

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 (scoring below).
- ✓ 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.

SCORING

2 = Consistently/always meets criterion

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

1 = Inconsistently/sometimes meets criterion

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

0 = Does not/never meet criterion

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...	Scoring	Comments	Priority
1.1 Beginning Play Behaviors			
a. Maintain proximity to peers within 1 foot <i>During play, is proximal to peers (does not need to be engaged in play).</i>	0 1 2		
b. Observe peers in play vicinity within 3 feet. <i>During play, will watch peers engaged in play.</i>	0 1 2		
c. Parallel play near peers using the same or similar materials <i>Parallel play such as building with blocks next to peer who is also playing with blocks.</i>	0 1 2		
d. Imitate peer (physical or verbal) <i>Imitate play actions of peer. For example, in dramatic play, peer pretends to eat and child imitates and pretends to eat as well. Imitate verbal</i>	0 1 2		

<i>action of peer. For example in</i>			
e. Take turns during simple games <i>Rolls ball back and forth with peer. Plays simple board game.</i>	0 1 2		
1.2 Intermediate Play Behaviors	Scoring	Comments	*
a. Play associatively with other children <i>Shares toys and talks about the play activity even if the play agenda of the other child may be different.</i>	0 1 2		
b. Respond to interactions from peers <i>Put out hand to accept toy from a peer. Answer questions from peers.</i>	0 1 2		
c. Return and initiate greetings with peers <i>Waves hand to greet or says "hello".</i>	0 1 2		
d. Know acceptable ways of joining in an activity with others <i>Observes peers at playing with blocks and asks to join in "can I play?" or offers a block to put on the structure they are building.</i>	0 1 2		
e. Invite others to play. <i>Ask a peer to play or offers toy to peer.</i>	0 1 2		
f. Take turns during structured games/activities <i>For social games will wait for turn and take turn during musical chairs. For a board game, will wait turn and take turn when appropriate.</i>	0 1 2		
g. Ask peers for toys, food, and materials <i>Asking (with pictures or speech) in a variety of ways such as "Can I have ___?"</i>	0 1 2		
1.3 Advanced Play Behavior	Scoring	Comments	*
a. Play cooperatively with peers <i>Take on pretend role during dramatic play, lead the play by offering play suggestions to peers, and follow game with rules.</i>	0 1 2		
b. Make comments about what he/she is playing to peers <i>When drawing will remark, "I am drawing a train" or when building playing with plastic</i>	0 1 2		

<i>animals will comment, "the shark is swimming I the ocean."</i>			
c. Organize play by suggesting play plan <i>Might suggest, "Let's make a train track and then drive the trains."</i>	0	1	2
d. Follow another peers play ideas <i>If peer suggests making a train track and drive trains, the child will join the play to make a track.</i>	0	1	2
e. Take turns during unstructured activities <i>When playing with art materials that are limited, the child will wait for a turn for the scissors. When playing grocery store in dramatic play, the child will wait for turn to be the cashier.</i>	0	1	2
f. Give up toys, food and materials to peers <i>If peer asks for a turn, the child will share their toy with the peer.</i>	0	1	2
g. Offer toys, food, and materials to peers <i>When playing in the sand, will offer peer shovel to play with.</i>	0	1	2

SECTION 2: EMOTIONAL REGULATION

2.1 Understanding Emotions	Scoring	Comments	*
a. Identify likes and dislikes <i>When asked if they like ice cream the child will say yes or no. The child will be able to talk about things they like and dislike.</i>	0	1	2
b. Label and identify emotions in self <i>If their toy breaks, and the child is sad, they can label that emotion accurately when asked, "how do you feel?"</i>	0	1	2
c. Label and identify emotions in others <i>If a peer is angry, the child will be able to say, "he is mad."</i>	0	1	2
d. Justify an emotion once identified/labeled <i>If a girl is crying the child can say she is crying because she fell down and is hurt.</i>	0	1	2
e. Demonstrate affection toward peers	0	1	2

