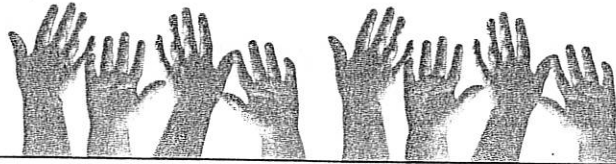


The Social Skills Checklist



Name of student _____

Diagnosis _____

Date of pre-test _____

Date of post-test _____

Date of birth _____

Completed by _____

School _____

Teacher _____

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The Social Skills Checklist — Level 1

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 1: Joint Attention/Attending			
Looks when called/comes when called			
Turns and orients toward person when making requests			
Follows eye gaze, point or gesture by others			
Looks/orients/responds to object presented			
Looks/orients when listening to others (shifts body/gaze every few sec.)			
Imitates 1-2 step motor tasks			
Looks expectantly for something to happen			
Sits and attends to simple tasks (10 min)			
Sits quietly in circle			
Imitates hand movements in circle			
Calls out in unison			
Follows basic 1,2 step auditory directions (directed at group)			
Sits next to peers			
Passes item to peers			
Gains appropriate attention of others			
Module 2: Greetings			
Waves			
Says "Hi" in response to greetings			
Walks up to others to greet			
Says "Bye"			
Politeness Marker			
Says "Please"			
Reciprocates affection			
Module 3: Social Play			
Sustains independent play for 15 min. w/close-ended toys i.e. puzzles			
Plays parallel +15 minutes, close to peers w/close-ended toys			
Plays with open ended toys i.e. blocks, trucks, legos (builds)			
Imitates movement with objects			
Imitates peers w/ peer leader in songs, Simon says, etc.			
Imitates up to 4-6 actions in play routines			



The Social Skills Checklist — Level 1

Student: _____

Yes/No
1:1

Yes/No
In Group

Yes/No
Natural Setting

Module 3: Social Play (continued)

Takes a turn for 5 turns w/concrete toys i.e. blocks, potato head, swings, etc			
Sustains imaginative play i.e. restaurant, doctor, trucks, etc. for 15min w/adult			
w/other child			
Shares toys			
Trades toys			
Stops when peers say "stop"			
Ends play appropriately			
Cleans up toys when done			
Joins in small group free play			
Plays functionally with playground equipment/sustains peer play			
Can sit and play simple game with adults directing			

Module 4: Self Awareness

Ability to tolerate new demands/tasks with support			
Ability to delay reinforcement up to for 1-2 hours			
Accepts interruptions during preferred activity			
Asks for help vs. task avoidance			
Accepts endings/transitions			
Accepts 1-2 changes in schedule (flexibility)			
Accept changes in play (flexibility with play)			

Module 5: Conversations

Please work with Speech and Language therapists to be sure that all areas of speech and language are addressed appropriately			
States wants/needs (mands) 30+ per day			
Labels (tacts) up to 100 minimum			
Identifies others by name			
Can answer 1-3 social questions i.e. name, age, family names, pet names			
Answers others appropriately (no echolalia)			
Summons/calls others			
Answers Yes/No questions appropriately			
Asks for information: "What is that?" "Where is it?"			



The Social Skills Checklist — Level 1

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 5: Conversations (continued)			
Intraverbals of: Fill in blank			
Attributes "What has..."			
Categories "Name some..."			
Answers "Who" questions			
Answers "What" questions			
Describes/comments on own actions i.e. "I am (action)"			
Asks for attention i.e. "Watch me" "Look at me"			
Waits to be called on in a group			
Volunteers information on a topic			
Offers information about school day			
Module 6: Perspective Taking			
Labels/imitates emotions in pictures			
Labels emotions on people, cartoons			
Labels emotions on self			
States what makes child: happy, sad, etc.			
Labels body parts on a person including hair color, eye color, glasses, etc.			
Guesses others imitations of emotions			
Looks for/find hidden objects and hides them			
Plays charades/imitates another character			
Notices & attempts to comfort others			
Module 7: Critical Thinking Skills			
Ability to follow schedule/rules			
Makes choices out of 3			
Understands concept: First, Then			
Can sequence pictures up to 4 steps			
Can retell 4 pictures in sequence			
Can categorize items/themes			
Makes basic inferences- "What do you need?" to finish something or make something			
Retells events in life/visual aide support			
Can find things not present			
Can determine "What is wrong?" (in pictures)			
Can determine "What is same & different?" (in pictures)			
Can name opposites			



