



THE PARISH SCHOOL

SOCIAL LEARNING

at The Parish School
Social Thinking® Groups

CHECKLIST FOR SOCIAL COGNITIVE SKILLS

To be completed by parent, caregivers and teachers

Student _____ Date _____

Person completing form _____ Setting seen in _____

Please complete the following checklist to help us choose goals for social thinking. Please return via email to info@carruthcenter.org or fax to 713.935.0654.

PLEASE CHECK ONE BOX ON EACH ROW

Please check whether the student:	Never	Almost Never	At Times	Almost Always	Always
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					
Shows curiosity/interest in peers and adults in conversation by asking questions					
Is observed (or reported) "hanging out" or playing with friends outside of school or organized groups					
Actively follows others' eye gazes and makes eye contact with both peers and adults					
Initiates interactions spontaneously with peers and talks to peers often					
Listens to other people's words without cues					

UNDERSTANDING PERSPECTIVES					
Can read obvious cues to guess others' thoughts and feelings (happy, angry, etc.)					
Can read subtle cues to guess others' thoughts and feelings (sarcasm, teasing, etc.)					
Can guess other peoples' intentions and motives					
SELF-AWARENESS & SELF-MONITORING					
Realizes when there is a need to change behavior or words due to other peoples' 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 very "literal"					
Gives enough detail (not too much or too little) and uses an appropriate length of sentences in writing or in conversation					
Understands main idea and "summarizing" (if 2 nd grade or higher)					
FORMING RELATIONSHIPS					
Has age-appropriate and reciprocal friendships					
Has appropriate play skills with same age peers					
SOCIAL PROBLEM SOLVING					
Can solve social problems (sharing, conflict, friendship struggles)					
Can express emotions and respond to situations with an appropriate emotional response (reaction matches size of problem)					
Any other comments about their social cognitive skills or goals:					