



Social SKILLS CHECKLIST

Name of Child: _____ Birthday: _____

Parent/Caregiver: _____ Date Completed: _____

The Social Skills Checklist is derived from the Developmental, Individual-Differences, Relationship-Based (DIR®/Floortime™) Model. This model is implemented in all of our social groups and individual therapies. The *developmental* piece of DIR® refers to the six functional, emotional, developmental capacities (FEDCs) that each child acquires during childhood. The checklist is broken down by each of these six FEDCs, which you can read in detail below.

Functional, Emotional, Developmental Capacities (FEDCs)*

Stage	Description	Core Deficits of ASD
Stage 1: Shared Attention & Regulation (begins at 0-3 months)	Calm interest in and purposeful responses to sights, sounds, and touch (e.g. shows interest by responding to a person's voice or touch through body language or vocalization)	Lack of sustained attention to different sights and sounds
Stage 2: Engagement & Relating (begins at 2-5 months)	Show expressions of intimacy and relatedness (e.g., initiates and sustains an interaction with another person)	No engagement or only fleeting expressions of joy, rather than robust, sustained engagement
Stage 3: Purposeful Emotional Interactions (begins at 4-10 months)	A range of back-and-forth interactions with emotional expressions, sounds, hand gestures, etc. used to convey interactions	No interactions or only brief back-and-forth interactions with little initiative (i.e. mostly responding)
Stage 4: Behavioral Organization & Problem-Solving (begins at 10-18 months)	Many social and emotional interactions in a row used for problem-solving	Inability to initiate and sustain many consecutive back-and-forth social interactions
Stage 5: Creating Ideas (begins at 18-30 months)	Meaningful use of words or phrases and interactive pretend play with caregivers or peers	No words, or rote use of words (e.g., mostly repeats what is heard)
Stage 6: Emotional & Logical Thinking (begins at 30-42 months)	Logical connections between meaningful ideas (e.g., "I want to go outside <i>because</i> I want to play.")	No words, or memorized scripts, coupled with seemingly random, rather than logical, use of ideas

*Greenspan, Stanley. Engaging Autism. First Da Capo Press, 2006.

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Before rating your child on the social skills checklist, it is important to understand the differences between your child’s age and where they are developmentally. What this means is that we will not look at your child as five and try to generate goals for what we would expect of a five year old. Rather, we will look at them for where they are in their own development. Your child may not have gone through the typical stages of development. They may have skipped some, or they may be stuck at a particular stage. For this reason we need to ensure that your child is developmentally ready to work on social interactions.

The following checklist will help us identify where your child is developmentally and give us input into how we can support them. Please fill out the following rating scale based on the DIR®/ Floortime™ Model.

Rating Scale

Please check the box next to each question that best describes your child’s current level of functioning.

1. The child *never* displays this skill. In their daily routine, this skill has never been observed.
2. The child may demonstrate the skill however they *seldom* display this skill.
3. The child displays this skill *inconsistently*, in the home setting with familiar people only.
4. The child displays this skill *consistently*, in different settings and with a few people.
5. The child has *generalized* this skill. It is demonstrated on many occasions, settings and with a variety of people.

Developmental Level 1: Shared Attention & Regulation

Does your child...	1	2	3	4	5	Comments
1. Respond to different sights and sounds (turns and looks when called)						
2. Respond to different types of touch (calms or shows distaste for certain touch such as hugs)						
3. Respond to facial affect (smiles, frowns)						
4. Show interest in playing with toys						



Developmental Level 1: Shared Attention & Regulation (continued)

Rating Scale: 1 = never, 2 = seldom, 3 = inconsistently, 4 = consistently, 5 = generalized

Does your child...	1	2	3	4	5	Comments
5. Explore objects freely without caution						
6. Enjoy moving on equipment						
7. Show happy, content affect						
Total Points (clinician only):						

