Assessment of Social and Communication Skills

ASCS-2

for Individuals with Autism Spectrum Disorder, Revised

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The ASCS-2 is designed to assess skills, prioritize needs, target goals, and plan intervention. It tracks measured progress of skill acquisition, skill mastery, and skill generalization across multiple social and communication dimensions. The ASCS-2 contains three assessments that help you create a child's social and communication behavior profile, identify social learning obstacles, and assess social and communication skills. These tools may be used individually—a team may elect to utilize one, two, or all three of the assessments. Each tool includes an assessment summary, which allows the evaluator to use collected data to plan programming and monitor progress. These tools may be administered once or over a period of years to monitor progress.

Assessment Tool	Methodology	Type of Measure
ASCS-2 Behavior Profile • Overview • Assessment • Summary	• Structured team interviews • Record review • Observations	Qualitative
ASCS-2 Obstacles Questionnaire • Overview • Assessment • Summary • Progress Monitoring Form • Program Planning Form	• Structured team interviews • Observations	Quantitative and qualitative
ASCS-2 Skills Checklist • Overview • Assessment • Summary • Progress Monitoring Forms • Program Planning Form	• Structured team interviews • Observations • Direct sampling	Quantitative

Overview

Purpose

The purpose of the ASCS-2 Behavior Profile is twofold:

- It develops a general profile of a child's current social and communication abilities, including strengths as well as challenges.

- It identifies motivators that can affect learning, including preferred social and communication partners, activities, interests, reinforcement, and emotional regulation strategies.

Format

The ASCS-2 Behavior Profile consists of six areas:

Section 1.   Social and Communication Partners

Section 2.   Social Activities

Section 3.   Social Interactions

Section 4.   Communication Foundation

Section 5.   Communication Means

Section 6.   Communication Functions

Administration

It is recommended that the ASCS-2 Behavior Profile be administered before completing the ASCS-2 Skills Checklist. The profile can be repeated annually as part of the child's individualized education program annual review.

The profile is completed by:

Structured team interviews: The profile is designed as a structured interview. It is completed by an evaluator who knows the child with autism and by two or more reliable informants such as parents, teachers, and therapists.

- It is recommended that team members work collaboratively to answer the questions, share information, and compare and contrast the child's general skills in different settings and social contexts.

- If there is disagreement among team members about the child's abilities, the evaluator makes note of the differences. Different viewpoints among team members may reflect a lack of generalized skills in the child with autism (e.g., the child may demonstrate social and communication skills in one setting or with one adult more frequently and has not generalized skills across all settings and with all adults and peers).

- If there is uncertainty among team members about the presence of a specific skill, the evaluator can gather additional information through a review of records and/or direct observation(s).

Record review: Information can be gathered through a review of documents.

Observations: Information can be gathered through observations. The evaluator can watch the child with autism during multiple activities during which opportunities to demonstrate a skill will naturally occur. It is recommended that multiple observations occur over the course of a number of days in a number of settings.

Directions

- Rate level of skill. Circle **A** = Absent (not present), **E** = Emerging (sometimes present), or **P** = Present.

- Provide 3–5 concrete examples of the child's motivators and skills.

Assessment

Child's name: _____ Date of birth: _____

Person completing the form: _____ Assessment date: _____

Check methodology utilized: Structured team interviews ☐   Record review ☐   Observations ☐

Team members interviewed: _____

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PART I. SOCIAL SKILLS AND PREFERENCES

Use Part I to gather information about the child's play and leisure skills and the conditions under which social interactions are initiated.

Key: A = Absent (not present), E = Emerging (sometimes present), P = Present

Social and Communication Partners: Does the child *independently initiate* social interactions and/or communication with at least:			
(1) One parent or guardian	A	E	P
(2) One adult at school or in the community (e.g., teacher, therapist)	A	E	P
(3) One peer or sibling	A	E	P
(4) Small group of peers (2–5) (e.g., peers in play group, social skills group)	A	E	P
(5) Large group of peers (6 or more) (e.g., peers in classroom)	A	E	P
Preferred Partners: Which adults, peers, parents, family members, teachers, or therapists does the child seek out for social and communication interaction?			
Social Activities: Does the child *independently engage* in social activities that include the following?			
(1) *Exploratory* play and leisure (i.e., manipulates play and leisure materials for sensorimotor input) either alone or next to others (i.e., parallel)	A	E	P
(2) *Functional* play and leisure (i.e., uses materials purposefully) either alone or next to others (i.e., parallel)	A	E	P
(3) *Imaginative* play and leisure (i.e., uses materials in creative ways) either alone or next to others (i.e., parallel)	A	E	P
(4) *Structured* interactive games and play and leisure activities (i.e., organized, closed-ended activities) with one or more adults or peers	A	E	P

(continued)

Assessment *(continued)*   **Key: A** = Absent (not present), **E** = Emerging (sometimes present), **P** = Present

Social Activities *(continued)*			
(5) *Unstructured* interactive games and play and leisure activities (i.e., creative, open-ended activities) with one or more adults or peers	A	E	P

Preferred Activities: Describe the child's favorite activities, materials, themes, and/or special interests (e.g., puzzles, art, music, games, physical activities, computer).

Social Interactions: Does the child *independently initiate* social interactions to:			
(1) *Join* an activity (DO)	A	E	P
(2) *Imitate* the actions of others (WATCH)	A	E	P
(3) *Respond* to what others say (LISTEN)	A	E	P
(4) *Initiate* communication for a social purpose (SAY)	A	E	P

Preferred Social Interactions: Describe situations in which the child is most socially interactive and communicative (e.g., one-to-one or group, structured or unstructured, specific settings such as home, school, or community).

(continued)

Assessment *(continued)*   Key: **A** = Absent (not present), **E** = Emerging (sometimes present), **P** = Present

PART II. COMMUNICATION SKILLS AND PREFERENCES

Use Part II to gather information about the ways the child communicates, why the child communicates, and conditions under which the child communicates most effectively.

Key: **A** = Absent (not present), **E** = Emerging (sometimes present), **P** = Present

Communication Foundation: Does the child *independently:*			
(1) Demonstrate a desire to communicate (i.e., motivation) by moving in proximity to others and/or using nonconventional attempts (e.g., cries, noises)	A	E	P
(2) Use a *nonverbal means* to communicate (e.g., eye gaze and/or gestures)	A	E	P
(3) Use a *verbal means* to communicate (e.g., speech, sign, pictures)	A	E	P
(4) Gain a person's attention prior to communicating	A	E	P

Communication Motivation: Describe five highly reinforcing events (e.g., social, food, object, activity) that motivate the child to communicate.

Communication Means: Does the child *independently communicate* using the following?			
(1) Gestures (e.g., pointing, waving, shaking or nodding head)	A	E	P
(2) Speech	A	E	P
(3) Sign language	A	E	P
(4) AAC system (e.g., low-tech AAC such as PECS, pictures, or single-message devices)	A	E	P
(5) Technology aided (e.g., high-tech AAC such as computer, tablet, or voice output system)	A	E	P

Communication and Emotional Regulation: Describe how the child interacts with others in the absence of a functional means of communication or when communication attempts are unsuccessful (e.g., social withdrawal, restricted and repetitive behavior, challenging behaviors).

Communication Functions: Does the child *independently communicate* in order to:			
(1) Request what he/she wants	A	E	P
(2) Indicate what he/she doesn't want	A	E	P
(3) Comment about what he/she/others are doing	A	E	P

(continued)

Assessment *(continued)*   Key: **A** = Absent (not present), **E** = Emerging (sometimes present), **P** = Present

Communication Functions *(continued)*			
(4) Share how he/she feels	A	E	P
(5) Answer questions	A	E	P
(6) Ask questions (e.g., request information)	A	E	P
(7) Engage in a reciprocal conversation	A	E	P

Communication Sample: Complete an optional direct language sampling in a naturalistic context to collect information on spoken language, sign language, or AAC. List approximately 25 examples of what the child says.

