



MOVING TOWARD FUNCTIONAL SOCIAL COMPETENCE

A scope and sequence guide for teams to
assess and prioritize social skill development
in individuals with **Autism Spectrum
Disorder** and others with related social
cognition challenges.



MOVING TOWARD FUNCTIONAL SOCIAL COMPETENCE

*A Scope and Sequence Assessment of
Social Skill Development for Students with
Challenges in Social Cognition*

Compiled By:

Heather Hanzlick, Lynne Petersen, and Laurie Rogers



“....because children and youth with AS (Autism Spectrum Disorders) exhibit an uneven profile of social skills, it is important to understand the sequence in which these skills develop. Without an understanding of scope and sequence, it is possible to overlook that a child may be missing an important prerequisite skill that might make a more advanced skill rote-based instead of a usable asset. For example, if a student does not understand that tone of voice communicates a message, teaching the more advanced skill of using a respectful tone of voice to teachers may have little or no meaning. If the student learns by rote to use that tone of voice, it will likely not generalize”

(p. 80 Children and Youth with Asperger Syndrome by Brenda Smith Myles)



TABLE OF CONTENTS

AUTHORS	1
ACKNOWLEDGMENTS	2
REPRODUCING THIS GUIDE	2
INTRODUCTION	3
Books/Website Resources for Sexuality and ASD	5
EXPLANATION OF STUDENT INFORMATION PAGES AND DATA COLLECTION SHEETS	8
RESOURCES/REFERENCES	11
EXPLANATION OF TERMS USED	12
AUTISM RIBBON	13
FORMS	14
Student Record	14
Data Collection Recording Sheets	15
Student Summary Page	23
Instruction Priorities	24





AUTHORS

Heather Hanzlick

Heather is an autism spectrum disorders resource specialist in Region 10. She specifically works with teams in Austin, Albert Lea, Owatonna, and districts in Mower and Freeborn counties.

Lynne Petersen

Lynne works for the Goodhue County Ed. District as a special education teacher and autism specialist, covering Red Wing and Cannon Falls.

Laurie Rogers

Laurie is an occupational therapist for Hiawatha Valley Education District serving rural districts in the far SE corner of Minnesota. She also serves part time as an autism specialist for Region 10.

The authors are all part of the Minnesota Region 10 Low Incidence Autism Spectrum Disorder (ASD) project. They collaborate with the school and community service providers and families to help expand capacity within ASD teams working with, advocating for, and supporting young people with ASD.



ACKNOWLEDGMENTS

The authors would like to thank our Region 10 colleagues, Deb Peters and Mindy Schroeder, for their helpful suggestions; our Region 10 Low Incidence Facilitator, Jean Davis, for her constant support and encouragement; our Region 10 Assistant, Kim Lucht, for her talents in development and formatting of the document; and finally, thanks to the Minnesota Autism Project and Region 10 for funding this project.

REPRODUCING THIS GUIDE

The “Moving Toward Functional Social Competence” guide and student record forms are reproducible in their entirety. A PDF version of the guide and the forms, as Excel spreadsheets, are available on the accompanying CD-ROM. A PDF version of the guide is also available on our website: www.region10projects.org/LI_Disabilities_staff/autism/autism.html

Funded by:

Minnesota Autism Project—ASD Mini Grant
and Region 10 Special Education Projects



Working together to increase the capacity of Minnesota schools, to provide a full array of educational services for individuals with Autism Spectrum Disorders



INTRODUCTION

Students with autism spectrum disorders (ASD) often experience a lack of or altered perception of the social world, and do not tend to develop social skills in the same order or same way as their typically developing peers. Applications of developmental checklists that depict typical acquisition of social skills do not accurately reflect the strengths or challenges in social cognition in these individuals. More typical developmental checklists are not always as helpful in planning effective interventions for these students, as they are too general in scope, and lack the more detailed task analysis of skills.

