

**ASSESSMENT OF SOCIAL SKILLS
FOR CHILDREN WITH AUTISM (adapted)**

By

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Student Record

Child's name: _____

Child's date of birth: _____

Person completing form: _____

Team members interviewed: _____

Interview dates: _____

INVENTORY OF SOCIAL BEHAVIOR

A. Social behavior	Yes/No	Comments
<i>Does the child play</i>		
1. Alone	Y N	
2. With adults	Y N	
3. With peers	Y N	
<i>Does the child play</i>		
1. Social interactive games	Y N	
2. Appropriately with a variety of toys	Y N	
3. Creatively with toys	Y N	
<i>Does the child play best when others are</i>		
1. Active	Y N	
2. Quiet	Y N	
3. Predictable	Y N	
4. Creative	Y N	
<i>Does the child</i>		
1. Accept changes in routines	Y N	
2. Transition when directed	Y N	
<i>Does the child have any of the following social-behavioral challenges?</i>		
1. Self-stimulatory behaviors	Y N	
2. Perseverative and/or ritualistic play	Y N	
3. Negative reaction to change	Y N	
4. Behavior challenges at home	Y N	
5. Behavior challenges in the community	Y N	

SOCIAL SKILLS CHECKLIST

A. Play	Skill Yes/No		Generalized Yes/No		Target three objectives
<i>Solitary Play</i>					
1. Functional: Uses one action with one toy	Y	N	Y	N	
2. Functional: Closed-ended activities	Y	N	Y	N	
3. Functional: Open-ended activities	Y	N	Y	N	
4. Symbolic: Routine scripts	Y	N	Y	N	
5. Symbolic: Creative	Y	N	Y	N	
6. Plays independently for _____ minutes	Y	N	Y	N	
<i>Social Play</i>					
1. Play parallel with own set of toys/materials	Y	N	Y	N	
2. Plays parallel with organized toys/materials	Y	N	Y	N	
3. Participates in choral/unison group activity	Y	N	Y	N	
4. Turn-taking with one partner with predictable turns	Y	N	Y	N	
5. Turn-taking in a group game with predictable turns	Y	N	Y	N	
6. Shares materials	Y	N	Y	N	
7. Cooperative play with one partner	Y	N	Y	N	
8. Cooperative play in structured groups	Y	N	Y	N	
9. Cooperative play in unstructured groups	Y	N	Y	N	

B. Group Skills	Skill Yes/No		Generalized Yes/No		Target three objectives
<i>Attending</i>					
1. During meals (snack time, lunchtime)	Y	N	Y	N	
2. During structured projects (art, work)	Y	N	Y	N	
3. During listening activities (stories, music)	Y	N	Y	N	
4. During structured games (board games, outdoor games)	Y	N	Y	N	
5. During play activities (play center, recess)	Y	N	Y	N	
6. During discussion activities (circle time, meeting)	Y	N	Y	N	
<i>Waiting</i>					
1. Sits for group activity	Y	N	Y	N	
2. Raises hand for a turn	Y	N	Y	N	
3. Stands in line	Y	N	Y	N	
<i>Turn-taking</i>					
1. During structured activity	Y	N	Y	N	
2. During unstructured activity	Y	N	Y	N	
<i>Following group directions</i>					
1. Nonverbal directions (quiet gesture, turn off the light)	Y	N	Y	N	
2. Attention-getting directions ("Everybody_____")	Y	N	Y	N	
3. Routine verbal directions ("Clean up," "Line up")	Y	N	Y	N	
4. Verbal directions in novel contexts	Y	N	Y	N	

C. Community social skills	Skill Yes/No		Generalized Yes/No		Target three objectives
<i>Shopping</i>					
1. Grocery store	Y	N	Y	N	
2. Toy store	Y	N	Y	N	
<i>Restaurant</i>					
1. Fast food	Y	N	Y	N	
2. Sit down	Y	N	Y	N	
<i>Indoor recreational activities</i>					
1. Movies	Y	N	Y	N	
2. Swimming pool	Y	N	Y	N	
<i>Outdoor recreational activities</i>					
1. Organized sports	Y	N	Y	N	
2. Playground	Y	N	Y	N	
<i>Visiting</i>					
1. Relatives	Y	N	Y	N	
2. Neighbors or friends	Y	N	Y	N	
<i>Safety</i>					
1. Indoor	Y	N	Y	N	
2. Street	Y	N	Y	N	
3. Car/school bus	Y	N	Y	N	
<i>Health</i>					
1. Doctor	Y	N	Y	N	
2. Dentist	Y	N	Y	N	
<i>Other settings</i>					
1. Hair salon	Y	N	Y	N	
2. Photographer	Y	N	Y	N	
<i>Holidays</i>					
1. Birthday	Y	N	Y	N	
2. Halloween	Y	N	Y	N	
3. Winter holidays	Y	N	Y	N	
<i>School community</i>					
1. Assemblies	Y	N	Y	N	
2. Fire drills	Y	N	Y	N	
3. Field trips	Y	N	Y	N	

ASSESSMENT SUMMARY SHEET

Review the assessment checklist, and do the following:

1. Identify all items in the "Target three objectives" column.
2. Select up to three target objectives from the social skill area.
3. Transfer the objectives to the spaces provided, and write them as behavioral objectives.

SOCIAL SKILLS

Play	Group skills	Community social skills
1.		
2.		
3.		

Adapted from *Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism* by Kathleen Ann Quill (2000). Paul H. Brookes Publisher.