Language samples can include both spontaneous messages and elicited conversations.
- For spontaneous messages, record different messages initiated by the child.
- For prompted messages, record different messages and level of prompt required.
- For an elicited conversation, initiate a topic and record different messages communicated by the child. You can present age-appropriate objects (e.g., a game) and prompt the child to talk about the activity. Ask open-ended questions and encourage the child to expand on responses.

Summary

Child's name: _____ Date of birth: _____

Person completing the summary: _____ Assessment date: _____

SOCIAL AND COMMUNICATION STRENGTHS AND AREAS OF NEED

Briefly summarize the child's social and communication strengths and areas of need. Include information collected and recorded by the assessment team.

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Overview

Purpose

The purpose of the ASCS-2 Obstacles Questionnaire is to gather essential information about the child's restricted and repetitive tendencies and other challenging behaviors that can interfere with learning and serve as obstacles to socialization and communication.

Format

The ASCS-2 Obstacles Questionnaire examines six obstacles to functioning and learning:

Section 1.   Social Behaviors

Section 2.   Communication Behaviors

Section 3.   Prompt Dependency

Section 4.   Sensory Challenges

Section 5.   Social Motivation

Section 6.   Challenging Behaviors

Administration

It is recommended that the ASCS-2 Obstacles Questionnaire be completed along with the ASCS-2 Behavior Profile and updated annually as part of the child's individualized education program annual review. The questionnaire is completed by an evaluator who is familiar with the child with autism and two or more reliable informants, ideally a parent and a teacher or therapist. The questionnaire can be completed through structured interview or independently if the team member is familiar with the ASCS-2.

Structured team interviews: The questionnaire may be completed through structured interviews. The evaluator will have each team member complete the questionnaire *separately*. The evaluator can distribute and collect the questionnaires from different team members and then compile the information in the summary form. If there is disagreement among team members about the child's abilities, make note of differences. Different viewpoints among the team members may reflect different behaviors displayed by the child with autism across various settings (e.g., child may demonstrate different behavioral challenges and obstacles in one setting or with one adult more frequently).

Observations: Any uncertainty about the child's challenges or the accuracy of the material obtained through interviews can be confirmed through direct observations. For maximum effectiveness, multiple observations should occur over a number of days, in multiple settings, and during various activities.

Directions

- Rate the degree to which behavior interferes with social and communicative functioning and/or learning. Circle **0** = No obstacle, **1** = Mild obstacle, **2** = Moderate obstacle, **3** = Significant obstacle.

- Count the total number of **3**s (significant obstacles) to gain an overall impression of the obstacle to functioning and learning. Range of scores is from 0 to 6. The higher the score, the more significant the obstacle.

- Provide one or more concrete examples of the significant obstacles.

Assessment

Child's name: _____ Date of birth: _____

Person completing the form: _____ Assessment date: _____

Check methodology utilized: Structured team interviews ❑ Observations ❑

Team members interviewed: _____

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OBSTACLES TO FUNCTIONING AND LEARNING

This questionnaire elicits general information about the child's social and communication behaviors, prompt dependency, sensory preferences and sensitivities, level of social motivation, and any challenges or problem behaviors that pose social and/or communication obstacles.

Key: 0 = No obstacle, **1** = Mild obstacle, **2** = Moderate obstacle, **3** = Significant obstacle

Social Behaviors: Does the child exhibit *social restricted and repetitive behaviors or challenges* that include the following:				
(1) Engages in self-stimulatory (e.g., restricted and repetitive, nonfunctional) behaviors that involve the body (e.g., spins body, flaps hands, blinks eyes)	0	1	2	3
(2) Perseverates and/or repetitively engages in restricted, nonfunctional behaviors that involve object use (e.g., repeatedly twirls string, spins wheels of toy car)	0	1	2	3
(3) Preoccupies self with one activity (e.g., excessively looks at car catalogs, excessive use of one Internet web site) intensely	0	1	2	3
(4) Experiences negative reaction to change in routines (e.g., upset by changes in daily schedule, changes in meal routines, different school bus driver)	0	1	2	3
(5) Experiences phobias and/or intense interests or fears that restrict social interaction (specify examples: e.g., weather conditions, fire drills)	0	1	2	3
(6) Engages in other repetitive behaviors that restrict social interaction (specify examples: e.g., talks to self)	0	1	2	3
SCORE: Count number of **3**s. Range of scores is from 0 to 6.	TOTAL:			
Describe social behaviors rated as **3** and provide one or more concrete examples.				

(continued)

Assessment *(continued)*   **Key: 0** = No obstacle, **1** = Mild obstacle, **2** = Moderate obstacle, **3** = Significant obstacle

Communication Behaviors: Does the child exhibit *restricted and repetitive communication behaviors or challenges* that include the following?				
(1) Repeats what is said immediately after it is said (i.e., immediate echolalia)	0	1	2	3
(2) Perseverates/fixates on a topic or question (e.g., trains, weather)	0	1	2	3
(3) Repeats and says words/phrases/monologue from a song, book, TV/media (i.e., delayed echolalia)	0	1	2	3
(4) Initiates conversational topics that are inappropriate to the context	0	1	2	3
(5) Engages in restricted and repetitive motor movement while communicating (e.g., repetitively tapping a person, moving too close to a person's face)	0	1	2	3
(6) Engages in other repetitive communication behavior that restricts communication (specify examples: e.g., talks to self)	0	1	2	3
SCORE: Count number of **3**s. Range of scores is from 0 to 6.	TOTAL:			

Describe communication behaviors rated as **3** and provide one or more concrete examples.

Prompt Dependency: Does the child require (i.e., depend on) *prompts* to communicate and/or socialize that include the following?				
(1) Relies on verbal prompts to communicate	0	1	2	3
(2) Relies on verbal prompts to socially engage	0	1	2	3
(3) Relies on visual/sign/AAC prompts to communicate	0	1	2	3
(4) Relies on visual/sign/AAC prompts to socially engage	0	1	2	3
(5) Relies on gestural prompts to communicate	0	1	2	3
(6) Relies on gestural prompts to socially engage	0	1	2	3
SCORE: Count number of **3**s. Range of scores is from 0 to 6.	TOTAL:			

Describe prompt dependencies rated as **3** and provide one or more concrete examples.

(continued)

Assessment *(continued)*   **Key:** **0** = No obstacle, **1** = Mild obstacle, **2** = Moderate obstacle, **3** = Significant obstacle

Sensory Challenges: Does the child exhibit behaviors that reflect *strong sensory preferences or sensitivities?*

(1) Visual: Seeks visual effects such as television/computers, stares closely at people/things *OR* Avoids looking at visual materials, avoids eye contact, and/or closes eyes frequently	0	1	2	3
(2) Auditory: Seeks objects/activities with sound or music *OR* Avoids certain sounds, loud talking, verbal prompts, or covers ears frequently	0	1	2	3
(3) Oral motor: Seeks out certain tastes/textures, chews objects or places objects in mouth *OR* Avoids certain tastes/textures or certain food items	0	1	2	3
(4) Olfactory: Seeks out certain smells on objects/people *OR* Avoids certain smells	0	1	2	3
(5) Tactile: Seeks touching objects/people, deep pressure *OR* Avoids touching certain items or dislikes body being touched, physical prompting	0	1	2	3
(6) Movement/vestibular: Seeks rocking, jumping, running, and athletic activities *OR* Avoids movement activities, crowded active social activities.	0	1	2	3
SCORE: Count number of **3**s. Range of scores is from 0 to 6.	TOTAL:			

Describe sensory preferences and sensitivities rated as **3** and provide one or more concrete examples.

