

<h1> Grades 6-8 </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
<b>SELF-ESTEEM/SELF-IDENTITY</b>			
Identifies personal strengths, weaknesses, interests and values.			
Identifies his/her own values as they relate to community, school, family and personal beliefs.			
Maintains interests and values within student's peer group despite peer influence.			
Identifies with feelings of trust of oneself and others.			
Willing to try new things or take risks.			
Demonstrates pride and confidence in their skills and accomplishments.			
Identifies self as deaf/hard of hearing.			
Understands that they could be role models for younger deaf/hard-of-hearing students.			
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.			
<b>FRIENDSHIP</b>			
Identifies how their hearing loss may impact friendships.			
Differentiates various levels of friendships (acquaintances, close friends.)			
Identifies characteristics of a friend (trusting, honest, respectful.)			
Identifies appropriate and inappropriate questions when developing friendships.			
Lists appropriate ways to communicate with friends (e-mail, note, and phone/TTY.)			
Respects others' opinions and points of view even if different from their own.			
<b>SOCIAL INTERACTION</b>			
Knows strategies to problem solve situations (brainstorm, listen, ask, investigate.)			
Understands and uses appropriate ways to express an opinion or a disagreement with others.			
Accepts and gives constructive criticism.			
Accepts responsibility and apologizes when necessary.			
Identifies how other people feel and able to express empathy.			

Compromises and negotiates to reach a group decision.			
Uses self-control strategies (state feelings, counting, deep breathing, walk away or ignoring.)			
Understands the difference between personal and public information.			
Respects others' personal information (confidentiality).			
Respects physical space/boundaries of others.			
Understands how their hearing loss may impact them in a variety of social situations.			
Resists peer pressure by using a variety of strategies (walk away, say no, ask the person to stop.)			
Responds to bullying appropriately (e.g. walking away, using "I" statements and labeling specific behaviors to demonstrate assertiveness, asking for peer and/or adult assistance when appropriate.)			
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 (not interrupting, getting attention, turn taking.)			
Understands the difference between hurtful teasing and joking with peers.			
Appropriately joins in on a conversation/activity with others.			
<b>PRAGMATICS</b>			
Understands the difference between personal and public information.			
Uses social cues (body language, tone of voice, facial expression, social situation, background knowledge and context) when communicating.			
Uses different communication styles as related to context (formal, informal, work, family and friends.)			
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 (ask for clarification, simplification, and rephrasing.)			
Asserts self with others (self-advocates, sets boundaries/limits, voices a complaint, states needs.)			
<b>COMMENTS</b>			