<i>Gives hugs or hand shakes to peers.</i>			
f. Demonstrate empathy toward peers <i>If a peer falls down, the child may help them get up or ask if they are okay.</i>	0	1	2
g. Demonstrate aggressive behavior toward others <i>Physical aggression towards peers (hitting, kicking, throwing objects, etc.).</i>	0	1	2
h. Demonstrate aggressive behavior toward self <i>Physical aggression toward self (hitting, pinching, hitting head, etc.)</i>	0	1	2
i. Demonstrate intense fears <i>The child will not go near dogs and becomes upset when a dog is near.</i>	0	1	2
j. Uses tone of voice to convey a message <i>When the child is sad he/she uses a quiet voice or when saying "stop" uses a firm voice.</i>	0	1	2
2.2 Self Regulation	Scoring		Comments
a. Allow others to comfort him/her if upset or agitated <i>Allows caregiver or familiar adult to give them a hug or peers to pat their back.</i>	0	1	2
b. Self regulate when tense or upset <i>Calms self by counting to 10, taking a breath, taking a break, etc.</i>	0	1	2
c. Self regulate when energy level is high or low <i>If energy level is high, the child may count to 10 or squeeze a squishy ball. If energy level is low, the child may walk around the room or jump on a trampoline.</i>	0	1	2
d. Use acceptable ways to express anger or frustration <i>Says, "I'm mad" when angry or ask to take a break when frustrated.</i>	0	1	2
e. Deal with being teased in acceptable ways <i>When teased, the child ignores, walks away, or tells an adult.</i>	0	1	2
f. Deals with being left out of group <i>If peers are playing a ball game and the child is</i>	0	1	2

<i>not asks to join in or is excluded from the game they may ask to join in, seek help from an adult or make another play choice.</i>			
g. Requests a "break" or to be "all done" when upset. <i>When building with interlocking blocks the child becomes frustrated and asks to take a break.</i>	0	1	2
h. Accept not being first at a game or activity <i>During a group game the child does not have the first turn and does not protests and will participate in the game.</i>	0	1	2
i. Say "no" in an acceptable way to things s/he doesn't want to do <i>During a non preferred activity the child will say, "no", "no thanks" or "I'm done."</i>	0	1	2
j. Accept being told "no" without becoming upset/angry <i>When the child is told that they cannot have the object or activity, they accept without becoming upset.</i>	0	1	2
j. Able to say "I don't know." <i>If asked a question that the child does not know, the child will state they don't know instead of supplying an answer that is incorrect because they want to give a response.</i>	0	1	2
k. Deals with winning appropriately <i>If a child wins the game, they do not brag to their peers.</i>	0	1	2
l. Accept losing at a game without becoming upset/angry <i>If a child does not finish first in the game, they do not protest, may say, "that's okay...maybe next time" or congratulate the winner.</i>	0	1	2
2.3 Flexibility	Scoring		Comments
a. Accept making mistakes without becoming upset/angry <i>For example, if a child is drawing a picture and</i>	0	1	2

<i>they make an unintended mark, the child does not rip up their paper.</i>			
b. Accept consequences of his/her behaviors without becoming upset/angry <i>The child does not complete a task and has to stay in from recess to finish the task.</i>	0	1	2
c. Ignore others or situations when it is desirable to do so <i>During class, a peer is inappropriate, the child ignores and does not imitate. For example, if a child is "being silly" and not listening to the teacher, the child ignores and keeps attending to the teacher.</i>	0	1	2
d. Accept unexpected changes <i>During the school day there is a fire drill and the child goes along with change.</i>	0	1	2
e. Accept changes in routine <i>The child goes along with the routine if there is a different teacher, activity or a change in schedule.</i>	0	1	2
f. Continue to try when something is difficult <i>The child is trying to put a toy together and the pieces don't fit, but they persist to put the pieces together.</i>	0	1	2
2.4 Problem Solving	Scoring		Comments
a. Claim and defend possessions <i>For example, if a peer takes the child's trading cards, the child will try to hold on to them or say, "that's mine."</i>	0	1	2
b. Identify/define problems <i>If two children want the same toy, the problem is two children want one toy.</i>	0	1	2
c. Generate solutions <i>If an art project rips, the child may suggest getting tape to fix or it or making a new one.</i>			
d. Carry out solutions by negotiating or compromising <i>Two children want the same toy and the child suggests they have take turns, do eeney meaney miney mo or sets a timer to show when a turn is</i>	0	1	2

over.			
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SECTION 3: GROUP SKILLS

3.1 Seeking Assistance	Scoring	Comments	*
a. Seek assistance from adults <i>If the child needs help to zip their coat, they will seek out an adult and request help.</i>	0 1 2		
b. Seek assistance from peers <i>If the child is trying to get a toy to work, they will ask a peer to help them.</i>	0 1 2		
c. Give assistance to peers <i>If a peer is trying to get a toy to work, the child will try to help them.</i>	0 1 2		
3.2 Participate in Group	Scoring	Comments	*
a. Respond/participate when one other child is present <i>During a small group, the child will participate. For example, if another peer is playing in the sensory table, the child will participate as well.</i>	0 1 2		
b. Respond/participate when more than one other child is present <i>During a large group, the child will participate. For example, during circle with multiple peers, the child will sing along.</i>	0 1 2		
c. Use appropriate attention seeking behaviors <i>When seeking attention, the child will call someone's name or tap their shoulder.</i>	0 1 2		
3.3 Follow Group	Scoring	Comments	*
a. Remain with group <i>During class or community activities the child stays proximal to peers and with the group.</i>	0 1 2		
b. Follow the group routine <i>During class routines, the child follows and sequencing steps of the routine.</i>	0 1 2		
c. Follow directions	0 1 2		

<i>The child is able to follow and sequence directions with two or more steps.</i>			
d. Make transition to next activity when directed <i>For example, follows along with the activities and transitions between activities.</i>	0	1	2
e. Accept interruptions/unexpected change. <i>For example, if the child is building with blocks and the teacher says it's time to be done before the child can finish building; the child will stop and clean up.</i>	0	1	2

SECTION 4: COMMUNICATION SKILLS

4.1 Conversational Skills	Scoring			Comments	*
a. Initiate a conversation around specified topics <i>Child asks peers, "Guess what I did yesterday?" or "Did you see this movie?"</i>	0	1	2		
b. Initiate conversations when it is appropriate to do so <i>The child initiates at recess and not during a time for quiet independent work at school.</i>	0	1	2		
c. Ask "Wh" questions for information Child will ask "Where are my shoes?" or "Who is that girl?"	0	1	2		
d. Respond to "Wh" questions. <i>Answers a variety of WH questions both in context and about past or future events.</i>	0	1	2		
e. Respond appropriately to changes in topic <i>If peer changes the topic from skiing to swimming, the child will now talk about swimming.</i>	0	1	2		
f. Make a variety of comments, related to the topic, during conversations	0	1	2		

<i>If a friend says, "I have blue truck." The child responds, "I have a green truck."</i>			
g. Ask questions to gain more information <i>When seeing a novel toy, the child may ask what it is or what does it do.</i>	0 1 2		
h. Introduce him/herself to someone new <i>When meeting someone new, the child will say their name.</i>	0 1 2		
i. Introduce people to each other <i>When two people the child knows meet, the child will introduce them to each other by giving their names.</i>	0 1 2		
j. Demonstrate the difference between telling information and asking for more information <i>For example, when talking about a movie the child can tell information about the movie. Also, if someone else is talking about a movie, the child can ask questions about the movie.</i>	0 1 2		
4.2 Nonverbal Conversational Skills	Scoring	Comments	*
a. Maintain appropriate proximity to conversation partner <i>The child does not stand too close or touch other person.</i>	0 1 2		
b. Orient body to speaker. <i>During a conversation, the child turns their body to the other person.</i>	0 1 2		
c. Maintain appropriate eye contact <i>During a conversation, the child looks in the direction of the other person.</i>	0 1 2		
d. Use an appropriate voice volume <i>When inside a building, does not talk loudly.</i>	0 1 2		
4.2 Nonverbal Conversational Continued	Scoring	Comments	*
e. Pay attention to a person's nonverbal language and understand what is being	0 1 2		

communicated <i>For example, if someone shakes their head that means no and nodding your head means yes.</i>			
f. Wait to interject <i>During a conversation, the child waits until there is a pause or the other person stops talking before they begin talking.</i>	0	1	2
g. Appropriately interject <i>During a conversation, the child says “guess what” or “do you know what I did”.</i>	0	1	2
h. End the conversation appropriately <i>When the conversation is over the child says, “I have to go now” or “see you later”.</i>	0	1	2
4.3 Questions	Scoring		Comments
a. Answer Yes/No questions. <i>Will state Yes/No accurately to questions.</i>	0	1	2
b. Answer simple social questions (e.g., name, age, hair color, address). <i>Can answer questions such as “What is your name or age or phone number?” or “Who are the people in your family?”</i>	0	1	2
c. Answer subjective questions <i>Asks questions such as “what do you like to eat/drink?” or “what is your favorite color/video?”</i>	0	1	2
d. Respond simple “Wh” questions <i>Can answer questions such as “What color is that ball?” or “Where are your shoes?”.</i>	0	1	2
e. Ask questions to gain more information. <i>If a peer is sharing a toy, the child may ask “how does it work?” or “what is it?”</i>	0	1	2
f. Answer questions about past events <i>Can answer questions such as “What did you have for lunch?” or “Where did you go for vacation?”</i>	0	1	2
g. Stay on topic by making comments or asking questions related to the topic.	0	1	2

<i>If talking about music, the child makes a comment or asks a question about music and not about action heroes.</i>			
h. Use “please” and “thank you” at appropriate times. <i>When requesting the child says “please”. When receiving an item the child says “thank you.”</i>	0	1	2
4.4 Compliments	Scoring		Comments
a. Give compliments to peers. <i>Says, “I like _____.”</i>	0	1	2
b. Appropriately receive compliments <i>Says, “thank you” to reciprocate compliment.</i>	0	1	2
			*

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	