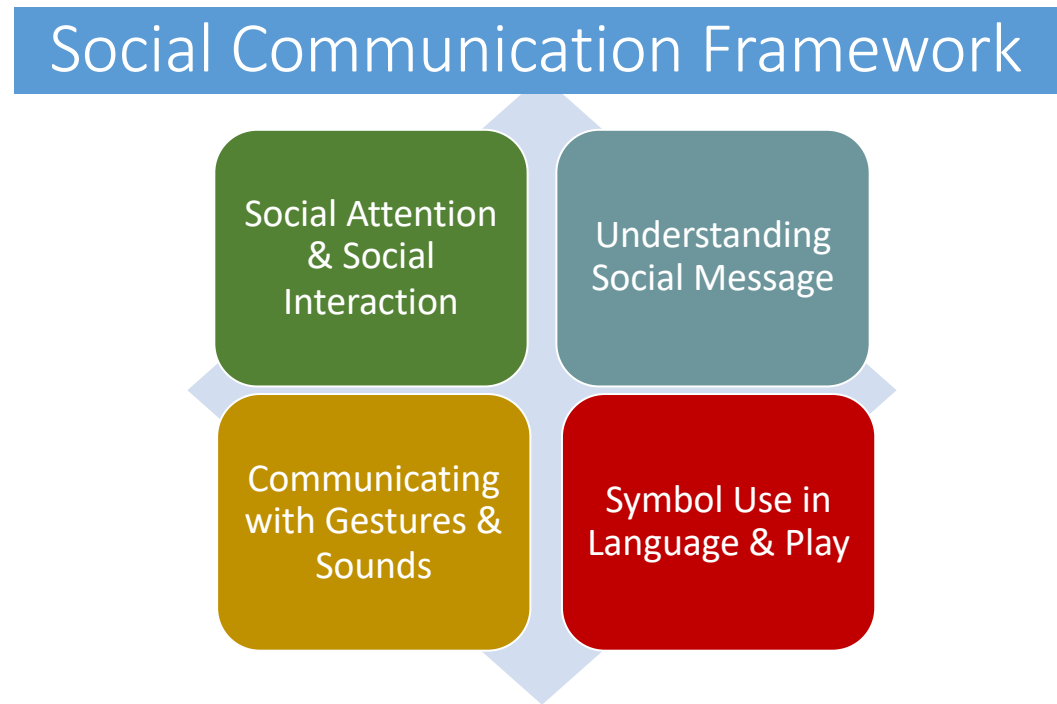


Systematic Observation of Social Communication (SOSC)

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for Children Ages 6 to 24 Months



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Version 0.1

SOSC – New Observational Measure

Systematic Observation of Social Communication

Companion to the SORF–Home

Structured observation of social communication, social interaction, and play for the last 15 minutes of the naturalistic home observation.

SOSC Procedures include:

- Communicative temptations
- Probes—gaze/point follow, response to name, social bids, and words
- Structured play using common objects/toys

SOSC Domains include:

- Social Attention & Social Interaction
- Understanding Social Messages
- Communicating with Gestures & Sounds
- Symbol Use in Language and Play

SOSC – New

Observational Measure

Systematic

Observation of

Social

Communication

Social Attention & Social Interaction

- Social Attention to Face
- Shared enjoyment
- Reciprocal social interaction

Understanding Social Messages

- Gaze/point follow
- Response to name
- Response to social bids
- Understanding words (body parts, object names)

Communicating with Gestures & Sounds

- Rate of communicating
- Inventory of Gestures & Sounds

Symbol Use in Language and Play

- Inventory of Words
- Inventory of Actions with Objects

Social Attention and Social Interaction

Social Attention to Face	Directs attention by looking toward the face.
	<p>(0) Does not direct attention to face</p> <p>(1) Shifts attention from an object to a face and lingers on the face briefly (2-point gaze shift)</p> <p>(2) Shifts attention <u>between</u> an object and a face for social referencing (3-point gaze shift to notice if the person is looking at the same object and to monitor their reaction).</p>
Shared Enjoyment	Clear facial expression of pleasure, joy, or excitement directed toward a person and shares emotion <u>with eye gaze</u> to express warmth, genuine joy, or enjoyment.
	(0) Does not express enjoyment (1) Expresses but does not share enjoyment (2) Shares enjoyment
Reciprocal Social Interaction	Back-and-forth interaction or exchange of turns (e.g., rolling a ball back and forth several times with anticipation of the next turn and sharing enjoyment). The turn may be a nonverbal or verbal behavior.
	<p>(0) Does not exchange turns</p> <p>(1) One exchange of turns is when the child <u>sustains social attention</u> across 2 turns, either initiated by the child and then the adult responds (child x adult) <u>or</u> initiated by the adult and then the child responds (adult x child).</p> <p>(2) Two exchanges of turns is when the child <u>sustains social attention</u> across 4 turns in sequence, child + adult + child + adult turn <u>or</u> adult + child + adult + child turn.</p>