Social Motivation: Does the child's *level of motivation* restrict or interfere with engagement in social activities?

(1) Interacts with a restricted range of social–communicative partners	0	1	2	3
(2) Engages in a restricted range of interests	0	1	2	3
(3) Engages in a restricted range of social activities	0	1	2	3
(4) Interacts using a restricted range of communicative functions	0	1	2	3
(5) Interacts using a restricted range of communication topics	0	1	2	3
(6) Interacts using a restricted range of reciprocal conversation skills	0	1	2	3
SCORE: Count number of **3**s. Range of scores is from 0 to 6.	TOTAL:			

Describe social motivation rated as **3** and provide one or more concrete examples.

(continued)

Assessment *(continued)*   Key: **0** = No obstacle, **1** = Mild obstacle, **2** = Moderate obstacle, **3** = Significant obstacle

Challenging Behaviors: Does the child engage in any additional *challenging behaviors* that interfere with social and/or communication interaction?				
(1) Describe challenging behavior 1 in observable and measurable terminology.	0	1	2	3
(2) Describe challenging behavior 2 in observable and measurable terminology.	0	1	2	3
(3) Describe challenging behavior 3 in observable and measurable terminology.	0	1	2	3
(4) Describe challenging behavior 4 in observable and measurable terminology.	0	1	2	3
(5) Describe challenging behavior 5 in observable and measurable terminology.	0	1	2	3
(6) Describe challenging behavior 6 in observable and measurable terminology.	0	1	2	3
SCORE: Count number of **3**s. Range of scores is from 0 to 6.	TOTAL:			
Recommendation: Complete a *functional behavioral assessment* (FBA) for all identified challenging behaviors that interfere with social and communication functioning and learning.				

Summary

Child's name:_____ Date of birth: _____

Person completing summary:_____ Assessment date: _____

Directions: Transfer the scores from the ASCS-2 Obstacles Questionnaire to the boxes below. Calculate the total.

OBSTACLES TO FUNCTIONING AND LEARNING	Score
1. Social Behaviors (0–6)	
2. Communication Behaviors (0–6)	
3. Prompt Dependency (0–6)	
4. Sensory Challenges (0–6)	
5. Social Motivation (0–6)	
6. Challenging Behaviors (0–6)	
TOTAL: Range of scores is from 0 to 36.	

NARRATIVE SUMMARY OF SOCIAL AND COMMUNICATION OBSTACLES

Briefly summarize the child's social and communication obstacles in narrative form with information collected and recorded in the ASCS-2 Obstacles Questionnaire. Describe level of social motivation, prompt dependency, and any sensory challenges that are significant obstacles. Describe restricted and repetitive behavior and any other challenging behaviors that are additional obstacles to social functioning and learning.

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Progress Monitoring Form

Child's name:_____ Date of birth: _____

Evaluator:_____ Assessment date 1: _____

Evaluator:_____ Assessment date 2: _____

Evaluator:_____ Assessment date 3: _____

Directions: Transfer the scores from the ASCS-2 Obstacles Questionnaire Summary to the boxes below.

OBSTACLES TO FUNCTIONING AND LEARNING	Assessment		
	1	2	3
1. Social Behaviors (0–6)			
2. Communication Behaviors (0–6)			
3. Prompt Dependency (0–6)			
4. Sensory Challenges (0–6)			
5. Social Motivation (0–6)			
6. Challenging Behaviors (0–6)			
TOTAL: Range of scores is 0 to 36.			

OPTIONAL: Attach the Narrative Summary of Social and Communication Obstacles from the ASCS-2 Obstacles Questionnaire written for each of the three assessments. The narratives serve as a qualitative measure of behavior change over time. Write any additional comments in the space below.

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Program Planning Form

Child's name: _____ Date of birth: _____

Person completing the form: _____ Assessment date: _____

Prioritize and Write Goals and Objectives

- From the Questionnaire, select specific behaviors for intervention from the six categories of behavioral obstacles to functioning and learning: specifically 1) Social Behaviors, 2) Communication Behaviors, 3) Prompt Dependency, 4) Sensory Challenges, 5) Social Motivation, and 6) Challenging Behaviors. This should be a team decision based on the child's needs.
- It may not be possible to write an objective for each behavior identified as a mild, moderate, or significant obstacle in the questionnaire. If there are a number of behaviors identified as obstacles, the team will target and write goals and objectives based on the most significant obstacles displayed by the child.
- Once identified, list the targeted significant obstacles selected for the child on this planning form in the Behavioral Obstacles Identified for Intervention column.
- Based on the goal of decreasing the severity of the target behaviors, write an objective in measurable behavioral terms for each obstacle targeted for intervention.

OBSTACLES TO LEARNING	BEHAVIORAL OBSTACLES IDENTIFIED FOR INTERVENTION	TARGET BEHAVIORAL OBJECTIVE
1. Social Behaviors		
2. Communication Behaviors		
3. Prompt Dependency		
4. Sensory Challenges		
5. Social Motivation		
6. Challenging Behaviors		

Overview

Purpose

The purpose of the ASCS-2 Skills Checklist is to determine whether specific skills are in the child's repertoire, and whether each skill is (A) Absent, (E) Emerging, (M) Mastered, or (G) Generalized. The most common use of the checklist is for educational planning.

Format

The ASCS-2 Skills Checklist contains measures of social and communication competence in four areas:

Part I.   Core Skills Checklist

Part II.   Social Skills Checklist

Part III.   Communication Skills Checklist

Part IV. Community Skills Checklist (requires integration of core, social, and communication skills).

Administration

The checklist can be completed yearly as part of the individualized education program annual review process. It may be completed through structured team interviews, observations, and/or direct sampling.

Structured team interviews: May be used if the evaluator knows the child with autism and he/she has two or more reliable informants such as parents, teachers, and therapists. It is recommended that team members work collaboratively to answer the questions, share information, and compare and contrast the child's general skills in different settings and social contexts.

• If there is disagreement among team members about the child's abilities, the evaluator makes note of the differences. Different viewpoints among the team members may reflect a lack of generalized skills (e.g., the child may demonstrate social and communication skills in one setting or with one adult more frequently and has not generalized skills across all settings and with all adults and peers).

• If there is uncertainty among team members about the presence of a specific skill, the evaluator should assess the child's skill level through direct observation(s) and/or direct sampling.

Observations: Requires the evaluator to watch the child with autism during multiple activities in which opportunities to demonstrate a skill will naturally occur. It is recommended that multiple observations occur over the course of a number of days and in a number of settings.

Direct sampling: Requires the evaluator to set up at least three different activities or situations to elicit a specific skill and record the child's ability to demonstrate the skill. It is recommended that direct sampling occur in three situations (two familiar and one novel).

Directions

1. Rate the level of functional skill use based on the following scoring codes and definitions:

   • Absent **(A)** = Child does not demonstrate the skill.

   • Emerging **(E)** = *With* or *without* prompts, child demonstrates the skill in one setting or with only one person. An emerging skill is one that has been observed some of the time (average 50%) in at least one setting targeted for instruction.

   • Mastered **(M)** = *Without* prompts, child demonstrates the skill most of the time in the settings that have been targeted for instruction. A mastered skill is one that has been observed a majority of the time (average 80%) in three or more specific settings targeted for instruction.

(continued)

Overview *(continued)*

- Generalized **(G)** = Child demonstrates the skill in multiple settings and with multiple adults and peers *without* prompts. A generalized skill is observed almost 100% of the time in novel settings. It is a functional applied skill that has been generalized to three or more settings that have not been targeted for instruction.

It is reasonable to expect that a child will have a combination of absent, emerging, mastered, and generalized skills within each domain area of the assessment. It also is plausible that a child may demonstrate a scattering of skills within a domain. Therefore, it is recommended that all items on the checklists be assessed.

