

## Social Skills Assessment Tools

These are samples that have been selected to show some social skills assessment tools. There are many different tools that are available. The resource section also lists books that have assessment tools. The Social Skill Strategies, Book A was previously purchased for all special education districts and should be available for use.

1. Social Emotional Skills – Summary Form  
*Social Skill Strategies, Book A: N. Gajewski, P. Hirn, & P. Mayo*
2. Social Emotional Skills Rating Scale – Adult Form  
*Social Skill Strategies, Book A: N. Gajewski, P. Hirn, & P. Mayo*
3. Social Emotional Skills Rating Scale – Student Form  
*Social Skill Strategies, Book A: N. Gajewski, P. Hirn, & P. Mayo*
4. Social Profile  
*Scott Bellini, Indiana Resource Center for Autism*

# **SOCIAL-EMOTIONAL SKILLS—SUMMARY FORM**

**SOCIAL SKILL  
STRATEGIES  
APPENDIX C**

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ School Year: \_\_\_\_\_

<b>Social-Emotional Skill</b>	Identified as Problematic	Demonstrated in Class	Reported/Observed Outside of Class	<b>Social-Emotional Skill</b>	Identified as Problematic	Demonstrated in Class	Reported/Observed Outside of Class
Using Body Language				Having a Positive Reputation			
Using Manners				Starting a Friendship			
Choosing the Right Time and Place				Maintaining a Friendship			
Staying on and Switching Topics				Giving Emotional Support			
Listening				Giving Advice			
Conversing				Ignoring			
Making a Positive First Impression				Dealing with Teasing			
Using Formal and Informal Language				Dealing with Peer Pressure			
Giving Reasons				Joining In			
Planning What to Say				Dealing with Being Left Out			
Interrupting				Telling on Others			
Giving a Compliment				Being Assertive			
Accepting a Compliment				Making a Complaint			
Saying "Thank You"				Receiving a Complaint			
Introducing Yourself				Giving Constructive Criticism			
Introducing People				Accepting Constructive Criticism			
Making a Request				Making an Accusation			
Offering Help				Dealing with a False Accusation			
Asking for Help				Negotiating and Compromising			
Asking for Permission				Accepting Consequences			
Accepting "No"				Expressing Feelings			
Making an Apology				Dealing with Anger			
Expressing an Opinion				Dealing with Embarrassment			
Agreeing or Disagreeing				Coping with Fear			
Convincing Others				Dealing with Humor			
Giving Information				Dealing with Failure			
Dealing with Contradictions				Dealing with Disappointment			
Being Honest				Understanding the Feelings of Others			
Being Optimistic							

**NOTES:**



# **SOCIAL-EMOTIONAL SKILLS RATING SCALE—ADULT FORM**

**SOCIAL SKILL  
STRATEGIES  
APPENDIX A**

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Date Rating Scale Completed: \_\_\_\_\_

Name of Person Completing Rating Scale: \_\_\_\_\_

Relationship to Student (e.g., parent, teacher, coach): \_\_\_\_\_

## **Directions**

Rate this student on his or her use of the following social-emotional skills.

Circle:

1—if the skill is SELDOM used appropriately.

2—if the skill is SOMETIMES used appropriately.

3—if the skill is ALMOST ALWAYS used appropriately.

For example, if a student usually complains and begs when he or she is told "No" by an authority figure you would rate the student as follows:

ACCEPTING "NO"—Responds appropriately when told "No" by an authority figure. ① 2 3

Please write examples and comments in the margin areas when appropriate (e.g., if you give a seldom rating for *accepting "No,"* you might explain that the student argues with you when he or she is told "No").

## **Social-Emotional Skill**

USING BODY LANGUAGE—Uses body language (components of the body that communicate messages) that is appropriate to the situation.

**Seldom  
Sometimes  
Almost Always**

1    2    3

USING MANNERS—Speaks and acts politely in social situations.

1    2    3

CHOOSING THE RIGHT TIME AND PLACE—Chooses an appropriate time and place before beginning a conversation with another person.

1    2    3

STAYING ON AND SWITCHING TOPICS—Sticks to the topic of conversation or prepares the listener for a topic shift.

