

Checklist for Social Communication Difficulties Friendly Classroom
Date: _____

Use the list below to audit how Social Communication Difficulties Friendly your classroom is. In the third column list who you think you would need to include/share in any new strategies adopted and in column four any other strategies that you would like to take forward.

Remember this checklist is to help you. 😊

Provision/Strategy	✓ Well developed	✓ Partly developed	Not yet developed
Adults adjust their language (keywords only)			
Children are clear about the structure of the day-Visual timetable on display			
Include structure within unstructured times			
The environment is organised with clear signposts what happens and where			
Variety of visual resources to support teaching, learning and communication			
Individual/generic worksystem			
Variety of concrete objects to support teaching and learning			
Visual instructions/rules in the classroom and around the school			
Appropriate seating (Distraction free for children with Social Communication Difficulties)			
Independent work area			
Low arousal area of the classroom			
Clear rules that are agreed and displayed			
Instructional language is explicit and in the positive			
Time is given to process instructions and questions			
Minimum levels of background noise			
Labelled resources			
Colour coding environment/resources			
Awareness about sensory sensitivity			
Awareness of sensory overload and systems for allowing 'chill out' time			
Awareness of anxiety levels			
Calming activities or objects to reduce anxiety			

Provision/Strategy	✓ If I am aware of and have used / are using	✓ Things I need to develop in my classroom	Who do I need to include/ share in strategies	Strategy/Provision I would like to take forward
Awareness of behaviour linked to the ASD triad				
Limit obsessive behaviours and provide alternative strategies				
Awareness and peer support				
Work tasks and rewards linked to special interests Tick list for equipment				
Links are made to previous learning across the curriculum				
Relevant information is clearly highlighted				
Transition from whole class to independent work is clearly signalled with visual/concrete resources to support				
In some lessons the focus is altered to include teaching of social skills and understanding				
Advance warnings is given of any changes				
Consistent use of strategies				
Activities/tasks are differentiated				