

Moving Toward Functional Social Competence

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Student Record

Moving Toward Functional Social Competence

Student Name _____

Date of Birth _____

Schools:		Upcoming Transitions (grade level, building, district change, post-secondary, work settings)	
1.	Date: _____	1.	Date: _____
2.	Date: _____	2.	Date: _____
3.	Date: _____	3.	Date: _____
4.	Date: _____	4.	Date: _____
5.	Date: _____	5.	Date: _____
6.	Date: _____	6.	Date: _____
7.	Date: _____	7.	Date: _____
People completing form:		People completing form cont.:	
1.	Date: _____	10.	Date: _____
2.	Date: _____	11.	Date: _____
3.	Date: _____	12.	Date: _____
4.	Date: _____	13.	Date: _____
5.	Date: _____	14.	Date: _____
6.	Date: _____	15.	Date: _____
7.	Date: _____	16.	Date: _____
8.	Date: _____	17.	Date: _____
9.	Date: _____	18.	Date: _____

Joint Attention

Basic Foundational Skills

	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
B1 Gives momentary response when name is called				
B2 Produces approximate points (i.e. touches object and may vocalize or look at that object)				
B3 Gives objects to others for the purpose of recruiting help				
B4 Holds objects in front of others without eye contact				
B5 Looks at object in immediate vicinity that is animated or pointed out to the student				
B6 Looks at near by object pointed to by another				
B7 Looks at distant object pointed to by another				

Emergent Social Understanding

E1 Follows eye gaze of another to object near student				
E2 Follows eye gaze of another to distant object				
E3 Holds objects in front of others with eye contact				
E4 Gives objects to another in close proximity for the purpose of sharing				

Functional Confidence

F1 Turns and orients towards person when making a request				
F2 Makes eye contact/orients toward person when speaking				
F3 Orients toward another whom is speaking				
F4 Follows speakers gaze to a referent				
F5 References another person, looks with that person to a referent and back to that person				
F6 Can use social referencing-looking and judging to know what to do next				

Comments:

Greetings

Basic Foundational Skills

B1	Remains in proximity of adult activity
B2	Remains in proximity of peer activity
B3	Watches peers without attempting to join in
B4	Copies those he/she is watching
B5	Orients body toward peers
B6	Gestures, vocalizes, or speaks to those he/she is watching
B7	Indicates awareness of the approach of another by looking
B8	Indicates awareness of the approach of another by staying or moving away
B9	Indicates awareness of the approach of another by gesturing, vocalizing, or speaking

DEMONSTRATES			
1:1	Structured Group	Natural Setting	Generalized

Emergent Social Understanding

E1	Stays within a communicative distance of others
E2	Responds to the greeting of familiar other by referencing face
E3	Responds to the greeting of familiar other by waving or gesturing
E4	Responds to the greeting of familiar other by saying "hi" or other verbal response
E5	Smiles at others
E6	Smiles in response to another person's smile
E7	Shares excitement when an adult acts in a playful manner
E8	Shares excitement when a peer acts in playful manner
E9	Reciprocates simple emotional physical expression (touch, hug, etc.) initiated by an adult
E10	Reciprocates simple emotional physical expression (touch, hug, etc.) initiated by a peer

Functional Confidence

F1	Responds to the greeting of unfamiliar other by referencing face
F2	Responds to the greeting of unfamiliar other by waving or gesturing
F3	Responds to the greeting of unfamiliar other by saying "hi" or other verbal response
F4	Initiates greeting of familiar person
F5	Greets by name and waves
F6	Initiates greeting of unfamiliar person
F7	Provides help to others as part of a greeting (helps carry, opens door, etc.)
F8	Reciprocates appropriate affection in response to another
F9	Seeks appropriate (meaning correct communicative partner) affection during greeting
F10	Engages in a 3-part greeting (Hi, how are you? And peer appropriate comment)
F11	Expresses acknowledgement of end of conversation (bye, see you later, etc.)

Comments:

Play / Leisure Skills

Basic Foundational Skills (Solitary Play)

B1	Imitates a functional play/leisure repertoire
B2	Functional play/leisure with closed-ended activity
B3	Functional play/leisure with open-ended activity
B4	Imitates symbolic play/leisure repertoire
B5	Symbolic play/leisure with closed-ended activity
B6	Symbolic play/leisure with open-ended activity
B7	Spontaneously engages in symbolic/functional play/leisure repertoires
B8	Imitates the use of an object as an agent of action

DEMONSTRATES			
1:1	Structured Group	Natural Setting	Generalized

Emergent Social Understanding (Social Play)

E1	Play/leisure parallel with own set of toys/materials.
E2	Play/leisure parallel with organized toys/materials.
E3	Play/leisure in parallel with communal materials
E4	Uses toy/object as an agent of action during solitary play (pretending)
E5	Turn taking with closed-ended activities
E6	Turn taking with open-ended activities
E7	Gives/shows material/action to peer in closed-ended activity
E8	Gives/shows material/action to peer in open-ended activity
E9	Uses toy/object as an agent of action in parallel with peers

Functional Confidence (Cooperative)

F1	Cooperative play with closed-ended activities
F2	Cooperative play with open-ended activities
F3	Spontaneously engages in cooperative play/leisure repertoires
F4	Uses toy/object that responds to a peer's agent of action building on novel play repertoire

Comments:

Self Regulation

Basic Foundational Skills

	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
B1 Ability to communicate needs and wants				
B2 Asks for help				
B3 Accepts endings/transitions with the use of concrete visual tools (visual timer, visual schedule)				
B4 Accepts 1-2 changes in schedule (flexibility)				
B5 Ability to ask for a break				
B6 Ability to wait for short periods of time				

Emergent Social Understanding

E1 Attends to group activities				
E2 Stays on task while engaged in activity				
E3 Takes out and puts away own materials				
E4 Able to calm self with supports				
E5 Communicates anger, frustration, or disapproval via verbal or visual means				
E6 Communicates lack of understanding or need for clarification ("I don't know."), via verbal or visual means				
E7 Shares materials with others calmly				
E8 With supports, accepts when things are different than planned				

Functional Confidence

F1 Accepts authority from adults				
F2 Accepts authority from peers				
F3 Follows general rules of the environment				
F4 Raises hand and waits turn to talk				
F5 Handles being corrected by others				
F6 Refuses requests of others appropriately				
F7 Accepts making mistakes/accepts others' mistakes				
F8 Self advocates needs, desires, wants				
F9 Self advocates in adverse situations				
F10 Ability to tolerate novel demands				
F11 Keeps calendar/organizational system to organize self				
F12 Prioritizes and maintains home, school, and community activities within organizational system				

Comments:

Perspective Taking

Basic Foundational Skills

B1 Labels emotions in pictures
B2 Labels emotions on people, cartoons
B3 Labels emotions on self
B4 Imitates emotions
B5 Labels body parts on a person (hair color, eye color, glasses, etc.)
B6 Guesses others emotion imitations
B7 Observes social cues in pictures - state reasons for emotions

DEMONSTRATES			
1:1	Structured Group	Natural Setting	Generalized

Emergent Social Understanding

E1 Uses the polite term "please"
E2 Uses the polite term "you're welcome"
E3 Describes facial/body features (hair color, wearing glasses, facial hair, etc.); attends to pertinent info
E4 Recognizes personal space (family, friends, strangers)
E5 Recognizes simple emotions on others
E6 In pictures, determines cause for emotion
E7 In people, determines cause for emotion
E8 In movies/videos looks at social cues for emotions
E9 Looks at pictures and understands unfamiliar experiences
E10 States self affirmations (I am good at that)
E11 States something he/she likes about another
E12 Recognizes speaker-audience relationship
E13 Understands voting concepts and rules (majority rules)

