## Impact Social Communication Rating Scale - Report Summary

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| Student Name  Amazing Spiderman | |
| Parent Name  Pirates of the Amazing Island | |
| Teacher Name  Superhero Teacher | |
| Clinician Name  Adriana Lavi | |
| |  | | --- | | ***The IMPACT Social Communication Rating Scale*** is a 35-item, norm-referenced rating scale that is designed with three separate forms for clinicians, parents, and teachers to complete. In order to fully understand and interpret a child’s social language abilities, it is important to obtain information on how a child performs across different environments in everyday situations. Parents and teachers can be incredible resources and provide invaluable information regarding a child’s social communication in both the home and in the classroom environment (Carter Young, Diehl, Morris, Hyman, & Bennetto, 2005). Parent and/or teacher input may be beneficial during pragmatic language evaluation because it allows for the assessment to take place in an authentic setting and it is completed by someone who knows the child well and thus, is more likely to be a true representation of the child’s social communication skills (Volden & Phillips, 2010).  ***The IMPACT Social Communication Rating Scale*** measures a child’s awareness of social context, intent to socialize, nonverbal language, social interactions, theory of mind, ability to accept change, social language and conversational adaptation, social reasoning, and cognitive flexibility. The current rating scale asks parents, teachers, and clinicians to rate the various components of social communication on a 4-point scale (“never,” “sometimes,” “often,” and “typically”) and yields a percentile and standard score. By utilizing *The IMPACT Social Communication Rating Scale*, we are able to develop a better understanding as to how a student’s pragmatic language skills may impact their academic performance and progress in school.  In order to investigate specific aspects of Amazing's pragmatic language comprehension and usage, the full *IMPACT Social Communication Rating Scale* was administered and yielded the following results: | | |
| Clinician's Rating Scale Scores  |  |  | | --- | --- | | Standard Score  60 | Percentile Rank  <1 | | Educational and Social Impact?  Results indicaticate that the student's pragmatic language skills could negatively impact their everyday social interactions and academic performance. | | | |
| Based on observations and information obtained on the raing scale,**Amazing** presented with strengths in the following areas:  Accepting Change Social Reasoning Intent to Socialize | |
| Based on observations and information obtained on the raing scale,**Amazing** presented with weaknesses in the following areas:  Awareness of Social Context Nonverbal Language Theory of Mind-Perspective Taking Social Language and Conversational Adaptation Cognitive Flexibility Social Interactions | |
| |  | | --- | | Description of Testing Areas | | |
| |  | | --- | | **Awareness of Social Context** The awareness of social context rating scale item(s) measure how a student responds to their social environment and the people in that environment. For example, items may look at whether a student acknowledges their friends, family members, teachers, and peers.  **Intent to Socialize** The intent to socialize rating scale item(s) takes a look at whether a student attempts to initiate interactions with others on a day-to-day basis. For example, questions look at whether the student seeks companionship/friendship, attention, or daily interactions with their peers. Does the student initiate conversation to gain peers' attention or engage in playful social exchanges?  **Nonverbal Language** The nonverbal language rating scale items measures how a student uses facial expressions, tone of voice, and gestures to show emotions.  **Social Interactions** The social interactions rating scale items looks at how the student interacts with others. For example, items may ask whether the student shows interest in social interactions during recess, lunch, or when friends come over. Do they appear to enjoy interactions with others?  **Theory of Mind** The theory of mind rating scale items measures how the student is able to engage in pretend or imaginative play. Is the student able to role-play different scenarios or put themselves in “someone else’s shoes”?  **Accepting Change** The ability to accept change rating scale items looks at how the student responds to a change. Perhaps the student has a change in their schedule, or the lunch menu has changed for the day. Is the student able to respond appropriately without excessive reassurance?  **Social Language and Conversational Adaptation** The social language and conversational adaptation items measure how a child is able to engage in social conversations. Does the child understanding humor and jokes, can they stay on topic, if there is a communication breakdown or confusion in the conversation, can they provide clarity? Does the student understand nonliteral language?  **Social Reasoning** The social reasoning rating scale item measures a child’s ability to see the whole picture instead of focusing on irrelevant details.  **Cognitive Flexibility** The cognitive flexibility rating scale item looks at awareness and adaptability. For example, is the child able to understand that sometimes things are not fair or, does the child excessively insist on fairness? | | |
| Teacher's Rating Scale Scores  |  |  |  | | --- | --- | --- | |  | Standard Score  60 | Percentile Rank  <1 | | Educational and Social Impact?  Results indicaticate that the student's pragmatic language skills could negatively impact their everyday social interactions and academic performance. | | | | |
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| Additional Observations:  Additional observations go here | |
| Recommendations:  Recommendations go here | |
| Clinician's Signature |  |