2. Select one skill from each domain area as a priority for intervention.

The target skill may be selected for emergence/acquisition, mastery, or generalization.

- Skills scored as **A** (absent) are targeted for emergence/acquisition or mastery.
- Skills scored as **E** (emerging) are targeted for mastery or generalization.
- Skills scored as **M** (mastered) are targeted for generalization.

In the Priority column, check off at least one skill from each domain to be targeted for intervention.

3. For each set of items, count the number of absent, emerging, mastered, and generalized skills. Put each total in the scoring boxes. A high number of generalized skills indicates strengths in this domain. The numeric scores will be transferred to the ASCS-2 Skills Checklist Summary.

Assessment

Child's name: _____ Date of birth: _____

Person completing the form: _____ Assessment date: _____

Check methodology utilized: Structured team interviews ☐   Observations ☐   Direct sampling ☐

Team members interviewed: _____

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PART I. CORE SKILLS CHECKLIST

Part I measures skills that lay the foundation for learning; specifically, Nonverbal Social Interaction, Imitation, Organization, and Self-Regulation.

Key: A =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

NONVERBAL SOCIAL INTERACTION SKILLS		
Joint Attention (9 skills)	**Rating**	**Priority**
(1) Responds to a person saying his/her name by stopping activity and looking toward the person	A E M G	
(2) Looks at object pointed to by another person	A E M G	
(3) Alternates eye gaze between partner and object, and back to partner to maintain interaction	A E M G	
(4) Maintains joint attention with one partner during a familiar activity for 1 or more minutes	A E M G	
(5) Gives object to another person to share interest	A E M G	
(6) Points to object to share interest with another person	A E M G	
(7) Gains a person's attention prior to sharing	A E M G	
(8) Maintains joint attention in a small group during a familiar activity for 1 or more minutes	A E M G	
(9) Looks at familiar person to check for safety before engaging in a novel activity (i.e., social referencing)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 9.	A: E: M: G:	
Nonverbal Gestures (8 skills)	**Rating**	**Priority**
(1) Smiles socially to maintain interaction	A E M G	
(2) Pushes/pulls/manipulates person to gesture (e.g., uses a person's hand like a tool for a specific purpose)	A E M G	
(3) Gives/manipulates object to gesture (e.g., requests help by giving object to someone)	A E M G	

(continued)

ASCS-2 Skills Checklist

Assessment *(continued)*   Key: **A** =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

Nonverbal Gestures *(continued)*	Rating	Priority
(4) Points to object to request	A E M G	
(5) Shakes head to say "no"	A E M G	
(6) Waves to greet and/or indicate "goodbye"	A E M G	
(7) Nods head to indicate "yes"	A E M G	
(8) Uses other conventional gestures to maintain interaction (e.g., shrugs, high five)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 8.	A: E: M: G:	

IMITATION SKILLS

Social Awareness (6 skills)	Rating	Priority
(1) Remains in proximity to others during a familiar activity	A E M G	
(2) Watches an adult during a familiar activity	A E M G	
(3) Watches a peer during a familiar activity	A E M G	
(4) Spontaneously imitates the actions of others during a familiar activity	A E M G	
(5) Spontaneously imitates the actions of others during a novel activity	A E M G	
(6) Spontaneously imitates the words of others during an activity (speech, sign, AAC)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	
Motor Imitation (6 skills)	Rating	Priority
(1) Imitates a single action during a familiar activity	A E M G	
(2) Imitates a single action with an object on request	A E M G	
(3) Imitates a single body action on request	A E M G	
(4) Imitates a sequence of two to three actions on request	A E M G	
(5) Imitates a sequence of two or more actions in a familiar context	A E M G	
(6) Imitates actions in a novel context	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	
Verbal Imitation (6 skills)	Rating	Priority
(1) Imitates vocalizations/sound effects	A E M G	
(2) Imitates word(s) during songs and/or movement activities	A E M G	
(3) Imitates words during daily routines	A E M G	
(4) Imitates word(s) during structured one-to-one activity	A E M G	
(5) Imitates word(s) on request during a familiar activity	A E M G	
(6) Imitates word(s) on request in a novel context	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	

Assessment *(continued)* Key: **A** =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

ORGANIZATION SKILLS		
Organizes Materials (4 skills)	Rating	Priority
(1) Prepares for activity by getting needed materials (e.g., book, coat) without additional verbal directives or visual/written checklist	A E M G	
(2) Organizes objects/materials before beginning an activity without additional verbal directives or visual/written checklist	A E M G	
(3) Keeps objects/materials organized in designated area during an activity	A E M G	
(4) Completes activity by putting away materials without additional verbal directives or visual/written checklist	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 4.	A: E: M: G:	
Organizes Choices (4 skills)	Rating	Priority
(1) Makes a preference choice between two objects during an activity	A E M G	
(2) Makes a preference choice between two activities that are immediately available	A E M G	
(3) Makes a preference choice between two activities to do later	A E M G	
(4) Prioritizes choices	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 4.	A: E: M: G:	
Organizes Time (4 skills)	Rating	Priority
(1) Attends to familiar activity until completed with visual support (e.g., visual timer, activity checklist, schedule)	A E M G	
(2) Initiates and begins activity when directed	A E M G	
(3) Waits when directed	A E M G	
(4) Attends to a familiar activity until completed without visual support (e.g., visual timer, activity checklist, schedule)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 4.	A: E: M: G:	
SELF-REGULATION SKILLS		
Transitions (4 skills)	Rating	Priority
(1) Makes transitions to the next activity when directed	A E M G	
(2) Accepts when familiar activity is interrupted to make a transition	A E M G	
(3) Accepts when preferred activity is interrupted to make a transition	A E M G	
(4) Makes transitions when an unexpected change occurs	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 4.	A: E: M: G:	
Emotional Regulation (4 skills)	Rating	Priority
(1) Engages in a calming activity when directed/modeled	A E M G	
(2) Engages in a calming activity to manage frustration and anxiety, as an alternative to challenging behavior, when modeled	A E M G	

(continued)

Assessment (continued)   Key: A =Absent, E = Emerging, M = Mastered, G = Generalized

Emotional Regulation (continued)	Rating	Priority
(3) Monitors own stress level and requests a calming activity to manage frustration and anxiety, when prompted	A E M G	
(4) Monitors stress level and engages in a calming activity to manage frustration and anxiety independently	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 4.	A: E: M: G:	

PART II. SOCIAL SKILLS CHECKLIST

Part II measures a range of social skills and means of social competence; specifically, Solitary Play and Leisure, Social Play and Leisure, Group Skills, and Social Perspective-Taking Skills. The skills are listed from easiest to most difficult according to the DO-WATCH-LISTEN-SAY framework (Quill & Stansberry Brusnahan, 2017).