The Social Skills Checklist — Level 1

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 8: Advanced Language			
see level 2			
Module 9: Developing Friendships			
Sits next to same peer consistently			
Plays with same peer(s) across several days and several activities			
Shares (snack/toy) with peer			
Attends birthday party, with peer			
Module 10: Community/Home Life			
Home:			
Voids in toilet			
Undresses when appropriate			
Attempts to dress self			
Tolerates brushing teeth			
Sleeps in own bed			
Sits to eat			
Remains in home safely			
Avoids dangerous situations			
Community: (some examples)			
Stays with parents in community (up to 20 min)			
Go to doctor's appt. successfully			
Stays with family in shopping malls/stores			
Plays near/with peers in community (bikes, ball, trucks, dolls, etc.)			
Holidays:			
Birthday-follows schedule			
Waits while others open presents			
Halloween- tolerates costume			
Walks w/family			
Other holidays:			
Sits w/family at meals			
Other areas of need:			



The Social Skills Checklist — Level 2

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 1: Joint Attention/Attending			
Orients toward person when speaking/listening			
Listens quietly when appropriate			
Repeats back directions 2-3 steps and completes action			
Can sit and listen to group stories			
Shows others objects w/intent to share			
Points to objects to share			
Follows other's eye gaze to objects			
Follows basic non-verbal commands ex: stop, open arms, finger shake-no, point-look			
Knows place and stays in line			
Walks in pace with others			
Can look and judge if ok to start by others body language/eye gaze-social reference			
Follows instructions to get items/supplies			
Module 2: Greetings			
Greets/waves "Hi" with person's name			
Holds eye contact 1-3 sec. during greeting			
Waves/says "bye" with person's name			
Politeness Marker			
Uses "Thank you" appropriately			
Uses "Sorry" appropriately			
Asks for affection (hug, etc)			
Provides help to others when asked			
Module 3: Social Play			
Can engage in non-physical play			
Can play on own up to 30 minutes			
Can follow playground rules			
Asks 1-3 peers to play their choice			
Can joint play/build/work on simple project together			
Asks 1-3 peers to join in their play			
Sustains play up to 20 min. with peers			
Let's another child choose toy first			
Tolerates other's choice in play delaying own choice for another time			



The Social Skills Checklist — Level 2

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 3: Social Play (continued)			
Can play 2-3 ball/outdoor games for + 20 min. with group +5 peers			
Accepts being called "out"			
Accepts losing games			
Wins gracefully			
Uses free time appropriately			
Plays and sustains board games			
Shifts play ideas w/others, and sustains			
Follows play/understands game/who's "it"			
Imitates actions/speed of actions			
Follows auditory directions-time, sequence directionality (first, middle, 2nd from last)			
Module 4: Ability to Calm Self			
Ability to tolerate new tasks willingly			
Ability to play games & stick with game to the end			
Ability to delay reinforcement: several hours (until Lunch/Dismissal)			
Follows general classroom rules			
Raises hand and waits to talk			
Shares materials with others calmly			
Recognizes and asks for breaks and access to items to calm oneself			
Accepts "No" for an answer			
Expresses anger appropriately			
Accepts when things are different then planned			
Accepts feedback/being corrected/being wrong			
Ability to protest/tell others to "stop"			
Recognizes own space/doesn't touch others			
Module 5: Conversations			
Uses appropriate voice level/tone			
Gains appropriate attention			
Answers +5 questions of own interest			
Answers questions of non-interest (w/adult/peers)			
Has working knowledge/use of pronouns			
Describes using pronouns			
Asks for things using pronouns			
Has working knowledge of adjectives/adverbs			



