

Required Readings:

Assessing Social communication Abilities of School-Ages Children., Tatyana Elleseff.

Perspectives on School-Based issues Volume 16, August 2015.

<http://sig16perspectives.pubs.asha.org/>

Social Communication Disorders in School-Age Children.

ASHA Practice Portal

<http://www.asha.org/Practice-Portal/Clinical-Topics/Social-Communication-Disorders-in-School-Age-Children/>

Social Communication Benchmarks

http://www.asha.org/uploadedFiles/ASHA/Practice_Portal/Clinical_Topics/Social_Communication_Disorders_in_School-Age_Children/Social-Communication-Benchmarks.pdf

Components of Social Communication

www.asha.org/uploadedFiles/ASHA/Practice_Portal/Clinical_Topics/Social_Communication_Disorders_in_School-Age_Children/Components-of-Social-Communication.pdf

Tools:

Ages	Tools/Standardized SCD Assessments
6-12y	Receptive, Expressive Social Communication Assessment RESCA-E
9-21:11y	CELF 5 Metalinguistic
6-18:11y	Test of Pragmatic Language 3 (TOPS-3)
6-12 y	Test of Problem Solving Third Edition (TOPS-3 Elem)
12-17	Test of Problem Solving Second Edition (TOPL-2 Adol)*
6-12y	Social Language Development Tests Elementary (SLDT-E- NU)
12-17:11y	Social Language Development Tests Adolescent (SLDT-A-NU)
6-12y	Social Emotional Evaluation (SEE)*
3-21y	CASL-2 Pragmatic Judgement Subtest
7-18y	Clinical Assessment of Pragmatics (CAPs)
Ages	SCD Checklists
Birth-Adulthood	The STEPS Assessment found in Social Engagement & the Steps to Being Social book by Marci Laurel and Mo Taylor
3-18y	Social Skills Improvement System Rating Scales (SSIS)
3-Adulthood	Brown Executive Function/Attention Scales (Brown ER/A Scales)
5-21y	Classroom Performance Assessment CPA
4-6y	Children's Communication Checklist 2 CCC-2
3-4y	Language Usage Inventory
5-21y	CELF 5 Pragmatic Profile
5-21 y	Informal Social Thinking Dynamic Assessment Protocol (ISTDAP) found in Thinking About YOU Thinking About Me book
4-21y	Social Communication Questionnaire (SCQ)
Early stages of development	Communication Matrix Progress Tool

Check as completed	All items on the SC checklist below must have been collected, observed or assessed. Then, documented as part of report in MET.
	Collect background information from parents and teachers <i>regarding students social communication</i> difficulties in a variety of settings
	Consider cultural differences
	Observation of student in several structured and unstructured school settings
	Initiation of spontaneous communication and reciprocal turn taking in functional activities across communication partners and settings
	Willingness to initiate and maintain conversations
	Ability to manipulate conversational topics and repair communication breakdowns
	Comprehension of verbal and nonverbal discourse in social, academic, and community settings
	Communication for a range of social functions that are reciprocal and promote the development of friendships and social networks, including differentiation of one's own feelings from the feeling of others
	Verbal and nonverbal means of communication, including natural gestures, speech signs, pictures, and written words, as well as other AAC systems
	Ability to access literacy and academic instruction, as well as curricular, extracurricular and vocational activities