1    2    3

	<b>Seldom</b>	<b>Sometimes</b>	<b>Almost Always</b>
LISTENING—Gives his or her full attention to a speaker in order to hear and think about the message.	1	2	3
CONVERSING—Takes the initiative to start a conversation. Begins with a greeting, participates in talking and listening, and ends conversations smoothly with a closing.	1	2	3
MAKING A POSITIVE FIRST IMPRESSION—His or her words, actions, appearance, and personal qualities make other people think favorably about him or her.	1	2	3
USING FORMAL AND INFORMAL LANGUAGE—Talks in a more traditional way by using the longer forms of words, when speaking to people in authority positions. Talks in a more casual way, by using shorter forms of words and slang, when speaking to peers and adults whom he or she feels close to.	1	2	3
GIVING REASONS—Gives explanations that are specific and relevant when answering questions.	1	2	3
PLANNING WHAT TO SAY—Thinks about and chooses what he or she will say before speaking.	1	2	3
INTERRUPTING—Interrupts in an appropriate way and only when necessary.			
GIVING A COMPLIMENT—Remembers to compliment others and is honest and sincere when doing so.	1	2	3
ACCEPTING A COMPLIMENT—Accepts compliments in a sincere way.	1	2	3
SAYING "THANK YOU"—Expresses genuine appreciation when someone has done something nice.	1	2	3
INTRODUCING YOURSELF—Remembers to give his or her name when introducing himself or herself to a new person.	1	2	3
INTRODUCING PEOPLE—Helps two or more people who do not know one another to learn one another's names. Makes the introduction reciprocal. For example, "Steve, meet Beth. Beth, this is Steve."	1	2	3
MAKING A REQUEST—Remembers to ask instead of demand when he or she wants something.	1	2	3

	<b>Seldom</b>	<b>Sometimes</b>	<b>Almost Always</b>
OFFERING HELP—Offers help to people in need. Remembers to ask first instead of just taking over for the other person.	1	2	3
ASKING FOR HELP—Asks for help when needed, but attempts something on his or her own first. Asks for help in an appropriate way.	1	2	3
ASKING FOR PERMISSION—Asks for permission to do things whenever necessary.	1	2	3
ACCEPTING "NO"—Responds appropriately when told "No" by an authority figure.	1	2	3
MAKING AN APOLOGY—Says he or she is sorry when necessary.	1	2	3
EXPRESSING AN OPINION—Does not try to suggest his or her opinions are facts.	1	2	3
AGREEING OR DISAGREEING—Disagrees without putting down the other person's idea or opinion. Doesn't get angry when someone disagrees with him or her.	1	2	3
CONVINCING OTHERS—Provides relevant and enticing reasons when trying to get others to share in his or her opinion.	1	2	3
GIVING INFORMATION—Provides precise and easy-to-understand details when giving information (e.g., explaining a problem, giving directions).	1	2	3
DEALING WITH CONTRADICTIONS—Knows when he or she is receiving messages that are opposite in meaning and asks for clarification.	1	2	3
BEING HONEST—Tells the truth and understands the consequences of losing someone's trust.	1	2	3
BEING OPTIMISTIC—Looks on the bright side. Expects good things to happen. Has a positive attitude.	1	2	3
HAVING A POSITIVE REPUTATION—Has a positive reputation in the home, at school, and in the community.	1	2	3
STARTING A FRIENDSHIP—Starts new friendships with people based on common interests.	1	2	3
MAINTAINING A FRIENDSHIP—Treats friends appropriately in order to maintain relationships.	1	2	3



	<b>Seldom</b>	<b>Sometimes</b>	<b>Almost Always</b>
GIVING EMOTIONAL SUPPORT—Listens and provides encouragement to a friend who is making a difficult decision, or who is feeling depressed.	1	2	3
GIVING ADVICE—Gives advice only when asked and only in areas he or she is qualified to give advice.	1	2	3
IGNORING—Ignores disruptions and negative behaviors of other people.	1	2	3
DEALING WITH TEASING—Responds appropriately to friendly teasing and ignores unfriendly teasing.	1	2	3
DEALING WITH PEER PRESSURE—Says “No” to negative peer pressure.	1	2	3
JOINING IN—Joins in an activity or a conversation without disrupting those involved.	1	2	3
DEALING WITH BEING LEFT OUT—Copes with being left out of an activity in an appropriate way.	1	2	3
TELLING ON OTHERS—Does not tell on others for unimportant reasons. When telling on others for important reasons, he or she does so discretely.	1	2	3
BEING ASSERTIVE—Makes comments in a confident and firm way, without making threats.	1	2	3
MAKING A COMPLAINT—Makes a complaint to the appropriate person in a nonaggressive manner.	1	2	3
RECEIVING A COMPLAINT—Listens appropriately when receiving a complaint. Suggests a solution when he or she is responsible for a complaint received.	1	2	3
GIVING CONSTRUCTIVE CRITICISM—Is specific about behaviors he or she would like to see improved without making personal insults.	1	2	3
ACCEPTING CONSTRUCTIVE CRITICISM—Accepts constructive criticism without getting defensive.	1	2	3
MAKING AN ACCUSATION—Seeks proof before accusing someone.	1	2	3
DEALING WITH A FALSE ACCUSATION—When falsely accused, he or she offers proof and/or offers another explanation without getting angry.	1	2	3