PLAY AND LEISURE SKILLS		
Solitary Play and Leisure (6 skills)	Rating	Priority
(1) Engages with one object using materials as they are functionally intended to be used	A E M G	
(2) Engages in closed-ended (i.e., distinct beginning and end) activities (e.g., puzzles)	A E M G	
(3) Engages in routine predictable scripts (e.g., birthday party)	A E M G	
(4) Engages in open-ended (i.e., no distinct beginning or end) activities (e.g., blocks)	A E M G	
(5) Engages in symbolic-pretend, creative, or novel use of materials (e.g., uses a banana as a phone)	A E M G	
(6) Engages in independent solitary leisure activity for more than 15 minutes	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	
Social Play and Leisure—Structured (6 skills)	Rating	Priority
(1) Participates in non–language-based *unison group* activity (i.e., watches/imitates everyone doing the same thing at the same time; *not* required to use materials, take turns, share materials, or verbally interact) **Example:** Watching a movie or practicing yoga	A E M G	
(2) Engages in a non–language-based *parallel activity* with own set of objects/materials (i.e., uses materials and watches/imitates others; *not* required to take turns, share materials, or verbally interact) **Example:** Doing art project next to peers	A E M G	
(3) Takes turns with one partner during a non–language-based structured activity (i.e., uses own materials, watches/imitates others; takes turns in an organized, predictable activity; *not* required to share materials or verbally interact) **Example:** Taking turns playing a matching card game	A E M G	
(4) Shares objects/materials with one person	A E M G	
(5) Engages in a *parallel non–language-based group activity* with organized objects/materials (i.e., watches/imitates others, shares materials; *not* required to take turns or verbally interact) **Example:** Using musical instruments in a group	A E M G	

(continued)

Assessment *(continued)*   Key: **A** = Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

Social Play and Leisure—Structured *(continued)*	Rating	Priority
(6) Takes turns in a *small, structured non–language-based group activity* (i.e., watches/imitates others, takes turns in an organized, predictable activity; *not* required to share materials or verbally interact) **Example:** Playing a board game	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	
Social Play and Leisure—Unstructured (6 skills)	Rating	Priority
(1) Shares objects/materials in a small group of two or more (e.g., parallel activity) **Example:** Playing video games	A E M G	
(2) Cooperates with *one partner* during an unstructured open-ended leisure activity without a common goal (i.e., watches others, shares materials, and listens to others; *not* required to verbally interact) **Example:** Playing Legos with one partner	A E M G	
(3) Cooperates in unstructured, open-ended group leisure activity without a common goal (i.e., opportunity to watch, share, and listen to others; not required to verbally interact) **Example:** Playing Legos in a small group	A E M G	
(4) Cooperates with one partner during an open-ended leisure activity with a shared common goal (i.e., shares materials, takes turns, engages in reciprocal verbal interactions) **Example:** Working with one partner to do a crafts project	A E M G	
(5) Cooperates in semistructured group language-based leisure activity with a shared common goal (i.e., shares materials, takes turns, engages in reciprocal verbal interactions) **Example:** Playing Hide-and-Seek in a group	A E M G	
(6) Cooperates in unstructured open-ended group leisure activity with a shared common goal (i.e., watches/imitates, shares materials, takes turns, engages in reciprocal verbal interactions) **Example:** Playing a soccer game	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	

GROUP SKILLS

Attends in Group (7 skills)	Rating	Priority
(1) *Unison Activities:* Remains in proximity to others during group activities that require no interaction (e.g., TV, movies, music event)	A E M G	
(2) *Unison Activities:* Participates in structured, hands-on group projects that require no sharing, turn taking, or verbal interaction (e.g., art work)	A E M G	
(3) *Unison Activities:* Participates in structured listening group activities that require listening but no sharing, turn taking, or verbal interaction (e.g., book share, chorus)	A E M G	
(4) *Turn-Taking Nonverbal Activities:* Participates nonverbally in structured non-language group games that require turn taking (e.g., video games, sports activities)	A E M G	
(5) *Turn-Taking Language-Based Activities:* Participates verbally in structured language-based group activities that require turn taking (e.g., board games, theater)	A E M G	
(6) *Cooperative Nonverbal Activities:* Participates nonverbally in open-ended leisure group activities (e.g., recess, free time)	A E M G	

(continued)

ASCS-2 Skills Checklist

Assessment *(continued)* | Key: **A** =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

Attends in Group *(continued)*	Rating	Priority
(7) *Cooperative Language-Based Activities:* Participates verbally in language-based open-ended group activities (e.g., discussion, meeting)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 7.	A: E: M: G:	

Takes Turns in Group (6 skills)	Rating	Priority
(1) Sits for structured group activity	A E M G	
(2) Waits in line with group	A E M G	
(3) Raises hand for a turn in a group activity	A E M G	
(4) Transitions with group	A E M G	
(5) Waits for a turn during structured group activities	A E M G	
(6) Takes turns during unstructured group activities	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	

Follows Group Directions (5 skills)	Rating	Priority
(1) Follows nonverbal group directions *(e.g., Ring the bell, Turn off the light)*	A E M G	
(2) Follows routine verbal group directions *(e.g., Clean up, Line up)*	A E M G	
(3) Follows attention-getting group directions *(e.g., Everybody, _____)*	A E M G	
(4) Follows verbal group directions in familiar contexts	A E M G	
(5) Follows verbal group directions in novel contexts	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 5.	A: E: M: G:	

SOCIAL PERSPECTIVE-TAKING SKILLS		

Emotional Understanding (8 skills)	Rating	Priority
(1) Imitates common emotions (e.g., facial expressions)	A E M G	
(2) Identifies common emotions (e.g., sad, happy, angry) in video(s)/cartoon(s)	A E M G	
(3) Identifies common emotions in familiar person(s)	A E M G	
(4) Identifies reasons for common emotions in self (e.g., *I feel…because….*)	A E M G	
(5) Identifies reasons for common emotions in others (e.g., *He feels…because….*)	A E M G	
(6) Helps others when asked	A E M G	
(7) Recognizes when others may need help	A E M G	
(8) Knows how to respond when others are experiencing common emotions (e.g., sad, happy, angry, hurt, sick)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 8.	A: E: M: G:	

Friendships (6 skills)	Rating	Priority
(1) Remains in proximity to peer(s) during a mutually enjoyable activity	A E M G	

(continued)

Assessment *(continued)*   Key: **A** =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

Friendships *(continued)*	Rating	Priority
(2) Joins in and follows activity with peer(s), when asked	A E M G	
(3) Allows peer(s) to join in an activity	A E M G	
(4) Invites peers to join his/her activity	A E M G	
(5) Shares play/leisure time with peers outside of school	A E M G	
(6) Recognizes friendly versus unfriendly actions in others	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	

PART III. COMMUNICATION SKILLS CHECKLIST

Part III measures communication skills and communication competence; specifically, Basic Communication Skills, Socioemotional Skills, and Basic Conversational Skills.

BASIC COMMUNICATION SKILLS (speech, sign, AAC)		
Makes Requests (7 skills)	Rating	Priority
(1) Requests more	A E M G	
(2) Requests attention	A E M G	
(3) Requests food/drink	A E M G	
(4) Requests object/toy	A E M G	
(5) Requests favorite activity	A E M G	
(6) Requests end of activity (e.g., *All done*)	A E M G	
(7) Requests help	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 7.	A: E: M: G:	
Basic Responses (6 skills)	Rating	Priority
(1) Responds verbally to name (e.g., *What?*, *Yeah*)	A E M G	
(2) Responds to *What do you want?*	A E M G	
(3) Refuses object	A E M G	
(4) Refuses activity	A E M G	
(5) Responds to greetings	A E M G	
(6) Agrees/accepts (e.g., *Okay*, *Yes*)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	
Answers Questions (6 skills)	Rating	Priority
(1) Answers question *Do you want _____?* with a *yes* or *no* response	A E M G	
(2) Answers basic *yes/no* questions (e.g., *Is this a _____?*)	A E M G	
(3) Answers simple familiar *who* and *what* questions (e.g., *What's that?*, *Who is that?*)	A E M G	

(continued)

Assessment *(continued)*   Key: **A** =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

Answers Questions *(continued)*	Rating	Priority
(4) Answers personal social questions (e.g., *What's your name?*, *How old are you?*)	A E M G	
(5) Answers simple familiar *where* and *when* questions (e.g., *When is lunch?*, *Where is the book?*)	A E M G	
(6) Answers simple familiar *why* questions (e.g., *Why do we need an umbrella?*)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	

