SOCIAL SKILLS CHECKLIST

(BEGINNER, INTERMEDIATE, ADVANCED)

NAME OF CHILD:_____ DATE: _____

AGE/BIRTHDAY:_____ TEACHER:_____

INSTRUCTIONS: FOR EACH QUESTION, CHECK IF THAT SOCIAL SKILL OCCURS "ALMOST ALWAYS", "OFTEN", "SOMETIMES", OR "ALMOST NEVER".

RATING SCALE
ALMOST ALWAYS*: CONSISTENTLY DISPLAYS SKILL IN MANY SETTINGS AND WITH VARIETY OF PEOPLE (AT LEAST 8 OF 10 TIMES).*
OFTEN : *DISPLAYS SKILL ON A FEW OCCASIONS, SETTINGS AND WITH A FEW PEOPLE. (APPROXIMATELY 5-7 TIMES OUT OF 10.)*
SOMETIMES*: SELDOM DISPLAYS SKILL BUT MAY DEMONSTRATE IT ON INFREQUENT OCCASIONS (1-4 TIMES OUT OF 10).*
ALMOST NEVER*: NEVER OR RARELY EXHIBITS SKILL. IT IS UNCOMMON TO SEE THIS SKILL IN DAILY ROUTINES (0-1 TIMES EVER).*

SOCIAL PLAY & EMOTIONAL DEVELOPMENT	ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
BEGINNING PLAY BEHAVIORS				
1. MAINTAINS PROXIMITY TO PEERS/ADULTS WITHIN 3 FEET.				
2. OBSERVES PEERS IN PLAY IN CLOSE PROXIMITY WITHIN 3 FEET.				
3. PARALLEL PLAYS NEAR PEERS USING SAME MATERIALS.				
4. PHYSICALLY IMITATES PEER AND/OR ADULT.				
5. VERBALLY IMITATES PEER AND/OR ADULT.				
6. TAKES TURNS APPROPRIATELY DURING SIMPLE GAMES.				
INTERMEDIATE PLAY BEHAVIORS				
1. SHARES TOYS AND TALKS ABOUT ACTIVITY WITH PEERS, WHEN PLAY AGENDA IS DIFFERENT THAN THEIR OWN.				
2. PHYSICALLY AND VERBALLY RESPONDS TO INTERACTIONS WITH PEERS.				
3. RETURNS AND INITIATES GREETINGS WITH OTHERS.				
4. APPROPRIATELY JOINS IN ON ACTIVITIES WITH PEERS.				
5. INVITES OTHERS TO PLAY OR ENGAGE IN AN ACTIVITY.				
6. TAKES TURNS DURING STRUCTURED ACTIVITIES.				
7. OBEYS GAME RULES.				
8. REQUESTS TOYS, FOOD, AND MATERIALS FROM PEERS.				
ADVANCED PLAY BEHAVIOR				
1. PLAYS COOPERATIVELY WITH PEERS DURING IMAGINATIVE PLAY.				
2. COMMENTS ABOUT WHAT HE/SHE IS DOING AND WHAT OTHERS ARE DOING DURING PLAY.				

3. ORGANIZES PLAY BY MAKING SUGGESTIONS TO PEERS OR OFFERING IDEAS TO ELABORATE ON PLAY.				
4. FOLLOWS PEER PLAY PLANS.				
5. TAKES TURNS DURING UNSTRUCTURED ACTIVITIES WITHOUT ADULT SUPERVISION AND A TIME LIMIT.				
5. OFFERS TOYS, FOOD, AND MATERIALS TO PEERS.				

EMOTIONAL REGULATION	ALMOST ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER
UNDERSTANDING EMOTIONS - BEGINNER				
1. IDENTIFIES LIKES AND DISLIKES.				
2. IDENTIFIES EMOTIONS IN SELF.				
3. IDENTIFIES EMOTIONS IN OTHERS.				
4. JUSTIFIES EMOTIONS ONCE IDENTIFIED (E.G. EATING BECAUSE I'M HUNGRY).				
5. DEMONSTRATES AFFECTION AND EMPATHY TOWARDS OTHERS.				
6. STUDENT WILL EXHIBIT FEARS APPROPRIATELY AND ACCEPT COPING STRATEGIES TO HANDLE THOSE FEARS.				
7. STUDENT WILL INTERPRET BODY LANGUAGE OF PEERS AND/OR ADULTS AND TIE THEM TO EMOTIONS				
SELF-REGULATION-INTERMEDIATE				
1. ALLOWS OTHERS TO COMFORT HIM/HER IF UPSET OR AGITATED.				
2. SELF-REGULATES WHEN TENSE OR UPSET WITH PRE-DETERMINED COPING STRATEGY.				
3. SELF-REGULATES WHEN ENERGY LEVELS ARE HIGH WITH A PRE-DETERMINED COPING STRATEGY.				
4. DEALS WITH BEING TEASED OR BULLIED IN ACCEPTABLE WAYS.				
5. DEALS WITH BEING LEFT OUT OF A GROUP IN AN ACCEPTABLE WAY.				
6.ACCEPTS NOT BEING FIRST AT A GAME OR ACTIVITY IN AN ACCEPTABLE WAY AND STILL PARTICIPATES APPROPRIATELY IN THE GAME.				
7. ACCEPTS LOSING AT A GAME WITHOUT DEMONSTRATING ANGER OR DISAPPOINTMENT INAPPROPRIATE.				
8. SAYS "NO" IN ACCEPTABLE WAY TO THINGS HE/SHE DOES NOT WANT TO DO.				
9. WILL SAY "I DON'T KNOW" IN SITUATIONS WHERE HE NEEDS HELP OR DOES NOT KNOW HOW TO RESPOND TO A REQUEST, QUESTION, OR OTHER SOCIAL SITUATIONS.				
10. ABLE TO END CONVERSATIONS APPROPRIATELY.				
FLEXIBILITY - ADVANCED				
1. ACCEPTS MAKING MISTAKES IN AN ACCEPTABLE MANNER.				