	<b>Seldom</b>	<b>Sometimes</b>	<b>Almost Always</b>
NEGOTIATING AND COMPROMISING—Makes sincere attempts to solve disputes with others. Meets others “halfway” when working to solve a problem.	1	2	3
ACCEPTING CONSEQUENCES—Accepts negative consequences of his or her actions without argument.	1	2	3
EXPRESSING FEELINGS—Expresses his or her feelings appropriately instead of keeping them inside.	1	2	3
DEALING WITH ANGER—Expresses his or her anger without acting impulsively.	1	2	3
DEALING WITH EMBARRASSMENT—Reacts appropriately when something makes him or her feel uncomfortable or self-conscious.	1	2	3
COPING WITH FEAR—Takes steps to reduce unrealistic fears.	1	2	3
DEALING WITH HUMOR—Enjoys “safe” humor and avoids “unsafe” humor (i.e., humor that hurts or upsets others).	1	2	3
DEALING WITH FAILURE—Deals with failure appropriately and does not let it get him or her down.	1	2	3
DEALING WITH DISAPPOINTMENT—Handles disappointment without getting impulsive.	1	2	3
UNDERSTANDING THE FEELINGS OF OTHERS—Is perceptive to the way other people are feeling.	1	2	3

List the social-emotional skills you believe this student most needs to improve.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# **SOCIAL-EMOTIONAL SKILLS RATING SCALE—STUDENT FORM**

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

## **Directions**

Rate yourself on how well you use the following skills. Please be honest.

Circle:

1—if you ALMOST NEVER use the skill appropriately.

2—if you SOMETIMES use the skill appropriately.

3—if you ALMOST ALWAYS use the skill appropriately.

For example, if you usually argue and beg when your parent tells you that you can't do something you really want to do, you would rate yourself as follows:

ACCEPTING "NO"—I act mature when I am ① 2 3  
told "No" by an authority figure.

Please give examples and comments when necessary (for example, if you give an Almost Never rating for *accepting "No,"* you might write on this form that you usually argue when told "No" by your mother and father).

## **Social-Emotional Skill**

	Almost Never	Sometimes	Almost Always
USING BODY LANGUAGE—I know which body actions and facial expressions to use to show my feelings.	1	2	3
USING MANNERS—I use appropriate manners (for example, saying "Please" and "Thank you" and using polite table manners).	1	2	3
CHOOSING THE RIGHT TIME AND PLACE—I choose an appropriate time and place to talk to others.	1	2	3
STAYING ON AND SWITCHING TOPICS—My comments deal with the main topic when I have a conversation. I warn others before I switch topics.	1	2	3
LISTENING—When someone is talking to me, I give that person my full attention.	1	2	3
CONVERSING—I feel comfortable starting conversations. I begin with a greeting and my name. I end conversations smoothly.	1	2	3



