**Observation checklist (setting/school)**

**Children with social communication difficulties/ASD**

1. During how much of the day is the child's social interaction supported?
2. When the child decides to communicate (either through words or sounds), is the communication listened to, responded to, ignored, or shut down?
3. How much of the day is spent in “dead time” that you see as not particularly useful (standing in line, outside play where the child is alone in a corner, transportation to and from school, etc.)?
4. Is the child just isming by themselves while the rest of the class does something else?
5. How many times is the child's control taken away (where someone is going against them)?
6. If the child has a tantrum, is it handled in a way that inadvertently perpetuates it?
7. How much of the day's focus is on interpersonal interaction (vs. academics)?
8. How is the child treated by their peers?
9. How often does the child initiate engagement with peers?
10. How often is the child given a toy (e.g. to ism with) to keep them quiet?
11. How often is the child stopped from isming?
12. How is the teacher(s) with the child? Welcoming? Frustrated? Unsure? Excited? Exasperated? Dismissive?