Developmental Level 2: Engagement & Relating

Does your child...	1	2	3	4	5	Comments
1. Show emotional interest and connection with caregiver by talking, playing and smiling at him/her						
2. Anticipate with curiosity or excitement when caregiver presents an interesting toy or game						
3. Initiate physical closeness but is not clingy						
4. Maintain a visual or verbal connection when he/she has moved away or is active						
5. Socially reference you when playing with toys						
6. Respond to your physical or vocal interactions						
Total Points (clinician only):						

Developmental Level 3: Purposeful-Emotional Interactions

Does your child...	1	2	3	4	5	Comments
1. Initiate intentional actions with objects while also engaged in interactions with you (i.e., manipulates objects and then looks at you and smiles or vocalizes)						



Developmental Level 3: Purposeful-Emotional Interactions (continued)

Rating Scale: 1 = never, 2 = seldom, 3 = inconsistently, 4 = consistently, 5 = generalized

Does your child...	1	2	3	4	5	Comments
2. Respond to your cues in contingent manner (i.e., you offer toy, child takes toy and puts it in container)						
3. Participate in back-and-forth interactions (e.g., he asks a question, you respond, he responds back about your answer)						
4. Seek assistance from caregiver/peer through verbal or non-verbal communication						
5. Respond to a person's nonverbal language and understand what is being communicated (e.g., loving tone, grimace on face)						
6. Initiate play through spoken words and/or body language						
Total Points (clinician only):						

Developmental Level 4: Behavioral Organization & Problem Solving

Does your child...	1	2	3	4	5	Comments
1. Imitate or copy something new that the caregiver/peer introduces, then incorporates that idea into play						
2. Plays cooperatively with a peer by taking on a specified role, following rules, or leading the play of others						
3. Engage in complex patterns of communication stringing together several circles of communication with caregiver/peer (initiated and elaborated on by child) using gestures, vocalizations, and words						



Developmental Level 5: Creating Ideas

Rating Scale: 1 = never, 2 = seldom, 3 = inconsistently, 4 = consistently, 5 = generalized

Does your child...	1	2	3	4	5	Comments
1. Engage in symbolic play with various toys or equipment (e.g., plays out cars racing), going beyond simple concrete actions (e.g., feeding self with cup)						
2. Engage in pretend play patterns of at least one idea in collaboration with caregiver (e.g., one part of a script or scenario played out)						
3. Use language to pretend play (e.g., playing out with doll figures) to communicate needs, wishes, intentions, or feelings						
4. Use pretend play to express themes around closeness or dependency (e.g., putting dolls to sleep next to one another; feeding caregiver and dolls)						
5. Stay on topic by making comments or asking questions related to the topic						

Developmental Level 6: Building Bridges between Ideas - Emotional & Logical Thinking

Does your child...	1	2	3	4	5	Comments
1. Play interactively with another child by sharing materials and talking about the activity						
2. Provide a plan for play to peers (e.g., "let's build the track and then drive the trains")						
3. Take turns during unstructured activities (e.g., with limited materials, specified roles during dramatic play)						
4. Identify others' likes/dislikes						



Developmental Level 6: Building Bridges between Ideas - Emotional & Logical Thinking (cont'd)

Rating Scale: 1 = never, 2 = seldom, 3 = inconsistently, 4 = consistently, 5 = generalized

Does your child...	1	2	3	4	5	Comments
5. Provide rationale to explain the emotions of self and/or others (e.g., "she is sad because she fell down")						
6. Demonstrate empathy toward peers (e.g., if a child's toy breaks, they may feel sad for them)						
7. Use tone of voice to help convey a message						
8. Carry out solutions by negotiating or compromising with peers						
9. Use appropriate attention seeking behaviors (e.g. calling out name, tapping shoulder)						
10. Show the ability to change topic when the topic changes						

We thank you for taking the time to fill out this Social Skills Check List. This will allow us to gain background information on your child and make sure he or she is ready for our TAG! program. Please return this to Kim at LCA.

Please feel free to contact Kim with any questions at: 425.657.0620 or kim@lakesideautism.com