



**Social Communication Skills  
 Teacher Checklist**

**Student's Name** \_\_\_\_\_ **Date of Birth/Age** \_\_\_\_\_

**School** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Teacher** \_\_\_\_\_

*Please rate each of these skills/behaviors to the best of your ability using the following key. Feel free to elaborate in the comment section.*

- 1. Excellent (strong, consistent skill or behavior)
- 2. Good (adequate skill/behavior demonstrated most of the time)
- 3. Fair (skill is present but not consistent and/or adequate)
- 4. Poor (not demonstrated in most situations, inadequate skill/behavior)
- 5. Not applicable

<b>Social Interaction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a) ability to use gesture, body posture, facial expression and eye to eye gaze in a one to one situation					
b) ability to use gesture, body posture, facial expression and eye to eye gaze in a group interaction					
c) ability to follow social cues in a one to one with adults					
d) ability to follow social cues in a one to one with other students					
e) ability to follow social cues in a group interaction					
f) ability to share an activity/project with other students					
g) ability to share an activity/project with an adult					
h) ability to develop peer friendships					
i) ability to seek comfort/affection when upset					
j) ability to offer comfort/affection to others					
k) ability to share in other's enjoyment/pleasure					
l) ability to imitate other students					
m) ability to imitate adults					
n) ability to show different responses to different people in different situations					
o) ability to respond appropriately to social praise					
p) ability to respond appropriately to criticism					
q) ability to operate appropriately within personal physical space					
r) ability to seek out others to interact with and initiate an exchange					
s) ability to use politeness words and social greetings					

Comments					
<b>Social Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a) ability to respond when called by name					
b) ability to follow verbal directions in a one-to-one setting					
c) ability to follow verbal directions in a small group setting					
d) ability to follow directions in a whole class setting					
e) ability to take turns in conversations					
f) ability to initiate conversations					
g) ability to change topic of conversation					
h) ability to maintain an appropriate conversation					
i) ability to show awareness of the listener's needs					
j) ability to give appropriate non-verbal signals as a listener					
k) ability to change the topic or style of a conversation to suit the listener					
l) ability to appropriately change the volume and tone of voice for a given situation and/or conversation partners					
m) ability to recognize and respond to non-verbal clues, e.g. frown					
n) ability to understand implied meanings					
o) ability to understand humor, sarcasm and figurative language					
p) ability to respond appropriately to humor, sarcasm and figurative language					
q) ability to attend to communication demands at hand to maintain a conversational interaction e.g. acknowledges receipt of information, avoids interruptions, does not answer for others, recognizes breakdowns in communication					
r) ability to tell or write an imaginative story					
s) ability to relate a sequence of events					
t) ability to give a simple sequence of instructions					
u) ability to control length of personal speaking time					
v) ability to provide sufficient information during discourse turns, differentiating between new and old information					
Comments					
<b>Social Imagination and Flexible Thinking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a) ability to have varied interests					
b) ability to share interests					
c) ability to change behavior according to the situation					
d) ability to accept changes in rules, routines or procedures					
e) ability to "play" imaginatively when alone					
f) ability to "play" imaginatively together with others					
g) ability to accept other's point of view					
h) ability to generalize learning					

i) ability to transfer skills across the curriculum					
j) ability to plan an event or task					
k) ability to suggest possible explanations for events					
l) ability to use inference and deduction					
Comments					

Please rate the following settings in which you believe this student presents with the most anxiety, stress or frustration.

<b>School Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a) Whole school assembly programs					
b) Football games					
c) Fire/disaster drills					
d) Lunch					
e) Recess					
f) Field trips					
g) other, _____					
<b>Classroom</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a) Home room activities					
b) Oral presentations					
c) Small group activities					
e) Free or unstructured time/activities					
f) Transition time					
g) Moving in the hallways					
h) Specials such as art, music, physical education					
i) other, _____					
Comments					

Thank you for completing this form. The information you have provided will assist in identifying this student's social strengths and weaknesses and enable me to develop a program to better serve his/her needs.

\_\_\_\_\_  
Print name of person completing form

\_\_\_\_\_  
Title of person completing form

SCSP of Good Talking People