	<b>Almost Never</b>	<b>Sometimes</b>	<b>Almost Always</b>
<b>MAKING A POSITIVE FIRST IMPRESSION</b> —I try to make a positive impression by how I look, what I say, and what I do when I meet new people.	1	2	3
<b>USING FORMAL AND INFORMAL LANGUAGE</b> —When I speak to people in respected positions, I talk in a more “traditional” way. I use longer forms of words (for example, “Thank you very much”). When I speak to people my own age or adults I feel close to, I talk in a more “relaxed” way. I use shorter forms of words (for example, “Thanks a lot”).	1	2	3
<b>GIVING REASONS</b> —When someone asks me to explain something, I give reasons that are specific and relevant.	1	2	3
<b>PLANNING WHAT TO SAY</b> —I think about what I am going to say before I speak.	1	2	3
<b>INTERRUPTING</b> —I only interrupt people when it is necessary. I interrupt others appropriately.	1	2	3
<b>GIVING A COMPLIMENT</b> —I give people compliments about the way they look, the items they own, and what they say and do. I don’t give compliments just to get people to like me.	1	2	3
<b>ACCEPTING A COMPLIMENT</b> —When someone gives me a compliment, I say “Thank you” in a sincere way.	1	2	3
<b>SAYING “THANK YOU”</b> —I thank people when they do something nice for me.	1	2	3
<b>INTRODUCING YOURSELF</b> —I introduce myself to people I don’t know. I remember to tell my full name.	1	2	3
<b>INTRODUCING PEOPLE</b> —I introduce people when they do not know each other. (For example, “Steve, meet Beth. Beth, this is Steve”).	1	2	3
<b>MAKING A REQUEST</b> —When I want something, I ask for it in a polite way. I do not demand things from others.	1	2	3
<b>OFFERING HELP</b> —I offer help to people in need. I ask first, instead of just taking over right away.	1	2	3
<b>ASKING FOR HELP</b> —I try things on my own first. If I can’t figure something out, I ask for help in an appropriate way.	1	2	3



	Almost Never	Sometimes	Almost Always
ASKING FOR PERMISSION—I ask for permission from authority figures whenever I should.	1	2	3
ACCEPTING “NO”—I act mature when I am told “No” by an authority figure.	1	2	3
MAKING AN APOLOGY—I say “I’m sorry” when I have done something wrong.	1	2	3
EXPRESSING AN OPINION—When I say something that is just my opinion, I remember to begin with statements like, “I think...” or “In my opinion...”	1	2	3
AGREEING OR DISAGREEING—When I disagree with others, I do not put down their ideas or opinions. I do not get angry when someone disagrees with me.	1	2	3
CONVINCING OTHERS—I give good reasons when I try to convince someone to agree with me.	1	2	3
GIVING INFORMATION—I express myself clearly when I give information to others (for example, giving directions, answering questions).	1	2	3
DEALING WITH CONTRADICTIONS—When I hear a contradiction (statements that are opposite in meaning), I ask what is meant.	1	2	3
BEING HONEST—I am truthful, even when I have done something wrong. I don’t want to lose people’s trust in me.	1	2	3
BEING OPTIMISTIC—I try to have a positive attitude. I expect good things to happen. I look on the bright side when something goes wrong.	1	2	3
HAVING A POSITIVE REPUTATION—I have a positive reputation at home, at school, and in the community.	1	2	3
STARTING A FRIENDSHIP—I am good at starting new friendships with others.	1	2	3
MAINTAINING A FRIENDSHIP—I keep my friends because I treat them well.	1	2	3
GIVING EMOTIONAL SUPPORT—When one of my friends is feeling depressed or is having a problem, I listen and give encouragement.	1	2	3
GIVING ADVICE—I only give advice when someone asks me to do so. I avoid giving advice about things I don’t know much about.	1	2	3





	<b>Almost Never</b>	<b>Sometimes</b>	<b>Almost Always</b>
IGNORING—I ignore disruptions. I ignore others who try to get my attention in a negative way.	1	2	3
DEALING WITH TEASING—I laugh when people tease me in a friendly way. I ignore people when they tease me in a mean way.	1	2	3
DEALING WITH PEER PRESSURE—I say “No” when others try to pressure me into doing things I don’t feel comfortable doing.	1	2	3
JOINING IN—I feel comfortable joining conversations and activities after they have already begun. I join others in a way that is not disruptive.	1	2	3
DEALING WITH BEING LEFT OUT—When I am left out of an activity or a conversation, I try to decide if it happened by mistake or on purpose. If it seems like a mistake, I try to join the activity without being disruptive. If it seems like others purposely excluded me, I find something else to do.	1	2	3
TELLING ON OTHERS—I only tell on others for important reasons. When I do tell on others, I only tell the person who needs to know about the behavior.	1	2	3
BEING ASSERTIVE—When someone goes against my rights, I tell the other person how I feel and what I want. I do not make threats or get aggressive.	1	2	3
MAKING A COMPLAINT—I only make complaints when it is fair to do so. I do not become aggressive when I make a complaint.	1	2	3
RECEIVING A COMPLAINT—When someone complains to me, and I know I am responsible, I apologize and offer a solution.	1	2	3
GIVING CONSTRUCTIVE CRITICISM—When I criticize others, I tell exactly what I think should be improved. I do not personally insult the other person. I try to say something positive about the person first.	1	2	3
ACCEPTING CONSTRUCTIVE CRITICISM—I can handle it when someone tells me I need to improve on something. I don’t get defensive.	1	2	3
MAKING AN ACCUSATION—I make sure I have proof before I accuse someone of doing something wrong.	1	2	3