Comments (8 skills)	Rating	Priority
(1) Comments on the unexpected or funny (e.g., *Oops, Uh-oh*)	A E M G	
(2) Names object/character (e.g., comment on *What*)	A E M G	
(3) Labels own possessions (e.g., comment on *Mine*)	A E M G	
(4) Names familiar people (e.g., comment on *Who*)	A E M G	
(5) Describes actions (e.g., comment on *Doing*)	A E M G	
(6) Describes location (e.g., comment on *Where*)	A E M G	
(7) Describes attributes (e.g., uses descriptors)	A E M G	
(8) Describes recent past activity or event	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 8.	A: E: M: G:	

Asks Questions (8 skills)	Rating	Priority
(1) Asks for attention (e.g., calls person's name)	A E M G	
(2) Asks for information about an object (e.g., *What?*)	A E M G	
(3) Asks for information about a person (e.g., *Who?*)	A E M G	
(4) Asks for information about someone's actions (e.g., *What's _____ doing?*)	A E M G	
(5) Asks for information with a *yes/no* question	A E M G	
(6) Asks for information about location (e.g., *Where is _____?*)	A E M G	
(7) Asks for information about time (e.g., *When?*)	A E M G	
(8) Asks for information about cause (e.g., *Why?*)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 8.	A: E: M: G:	

SOCIOEMOTIONAL SKILLS (speech, sign, AAC)

Expresses Basic Feelings (5 skills)	Rating	Priority
(1) Requests a break when upset	A E M G	
(2) Requests a calming activity when upset	A E M G	
(3) Indicates need to use own relaxation procedure	A E M G	
(4) Expresses when angry/mad	A E M G	

(continued)

Assessment *(continued)*   **Key: A** =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

Expresses Basic Feelings *(continued)*	Rating	Priority
(5) Expresses when happy/sad	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 5.	A: E: M: G:	

Expresses Complex Feelings (7 skills)	Rating	Priority
(1) Expresses affection (e.g., *I love you*)	A E M G	
(2) Expresses when calm/relaxed (e.g., *I'm ok*)	A E M G	
(3) Expresses when hurt/sick/tired (e.g., *I'm sick*)	A E M G	
(4) Expresses likes/dislikes (e.g., *I like that*)	A E M G	
(5) Expresses when proud (e.g., *I did it!*)	A E M G	
(6) Expresses when afraid/nervous (e.g., *I'm scared*)	A E M G	
(7) Expresses when confused (e.g., *I don't know*)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 7.	A: E: M: G:	

Prosocial Statements (10 skills)	Rating	Priority
(1) Initiates social greetings (e.g., *Hi*)	A E M G	
(2) Requests affection or comfort (e.g., hugs, kisses)	A E M G	
(3) Asks someone to play	A E M G	
(4) Uses manners (e.g., *Thank you, Excuse me*)	A E M G	
(5) Offers to share food/drink/object (e.g., *Want this?*)	A E M G	
(6) Uses assertive language (e.g., *Go away, Don't do that*)	A E M G	
(7) States affection (e.g., *I love you*)	A E M G	
(8) Offers an apology (e.g., *Sorry*)	A E M G	
(9) Gives comfort when someone feels sad, hurt, etc. (e.g., *Are you okay?*)	A E M G	
(10) Compliments others (e.g., *Nice, Pretty*)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 10.	A: E: M: G:	

BASIC CONVERSATIONAL SKILLS (speech, sign, AAC)		

Verbal Reciprocity (7 skills)	Rating	Priority
(1) Initiates conversation by gaining person's attention	A E M G	
(2) Terminates conversation with a routine script	A E M G	
(3) Maintains conversation by sharing information with a routine script	A E M G	
(4) Clarifies or persists by repeating message	A E M G	
(5) Maintains conversation when the partner structures the interaction	A E M G	
(6) Initiates conversation with routine scripts	A E M G	

(continued)

Assessment *(continued)* Key: **A** =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

Verbal Reciprocity *(continued)*	**Rating**	**Priority**
(7) Maintains conversation by providing routine feedback (e.g., *I know, Uh-huh, Okay*)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 7.	A: E: M: G:	
Verbal Topics (6 skills)	**Rating**	**Priority**
(1) Chooses conversation topics appropriate to setting	A E M G	
(2) Changes topics	A E M G	
(3) Takes turns in conversation so as to not monopolize conversation	A E M G	
(4) Participates in conversation on topics outside of interest areas	A E M G	
(5) Asks for clarification when needed	A E M G	
(6) Maintains conversation using appropriate topics	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 6.	A: E: M: G:	
Nonverbal Conversation (5 skills)	**Rating**	**Priority**
(1) Attends/orients to speaker	A E M G	
(2) Maintains natural proximity to speaker (i.e., personal space)	A E M G	
(3) Discriminates appropriate and inappropriate touching during a conversation	A E M G	
(4) Modulates volume of voice for the conversational setting	A E M G	
(5) Watches/waits for listener confirmation (e.g., eye contact, nod, smile) before continuing message	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 5.	A: E: M: G:	

PART IV. COMMUNITY SKILLS CHECKLIST

COMMUNITY SKILLS Does the child demonstrate basic age-expected community skills that include participation in…		
Community Outings (9 skills)	**Rating**	**Priority**
(1) Grocery store (e.g., stays with group, selects items, pays cashier)	A E M G	
(2) Shopping mall or retail store (e.g., stays with group, tries on items, finds exit)	A E M G	
(3) Fast-food restaurant (e.g., waits in line, orders food, pays cashier)	A E M G	
(4) Sit-down restaurant (e.g., orders from menu, stays at table, pays bill)	A E M G	
(5) Movie theater (e.g., stays seated, remains quiet)	A E M G	
(6) Exercise facility (e.g., uses exercise equipment)	A E M G	
(7) Organized sports (e.g., participates with a team, watches a game)	A E M G	
(8) Park (e.g., shares playground equipment with peers)	A E M G	

ASCS-2 Skills Checklist

Assessment (continued)   **Key: A** =Absent, **E** = Emerging, **M** = Mastered, **G** = Generalized

Community Outings (continued)	Rating	Priority
(9) Organized clubs (e.g., participates in Scouts, chess club)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 9.	A: E: M: G:	
Family Outings (9 skills)	Rating	Priority
(1) Visits relatives (e.g., family gatherings)	A E M G	
(2) Visits peers or neighbors (e.g., in others' home, role of guest)	A E M G	
(3) Hair salon/barber (e.g., allows hair to be cut)	A E M G	
(4) Photographer (e.g., allows picture to be taken)	A E M G	
(5) Doctor (e.g., allows doctor/nurse to do examination)	A E M G	
(6) Dentist (e.g., allows dentist/hygienist to clean teeth)	A E M G	
(7) Birthday parties (e.g., watches others blow out candles on cake, joins peers)	A E M G	
(8) Holiday celebrations and festivities (e.g, participates in Halloween trick or treat, opens holiday presents)	A E M G	
(9) Other (e.g., sits quietly at church/synagogue/mosque)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 9.	A: E: M: G:	
School or Work Activities and Safety (9 skills)	Rating	Priority
(1) Transportation (e.g., rides bike or rides in a car/bus/public vehicle)	A E M G	
(2) Break (e.g., plays during recess, relaxes during work break, transitions back)	A E M G	
(3) Assemblies or concerts (e.g., sits and listens)	A E M G	
(4) Performances (e.g., participates in activity)	A E M G	
(5) Fire drills (e.g., exits building)	A E M G	
(6) Group outings or field trips (e.g., stays with the group)	A E M G	
(7) Indoor safety (e.g., remains calm in area of activity)	A E M G	
(8) Outdoor safety (e.g., crosses street after looking both ways)	A E M G	
(9) Other (e.g., performs work duties)	A E M G	
SCORE: Count number of skills at each level. Range of scores is from 0 to 9.	A: E: M: G:	

Summary and Planning Forms

Directions

Review the scores on the ASCS-2 Skills Checklist and complete the following forms to summarize the assessment findings, plan goals and objectives, and monitor progress over time:

ASCS-2 Skills Checklist Summary, pp. 130–131 (quantitative summary)

- Record the number of **(A)** Absent, **(E)** Emerging, **(M)** Mastered, and **(G)** Generalized skills scored for all domains in each of the four checklists (I. Core, II. Social, III. Communication, and IV. Community) in the corresponding boxes.

