

Play and Interaction: Full Screening Tool

Assessing Social Interaction and Play

Communication between two people involves a range of interaction skills as well as words. Difficulties with play and interaction may be present for many reasons. Whilst some children may lack confidence in play and interaction skills, others may have difficulties as a result of an underlying need. Identification of difficulties with social interaction and play will have an impact on other areas of communication development.

Things to think about:

- Aim to make observations in the child's natural environment, following their interests and play.
- Carry out observations of the child with peers and with adults.
- If necessary set up a play situation using a child's interests such as teaset play or dinosaur play in order to make further observations.
- You should gather additional information from parents.
- You can build up this profile over a number of observations of play/ interactions.

Remember we are thinking about the child's play and interaction not their language skills. Please focus on their interaction skills only, this may be with words or without words.

What next?

Following your use of the Screening Tool you may have identified areas for concern. Where areas of difficulty have been identified you should refer to section 3 of the Toolkit in order to set outcomes and plan strategies to support the child. These should be documented using the SEND Plan and progress can be tracked accordingly. Provide feedback to parents on the child's strengths and areas for development.

Play and Interaction Screener

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| Does the child interact with you to get attention? (eg. using eye contact, tugging, gesturing, calling someone's name, shouting) | Y/N/Sometimes |
| Does the child interact with you to show you things? (eg. looking to you then object, pulling and vocalising, pointing, using words) | Y/N/Sometimes |
| Does the child request help or information? (eg. Bringing things to you for help, calls, points, asks?) | Y/N/Sometimes |
| Is the child able to make choices? (when shown two objects to choose from) | Y/N/Sometimes |
| Does the child share information with you? (eg. Showing you something they are interested in, with or without words. Pointing at something they are interested in) | Y/N/Sometimes |
| Does the child use eye contact? | Y/N/Sometimes |
| Does the child show if they are pleased or upset? (eg. Smiling, clapping, crying, using words) | Y/N/Sometimes |
| Does the child use greetings? (eg. Waving, looking on arrival/as leaving, using words?) | Y/N/Sometimes |
| Does the child reject? (eg. Pushing away, frowning, saying "no", moving away?) | Y/N/Sometimes |
| Are you able to get their attention? | Y/N/Sometimes |
| Does the child respond to their name? | Y/N/Sometimes |
| Does the child respond when you talk to them? | Y/N/Sometimes |

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| Does the child show interest in/enjoy being with others? | Y/N/Sometimes |
| Can the child join in with others? (eg. Using looking, gestures) | Y/N/Sometimes |
| Does the child talk about a variety of topics? (Please disregard this questions if the child is non-verbal) | Y/N/Sometimes |
| Does the child take turns? | Y/N/Sometimes |
| Does the child play with other children? (e.g playing alongside or with others) | Y/N/Sometimes |
| Can the child tolerate changes to familiar routines? | Y/N/Sometimes |
| Does the child have typical reactions to sensory experiences? (eg. Messy play, noise, textures, numbers of people) | Y/N/Sometimes |
| Does the child play with a range of toys? | Y/N/Sometimes |
| Does the child know how to play with toys appropriately? | Y/N/Sometimes |
| Is the child able to be flexible in play rather than repetitive? | Y/N/Sometimes |
| Does the child engage with others in play? | Y/N/Sometimes |
| Does the child look to others during play? | Y/N/Sometimes |
| Can the child take turns in play? | Y/N/Sometimes |