Understanding Social Messages

<p>Gaze/Point Follow</p>	<p>Ability to follow the visual regard of another person’s gaze and point at a distance. Two probes to measure gaze following are presented at the end of the naturalistic observation. Gaze/point following is credited when the child turns his/her head at least 45 degrees and directs gaze where the adult is pointing.</p>
<p>Response to Name</p>	<p>Responds to name by turning toward or looking at the person. The child’s response must be immediate. The child’s name must be presented with no other significant contextual cues (e.g., gesture, sound effect, touching the child, leaning in close to the child, other words or instructions following the name). The child cannot be already looking at the person.</p>
<p>Response to Social Bids</p>	<p>Responds to nonverbal cues in social bids — facial expression, tone of voice, gestures, and contextual cues by turning toward or looking at the person and changing behavior. The child’s response must be immediate and follow the message but does not need to understand the words (e.g., give it to me).</p>
<p>Understands Words</p>	<p>Shows understanding of object names and body parts. A countable response is touching, showing, or making a clear change in direction of eye gaze to identify correctly the objects and body parts. The child can be credited a maximum of 3 object names, and 3 body parts.</p>

Communicating with Gestures and Sounds

Rate of Communicating	<p>Rate of communicating with gestures and/or sounds is the number of communicative acts per minute. It increases substantially from an average of about one act per minute at the prelinguistic stage to about five acts per minute at the multiword stage. This is an index of rate.</p> <p>(0) No communicative acts (1) One communicative act (2) Two or more communicative acts</p>
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Inventory of Gestures

<input type="checkbox"/> Gives object	<input type="checkbox"/> Shakes head no	<input type="checkbox"/> Pushes away object	<input type="checkbox"/> Reaches with open hand	<input type="checkbox"/> Claps hands
<input type="checkbox"/> Shows object	<input type="checkbox"/> Points to or taps object within reach	<input type="checkbox"/> Points to object at a distance	<input type="checkbox"/> Uses symbolic gesture	<input type="checkbox"/> Nods head yes

Inventory of Sounds

<input type="checkbox"/> /m/ "mama"	<input type="checkbox"/> /n/ "no no"	<input type="checkbox"/> /b/ "baba"	<input type="checkbox"/> /d/ "daddy"	<input type="checkbox"/> /g/ "gone gone"
<input type="checkbox"/> /l/ "lalala"	<input type="checkbox"/> /y/ "yumyum"	<input type="checkbox"/> /w/ "wawa"	<input type="checkbox"/> /s/ "sock"	<input type="checkbox"/> /sh/ "shoe"

Symbol Use in Language and Play

Inventory of Words

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

Inventory of Actions with Objects

<input type="checkbox"/> Mouths or shakes objects	<input type="checkbox"/> Bangs or drops objects	<input type="checkbox"/> Takes object out	<input type="checkbox"/> Takes object off	<input type="checkbox"/> Pushes objects
<input type="checkbox"/> Turns or turns over objects	<input type="checkbox"/> Puts objects on	<input type="checkbox"/> Puts objects in	<input type="checkbox"/> Pats or swipes objects	<input type="checkbox"/> Uses functional actions (eats, stirs)
<input type="checkbox"/> Feeds others with single action	<input type="checkbox"/> Opens & closes objects	<input type="checkbox"/> Moves objects back & forth	<input type="checkbox"/> Pours from one object into another object	<input type="checkbox"/> Stacks objects
<input type="checkbox"/> 2 actions to feed others	<input type="checkbox"/> 3 actions to cook & feed others	<input type="checkbox"/> Constructs fence or road with blocks	<input type="checkbox"/> 2 actions in a row with vehicle & blocks	<input type="checkbox"/> 3 actions in a row with vehicle & blocks

The Development of Symbol Use in Spoken Language

Preverbal Communication	Babies begin to share their intentions by directing preverbal communication to caregivers with sounds, gestures, and facial expressions from 6 to 12 months of age. Amazingly, babies at this age have already mastered the basics of reciprocity; a balanced, mutual exchange of interaction. Reciprocity is the foundation of social interaction and conversation.
First Words	First words usually begin to appear near the child's first birthday and vocabulary growth continues very slowly until about 18 months. Children 12 to 18 months of age primarily use preverbal communication with a few words sprinkled here and there. They are beginning to be symbolic communicators. With more ways to communicate, they can express their intentions more clearly and deliberately.
Word Combinations	At 18 to 21 months, most children experience a "vocabulary burst" when word learning takes off. Children are now solid symbol users; they get the idea that words are symbols for things. Word combinations appear, as children learn words to refer to a variety of objects, actions, and descriptors.
Sentences	By 30 months, children are learning to speak in sentences. Their vocabulary includes hundreds of words, growing daily, and is large enough to meet their everyday communicative needs. They are using markers such as plurals, prepositions, and verb endings, showing the beginning of grammar.
Complex Language	By 48 months of age, children are learning complex language. They have a large rich vocabulary of thousands of words and use complex grammar such as putting two different verb clauses into one sentence and being able to form lots of statements and questions. Children can now hold their own in conversation and telling stories and they can use language to navigate interactions with peers.

The Development of Symbol Use in Play

Body Play (1 to 4 months)	Explores body parts and repeats an action to create or continue a bodily sensation.
Object Exploration (5 to 8 months)	Explores objects and repeats an action with an object of interest to create a visual, auditory, or tactile event.
Conventional Object Use (9 to 16 months)	Uses actions with objects based on physical features and then functional use of objects that are purposeful, goal-directed, and are the conventional or common use of objects.
Pretend toward Others (12 to 18 months)	Pretends and directs play actions toward another, marking the onset of symbolic thought in play.
Symbolic Play Sequences (19 to 24 months)	Pretends with connected make-believe play actions used in a planned logical sequence.
Dramatic Play (2 to 5 years)	Takes on a role and imitates or acts out the role. Socio-dramatic play is engaging in cooperative make-believe roles with others.