The student scope and sequence profile has been developed as an alternative to help educators assess and provide effective interventions for students with significant challenges in social cognition. Basic skills, such as understanding the importance of facial referencing to get information from and about another person, cannot be assumed to be intact simply because a student has acquired a certain age or grade level. Basic social building blocks such as this can be absent in a high school student, yet would need to be approached in a different way than one would when working with a pre-school child with the same social challenges. The need to develop a social skills scope and sequence based on what we know about ASD rather than on typical temporal developmental milestones is seen as essential by the authors.

This tool can be used in a variety of ways. It is not intended to be used as an interview, but more as a tool for members of teams to record observed social behaviors in a student in a variety of settings. A student who is able to demonstrate a skill in a 1:1 setting cannot be assumed to automatically demonstrate the same task in a small group, natural, or generalized setting.

The data collection sheets are designed to differentiate where and with whom skills are demonstrated. **One to One** setting indicates a highly structured student/instructor environment. **Structured Group** is a highly structured, organized setting facilitated by an adult that includes a small to moderate number of peers. **Natural Setting**, for the purposes of this scope and sequence, refers to general education/transitional work settings.

Once a skill is demonstrated in these more highly structured settings, it can be taught in more **Generalized Environments** (i.e. home, community, extra curricular activities, etc.) Educational teams utilizing this instrument will need to define the scope of what “generalized” means for each team’s individual student. In general, students with ASD have difficulty transferring skills to novel settings, to various individuals, and under changing conditions.

There are several ways teams can choose to apply this profile. It can provide a “snapshot” of a student’s social skill abilities as part of an initial or 3-year evaluation. It can be used as a working document for the gathering of data on an ongoing basis for the purpose of measuring progress and **Response to Intervention** (See Explanation of Terms) strategies. Specific data collection sheets can be completed independently when the entire profile is not necessary. Essentially, the tool has been developed to track progress in social skill development, applicable to students of early childhood ages through post secondary level, beginning at any stage along the way.

By design, this data collection method was created with flexibility in mind. Our thinking was that there is no ONE way to address the vast variety of social needs within the autism spectrum. The great individuality we see among our students requires that we create room for specific individual information with the application of this tool, The **Comments Section** of the Data Collection Recording Sheets was included for just this purpose; so that each student’s unique characteristics could be recorded or explained, giving the document more meaning as it passes up through the grades. It is here that the team members can record, for example, the exact conditions under which a student might demonstrate a skill prior to being able to generalize that skill.

Intrinsic to the vast social need of students with ASD, teams may become overwhelmed by the sheer number and complexity of needs. This overwhelming impact on educational teams has the potential to impede the targeting and prioritizing of student social skills and therefore the development of effective interventions and supports. By looking at gaps in the data, a team can better determine whether the needs are worthy of IEP goals and objectives, or if they can be addressed as accommodations in the educational settings.

Once the team has prioritized targeted social skills, copies of the specific targeted social skills data collection sheets can be duplicated and distributed to various professionals

(i.e. paraprofessionals, general and special education teachers, parents, etc.). Data can then be collected in multiple settings.

Although there are multiple applications, this instrument does not claim to have ‘global’ application. For example, just because students demonstrate difficulties in social interaction, it does not necessarily mean they lack the basic core foundational skills often absent or impaired in individuals with neurological conditions such as autism. Instead, maybe their social issues stem from environmental influences such as lack of exposure or experience. It may be, then, that these students need programming with quite a different emphasis than those lacking core foundational skills. Caution needs to be taken when considering intervention plans that combine the needs of students with and those without neurological challenges affecting social cognition.

It is our hope that the information gathered by use of this tool will assist teams in identifying needs and writing goals based on emergent abilities. Rather than checking off a milestone, educators will be identifying components necessary for acquisition of larger skills. Those building blocks, once identified, will hopefully become easier to notice and reinforce even if only emerging inconsistently. In addition, smaller increments of progress can better be documented, and built upon.

Please note that the developmental understanding of human sexuality is linked to, and is inseparable from, social understanding. However, this profile has not addressed the area of sexuality at length. There are several current resources that address sexuality in much more detail. A list of resources related to intimate relationships and sexuality follows on page 6.

Books

- *Aspergers in Love: Couple Relationships and Family Affairs* by Maxine C. Aston
- *Asperger's Syndrome and Adults. . . Is Anyone Listening?* Collected by Karen E. Rodman
- *Asperger Syndrome and Long-Term Relationships* by Ashley Stanford
- *Asperger's Syndrome and Sexuality: From Adolescence through Adulthood* by Isabelle Henault
- *Autism-Asperger's and Sexuality: Puberty and Beyond* by Jerry Newport and Mary Newport
- *The Incredible 5-Point Scale: Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses* by Kari Dunn Buron and Mitzi Curtis
- *Life and Love: Positive Strategies for Autistic Adults* by Zosia Zaks
- *Loving Mr. Spock* Collected by Barbara Jacobs
- *The Other Half of Asperger Syndrome: A Guide to an Intimate Relationship with a Partner who has Asperger Syndrome* by Maxine C. Aston
- *Preparing for Life: The Complete Guide for Transitioning to Adulthood for those with Autism and Asperger's Syndrome* by Jed Baker
- *A 5 is Against the Law! Social Boundaries: Straight Up! An Honest Guide for Teens and Young Adults* by Kari Dunn Buron
- *Sex, Sexuality and the Autism Spectrum* by Wendy Lawson
- *The Social Skills Picture Book For High School and Beyond* by Jed Baker
- *Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism* by Mary Wrobel
- *The Unwritten Rules of Social Relationships* by Temple Grandin and Sean Barron

Web Resources

- www.aspires-relationships.com
ASPIRES is an on-line resource for spouses and family members of adults diagnosed or suspected to be on the autistic spectrum
- www.edu.gov.mb.ca/k12/specedu/aut/pdf/appendix.pdf
Human sexuality education and the student with ASD
- www.tonyattwood.com.au
For parents, professionals and people with Asperger's Syndrome and their partners
- www.sexsupport.org/AutismResources.html
Sexuality and autism resources
- www.autismuk.com/index9sub1.htm
Sexuality and Autism © TEACCH Report
- <http://www.autism.com/families/older/sexualityandautism.htm>
A Website of the Autism Research Institute



EXPLANATION OF STUDENT INFORMATION PAGES AND DATA COLLECTION SHEETS

The **Student Record Page** and **Data Collection Sheets** are developed for continuous data collection. This information could then follow the student through his/her educational career. The **Student Summary** and **Instructional Priorities** pages could be copied annually to show progress and assist with goals and objectives.

The **Student Record Page** is set up to reflect the following information:

- Name and birth date of the student
- Schools student has attended
- Upcoming transition such as a new school, grade level, or work setting environment
- Names of people completing the tool and corresponding dates

The **Data Collection Sheets** are created to record observable social behaviors in individuals who display challenges with social cognition (i.e. ASD, Neurobiological Conditions, Development Disabilities, Social Communication Challenges, etc.). The data grid is set up in a developmental sequence; however, remember that students with ASD often do not move through skill acquisition in a sequential order (see example on page 9.)

The **Data Collection Sheets** are designed for data point entries in a variety of social settings: 1:1, Structured Group, Natural Setting, and Generalized Settings. The date a social skill is observed can be noted in the appropriate column and row. The data grid is set up to reflect a development sequence:

Basic Foundational Skills (Beginning)

Foundation/Basic/Grounding — early foundation skills for social cognition — indicated by green area

Emergent Social Understanding (Intermediate)

To acquire social understanding — indicated by yellow area

Functional Competence (More Advanced)

Increased complexity and spontaneity of basic social skills and synthesis of social information — indicated by orange area

EXAMPLE OF STUDENT DATA COLLECTION RECORDING SHEET

Joint Attention Basic Foundational Skills	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
B1 Gives momentary response when name is called	9/4/2007	9/4/2007	9/4/2007	
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	9/14/2007	9/14/2007		
B4 Holds objects in front of others without eye contact	9/14/2007	9/14/2007		
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	9/5/2007			
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				

Comment Section:

- B1 – Delayed response of up to 5 seconds in generalized setting
- B6 – Needs lots of encouragement and redirection in structured group
- B4 – Only when the object is of special interest – train
- B3 – With familiar people

In addition, one may consider adding notations that reflect time intervals, people near-by, or prompts used. These could be documented in the recording grid or in the comments section that follows each data-recording sheet.

Given the unique development profile of students with ASD, a **Comments Section** has been provided in order to record unique characteristics about the individual. Some examples might be:

- Unique characteristics
- Challenging behaviors
- Special interests
- Environmental concerns
- Peer relationships
- Any other factors that qualify the data further

The **Student Summary Page** is set up to show a general representation of a student's social skills and level of use at a particular date in time. Skills are recorded as observed skills/ number of possible skills (according to this tool) in each of the basic emerging and functional levels of use.

The **Instructional Priorities Page** is organized to help teams prioritize specific skills and levels of support that need to be worked on in the near future – thus generating priority goals and objectives.



RESOURCES/REFERENCES

- Attwood, Tony. (2007). *Indices of Friendship Observation Schedule*. Retrieved June 26, 2007 from Tony Attwood's Website www.tonyattwood.com.au.
- Bellini, Scott. (2006). *Building Social Relationships: A Systematic Approach to Teaching Social Interactions Skills to Children and Adolescents with Autism Spectrum Disorders and other Social Difficulties*. Shawnee Mission: Autism Asperger Publishing Company.
- Garcia Winner, Michelle. (2000). *Inside Out: What Makes the Person with Social Cognitive Deficits Tick?* San Jose: Michelle Garcia Winner.
- Gutstein, S. & Sheely, R. (2002). *Relationship Development Intervention with Children, Adolescents and Adults: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD and NLD*. London: Jessica Kingsley Publishers Ltd.
- Gutstein, S. & Sheely, R. (2002). *Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD and NLD*. London: Jessica Kingsley Publishers Ltd.
- Leaf, R. & McEachin, J. (1999). *A Work in Progress: Behavior Management Strategies and Curriculum for Intensive Behavioral Treatment of Autism*. New York: DRL Books, LLC.
- Maurice, Catherine. (1996). *Behavioral Intervention for Young Children with Autism*. Austin: PRO-ED, Inc.
- McGinnis, E. & Goldstein, A. (1990). *Skill-streaming in Early Childhood: Teaching Pro-social Skills to the Preschool and Kindergarten Child*. Champaign: Research Press.
- McKinnon, K. & Krempa, J. (2005). *Social Skills Solutions: A Hands-on Manual for Teaching Social Skills to Children with Autism*. New York: DRL Books, Inc.
- Quill, K. (2000). *Do-Watch-Listen, Say: Social and Communication Intervention for Children with Autism*. Baltimore: Paul H. Brookes Publishing Co.
- Smith, Myles B. (2005). *Children and Youth with Asperger Syndrome: Strategies for Success in Inclusive Settings*. Thousand Oaks: Corwin Press: A Sage Publications Company.
- White, C. (2006). *The Social Play Record: A Toolkit for Assessing and Developing Social Play from Infancy to Adolescence*. London: Jessica Kingsley Publishers.



EXPLANATION OF TERMS USED

- **Associative Play/Leisure** – Shares Materials, but engagement in activity or with materials is still independent (i.e. not engaged in a mutual activity or goal)
- **Baseline** – An initial data record of the occurrence of targeted (social) behaviors. This initial data collection (baseline) is used to compare data collected after intervention is implemented.
- **Closed-ended** – An activity that has a distinct beginning and end
- **Co-operative Play/Leisure** – Coordinated interaction-sharing attention, activities, materials and turn taking with a common goal
- **Functional Play/Leisure** – Utilizes materials as they are intended to be used
- **Initiative** – Starting something new within a conversation, activity, social relation or event
- **Infer** – This is the ability to figure out what people are talking about when it is not clearly stated
- **Joint Attention** – Refers to the ability to engage with another person around a third subject or focal point
- **Open-ended** – An activity that has no distinct beginning or end
- **Parallel Play/Leisure** – The student engages with materials/activity beside others (rather than with others) within the same physical space
- **Perspective Taking** – The ability to think about one's own and others' thoughts, ideas and vantage point
- **Physical Structure** – The physical environment can structure the the learning setting to reduce distractions, facilitate social engagement and clearly create physical boundaries for students to assist them understanding the expectations of one to one, small group, larger group and more generalized interactions.
- **Response to Intervention (RTI)** – A general education initiative utilizing a collaborative team problem-solving approach to identify strategies to address student needs and concerns. Teams develop intervention plans that are data-driven through systematic progress monitoring.

