

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)

	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
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				

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:

Conversations

Basic Foundational Skills

	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
B1 States wants/needs (demands)				
B2 Identifies others by name				
B3 Can answer social questions: name, age, family names				
B4 Can state likes/dislikes				
B5 Comments on actions in games (i.e. "I have that _____", "I am doing _____")				
B6 Answers the "wh" questions (what and who)				
B7 Maintains a 2 point exchange conversation by asking/answering questions				

Emergent Social Understanding

E1 Uses appropriate voice level/tone				
E2 Gains appropriate attention in conversation				
E3 Answers questions related to their interest				
E4 Answers questions not related to their interest				
E5 Initiates a conversational turn that is on topic (i.e. responds to another child, "I like that movie too!")				
E6 Can compare own items with others (i.e. "I don't have that, I have this.")				
E7 Talks about immediate past				
E8 Talks about current events/movies appropriately				
E9 Tells simple jokes				
E10 Answers "where" questions				
E11 Glances towards others/eye contact				
E12 Can state likes/dislikes to others				
E13 Maintains a 4 pt. exchange conversation by asking/answering questions.				

Functional Confidence

F1 Answers more complex "wh" questions (when, why)				
F2 Maintains more frequent glances towards others/eye contact during conversation				
F3 Remains quiet when others talk				
F4 Paces self/waits for pauses to answer questions				
F5 Interrupts appropriately in 1:1 or group situations with gestures or waits for break in conversation				
F6 Ends conversation appropriately				
F7 Maintains a 6 pt. exchange conversation by asking/answering questions				
F8 Initiates topics and holds conversations (provides topic lists as needed)				
F9 Discusses similar interests				
F10 Inquires information about others				
F11 Concentrates on what others are talking about even when it's not of interest				
F12 Participates in topic related conversations even when topic is not of interest				
F13 Tells jokes to peer/group				
F14 Can shift topics up to 3 topics				
F15 Understands dynamics of formal conversation (classroom, meetings, etc)				
F16 Understands dynamics of social conversation (chit chat)				

Comments:

Perspective Taking

Basic Foundational Skills

	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
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				

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:

Friendships

Basic Foundational Skills

		DEMONSTRATES			
		1:1	Structured Group	Natural Setting	Generalized
B1	Sits next to same peer several times				
B2	Plays with same peer(s) several days, doing various activities				
B3	Shares snack, toy with peer				
B4	Attends party with peer				
B5	Allows peers to join him/her in activity				
B6	Responds to the initiation of peers to join them in activity				

Emergent Social Understanding

E1	Gives others compliments				
E2	Says thank you to compliments				
E3	Answers truthfully about things including wrong-doings				
E4	Helps others when asked				
E5	Allows peers to help him/her with tasks				
E6	Shares play/leisure time with peer outside of school/work				
E7	Engages in scheduled play date				
E8	Maintains an appropriate proximity when interacting with peers				

Functional Confidence

F1	Introduces self to others				
F2	Asks permission to use others' possessions				
F3	Demonstrates flexibility when lending possessions				
F4	Recognizes friendly vs. unfriendly acts				
F5	Establishes relationship with peer having similar interests				
F6	Spends time with friend outside school or work				
F7	Limits possessiveness in friendships				
F8	Expresses enthusiasm over others' comments/possessions/job well done				
F9	Negotiates compromise with peers				
F10	Shares confidential/private information with a friend				
F11	Respects confidential/information that has been shared with them				
F12	Provides apology to others as needed				
F13	Negotiates compromise as a part of conflict resolution				
F14	Uses disengagement to diffuse conflict when necessary				
F15	Is aware of appropriate vs. inappropriate touching				
F16	Defends self/friend appropriately using verbal/non-verbal communication means				

Comments:

Life Skills

Basic Foundational Skills

	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
B1 Responds to the communication of familiar people				
B2 References a person upon hearing own name				
B3 Participates in group activity (1:1 would mean pre-teaching prerequisite skills)				
B4 Copes with change in schedules, activities, and routines				
B5 Waits 5 minutes				
B6 Gains the attention of another in an appropriate manner				
B7 Takes turns				
B8 Waits for others to finish their turns				
B9 Follows schedule				
B10 Waits while others open presents				
B11 Walks with family				
B12 Sits with family				

Emergent Social Understanding

E1 Knows address				
E2 Knows phone numbers				
E3 Names family members				
E4 Tells birthday				
E5 Has the ability to wait for 15 minutes				
E6 Copes with being in a restaurant/library/community setting				
E7 Answers telephone and gets the appropriate person				
E8 Accepts presents even when does not like them				
E9 Follows basic family traditions				

Functional Confidence

F1 Copes with the unexpected				
F2 Waits 2 hours				
F3 Knows and can explain special events				
F4 Dresses age/peer appropriately				
F5 Changes clothing in appropriate locations				
F6 Awareness of personal body needs (i.e. oily hair, migraine headaches, frequent perspiration, dry skin, menstrual cycle)				
F7 Washes hands on a consistent basis				
F8 Brushes teeth on a consistent basis				
F9 Bathes or showers on a consistent basis				
F10 Wears clean clothes				
F11 Uses deodorant or other personal care products				
F12 Puts things away				
F13 Prepares simple meals				
F14 Home clean-up (dishes, trash, laundry, vacuuming, cleaning bathroom, dusting, etc.)				
F15 Can make basic purchases				
F16 Corresponds with others via phone/email				
F17 Opens and attends to mail				
F18 Gives and takes messages				

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				