The Social Skills Checklist — Level 2

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 5: Conversations (continued)			
Comments on actions in games ex: "I have that ____" "I am doing ____"			
Can state likes/common interests ex: child responds to peer: "I like that movie too!"			
Can compare own items with others ex: "I don't have that, I have this" (for lunch)			
Talks about immediate past/future			
Talks about current events/movies			
Tells +3 simple jokes			
Answers more complex Invervals: Abstract categories ex: Name "things that make noise"			
Time of events ex: "When do you eat breakfast?"			
Labels by feature, name ex: "Name some big animals."			
Answers "Where" questions			
Answers "Why" questions			
Comments on others actions/activities ex: "I like your picture"			
Module 6: Perspective Taking			
Describes physical features (including: hair color, glasses, facial hair) (to increase ability to attend to pertinent info)			
Respects personal space of family, friends and strangers			
In pictures, determines cause for emotion			
In people, determines cause for emotion			
In movies, looks at social cues for emotions			
Can look at pictures and understand shared/not shared experiences			
States self affirmations/emotion ex: "I am good at that" or "I'm sad"			
States "likes" about others ex: "I like your shirt"			
Can observe social cues in pictures			
Understands roles of various community helpers			
Module 7: Problem Solving			
Critical Thinking Skills			



The Social Skills Checklist — Level 2

Student: _____

**Yes/No
1:1**

**Yes/No
In Group**

**Yes/No
Natural Setting**

Module 7: Problem Solving (continued)

Can generate "what comes next"			
Retells events of that day/yesterday			
Retells short stories w/out visuals			
Can do word associations - oral categories (with quick response time)			
Can identify what is missing in pictures, objects, etc.			
Short-term memory:			
recalls 3-5 pictures shown			
recalls 3-5 items shown			
repeats 3-5 verbal directions			
Ability to use self-talk as a rehearsal strategy			
Ability to use self talk as a reminder of what to do			
Separates 3-4 parts of simple story: characters/action/location			
Can generate (verbal) list of items needed ex: for lunch, or music			
Describes basic themes "at night, we do this"			
Understands concept of safe vs. dangerous			
Can choose which item does not belong			
Can give basic reasons "why" in pictures/events			
Writes a story (subject/title, characters, setting)			

Module 8: Advanced Language

Language pragmatics *refer to speech and language assessments			
Understands 10-15 common idioms			
Understands concept of lies vs. truths			
Talks about plans for the future			
Can compare items and explain same/different			
Explains the main idea of a simple story			
Is beginning to read			

Module 9: Friendships

Gives others compliments			
Says "thank you" to compliments			
Answers truthfully about things (including wrong-doings)			

Student:		Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
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Provides apology to others when appropriate			
Helps others when asked			
Invites friends over for play dates			
Engages in scheduled play with play date			
Walks w/ a group of friends			
Acknowledges others as friends & why			

[illegible]



The Social Skills Checklist — Level 3

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 1: Joint Attention/Attending			
Can repeat and perform 4-5 step directions			
Can listen and take notes			
Follows and completes large group instruction (whole class)			
Can follow test-taking instructions			
Notifies and gets the attention of others when necessary			
Uses gestures to communicate			
Module 2: Greetings			
3-part greeting ex: "Hi, How are you, name?"			
2-3 part inquiries ex: "Where is...your brother?"			
Politeness Markers			
Acknowledges bumping into others			
Asks family/ friend about day			
Responds "You're welcome" appropriately			
Corrects others nicely or politely overlooks mistakes			
Shows concern and asks "Are you OK?" ex: peer is coughing			
Receives compliments well			
Module 3: Social Play			
Sustains play of choice with group + 30 min			
Sustains play of other's choice +20 min			
Sustains play: ball games +30 min			
Sustains play: other games ex: tag, chase, etc			
Will join in recess play willingly			
Deals with teasing appropriately			
Stays with a team-follows team in game/cheering/rules			
Accepts ideas/changes in game			
Cheers other on			
Awareness of pop culture games/play			
Module 4: Ability to Calm Self			
Ability to work towards reinforcement for 1-2 days			
Accepts authority from adults/peers			
Decreases target behaviors 0-2 severe per week			



