

Social Thinking® At Parish

Checklist for Social Cognitive Skills

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Student: _____ Date: _____

Person completing form: _____ Setting Seen in: _____

Please complete the following checklist to help us choose goals for social thinking. We will ask you to complete this checklist again later to evaluate progress. Thanks so much!

Please check whether the student:	Never	Almost Never	At Times	Almost Always	Always
<i>PLEASE CHECK ONE OF THE FOLLOWING BOXES:</i>					
BEING IN A GROUP & SOCIAL OBSERVATION SKILLS					
Participates in a group (class, activity) appropriately while following the “hidden” social rules everyone else is following					
Stays physically with the group in school, at recess, and in other settings					
Actively participates in play with peers					
Gets help or assistance when needed					
Participates actively and appropriately in discussions/ conversations					
Asks questions of peers and adults about their experiences or what they said (not just to request)					
Is observed (or reported) “hanging out” or playing with friends outside of school or organized groups					
Actively follows other’s eye gaze and makes eye contact with both peers and adults					
Initiates interactions spontaneously with peers & talks to peers often					
Listens to other people’s words without cues					
UNDERSTANDING PERSPECTIVES					
Reads cues- can guess other people’s obvious thoughts & feelings					
Can guess other people’s intentions and motives					
Can “read” cues and guess more subtle thoughts and feelings of other people (sarcasm, teasing, hints)					

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SELF-AWARENESS & SELF-MONITORING					
Realizes when there is a need to change behavior or words due to other people negative thoughts or the possibility of consequences.					
Can discuss a past situation that involved themselves and analyze what they did and what others did					
USING LANGUAGE SOCIALLY					
Stays on topic in conversations and talks about a variety of topics (not just one or two favorite topics)					
Understands abstract language (idioms, indirect language, multiple meaning words, abstract concepts) and inferences					
Has age appropriate reading comprehension					
Follows the underlying meaning of what people are saying rather than being too “literal”					
Gives just enough detail (not too much or too little) & uses an appropriate length of sentences in writing or in conversation					
Understands main idea & “summarizing” (if 2 nd grade)					
FORMING RELATIONSHIPS					
Has age appropriate and reciprocal friendships					
Has appropriate play skills with peers their own age					
SOCIAL PROBLEM SOLVING					
Can solve social problems with fears (sharing, conflict, friendship struggles)					
Can express emotions and respond to situations with an appropriate emotional response (not too mad or too sad)					
Any other comments about their social cognitive skills or goals:					