



Minnesota Social Skills Checklist for Deaf/Hard of Hearing Students

Pre-K to High School

Revised 2017

Funding for this publication is made possible with a grant from the Minnesota Department of Education. The source of the funds is federal award Special Education – Programs to States, CFDA 84.027A. This event does not necessarily represent the policy of the federal Department of Education or the state Department of Education. You should not assume endorsement by the federal or state government.

Rationale

Increasingly students who are deaf/hard of hearing are participating in integrated settings. The social challenges that students with hearing loss experience in these settings are varied and complex. These social skills are sometimes difficult to address in an integrated setting where the focus of instruction is on academic progress.

Caution

This *Minnesota Social Skills Checklist* is designed as a guide for teachers of the deaf/hard of hearing and other IEP team members, or school professionals. This tool can be used for discussion of skills needing development in the areas of: self-concept/self-esteem, social interactions/friendship skills, and pragmatics. Many learners who are deaf/hard of hearing need additional and explicit teaching in these areas. These types of skills are most often learned through incidental learning which students who are deaf/hard of hearing often miss due to their hearing loss.

If after assessing the student with this checklist it becomes apparent that the needs of the student are beyond the scope of instruction for the teacher or personnel working within the school, then further assessment may be warranted. In those situations, the first contact should be with the school social worker or school counselor who will refer to the appropriate mental health provider.

****THIS GUIDE IS NOT MEANT TO BE A DIAGNOSTIC TOOL USED IN MENTAL HEALTH ASSESSMENT.***

How to Use This Checklist

1. This checklist is a guide or tool for the teacher of the deaf/hard of hearing and other IEP team members as a way to document social concerns. The social skills identified are skills that a student with a hearing loss should be developing regardless of their hearing loss. Please feel free to adapt the checklist (i.e., grade levels may not be appropriate for a student with limited English, multi-handicapping conditions, a newly acquired hearing loss, etc.)
2. This checklist is designed to follow the student from preschool through 12th grade as a long-term educational planning tool. It is designed to allow a variety of teachers, parents, and school professionals to utilize it.
3. Documenting student progress and/or areas of concern will be indicated by checking a 1 (not a concern) or 2 (needs development). Please feel free to adapt the checklist according to individual student needs. This checklist can be utilized for the following purposes:
 - a. To informally evaluate a student's skills or deficits in the social skill areas.
 - b. To consider potential educational needs in the social skill area.
 - c. To develop IEP goals/objectives in the social skill area.
 - d. To develop instructional interventions to be addressed by the teacher of the deaf/hard of hearing or other qualified support staff in respective social skill areas.
 - e. To document increased skills acquired by the student in the social skill area from year to year.
 - f. To share areas of success or concern in the social skills area with other members of the student's Individualized Educational Program (IEP)/Individual Family Service Plan (IFSP)/Individual Interagency Intervention Plan (IIIP) team including the student's parents, general educators, special educators, related service providers, and outside professionals, as appropriate.

Social Skills Cumulative Record

For Students Who Are Deaf/Hard Of Hearing

Pre-K through 12th Grade

Name:

Student ID #:

Birth Date:

Parent/Guardian:

Primary Home Language:

Type/Degree of Hearing Loss:

Grade/School Year	Evaluator	Comments
Age 3		
Age 4		
Age 5		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
12+		

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Social Skills Checklist: Preschool (Ages 3-6 years)

Student:

Teacher:

Key:

1 = Not a concern

2 = Needs Development

(Compared to typical peers at the same grade/age)

Self-Concept/Self-Esteem	1	2	Date/Grade
Demonstrates pride and confidence in skills and accomplishments (shares excitement with others)			
Demonstrates persistence by trying again			
Names things they like and dislike			
Names things they are good at			
Names basic emotions/feelings (sad, happy, mad, etc.)			
Introduces himself/herself to others (Hello, my name is __)			
Answers yes/no questions about feelings and situations			
Uses language to state basic needs			

Social Interaction/Friendship	1	2	Date/Grade
Responds to other children's ideas and adapts their play accordingly			
Chooses preferred playmates			
Uses turn taking			
Shares with others			
Accepts invitations to play with others ("Do you want __," or "Come on, __")			
Demonstrates attention-getting etiquette (waits turn, raises hand, and does not interrupt)			
Answers to questions asked by peers or adults			
Uses social phrases and manners ("Please," "Thank you" and "Excuse me")			
Initiates play with peers ("I want to play." "Can I have a turn?")			
Role plays or parallel plays with peers			
Follows the rules of a game			
Displays empathy (Hugs a crying peer, or shares a toy with an upset peer)			
Uses language to get help or clarification ("I can't," "I don't know," "Show me," or "Help me")			
Responds to peer/adult-initiated greeting and farewells			
Expresses anger or frustration with languages rather than with physical action			
Recalls and re-tells a social story			

Pragmatics	1	2	Date/Grade
Recognizes physical space/boundaries of others			
Identifies non-verbal social cues (body language, tone of voice, facial expressions, gestures and signs)			
Asks for help when they don't hear or understand			
Attends to others visually or auditorily			

Comments:

Social Skills Checklist: Elementary (K-5)

Student:

Teacher:

