

<b>Preschool</b> <b>(Ages 3 to 6 years)</b>	Enter the date for each social skill at the appropriate level: 1 Observed rarely 2 Observed sometimes 3 Mastered  <i>* Leave blank if not observed at this time</i>		
<i>Compared to typical peers at the same grade/age, the student with a hearing loss should or needs to:</i>	1	2	3
<b>SELF-CONCEPT/SELF-ESTEEM</b>			
Demonstrates pride and confidence in their skills and accomplishments.			
Demonstrates persistence by trying again.			
Able to name things they like and dislike.			
Identifies things they are good at.			
Begins to identify basic emotions/feelings (sad, happy or mad etc.)			
Introduces himself/herself to others (Hello, my name is _____.)			
Responds to yes/no questions about feelings and situations.			
Uses words/sign/cue to state basic needs.			
<b>FRIENDSHIP</b>			
Listens to other children's ideas and adapts their play accordingly.			
Chooses one or two preferred playmates.			
Engages in turn-taking and sharing while developing friendships.			
Uses or responds to invitations to play with others. ("Do you want to _____" or "Come on, let's _____").			
<b>SOCIAL INTERACTION</b>			
Begins to recognize physical space/boundaries of others.			
Identifies bullying behaviors (walks away, says no, uses "I" statements, asks for assistance.)			
Begins to show cooperation within group activities.			
Attends and participates in group activities or instruction.			
Begins to understand friendly versus non-friendly teasing.			
Demonstrates appropriate attention getting etiquette (waits turn, raises hand, and does not interrupt.)			
Responds to questions asked by peer or adult.			
Interact using social phrases and manners ("Please" "Thank you" and "Excuse me".)			
Initiate appropriate social language with peers in play situations. ("I want to play." "Can I have a turn?" "WOW, I like that!")			
Uses language to get help or clarification ("I can't," "I don't know" "show me, "and help me)."			
Responds to peer/adult initiated greetings and farewells.			
Expresses anger or frustration with words/sign/cue rather than with physical action.			

<b>PRAGMATICS</b>			
Begins to use social cues (body language, tone of voice, facial expression, background knowledge and context) to understand communication.			
Recognizes when they don't hear or understand and asks for help.			
Maintains eye contact during conversation.			
Remains quiet when others are talking.			
Begins to understand the concept waiting and being patient.			
<b>COMMENTS</b>			