_ Occasionally needs additional cues
  - d. \_\_\_\_ Consistently needs warning of upcoming transitions
  - e. \_\_\_\_ Needs significant adult support
2. Is the student distressed by changes during the school day? What might cause the student distress?
  - a. \_\_\_\_ Pop quiz
  - b. \_\_\_\_ Substitute teacher
  - c. \_\_\_\_ Changes in the room arrangements
  - d. \_\_\_\_ Working in new groups
  - e. \_\_\_\_ Unpredictable change in schedule
  - f. \_\_\_\_ Favorite items not available
3. Which of the following describes the student's ability to follow directions?
  - a. \_\_\_\_ Same as peers
  - b. \_\_\_\_ Requires directions repeated
  - c. \_\_\_\_ Requires visual demonstrations
  - d. \_\_\_\_ Needs directions to be broken down

e. \_\_\_\_ Additional processing time needed

4. Is the student able to complete tasks within the classroom (at skill level) independently?
5. Able to complete homework assignments at a passing grade level?
6. Any differences between the student's performance on tests versus written assignments?
7. Is the student able to independently use and follow organizational strategies for your class?
8. Does the student manage materials required for class?