

Student Name: _____

☒ Mastered
☐ Developing

	Behavior Self-Regulation	Social Communication	Social Adaptation
Stage One 0-2 years Respond to Environment with pleasure	☐ 1. Indicates awareness ☐ 2. Reacts by attending ☐ 3. Responds by sustained attending ☐ 4. Responds to simple stimulus (e.g. music, light, vocal) with motor behavior (e.g. tracking, arm and leg movement) ☐ 5. Responds to stimulus with more complex motor behavior (reaching for, grabbing) to indicate desired continued interaction ☐ 6. Physical needs are regulated (eat, drink, sleep) ☐ 7. Explores environment ☐ 8. Responds independently with play materials ☐ 9. Indicates recall of routine	☐ 1. Produces sounds ☐ 2. Attends to speaker with a smile ☐ 3. Responds to verbal cues ☐ 4. Demands social attention ☐ 5. Responds to others' words/cues with word approximations ☐ 6. Uses words appropriately ☐ 7. Uses gestures and points ☐ 8. Waves and greets ☐ 9. Shows objects to others ☐ 10. Uses word to adult ☐ 11. Uses word to peer ☐ 12. Uses word sequence with no model	☐ 1. Indicates awareness of others, simple social games ☐ 2. Attends other's behavior, demonstrates joint attention ☐ 3. Responds to name, responds to self in mirror ☐ 4. Engages in solitary play ☐ 5. Interacts nonverbally with adults, imitations ☐ 6. Responding and making requests ☐ 7. Compliance with a variety of requests ☐ 8. Pretend play ☐ 9. Shows variety of emotions ☐ 10. Participates in parallel play ☐ 11. Seeks contact with familiar adults ☐ 12. Displays stranger anxiety
Stage Two 3-5 years Respond to environment with success	☐ 10. Uses play materials appropriately ☐ 11. Waits with no intervention ☐ 12. Identifies own feelings (happy, mad, sad) ☐ 13. Recognizes feelings of others ☐ 14. Accepts praise, success with control ☐ 15. Identifies own emotions (more complex feelings: embarrassed, guilty, etc.) ☐ 16. Demonstrates safety awareness ☐ 17. Stays focused on an activity for 5-10 minutes ☐ 18. Participates in large motor activities with no intervention ☐ 19. Independently finds appropriate activity	☐ 13. Exhibits receptive vocabulary ☐ 14. Answers with recognizable words ☐ 15. Uses commands, questions and appropriate word sequence ☐ 16. Converses with adult ☐ 17. Describes characteristics of self and others ☐ 18. Converses with peer(s) ☐ 19. Uses appropriate tone of voice to match environment ☐ 20. Tells own name ☐ 21. Understands commands ☐ 22. Understands and answers questions	☐ 13. Demonstrates imaginative play ☐ 14. Initiates social movement/game ☐ 15. Participates/direct sharing activity (e.g. simple turn-taking game) ☐ 16. Participates/interactive play (e.g. Simon Says, Ring Around the Rosey, Red Light-Green Light) ☐ 17. Watches peers for social cues ☐ 18. Demonstrates listening by facing speaker and pairs with eye gaze ☐ 19. Responds appropriately to social setting and context ☐ 20. Takes turns for multiple exchanges ☐ 21. Works toward a common goal ☐ 22. Accepts play ideas of others ☐ 23. Assumes different roles in dramatic play ☐ 24. Accepts turn taking in board game setting ☐ 25. Uses objects as independent agents of actions ☐ 26. Comforts others
Stage Three 6-9 years Learning skills for successful group participation	☐ 20. Completes individual tasks independently ☐ 21. Conveys awareness of expected conduct ☐ 22. Gives reasons for expectations ☐ 23. Shares knowledge about appropriate behavior with others ☐ 24. Responds appropriately to leader's choice ☐ 25. Maintains acceptable behavior in group (keeps hands/feet/objects to self) ☐ 26. Provides appropriate verbal/non-verbal feedback ☐ 27. Listens attentively while others speak – doesn't interrupt ☐ 28. Interacts with children and adults environment in a positive manner	☐ 23. Describes personal experiences ☐ 24. Shows feeling responses appropriately ☐ 25. Participates appropriately in group discussion ☐ 26. Indicates pride in self ☐ 27. Describes attributes in self ☐ 28. Describes attributes in others ☐ 29. Recognizes others' feelings ☐ 30. Verbalizes pride with group achievement ☐ 31. Can follow multiple step directions ☐ 32. Follows directions without frequent reminders	☐ 27. Initiates play with others ☐ 28. Participates in sharing activities when asked by adults ☐ 29. Independently and spontaneously shares materials, takes turns ☐ 30. Initiates appropriate behavior of peers spontaneously ☐ 31. Enjoys group activity rather than preferring solitary play ☐ 32. Initiates/enters play appropriately ☐ 33. Develops friendship with a peer(s) ☐ 34. Likes to win and is learning how to lose

