



Checklist for social skills: Name: Peter

1. Can the child identify emotions from facial expressions?

Note: can recognise, sad, happy but not angry, annoyed or anxious.

2. Can the child identify emotions from posture?

Note: No

3. Can the child use facial expressions/posture appropriately?

Note: No, flat expression usually.

4. Can the child maintain appropriate distance when in the company of another?

Note: Constantly entering into others personal space and this leads to aggression.

5. Can the child maintain appropriate eye contact while communicating with another?

Note: Has to be prompted

6. Can the child greet others? (junior classes)

Can the child initiate conversation? (middle and senior classes)

Note: Yes

7. Can the child maintain some form of communication after greeting? (junior classes)

Can the child maintain a conversation? (middle and senior classes)

Note: Yes

8. Can the child take turns playing games? (junior classes)

Can the child take turns while in conversation? (middle and senior classes)

Note: no, he likes to dominate and take over a conversation.

9. Does the child listen when he/she is being spoken to?

Note: Not always, often perceives gentle reminders as a correction.

10. Does the child use an appropriate volume/tone when speaking to others?

Note: With adults yes(usually), with peers he is inclined to shout and if he thinks he has done something wrong he can be aggressive in both tone and loud volume.



Areas of strength for Peter:

Can identify the facial expressions for happy/sad.

Can maintain appropriate eye-contact when prompted.

Can initiate and maintain a conversation.

Can use appropriate tone and volume with adults most of the time.

Areas of need:

Identifying angry/annoyed/anxious from facial expressions.

Identifying emotions from posture

Using facial expressions and posture appropriately.

Maintaining appropriate distance

Taking turns while in conversation

Listening to others

Appropriate volume/tone with peers

Targets for Peter:

Peter will:

-identify the emotions angry, annoyed, anxious, on LS/RT's face.

-identify the above emotions in pictures.

-identify happy/sad/afraid from posture of LS/RT.

-identify above emotions through posture in pictures.

-role play the above emotions using posture through role play in the classroom.

-maintain appropriate distance from others when in conversation, this will be modelled and reinforced by teachers and at home.

-take turns in conversation during circle time in class. Only person holding the flag will speak.

-identify appropriate tone/volume during improvised role play with LS/RT.

-will use appropriate volume/tone during character role play in the classroom.

All the above targets will be practiced in as many contexts as possible.

Appropriate social skills will be modelled by others including parents as often as possible.