

# Social Skills Checklist

Name of Child: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Birth date: \_\_\_\_\_ Teacher or Family Member Completing Form: \_\_\_\_\_

- ✓ Based on your observations, in a variety of situations, rate the child's following skill level. Put a check mark in the box that best represents the child's current level (see rating scale).
- ✓ Write additional information in the comments section.
- ✓ After completing the checklist, place a check in the far right column, next to skills which are a priority to target for instruction.

## Rating Scale

**Almost Always:** The child *consistently* displays this skill in *many* occasions, settings and with a variety of people.

**Often:** The child displays this skill on a *few* occasions, settings and with a few people.

**Sometimes:** The child may demonstrate this skill however they *seldom* display this skill.

**Almost Never:** The child *has never or rarely* displays this skill. In their daily routine, is uncommon to see the child demonstrate this skill.

## SECTION 1: SOCIAL PLAY AND EMOTIONAL DEVELOPMENT

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
<b>1.1 Beginning Play Behaviors</b>						
a. Maintain proximity to peers within 1 foot.						
b. Observe peers in play vicinity within 3 feet.						
c. Parallel play near peers using the same or similar materials (e.g., building with blocks next to peer who is also playing with blocks).						
d. Imitate peer (physical or verbal).						
e. Take turns during simple games (e.g., rolling ball back and forth).						

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
<b>1.2 Intermediate Play Behaviors</b>						
a. Play associatively with other children (e.g., sharing toys and talking about the play activity, even though the play agenda of the other child (ren) may be different).						
b. Respond to interactions from peers (e.g., physically accept toy from a peer; answer questions).						
c. Return and initiate greetings with peers (e.g., wave or say "hello").						
d. Know acceptable ways of joining in an activity with others (e.g., offering a toy to a peer or observe play and ask to join in).						
e. Invite others to play.						
f. Take turns during structured games/activities (e.g., social or board games).						
g. Ask peers for toys, food, and materials.						
<b>1.3 Advanced Play Behavior</b>						
a. Play cooperatively with peers (e.g., take on pretend role during dramatic play, lead the play, and follow game with rules).						
b. Make comments about what he/she is playing to peers (e.g., "I am making a tall tower.").						
c. Organize play by suggesting play plan (e.g., "Let's make a train track and then drive the trains.").						
d. Follow another peers play ideas.						
e. Take turns during unstructured activities (e.g., with toys/materials that are limited, roles during dramatic play).						
f. Give up toys, food and materials to peers.						
g. Offer toys, food, and materials to peers.						

## SECTION 2: EMOTIONAL REGULATION

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
<b>2.1 Understanding Emotions</b>						
a. Identify likes and dislikes.						
b. Identify emotions in self.						
c. Label emotions in self.						
d. Identify emotions in others.						
e. Label emotions in others.						
f. Justify an emotion once identified/labeled (e.g., if a girl is crying the child can say she is crying because she fell down and is hurt).						
g. Demonstrate affection toward peers (e.g., gives peers hugs).						
h. Demonstrate empathy toward peers (e.g., if a peer's toy breaks, the child may feel sad for them).						
i. Demonstrate aggressive behavior toward others.						
j. Demonstrate aggressive behavior toward self.						
k. Demonstrate intense fears (e.g., the child will not go near dogs and becomes upset when a dog is near).						
l. Uses tone of voice to convey a message. (e.g., when the child is sad he/she uses a quiet voice or when saying "stop" uses a firm voice).						
<b>2.2 Self Regulation</b>						
a. Allow others to comfort him/her if upset or agitated (e.g., allows caregiver to give them a hug or peers to pat their back).						
b. Self regulate when tense or upset (e.g., calms self by counting to 10 or taking a breath).						
c. Self regulate when energy level is high (e.g., Counts to 10 or runs around the playground to release energy).						

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
<b>2.2 Self-Regulation Continued</b>						
d. Use acceptable ways to express anger or frustration (e.g., states they are upset or asks to take a break).						
e. Deal with being teased in acceptable ways (e.g., ignore, walk away, tell adult).						
f. Deals with being left out of group.						
g. Request a "break" or to be all done when upset.						
h. Accept not being first at a game or activity.						
i. Say "no" in an acceptable way to things s/he doesn't want to do.						
j. Accept losing at a game without becoming upset/angry.						
k. Deals with winning appropriately (e.g., the child may say, "Maybe next time" or congratulate the winner. ").						
l. Accept being told "no" without becoming upset/angry.						
m. Able to say "I don't know."						
<b>2.3 Flexibility</b>						
a. Accept making mistakes without becoming upset/angry.						
b. Accept consequences of his/her behaviors without becoming upset/angry.						
c. Ignore others or situations when it is desirable to do so.						
d. Accept unexpected changes.						
e. Accept changes in routine.						
f. Continue to try when something is difficult.						
<b>2.4 Problem Solving</b>						
a. Claim and defend possessions.						
b. Identify/define problems.						
c. Generate solutions (e.g., if juice spills the child can suggest getting a sponge and cleaning it up).						
d. Carry out solutions by negotiating or compromising.						