	☐ 29. Follows directions without frequent reminders ☐ 30. Works without teacher or adult re-direction ☐ 31. Demonstrates on-task behavior	☐ 33. Understands and follows classroom routines and procedures ☐ 34. Contributes ideas ☐ 35. Begins to interpret listener's body language ☐ 36. When in conversation, takes turns in talking and staying on topic ☐ 37. When in conversation, not talking too long and able to shift topics smoothly ☐ 38. Describe one's own experiences in a sequence of events ☐ 39. Begins to take into account listener's perspective ☐ 40. Communicates about a wide range of topics ☐ 41. Uses language to negotiate compromise ☐ 42. Adjusts conversation according to listener's needs ☐ 43. Expresses care and concern for others	☐ 35. Plays games appropriately ☐ 36. Participates in activity suggested by peer ☐ 37. Seeks assistance, praises peer ☐ 38. Uses words and models suggested by an adult to settle conflict ☐ 39. Apologizes and makes amends ☐ 40. Cooperates with peers independently without adult direction during organized activity and play ☐ 41. Works and plays cooperatively ☐ 42. Can compromise ☐ 43. Cooperates to find an acceptable solution ☐ 44. Makes appropriate choices upon completion of assignments ☐ 45. Accepts group role ☐ 46. Leads, demonstrates for group ☐ 47. Spontaneously assists others to conform and be part of group ☐ 48. Sequences own experiences ☐ 49. Organized in group activity ☐ 50. Demonstrates respectful behavior ☐ 51. Labels situation values (e.g. right/wrong, good/bad) ☐ 52. Actively participates and cooperates in group activity, working towards a goal ☐ 53. Differentiates intentional from unintentional acts ☐ 54. Effectively deals with bullying or teasing issues ☐ 55. Avoids being "set up" ☐ 56. Follows a conflict resolution process ☐ 57. Manages conflict appropriately and cooperates with others to find an acceptable solution
Stage Four 9-12 years Investing in group process	☐ 32. Indicates beginning awareness of own progress ☐ 33. Indicates flexibility with procedures ☐ 34. Participates in new experience with control ☐ 35. Implements alternative behaviors ☐ 36. Responds to provocation with control ☐ 37. Accepts responsibility of actions and attitudes ☐ 38. Suggests interpersonal and group solutions	☐ 44. Channels feelings with creative media ☐ 45. Communicates appropriate behavior ☐ 46. Explains behavior influences of others ☐ 47. Verbalizes feelings appropriately in group ☐ 48. Initiates positive relationships verbally ☐ 49. Praises and supports others verbally ☐ 50. Expresses cause-effect with feelings and behavior	☐ 58. Identifies with adult heroes ☐ 59. Sequences group experience ☐ 60. Suggests activities with peer group ☐ 61. Expresses awareness of others different actions ☐ 62. Listens to other's opinions ☐ 63. Shows an interest in peers' opinion in self ☐ 64. Suggests solutions to problems ☐ 65. Discriminates opposite social values and understands others have different beliefs/values ☐ 66. Draws interest from social situations
Stage Five 13-18 years Applying individual and group skills in new situations	☐ 39. Seeks new work skills ☐ 40. Seeks desired group role ☐ 41. Understands, accepts law and order ☐ 42. Participates/group self governance ☐ 43. Solves personal problems	☐ 51. Uses complex, figurative statements ☐ 52. Uses conciliatory verbal responses ☐ 53. Recognizes, includes others' contribution ☐ 54. Describes multiple motives, values ☐ 55. Expresses values, ideals ☐ 56. Sustains interpersonal/group relations	☐ 67. Understands, respects others ☐ 68. Interacts successfully in multiple roles ☐ 69. Makes personal choices based on values ☐ 70. Indicates self understanding, goals ☐ 71. Sustains relationships

Student: _____

Date of Birth: _____

Instructions:

1. When completing the tracking sheet, place an "X" in the box to the left of the skill for those skills which are mastered (student demonstrates skill at least 80% of the time). Place a "/" in the box if the student is developing the skill (below 80% of the time). Leave the box empty if the skill is not currently present.
2. Use a different colored writing utensil to fill out the chart on the following pages for each date (example: blue pen for 10/06, green pen for 10/07). Indicate which color you used on the chart below in the "Date" column.
3. Record the following information on the chart below: date, student's grade, chronological age, and expected state of social development in the columns provided.
4. After completing the tracking sheet, tally the number of skills mastered in each column. Record this number on the chart below for each area (Behavior Self-Regulation, Social Communication and Social Adaptation) under the "# of Items Mastered" column for each area.
5. Based on the student's expected stage of development, identify the number of items that are expected to be mastered for the student's age and write the number in the column provided.

			Behavior Self-regulation			Social Communication			Social Adaptation		
Date	Grade	Age	# of Items Mastered	# of Items Expected for Age	Current Stage	# of Items Mastered	# of Items Expected for Age	Current Stage	# of Items Mastered	# of Items Expected for Age	Current Stage
				Stage 1 = 9 Stage 2 = 19 Stage 3 = 31 Stage 4 = 38 Stage 5 = 43			Stage 1 = 12 Stage 2 = 22 Stage 3 = 43 Stage 4 = 50 Stage 5 = 56			Stage 1 = 12 Stage 2 = 26 Stage 3 = 57 Stage 4 = 66 Stage 5 = 71	
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