- Add the total number of **(A)** Absent, **(E)** Emerging, **(M)** Mastered, and **(G)** Generalized skills for Core, Social, Communication, and Community skills.

- Calculate the percentage of skills at each level for Core, Social, Communication, and Community skills. Divide the number of skills at each level by the total number of skills in that checklist.

ASCS-2 Skills Checklist Progress Monitoring Display, pp. 132–134 (graphic summary)

- Transfer all data recorded in the ASCS-2 Skills Checklist onto the Progress Monitoring Display to obtain a graphic view of skills and to monitor skill development for three consecutive assessments.

- Fill in the specific boxes associated with **(E)** Emerging, **(M)** Mastered, and **(G)** Generalized skill levels for all skills in all domain areas. Leave the boxes empty if a skill is absent.

- When using the Display to transfer data for the second or third assessment, fill in the specific boxes (use a different color) to show which skills and levels have been acquired since the first assessment.

ASCS-2 Skills Checklist Progress Monitoring Form, pp. 135–136 (optional)

This form duplicates the information on the ASCS-2 Skills Checklist Summary but displays the data to allow for review of up to three consecutive assessments.

- Compare the total number of **(A)** Absent, **(E)** Emerging, **(M)** Mastered, and **(G)** Generalized skills for the Core, Social, Communication, and Community checklists.

- Compare the percentage of skills over time for a measure of Core, Social, Communication, and Community skills progress.

ASCS-2 Skills Checklist Program Planning Form, pp. 137–139

- Select priorities for intervention across multiple skill areas: Core, Social, Communication, and Community.

- Balance the selection of priorities to include skills targeted for initial **(E)** Emergence/Acquisition, **(M)** Mastery, and for functional **(G)** Generalization. If you target only acquisition of new skills, a child may possess only discrete skills demonstrated in isolated settings. Distribute priorities across skill levels.

- Once priority skills are identified, write objectives in measurable behavioral terms for intervention.

See the form for additional instructions.

Summary

Child's name:_____ Date of birth: _____

Person completing the summary: _____ Assessment date: _____

PART I. CORE SKILLS CHECKLIST				
Domain Area	**A**	**E**	**M**	**G**
Nonverbal Social Interaction Skills: Joint Attention				
Nonverbal Social Interaction Skills: Nonverbal Gestures				
Imitation Skills: Social Awareness				
Imitation Skills: Motor Imitation				
Imitation Skills: Verbal Imitation				
Organization Skills: Organizes Materials				
Organization Skills: Organizes Choices				
Organization Skills: Organizes Time				
Self-Regulation Skills: Transitions				
Self-Regulation Skills: Emotional Regulation				
TOTAL				
PERCENTAGE = Total / 55 Core Skills				

PART II. SOCIAL SKILLS CHECKLIST				
Domain Area	**A**	**E**	**M**	**G**
Play and Leisure Skills: Solitary Play and Leisure				
Play and Leisure Skills: Social Play and Leisure—Structured				
Play and Leisure Skills: Social Play and Leisure—Unstructured				
Group Skills: Attends in Group				
Group Skills: Takes Turns in Group				
Group Skills: Follows Group Directions				
Social Perspective-Taking Skills: Emotional Understanding				
Social Perspective-Taking Skills: Friendships				
TOTAL				
PERCENTAGE = Total / 50 Social Skills				

Summary *(continued)*

PART III. COMMUNICATION SKILLS CHECKLIST				
Domain Area	**A**	**E**	**M**	**G**
Basic Communication Skills: Makes Requests				
Basic Communication Skills: Basic Responses				
Basic Communication Skills: Answers Questions				
Basic Communication Skills: Comments				
Basic Communication Skills: Asks Questions				
Socioemotional Skills: Expresses Basic Feelings				
Socioemotional Skills: Expresses Complex Feelings				
Socioemotional Skills: Prosocial Statements				
Basic Conversational Skills: Verbal Reciprocity				
Basic Conversational Skills: Verbal Topics				
Basic Conversational Skills: Nonverbal Conversation				
TOTAL				
PERCENTAGE = Total / 75 Communication Skills				

PART IV. COMMUNITY SKILLS CHECKLIST				
Domain Area	**A**	**E**	**M**	**G**
Community Outings				
Family Outings				
School or Work Activities and Safety				
TOTAL				
PERCENTAGE = Total / 27 Community Skills				

Progress Monitoring Display

Child's name:_____

Date of birth:_____

Key	Date	Reporter	Color
Assessment			
Assessment			
Assessment			

	Joint Attention		
9			
8			
7			
6			
5			
4			
3			
2			
1			
	E	M	G

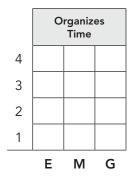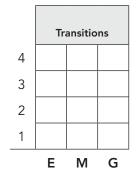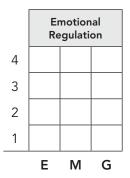|	Nonverbal Gestures		
8			
7			
6			
5			
4			
3			
2			
1			
	E	M	G

	Social Awareness		
6			
5			
4			
3			
2			
1			
	E	M	G

	Motor Imitation		
6			
5			
4			
3			
2			
1			
	E	M	G

	Verbal Imitation		
6			
5			
4			
3			
2			
1			
	E	M	G

	Organizes Materials		
4			
3			
2			
1			
	E	M	G

	Organizes Choices		
4			
3			
2			
1			
	E	M	G

	Organizes Time		
4			
3			
2			
1			
	E	M	G

	Transitions		
4			
3			
2			
1			
	E	M	G

	Emotional Regulation		
4			
3			
2			
1			
	E	M	G

(continued)

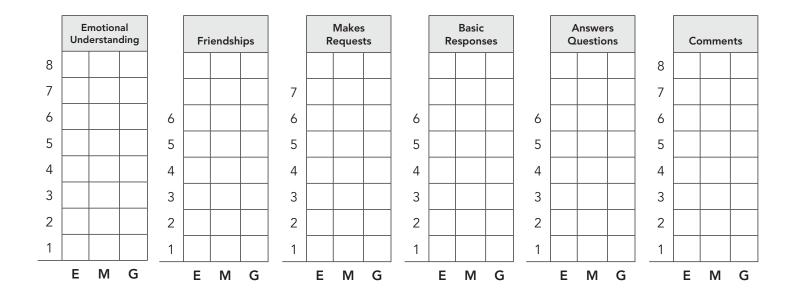# Progress Monitoring Display *(continued)*

Child's name:_____

Date of birth:_____

Key	Date	Reporter	Color
Assessment			
Assessment			
Assessment			

Solitary Play and Leisure

6
5
4
3
2
1

E M G

Social Play: Structured

6
5
4
3
2
1

E M G

Social Play: Unstructured

6
5
4
3
2
1

E M G

Attends in Group

7
6
5
4
3
2
1

E M G

Takes Turns in Group

6
5
4
3
2
1

E M G

Follows Group Directions

5
4
3
2
1

E M G

Emotional Understanding

8
7
6
5
4
3
2
1

E M G

Friendships

6
5
4
3
2
1

E M G

Makes Requests

7
6
5
4
3
2
1

E M G

Basic Responses

6
5
4
3
2
1

E M G

Answers Questions

6
5
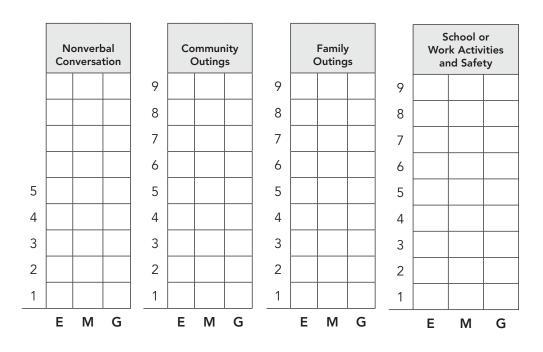4
3
2
1

E M G

Comments

8
7
6
5
4
3
2
1

E M G

(continued)