2. ACCEPTS CONSEQUENCES OF HIS/HER BEHAVIOR AND LINKS HIS/HER BEHAVIOR TO THAT CONSEQUENCE.				
3. ACCEPTS UNEXPECTED CHANGES IN ROUTINE OR EXPECTATIONS OF ACTIVITIES IN AN ACCEPTABLE MANNER.				
4. CONTINUES TO TRY WHEN A TASK IS DIFFICULT.				
5. IGNORES OTHERS OR SITUATIONS WHEN IT IS DESIRABLE TO DO SO TO AVOID DISTRACTION.				
PROBLEM-SOLVING ADVANCED				
1. IDENTIFIES/DEFINES PROBLEMS.				
2. GENERATES SOLUTIONS TO PROBLEMS.				
3. CARRIES OUT SOLUTIONS BY NEGOTIATING AND/OR COMPROMISING.				
4. UNDERSTANDS IMPACT HIS/HER BEHAVIOR HAS ON PEERS BY IDENTIFYING EMOTIONS OF PEERS AFTER AN INAPPROPRIATE SOCIAL INTERACTION.				

COMMUNICATION SKILLS ALMOST ALWAYS		OFTEN	SOMETIMES	ALMOST NEVER
CONVERSATION SKILLS - BEGINNER				
1. INITIATES CONVERSATION WHEN IT IS APPROPRIATE TO DO SO.				
2. INITIATES CONVERSATION AROUND SPECIFIC TOPIC.				
3. ASKS SIMPLE "WH" QUESTIONS TO GET IN FORMATION.				
4. RESPONDS TO "WH" QUESTIONS EITHER WITH VERBAL OR NON-VERBAL COMMUNICATION.				
5. MAKES A VARIETY OF COMMENTS, RELATED TO THE TOPIC DURING CONVERSATION AND NOT THE FOCUS OF HIS/HER RESTRICTED INTERESTS.				
6. INTRODUCES HIM/HERSELF TO SOMEONE NEW.				
7. INTRODUCES PEOPLE TO EACH OTHER.				
8. ENDS CONVERSATIONS APPROPRIATELY.				
NONVERBAL CONVERSATIONAL SKILLS - INTERMEDIATE				
1. MAINTAINS APPROPRIATE PROXIMITY TO CONVERSATIONAL PARTNER.				
2. ORIENTS BODY TOWARDS CONVERSATIONAL PARTNER WHEN THEY ARE SPEAKING.				
3. PAYS ATTENTION TO PERSON'S NONVERBAL LANGUAGE AND BE ABLE TO CONFIRM THAT HE/SHE UNDERSTANDS WHAT IS BEING COMMUNICATED.				
4. WAITS TO INTERJECT DURING A CONVERSATION FOR AN APPROPRIATE AMOUNT OF TIME.				
COMPLIMENTS - ADVANCED				
1. GIVES APPROPRIATE COMPLIMENTS TO PEERS.				
2. APPROPRIATELY RECEIVES COMPLIMENTS WITH "THANK YOU".				
3. WILL ASK FOR A FAVOR APPROPRIATELY FROM A PEER OR ADULT.				
4. APOLOGIZES INDEPENDENTLY.				

For each category of social skills, identify goals for students that are observable, measureable, and attainable within one year. The long-term goal will be for the student to independently be able to do all skills "almost always". Using the rating scale below, develop IEP goals that focus on attaining independence within the percentage range that corresponds to the rating. (For example, if a student initiates conversation "sometimes", it is assumed he does so 5-7 times per 10 opportunities. The next annual goal for him/her would be "student will initiate conversation with peers by saying "hello" or asking a question, in 8 of 10 trials.) You may adjust the percentage in the "sometimes" category from 50% - 70%.

RATING SCALE	Percentage	Ratio/tallies
Almost always*: consistently displays skill in many settings and with variety of people (at least 8 of 10 times).*	80-100% of the time	8 out of 10 opportunities or trials.
Often : *displays skill on a few occasions, settings and with a few people. (approximately 5-7times out of 10.)*	50% - 70% of the time.	5 – 7 out of 10 opportunities or trials.
Sometimes*: seldom displays skill but may demonstrate it on infrequent occasions (less than 4 times out of 10).*	10%-40% of the time	1-4 out of 10 opportunities or trials
Almost never*: never or rarely exhibits skill. It is uncommon to see this skill in daily routines (no more than 1 time out of many opportunities over a long period of time).*	0%-10% of the time	0 or 1 out of 10 opportunities or trials