The Social Skills Checklist — Level 3

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 4: Ability to Calm Self (continued)			
Accepts making mistakes/accepts other's mistakes			
Handles constructive criticism/attempts change			
Refuses requests of other's appropriately			
Questions what might be unjust			
Responds appropriately to bullying			
Responds to teasing appropriately			
Responds to physical assault appropriately			
Self-regulates arousal level			
Module 5: Conversations			
Remains quiet when others talk			
Paces self-waits for pauses to answer/start questions			
Interrupts appropriately ex: raises hand in class ex: waits for break in conversation with friends			
Maintains conversation for 6 exchanges by answering questions and asking questions to gather information			
Identifies topic & comments on topic			
Initiates topics and holds conversation			
Discusses common interests ex: "I like that too- do you?"			
Requests information from others ex: "Where did you get that?" ex: "What do you do with that?"			
Tells +5 jokes to peer/group			
Can shift topics up to 3 topics			
Watches for listener confirmation before continuing conversation			
Ends conversation appropriately			
Module 6: Perspective Taking			
Recognizes/interprets body language			
Recognizes other's more complex emotions			
Stops behavior based in response to other's emotions: ex: sad, bored, frustrated, etc			
Can explain own emotions			
Recognizes when others do something nice			
Identifies nice vs. mean vs. teasing			



The Social Skills Checklist — Level 3

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 6: Perspective Taking (continued)			
Shows empathy toward others			
Follows more complex social rules ex: "majority rules"			
Detects level of interest from other's in activity			
Uses appropriate language to express dislike			
Accepts other's likes and tolerates them			
Concerned about what others think, what their "reputation" is			
Module 7: Problem Solving			
Asks for clarification			
Recalls/discusses past events +3			
Makes predictions ex: "What will happen & why"			
Interprets idioms			
Understands inferences, paraphrases			
Paraphrase/summarizes			
Knows facts from opinions			
Decodes content of story			
Writes a story (subject/title, characters, setting, main idea/action, details)			
Relays pertinent information			
Keeps calendar to organize self			
Can explain cause & effect & how to change			
Makes deductions from short stories			
Module 8: Advanced Language			
*Refer to speech and language assessment			
Ability to interpret gestures/body language			
Ability to understand the main idea of a story			
Ability to recite/write a personal narrative			
Ability to recite/write a descriptive narrative			
Ability to recite/write a procedural narrative			
Identifies and understands homonyms			
Identifies and understands synonyms			
Identifies and understands antonyms			
Module 9: Friendships			
Defends self/others verbally/appropriately.			



The Social Skills Checklist — Level 3

Student: _____	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Module 9: Friendships (continued)			
Introduces self to others			
Lends possessions when asked			
Asks permission to use other's possessions			
Expresses enthusiasm over others comments/ possessions/job well done			
Invites friends over			
Responds to invitations			
Beginning sexuality-address as needed and appropriate ex: knows what is private			
Module 10: Community/Home			
Home:			
Dresses age/peer appropriate			
Follows basic 3-4 step bedroom cleaning routine			
Completes other household chores, ex: feed pet, clean dishes, take out trash, etc.			
Can make him/herself lunch			
Can prepare 1-3 meals			
Orders in restaurant appropriately			
Knows and executes home routine for fire safety			
Knows how to use the stove safely			
Can get help in an emergency			
Recognizes need for 911			
Knows what to do if there's a stranger at the door			
Calls someone on the phone, carries on a 4+ exchange conversation			
Community:			
Utilizes crosswalks and looks both ways			
Joins friends in community events			
Doesn't talk to strangers			
Remains safe in community events			
Knows how to get help			
Other areas of need:			