Key:

1= Not a concern

2= Needs development

(Compared to typical peers at the same grade/age)

Self-Concept/Self-Esteem	1	2	Date/Grade
Names things they like and dislike			
Lists personal strengths, weaknesses, and interests			
Willing to try new things or take positive risks			
Identifies as a deaf/hard of hearing individual			
Identifies feelings in different situations			
Articulates cause and effect for different options			
In stressful situations, student uses self-regulation strategies (count to 10, deep breathing)			

Social Interaction/Friendship	1	2	Date/Grade
Lists character traits of a friend			
Shares feelings with friends			
Initiates activities or playtime with others			
Asks questions of others			
States preference when communicating with peers (technology, accommodations, communication mode)			
Responds to others' opinions and other points of view			
Responds to constructive criticism			
Accepts responsibility and apologizes			
Able to compromise			
Displays empathy and uses encouraging words in response to other people's feelings			
Follows the rules when playing a game			
Identifies bullying behaviors			
Reports bullying behaviors			
Explains the difference between hurtful teasing and joking			
Recalls and re-tells a social story			
Explains the difference between personal and public information			
Participates in peer/social interactions			

Pragmatics	1	2	Date/Grade
Uses social cues (body language, tone of voice, facial expressions, and context)			
Respects physical space and boundaries of others by staying a respectful distance away			
Stays on topic and is aware of topic changes during a conversation			
Uses repair strategies during a communication breakdown (talk slower, louder, and repeat)			
Explains situations of when to say no			
Explains the difference between personal and public information			
States impact of hearing loss in a variety of settings/situations			
Uses current slang			

Comments:

Social Skills Checklist: Middle School (6-8)

Student:

Teacher:

Key:

1= Not a concern

2= Needs development

(Compared to typical peers at the same grade/age)

Self-Concept/Self-Esteem	1	2	Date/Grade
Lists the characteristics of a role model			
Lists personal strengths, weaknesses, and values			
Lists and participates in areas of personal interests			
Willing to try new things or take positive risks			
Identifies as a deaf/hard of hearing individual			
States the difference between positive and negative self-esteem			
Articulates cause and effect for different options			
States possible consequences of his or her behavior			
States impact of hearing loss in various settings/situations			

Social Interaction/Friendship	1	2	Date/Grade
Lists character traits of a friend			
Uses strategies to solve social problems			
Explains the difference between acquaintances and close friends			
Identifies the difference between personal, confidential and public information			
Participates in various roles in a group situation			
Responds to others' opinions and other points of view			
Responds to constructive criticism			
Accepts responsibility and apologizes			
Compromises or accepts a group decision			
Identifies and uses self-regulation strategies			
Asks clarifying and follow-up questions			
Expresses and shares feelings			
Identifies bullying behaviors			
Reports bullying behaviors			
States the difference between hurtful teasing and joking			
Recalls and re-tells a social story with details			
Displays empathy and uses encouraging words in response to other people's feelings			
Participates in peer/social interactions			

Pragmatics	1	2	Date/Grade
Uses social cues (body language, tone of voice, facial expression, and context)			
Aware of physical space and boundaries of others			
Stays on topic and is aware of topic changes during a conversation			
Uses repair strategies during a communication breakdown (talk slower, louder and repeat)			
Changes communication styles as related to context (i.e., formal, informal, family)			
Uses current slang			
States the benefits and risks of using social media			

Comments:

Social Skills Checklist: High School (9-12)

Student:

Teacher:

Key:

1= Not a concern

2= Needs development

(Compared to typical peers at the same grade/age)

Self-Concept/Self-Esteem	1	2	Date/Grade
Lists the importance of being a role model for others			
Lists personal strengths, weaknesses, and values			
Lists and participates in areas of personal interests			
Willing to try new things or take positive risks			
Identifies as a deaf/hard of hearing individual			
States the difference between positive and negative self-esteem			
Knows consequences of his/her actions			
Accepts consequences of his/her actions			

Social Interaction/Friendship	1	2	Date/Grade
Lists and models character traits of a friend			
Uses strategies to solve social problems			
Explains the difference between acquaintances and close friends			
Participates in various roles in a group situation			
States and uses communication preferences (technology, communication mode, accommodations)			
Responds to others' opinions and other points of view			
Responds to constructive criticism			
Accepts responsibility and apologizes			
Compromises or accepts a group decision			
Asks clarifying and follow-up questions			
Expresses and shares feelings			
Identifies and reports bullying behaviors			
States the difference between hurtful teasing and joking			
Re-tells a social story with elaboration			
Explains the difference between personal, confidential and public information			
Participates in peer/social interactions			
Makes adaptations for hearing loss in various settings/situations			
Displays empathy and uses encouraging words in response to other people's feelings			

Pragmatics	1	2	Date/Grade
Identifies social cues (body language, tone of voice, facial expression, and context)			
Aware of physical space and boundaries of others			
Stays on topic and is aware of topic changes during a conversation			
Uses repair strategies during a communication breakdown (i.e., talk slower, louder and repeat)			
Uses different communication styles as related to context (i.e., formal, informal, family)			
Uses current slang			
States the benefits and risks of using social media			

Comments: