

Double Interview Assessment Checklist

Part I – Educator Interviews Student

<i>Social Thinking Concerns</i>	<i>Observed</i>
• Difficulty maintaining give & take of conversations	
• Fails to acknowledge interests of others	
• Fails to acknowledge/understand jokes/humour of others	
• Fails to maintain appropriate eye contact	
• Inappropriate voice volume (too loud, too soft)	
• Fails to acknowledge compliments from others	
• Answers questions tangentially or abruptly - ends line of questioning	
• Body not oriented to educator	
• Appears uncomfortable; squirms, fidgets, grimaces	
• Fails to respond to questions by others	
• Responds slowly to questions by others	
• Changes topic to fit own interests or topics	
• Makes inappropriate comments	
• Ends conversations abruptly	
• Fails to read cues to terminate conversations	
• Engages in socially inappropriate behaviours	
• Body not appropriately oriented to educator	

Part II – Student Answers Questions about Educator’s Personal Photos

<i>Social Thinking Concerns</i>	<i>Observed</i>
• Limited ability to shift perspective	
• Difficulty reading or recognizing others’ faces	
• Limited accounting for contextual cues	
• Limited ability to make inferences	

Part III – Student Interviews Educator with Task of Learning More About Her

<i>Social Thinking Concerns</i>	<i>Observed</i>
• Comments only on own knowledge rather than asking questions to find out more information	
• Asks questions or comments on own personal interests	
• Difficulty forming questions (sighs of frustration, awkward silences)	
• Asks shallow questions and fails to ask follow up questions to elicit more information about other	
• Diverts topic to own experiences, or takes more than one conversational turn on own topic area	
• Asks same questions asked of him regardless of appropriateness	
• Asks unclear questions and does not repair until educator asks for clarification	
• Needs to be redirected by educator to continue questions (after a pause of more than 3-5 seconds)	
• No coherent flow to questions	

References:

Bellini, S. (2006). *Autism social skills profile*. Indiana Resource Centre for Autism.

Miller, A. (2002). *The double interview task: assessing the social communication of children of Asperger syndrome*. The University of Kansas: Master’s Thesis.

Winner, M. (2002). Assessment of social skills for students with Asperger syndrome and high-functioning autism. *Assessment for Effective Intervention*, 27, 73–80..