Progress Monitoring Display *(continued)*

Child's name:_____

Date of birth:_____

Key	Date	Reporter	Color
Assessment			
Assessment			
Assessment			

Asks Questions			Expresses Basic Feelings			Expresses Complex Feelings			Prosocial Statements			Verbal Reciprocity			Verbal Topics		
									10								
									9								
8									8								
7						7			7			7					
6						6			6			6			6		
5			5			5			5			5			5		
4			4			4			4			4			4		
3			3			3			3			3			3		
2			2			2			2			2			2		
1			1			1			1			1			1		
	E M G			E M G			E M G			E M G			E M G			E M G	

Nonverbal Conversation			Community Outings			Family Outings			School or Work Activities and Safety		
			9			9			9		
			8			8			8		
			7			7			7		
			6			6			6		
5			5			5			5		
4			4			4			4		
3			3			3			3		
2			2			2			2		
1			1			1			1		
	E M G			E M G			E M G			E M G	

Progress Monitoring Form

Child's name:_____ Date of birth: _____

Evaluator:_____ Assessment date 1: _____

Evaluator:_____ Assessment date 2: _____

Evaluator:_____ Assessment date 3: _____

PART I. CORE SKILLS CHECKLIST	Assessment 1				Assessment 2				Assessment 3			
Domain Area	A	E	M	G	A	E	M	G	A	E	M	G
Nonverbal Social Interaction Skills: Joint Attention												
Nonverbal Social Interaction Skills: Nonverbal Gestures												
Imitation Skills: Social Awareness												
Imitation Skills: Motor Imitation												
Imitation Skills: Verbal Imitation												
Organization Skills: Organizes Materials												
Organization Skills: Organizes Choices												
Organization Skills: Organizes Time												
Self-Regulation Skills: Transitions												
Self-Regulation Skills: Emotional Regulation												
TOTAL												
PERCENTAGE = Total / 55 Core Skills												

PART II. SOCIAL SKILLS CHECKLIST	Assessment 1				Assessment 2				Assessment 3			
Domain Area	A	E	M	G	A	E	M	G	A	E	M	G
Play and Leisure Skills: Solitary Play and Leisure												
Play and Leisure Skills: Social Play and Leisure—Structured												
Play and Leisure Skills: Social Play and Leisure—Unstructured												
Group Skills: Attends in Group												
Group Skills: Takes Turns in Group												
Group Skills: Follows Group Directions												
Social Perspective-Taking Skills: Emotional Understanding												

Progress Monitoring Form *(continued)*

PART II. SOCIAL SKILLS CHECKLIST *(continued)*	Assessment 1				Assessment 2				Assessment 3			
Domain Area	A	E	M	G	A	E	M	G	A	E	M	G
Social Perspective-Taking Skills: Friendships												
TOTAL												
PERCENTAGE = Total / 50 Social Skills												

PART III. COMMUNICATION SKILLS CHECKLIST	Assessment 1				Assessment 2				Assessment 3			
Domain Area	A	E	M	G	A	E	M	G	A	E	M	G
Basic Communication Skills: Makes Requests												
Basic Communication Skills: Basic Responses												
Basic Communication Skills: Answers Questions												
Basic Communication Skills: Comments												
Basic Communication Skills: Asks Questions												
Socioemotional Skills: Expresses Basic Feelings												
Socioemotional Skills: Expresses Complex Feelings												
Socioemotional Skills: Prosocial Statements												
Basic Conversational Skills: Verbal Reciprocity												
Basic Conversational Skills: Verbal Topics												
Basic Conversational Skills: Nonverbal Conversation												
TOTAL												
PERCENTAGE = Total / 75 Communication Skills												

PART IV. COMMUNITY SKILLS CHECKLIST	Assessment 1				Assessment 2				Assessment 3			
Domain Area	A	E	M	G	A	E	M	G	A	E	M	G
Community Outings												
Family Outings												
School or Work Activities and Safety												
TOTAL												
PERCENTAGE = Total / 27 Community Skills												

Program Planning Form

Child's name: _____ Date of birth: _____

Person completing the form: _____ Assessment date: _____

Prioritize and Write Goals and Objectives

- Select specific "priority" skills for intervention from each domain area on the Core, Social, Communication, and Community Skills Checklists. This should be a team decision based on the child's needs. It may not be possible to write an objective for each skill checked as a priority. If there are a number of skills checked as a priority, the team should target and write goals and objectives based on the most significant needs of the child.

- List on this planning form the targeted priority skill(s) selected for the child.

- Write an objective in measurable behavioral terms for intervention and indicate the skill criteria level **(E)** Emerging, **(M)** Mastered, or **(G)** Generalized for the priority core, social, communication or community skill.

Note: Balance the intervention plan so that there is a distribution of skills targeted for **(E)** Emergence/Acquisition, **(M)** Mastery, and **(G)** Generalization.

PART I. CORE SKILLS CHECKLIST			Criteria		
Domain Area	**Priority Skill**	**Behavioral Objective**	**E**	**M**	**G**
Nonverbal Social Interaction Skills: Joint Attention					
Nonverbal Social Interaction Skills: Nonverbal Gestures					
Imitation Skills: Social Awareness					
Imitation Skills: Motor Imitation					
Imitation Skills: Verbal Imitation					
Organization Skills: Organizes Materials					
Organization Skills: Organizes Choices					
Organization Skills: Organizes Time					

(continued)

Program Planning Form *(continued)*

Domain Area	Priority Skill	Behavioral Objective	E	M	G
PART II. SOCIAL SKILLS CHECKLIST *(continued)*			**Criteria**		
Self-Regulation Skills: Transitions					
Self-Regulation Skills: Emotional Regulation					
PART II. SOCIAL SKILLS CHECKLIST			**Criteria**		
Play and Leisure Skills: Solitary Play and Leisure					
Play and Leisure Skills: Social Play and Leisure— Structured					
Play and Leisure Skills: Social Play and Leisure— Unstructured					
Group Skills: Attends in Group					
Group Skills: Takes Turns in Group					
Group Skills: Follows Group Directions					
Social Perspective-Taking Skills: Emotional Understanding					
Social Perspective-Taking Skills: Friendships					
PART III. COMMUNICATION SKILLS CHECKLIST			**Criteria**		
Basic Communication Skills: Makes Requests					
Basic Communication Skills: Basic Responses					

(continued)

Program Planning Form *(continued)*

Domain Area	Priority Skill	Behavioral Objective	E	M	G
PART III. COMMUNICATION SKILLS CHECKLIST *(continued)*			**Criteria**		
Basic Communication Skills: Answers Questions					
Basic Communication Skills: Comments					
Basic Communication Skills: Asks Questions					
Socioemotional Skills: Expresses Basic Feelings					
Socioemotional Skills: Expresses Complex Feelings					
Socioemotional Skills: Prosocial Statements					
Basic Conversational Skills: Verbal Reciprocity					
Basic Conversational Skills: Verbal Topics					
Basic Conversational Skills: Nonverbal Conversation					
PART IV. COMMUNITY SKILLS CHECKLIST			**Criteria**		
Community Outings					
Family Outings					
School or Work Activities and Safety					