Functional Confidence

F1 Recognizes what others do well
F2 Uses appropriate language to express dislike
F3 Uses appropriate language to inquire about desires of others
F4 Recognizes obvious non-verbal body language
F5 Recognizes others' emotions
F6 Recognizes possible reasons of others' emotions
F7 Shows empathy toward others
F8 Shows appropriate empathic responses to another
F9 Interprets obvious non-verbal body language
F10 Interprets subtle non-verbal body language
F11 Detects level of interest from others in activity
F12 Makes an adjustment of own behavior based on interpretation of non-verbals
F13 Asks "Are you OK?"
F14 Asks family/friend about day
F15 Corrects others nicely/or not at all
F16 Acknowledges another person's discomfort or distress

Comments:

Social Problem Solving / Critical Thinking Skills

DEMONSTRATES			
1:1	Structured Group	Natural Setting	Generalized
B1 Ability to follow schedule/rules			
B2 Make choices with array 3			
B3 Understands concept; First, then			
B4 Sequences pictures up to 4			
B5 Retells pictures in sequence			
B6 Categorizes items/themes			
B7 Predicts basic concepts			
B8 Identifies/acts simple pantomimes			
B9 Finds things not present			
B10 Determines what is wrong in actual object			
B11 Determines what is different in actual object			
B12 Determines what is wrong/different via visual representation			

Emergent Social Understanding

E1 Recalls 3-5 pictures shown			
E2 Recalls 3-5 items shown			
E3 Recalls 3-5 things verbal			
E4 Retells events that day/yesterday			
E5 Retells short stories without visuals			
E6 Does word associations with quick response time			
E7 Identifies what is missing in pictures, objects, etc.			
E8 Generates "what comes next" problem solving skills (pictures/life)			
E9 Generates "what comes next" in real life scenario			
E10 Separates 3-4 parts of simple story: characters/actions/location			
E11 Utilizes graphic organizers during reading comprehension lessons			
E12 Utilizes graphic organizers to assist in completing a writing assignment			
E13 Generates list of items needed (i.e. for lunch or music)			
E14 Maintains talking/movement (same time/rhythm)			
E15 Identifies basic themes and what happens "At night we do this."			
E16 Identifies safe/dangerous			

Functional Confidence

F1 Recalls/discusses at least 3 past events			
F2 Makes predictions			
F3 Interprets : idioms, lies/truth, white lies			
F4 Paraphrases/summarizes			
F5 Observes a social scenario and adjusts their behavior to fit the situation			
F6 Knows facts from opinions			
F7 Decodes content of story			
F8 Writes a five-part story			
F9 Relays pertinent information			

Comments:

Student Summary Page

Functional Social Skills Scope and Sequence:						Skills Observed/Skills Possible						
Team Approach to Moving Toward Social Competence:												
Student Name:						Date:						
Priority Area(s)												
Skills Identified	1:01			Structured Group			Natural Setting			Generalization		
	B	E	F	B	E	F	B	E	F	B	E	F
Joint Attention	7	4	6	7	4	6	7	4	6	7	4	6
Greetings	9	10	11	9	10	11	9	10	11	9	10	11
Play/Leisure	8	9	4	8	9	4	8	9	4	8	9	4
Self Regulation	6	8	12	6	8	12	6	8	12	6	8	12
Conversations	7	13	16	7	13	16	7	13	16	7	13	16
Perspective Taking	7	13	16	7	13	16	7	13	16	7	13	16
Social Problem Solving	12	16	9	12	16	9	12	16	9	12	16	9
Friendships	6	8	16	6	8	16	6	8	16	6	8	16
Life Skills	12	9	19	12	9	19	12	9	19	12	9	18

Instruction Priorities

Functional Social Skills Scope and Sequence:
Team Approach to Moving Toward Social Competence:

Student Name:

Date:

Priority Area(s)

Skills Identified	Needs Teaching 1:1	Needs Teaching Small Group	Needs Teaching Large Group	Needs Teaching Generalized Settings
Joint Attention				
Greetings				
Play/Leisure				
Self Regulation				
Conversations				
Perspective Taking				
Social Problem Solving				
Friendships				
Life Skills				