	<b>Almost Never</b>	<b>Sometimes</b>	<b>Almost Always</b>
DEALING WITH A FALSE ACCUSATION—When someone accuses me of doing something wrong, and I didn't do it, I stay calm. I offer proof that I am innocent or I try to offer another explanation.	1	2	3
NEGOTIATING AND COMPROMISING—I am willing to give in a little to help solve a disagreement. I don't always need things to go my way.	1	2	3
ACCEPTING CONSEQUENCES—When I know I have done something wrong, I am willing to face the consequence.	1	2	3
EXPRESSING FEELINGS—I talk about my feelings when it's appropriate. I do not hold them all inside.	1	2	3
DEALING WITH ANGER—When I feel angry, I can control myself. I don't lose control.	1	2	3
DEALING WITH EMBARRASSMENT—I handle myself well when I get embarrassed. I don't fall apart.	1	2	3
COPING WITH FEAR—When I am afraid of something, I don't let it control me. I face my fears and try to reduce them.	1	2	3
DEALING WITH HUMOR—I only use humor that is "friendly" and will not upset or hurt anyone. I avoid "unfriendly" humor.	1	2	3
DEALING WITH FAILURE—I don't let myself get "down" when I fail at something. I just try to do better the next time.	1	2	3
DEALING WITH DISAPPOINTMENT—I stay in control when I am disappointed because someone or something lets me down.	1	2	3
UNDERSTANDING THE FEELINGS OF OTHERS—I am sensitive to the way other people are feeling.	1	2	3

Write the social-emotional skills you think you most need to improve.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## AUTISM SOCIAL SKILLS PROFILE

1= Not at all

2= Hardly ever

3= Sometimes

4= Most of the time

5= All of the time

Skill Area	How Often	Brief Description
Has Difficulties Initiating Interactions	1 2 3 4 5	
Has Difficulties Taking Turns	1 2 3 4 5	
Makes Inappropriate Comments	1 2 3 4 5	
Has Difficulties in Unstructured Activities	1 2 3 4 5	
Has Difficulty Responding to the Initiations of Others	1 2 3 4 5	
Make Poor Social Decisions	1 2 3 4 5	
Has Difficulty Maintaining Eye Contact	1 2 3 4 5	
Avoids One-on-One Social Interactions	1 2 3 4 5	
Engages in Solitary Interests and Hobbies	1 2 3 4 5	
Has Difficulties with Give and Take of Conversation	1 2 3 4 5	
Does Not Show Sympathy for Others	1 2 3 4 5	
Does Not Consider Interests of Others	1 2 3 4 5	
Has Difficulty Recognizing and Understanding Feelings	1 2 3 4 5	

Skill Area	How Often	Brief Description
Does Not Consider Multiple Viewpoints	1 2 3 4 5	
Misinterprets the Intentions of Others	1 2 3 4 5	
Changes the Topic of Conversation to Fit Interests	1 2 3 4 5	
Responds Slowly in Conversations	1 2 3 4 5	
Stands Too Close, or Too Far Away, when Interacting	1 2 3 4 5	
Speaks Too Loudly or Too Softly	1 2 3 4 5	
Experiences Negative Peer Interactions	1 2 3 4 5	
Avoids Participation in Social Groups	1 2 3 4 5	
Expresses Fear or Anxiety Regarding Social Interactions	1 2 3 4 5	
Engages in Inappropriate Behavior in Social Settings	1 2 3 4 5	
Is Manipulated by Peers	1 2 3 4 5	
Does Not Understand the Jokes or Humor of Others	1 2 3 4 5	

Intervention:

1. What is the major social concern for this person? What specific social skill deficits contribute to this concern? (Please describe)

- Scott Bellini/IRCA/Social Profile/2003