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| <h1>Grades K-2</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 | | | |
| Able to name things they like and dislike. | | | |
| Identifies things they are good at. | | | |
| 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. | | | |
| Recognizes feelings of loneliness and isolation. | | | |
| Identifies different emotions/feelings (excited, frustrated and disappointed.) | | | |
| Introduces himself/herself to others (Hello, my name is _____.) | | | |
| FRIENDSHIP | | | |
| Identifies qualities of a friend (understanding, caring, and sharing.) | | | |
| Expresses and shares feelings with friends. | | | |
| Understands that people have different likes/dislikes. | | | |
| Initiates activities or playtime with friends. | | | |
| SOCIAL INTERACTIONS | | | |
| Accepting constructive criticize. | | | |
| Accepts responsibility and apologizes when necessary. | | | |
| Identifies how other people feel. | | | |
| Compromises and accepts a group decision. | | | |
| Begins to understand the relationship between choices and consequences. | | | |
| Uses self-control strategies (state feelings, counting, deep breathing and walk away, ignoring.) | | | |
| 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 and turn taking within group activities. | | | |
| Uses language to assert self appropriately (makes needs known, says no politely). | | | |
| Understands the difference between hurtful teasing and joking with peers. | | | |
| Demonstrates appropriate attention getting etiquette (waits turn, raises hand and does not interrupt.) | | | |
| Offers and accepts compliments. | | | |

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| Interact using social phrases and manners (“Please”, “Thank you” and “Excuse me”). | | | |
| 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.) | | | |
| Actively listens and participates in peer/social interactions. | | | |
| Expresses wants and needs appropriately. | | | |
| Understand that school rules apply to them regardless of hearing loss. | | | |
| Knows the language to label their emotions. | | | |
| Reads body language, social cues and facial expressions to understand communication. | | | |
| Identifies with feelings of winning or losing. | | | |
| Understand the difference between tattling and telling. | | | |
| Maintains eye contact during conversation. | | | |
| COMMENTS | | | |
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