- **Symbolic Play/Leisure** – Interacts or engages in activities that extend beyond ones' self and are creative (imaginative use of materials or creation of activities or interactions that are creative and novel)
- **Video Modeling (video self-modeling)** – A teaching technique in which students shown footage of themselves (self) or others performing desired behaviors



The puzzle pattern of this ribbon reflects the mystery and complexity of autism. The different colors and shapes represent the diversity of people and families living with this disorder. The brightness of the ribbon signals hope — hope through research and increasing awareness in people like you.

STUDENT RECORD

MOVING TOWARD FUNCTIONAL SOCIAL COMPETENCE

Student Name _____

Date of Birth _____

Schools:

Upcoming Transitions*:

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 (continued):

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: _____

*Grade level, building, district change, post-secondary, work settings

Joint Attention	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
Basic Foundational Skills				
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	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
Remains in proximity of activity				
B1 -adult activity				
B2 -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				
Responds by indicating awareness of the approach of another				
B7 -looks				
B8 -stays or moves away				
B9 -gestures, vocalizes, speaks				
Emergent Social Understanding				
E1 Stays within a communicative distance of others				
Responds to the greeting of familiar other				
E2 -references face				
E3 -waves or gestures				
E4 -says hi or other verbal response				
Smiles				
E5 -at others				
E6 -in response to another person's smile				
Shares excitement when another person acts in a playful manner				
E7 -with an adult				
E8 -with a peer				
Reciprocates simple emotional physical expression (touch, hug, etc.)				
E9 -initiated by an adult				
E10 -initiated by a peer				
Functional Confidence				
Responds to the greeting of unfamiliar other				
F1 -references face				
F2 -waves or gestures				
F3 -says hi or other verbal response				
F4 Initiates greeting of familiar person				
F5 Greet and waves hi with name				
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	DEMONSTRATES			
	1:1	Structured	Group	Natural Setting
Solitary Play/Leisure				
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/Leisure				
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 (spontaneous acknowledgement of peer seen in giving materials, statements or replies)				
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		DEMONSTRATES			
Basic Foundational Skills		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					
Accepts authority from:					
F1	-adults				
F2	-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	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
Basic Foundational Skills				
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.) to increase ability to attend 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				
Politeness Markers				
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
Basic Foundational Skills				
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				
Short-term memory:				
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		DEMONSTRATES			
Basic Foundational Skills		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	DEMONSTRATES			
	1:1	Structured Group	Natural Setting	Generalized
Basic Foundational Skills				
B1				
B2				
B3				
B4				
B5				
B6				
B7				
B8				
<i>Special Social Occasions</i>				
B9				
B10				
Halloween:				
B11				
Other holidays:				
B12				
Emergent Social Understanding				
E1				
E2				
E3				
E4				
E5				
E6				
E7				
<i>Special Social Occasions</i>				
E8				
E9				
Functional Confidence				
F1				
F2				
<i>Special Social Occasions</i>				
F3				
<i>Personal Hygiene Care</i>				
F4				
F5				
F6				
On a consistent basis:				
F7				
F8				
F9				
F10				
F11				
F12				
<i>Environmental Hygiene Care</i>				
F13				
F14				
F15				
<i>Community Skills</i>				
F16				
F17				
F18				
F19				

Comments: (over)

STUDENT SUMMARY PAGE

MOVING TOWARD FUNCTIONAL SOCIAL COMPETENCE

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	1:1			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	19

INSTRUCTION PRIORITIES

MOVING TOWARD FUNCTIONAL SOCIAL COMPETENCE

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
JointAttention				
Greetings				
Play/Leisure				
Self Regulation				
Conversations				
Perspective Taking				
Social Problem Solving				
Friendships				
Life Skills				