

SOCIAL SKILLS GROUP FORM

Social Skills Group

Child's Last Name			Child's First Name			Date of Birth		
Parent's Last Name			Parent's First Name			Address		
Home Phone			Work Phone					
Cell Phone			E-mail Address					

Social Skill Criteria
Diagnosis
Language Level/Skills
Proximity Issues
Social Concerns
Sensory Issues
Tantrum/Aggressive Behaviors
Separation
Dietary Issues
Independent Toileting

Have you discussed Autism with your child? _____

What special interests does your child have (tractors, computers, etc.)? _____

SOCIAL COMFORT SCALE

PROXIMITY Behavior	Y	S	N	N/A	Comments
Is aware of others in his/her broad space					
Tolerates others in his/her broad space					
Enjoys having others in his/her broad space					
Is aware of others in his/her close space					
Tolerates others in his/her close space					
Enjoys having others in his/her close space					
Gravitates towards others in his/her space					
Encourages others to be in his/her space					
Makes an effort to be in the space of others					

LOOKING Behavior	Y	S	N	N/A	Comments
Attends to others from a distance					
Attends to other nearby					
Notices others around him/her if engaged in activity					
Able to move through others, avoiding others in one's path					
Notices arrivals and departures of others					
Responds variably to familiar persons vs. unfamiliar					
Makes some eye contact with others					

PARALLEL Behavior	Y	S	N	N/A	Comments
Is interested in what others in his/her space are doing					
Tolerates other doing what he/she is doing					
Shows interest when others doing what he/she is doing					
Is excited when others are doing what he/she is doing					
Encourages other to do what he/she is doing					
Wants to have some materials as other in his/her space					
Makes effort to move closer to others whose activity matches his/hers					
Imitates what others in his/her space are doing					
Participates in group activity by "staying with the group"					
Ability to move with the group when moving through space					

KEY:

Y=Yes S=Somewhat N=No N/A=Opportunity to observe behavior not available

SHARING Behavior	Y	S	N	N/A	Comments
Tolerates other playing with his/her things					
Willingly allows others to play with his/her things					
Understands that all toys don't belong to him/her					
Able to use same "finish" area					
Attends to the reactions of others when taking materials					
Only takes others' things with permission					
Gives materials willingly to others					
Shares materials reciprocally with ease					
Easily monitors others' reactions when sharing					
Ability to pass out materials to others in structured settings					
Ability to wait and tolerate brief interruptions in work or play					

COOPERATING Behavior	Y	S	N	N/A	Comments
Initiates contact with others					
Wants prolonged contact with others					
Works with others toward a common goal					
Frequently shares attention to progress towards common goal					
Shares materials willingly to reach a common goal					
Communicates with others about reaching a common goal					
Is aware of the difference between cooperating and dictating					
Is able to share pleasure in reaching the common goal					
Allows another to be in charge momentarily					
Assumes responsible leadership role when needed					
Ability to compromise					

TAKING TURNS Behavior	Y	S	N	N/A	Comments
Understands the turn-taking sequence					
Is comfortable with the turn-taking process					
Reminds others to take their turn					
Guards his/her "right" to have a turn					
Guards other's "right" to have a turn					
Understands that turn taking is based on fairness and justice					

KEY:

Y=Yes S=Somewhat N=No N/A=Opportunity to observe behavior not available

RULES	Behavior	Y	S	N	N/A	Comments
	Understands and follows simple rules					
	Understands and follows complex rules					
	Expects others to follow rules					
	Reminds others to follow rules					
	Understands that games must be played by the rules					
	Is aware that rules are followed to make things fair					
	Changes rules only when done fairly					
	Can help in the generation of rules					

RECIPROCAL	Behavior	Y	S	N	N/A	Comments
	Is responsive to others at all times					
	Is organized in responses to others					
	Reads verbal and nonverbal social cues well					
	Responds appropriately to social cues from others					
	Is able to take other' perspectives					
	Is attentive to others' reactions or state of mind					
	Alters things in anticipation of others' reactions					
	Responds appropriately to others' communications					
	Communicates effectively with others					
	Interacts effectively with others					

KEY:

Y=Yes S=Somewhat N=No N/A=Opportunity to observe behavior not available

SOCIAL SKILLS PROFILE (BELLINI)

Autism Social Skills Profile

SKILL AREA	HOW OFTEN?			
	N	S	O	V
Talks about or acknowledges the interests of others	1	2	3	4
Recognizes the facial expressions of others	1	2	3	4
Recognizes the nonverbal cues, or "body language" of others	1	2	3	4
Requests assistance from others	1	2	3	4
Understands the jokes or humor of others	1	2	3	4
Maintains eye contact during conversation	1	2	3	4
Maintains appropriate distance when interacting with peers	1	2	3	4
Speaks with an appropriate volume in conversation	1	2	3	4
Considers multiple viewpoints	1	2	3	4
Offers assistance to others	1	2	3	4
Verbally expresses how he/she is feeling	1	2	3	4
Responds to the greeting of others	1	2	3	4
Invites peers to join him/her in activities	1	2	3	4
Joins in activities with peers	1	2	3	4
Takes turns during games/activities	1	2	3	4
Maintains personal hygiene	1	2	3	4
Interacts with peers during unstructured activities	1	2	3	4
Interacts with peers during structured activities	1	2	3	4
Asks questions to request information about a person	1	2	3	4
Asks a question to request information about a topic	1	2	3	4
Engages in one-on-one social activities with peers	1	2	3	4
Interacts with groups of peers	1	2	3	4
Maintains the "give and take" of conversation	1	2	3	4
Expresses sympathy for others	1	2	3	4
Joins a conversation with 2 or more people without interrupting	1	2	3	4

SKILL AREA	HOW OFTEN?			
	N	S	O	V
Initiates greeting with others	1	2	3	4
Provides compliments to others	1	2	3	4
Introduces self to others	1	2	3	4
Politely asks others to move out of his/her way	1	2	3	4
Acknowledges the compliments directed at him/her by others	1	2	3	4
Allows peers to join him/her in activities	1	2	3	4
Responds to the invitation of peers to join them in activities	1	2	3	4
Allows others to assist him/her with tasks	1	2	3	4
Responds to questions directed at him/her by others	1	2	3	4
Experiences positive peer interaction	1	2	3	4
Compromises during disagreement with others	1	2	3	4
Responds slowly in conversation	1	2	3	4
Changes the topic of conversations to fit self interests	1	2	3	4
Misinterprets the intentions of others	1	2	3	4
Makes inappropriate comments	1	2	3	4
Engages in solitary interests and hobbies	1	2	3	4
Ends conversations abruptly	1	2	3	4
Fails to read cues to terminate conversations	1	2	3	4
Exhibits fears or anxiety regarding social interaction	1	2	3	4
Experiences negative peer interaction	1	2	3	4
Engages in socially inappropriate behaviors	1	2	3	4
Exhibits poor timing with his/her social interactions	1	2	3	4
Is manipulated by peers	1	2	3	4
Engages in solitary activities in the presence of peers	1	2	3	4

Getting Along Social Skills Group

Social Skills Goals for: _____

Goals

Identifying/Expressing Emotions—Parent goals:

Communication—Parent goals:

Social Skills/Getting Along—Parent goals:
