

<h1>Grades 3-5</h1>	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
SELF-CONCEPT/SELF-ESTEEM			
Identifies personal strengths, weaknesses, interests and values.			
Identifies the difference between their roles in the community, school and family.			
Maintains interests and values within student's peer group despite peer influence.			
Understands the concept of trust (self and others.)			
Willing to try new things or take risks.			
Demonstrates pride and confidence in their skills and accomplishments.			
Identifies self as being deaf/hard-of-hearing.			
Utilizes strategies to cope with loneliness and isolation associated with hearing loss.			
Identifies possible reasons for emotions/feelings.			
Makes choices and accepts the consequences of his/her behavior.			
FRIENDSHIP			
Identifies how their hearing loss may impact friendships.			
Differentiates various levels of friendships (acquaintances, close friends.)			
Identifies qualities of a friend (understanding, caring and sharing.)			
Identifies appropriate and inappropriate questions when developing a new friendship.			
Lists appropriate ways to communicate with friends (e-mail, notes and phone/TTY.)			
Respects others' opinions and points of view even if different from their own.			
Understands characteristics to make or keep friends (trustful, honest and respectful.)			
Expresses and shares feelings with friends.			
SOCIAL INTERACTION			
Accepts constructive criticism.			
Accepts responsibility and apologizes when necessary.			
Identifies how other people feel and able to express empathy.			
Compromises and accepts a group decision.			
Uses self-control strategies (state feelings, counting, deep breathing and walk away, ignoring.)			

Understands the difference between personal and public information.			
Respects physical space/boundaries of others.			
Understands how their hearing loss may impact them in a variety of social situations.			
Recognizes group/social pressures may exist.			
Knows strategies to use to deal with bullying behaviors (walks away, says no, uses "I" statements, asks for assistance.)			
Shows cooperation and turn-taking during group activities.			
Shows good sportsmanship when winning or losing.			
Offers and accepts compliments.			
Uses language to assert self appropriately (makes needs known, says no politely.)			
Uses appropriate conversational skills (interrupting, getting attention, turn-taking.)			
Begins to understand the difference between hurtful teasing and joking with peers.			
Appropriately joins in on a conversation/activity with others.			
Actively listens and participates in peer/social interactions.			
PRAGMATICS			
Begins to understand the difference between personal and public information.			
Uses social cues (body language, tone of voice, facial expression, background knowledge and context) when communicating.			
Admits when they do not know or hear the information (bluffing).			
Able to stay on topic or knows when topic has changed during a conversation.			
Uses repair strategies during a communication breakdown (talk slower, louder and repeat.)			
Asserts self with others (self-advocates, sets boundaries/limits, voices a complaint, states needs.)			
Expresses wants and needs appropriately.			
Uses communication pleasantries/manners.			
Understand that school rules apply to them regardless of hearing loss.			
COMMENTS			