### SECTION 3: GROUP SKILLS

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
<b>3.1 Seeking Assistance</b>						
a. Seek assistance from adults.						
b. Seek assistance from peers.						
c. Give assistance to peers.						
<b>3.2 Participate in Group</b>						
a. Respond/participate when one other child is present.						
b. Respond/participate when more than one other child is present.						
c. Use appropriate attention seeking behaviors (e.g., calling name, tapping shoulder).						
<b>3.3 Follow Group</b>						
a. Remain with group.						
b. Follow the group routine.						
c. Follow directions.						
d. Make transition to next activity when directed.						
e. Accept interruptions/unexpected change.						

## SECTION 4: COMMUNICATION SKILLS

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
<b>4.1 Conversational Skills</b>						
a. Initiate a conversation around specified topics (e.g., says to peers, "Guess what I did yesterday?").						
b. Initiate conversations when it is appropriate to do so (e.g., at recess and not during a time for quiet independent work at school).						
c. Ask "Wh" questions for information (e.g., child will ask "Where are my shoes?" or "Who is that girl?").						
d. Respond to "Wh" questions.						
e. Respond appropriately to changes in topic (e.g., if peer changes the topic from skiing to swimming, the child will talk about the new topic).						
f. Make a variety of comments, related to the topic, during conversations (e.g., if a friend says, "I have blue truck." The child responds, "I have a green truck.>").						
g. Ask questions to gain more information.						
h. Introduce him/herself to someone new.						
i. Introduce people to each other.						
j. Demonstrate the difference between telling information and asking for more information.						
<b>4.2 Nonverbal Conversational Skills</b>						
a. Maintain appropriate proximity to conversation partner (e.g., does not stand too close or touch other person).						
b. Orient body to speaker.						
c. Maintain appropriate eye contact.						
d. Use an appropriate voice volume.						

Does the Child...	Almost Always	Often	Sometimes	Almost Never	Comments	Priority
<b>4.2 Nonverbal Conversational Continued</b>						
e. Pay attention to a person's nonverbal language and understand what is being communicated (e.g., if someone shakes their head that means no and nodding your head means yes).						
f. Wait to interject (e.g., waits until there is a pause before they begin talking).						
g. Appropriately interject (e.g., "guess what" or "do you know what I did").						
h. End the conversation appropriately (e.g., when the conversation is over says, "I have to go now" or "see you later").						
<b>4.3 Questions</b>						
a. Answer Yes/No questions.						
b. Answer simple social questions (e.g., name, age, hair color, address).						
c. Answer subjective questions such as "what do you like to eat/drink?" or "what is your favorite color/video?".						
d. Respond simple "Wh" questions (e.g., "what color is that ball?" "where are your shoes?").						
e. Ask questions to gain more information.						
f. Answer questions about past events (e.g., "What did you have for lunch?" or "Where did you go for vacation?")						
g. Stay on topic by making comments or asking questions related to the topic.						
h. Use "please" and "thank you" at appropriate times.						
<b>4.4 Compliments</b>						
a. Give compliments to peers.						
b. Appropriately receive compliments (e.g., thank you, reciprocate).						

**After completing the checklist, place a check in the far right column, next to skills which are a priority to target for instruction.**

**For Instructor Use:** Fill out priority skills for instruction based on check marked skills above.

**Section 1: Social Play and Emotional Development**

Skill Area	Priority Skill(s) for Instruction
1.1 Beginning Play Behaviors	
1.2 Intermediate Play Behaviors	
1.3 Advanced Play Behavior	

**Section 2: Emotional Regulation**

Skill Area	Priority Skill(s) for Instruction
2.1 Understanding Emotions	
2.2 Self Regulation	
2.3 Flexibility	
2.4 Problem Solving	



### Section 3: Group Skills

Skill Area	Priority Skill(s) for Instruction
3.1 Seeking Assistance	
3.2 Participate in Group	
3.3 Follow Group	

### SECTION 4: COMMUNICATION SKILLS

Skill Area	Priority Skill(s) for Instruction
4.1 Conversational Skills	
4.2 Nonverbal Conversational Skills	
4.3 Questions	
4.4 Compliments	