



Minnesota
Social Skills Checklist
For
Students who are Deaf/Hard
of Hearing

Pre-K to High School

R A T I O N A L E :

Increasingly, students who are deaf/hard of hearing are participating in partially or fully 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.

Often the teacher of the deaf/hard of hearing is aware of the student's needs in the social skill area because of his/her expertise in understanding the student's disability. However, the social skill area is not always addressed specifically because of time limitations and limited evaluations and curriculums specific to students who are deaf/hard of hearing.

C A U T I O N :

This *Minnesota Social Skills Checklist* is designed to guide for teachers of the deaf/hard of hearing in looking at skills needed in the areas of: social skills, pragmatics or language as it relates to social communication, friendship and self-esteem. Many learners who are deaf/hard of hearing need additional 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/tool for the Teacher of the Deaf/Hard of Hearing. Based on social skills profiles of hearing students at various developmental stages, the skills identified are skills that the 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. Its simplicity allows a variety of teachers of the D/HH to utilize it.
3. Evaluation of student progress will be indicated by recording the level of achievement of each individual skill. Please feel free to adapt the evaluation format according to student needs. This evaluation tool can be utilized for the following purposes:
 - a. To informally evaluate a student's skills or deficits in the social skill area.
 - 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 IEP/IFSP/IIP team including the student's parents, regular educators, special educators, related service provider, and outside professionals, as appropriate.

Social Skills Cumulative Record

**For Students Who Are Deaf/Hard Of Hearing
Pre-K to High School**

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+		

Preschool (Ages 3 to 6 years)	Enter the date for each social skill at the appropriate level: 1 Observed rarely 2 Observed sometimes 3 Mastered		
	* Leave blank if not observed at this time		
<i>Compared to typical peers at the same grade/age, the student with a hearing loss should or needs to:</i>	1	2	3
SELF-CONCEPT/SELF-ESTEEM			
Demonstrates pride and confidence in their skills and accomplishments.			
Demonstrates persistence by trying again.			
Able to name things they like and dislike.			
Identifies things they are good at.			
Begins to identify basic emotions/feelings (sad, happy or mad etc.)			
Introduces himself/herself to others (Hello, my name is _____.)			
Responds to yes/no questions about feelings and situations.			
Uses words/sign/cue to state basic needs.			
FRIENDSHIP			
Listens to other children's ideas and adapts their play accordingly.			
Chooses one or two preferred playmates.			
Engages in turn-taking and sharing while developing friendships.			
Uses or responds to invitations to play with others. (“Do you want to _____” or “Come on, let’s _____”).			
SOCIAL INTERACTION			
Begins to recognize physical space/boundaries of others.			
Identifies bullying behaviors (walks away, says no, uses “I” statements, asks for assistance.)			
Begins to show cooperation within group activities.			
Attends and participates in group activities or instruction.			
Begins to understand friendly versus non-friendly teasing.			
Demonstrates appropriate attention getting etiquette (waits turn, raises hand, and does not interrupt.)			
Responds to questions asked by peer or adult.			
Interact using social phrases and manners (“Please” “Thank you” and “Excuse me”.)			
Initiate appropriate social language with peers in play situations. (“I want to play.” “Can I have a turn?” “WOW, I like that!”)			
Uses language to get help or clarification (“I can’t,” “I don’t know” “show me, “and help me).”			
Responds to peer/adult initiated greetings and farewells.			
Expresses anger or frustration with words/sign/cue rather than with physical action.			

PRAGMATICS			
Begins to use social cues (body language, tone of voice, facial expression, background knowledge and context) to understand communication.			
Recognizes when they don't hear or understand and asks for help.			
Maintains eye contact during conversation.			
Remains quiet when others are talking.			
Begins to understand the concept waiting and being patient.			
COMMENTS			

Grades K-2	Enter the date for each social skill at the appropriate level: 1 Observed rarely 2 Observed sometimes 3 Mastered		
	<i>* Leave blank if not observed at this time</i>		
<i>Compared to typical peers at the same grade/age, the student with a hearing loss should or needs to:</i>	1	2	3
SELF-CONCEPT/SELF-ESTEEM			
Able to name things they like and dislike.			
Identifies things they are good at.			
Willing to try new things or take risks.			
Demonstrates pride and confidence in their skills and accomplishments.			
Identifies self as being deaf/hard-of-hearing.			
Recognizes feelings of loneliness and isolation.			
Identifies different emotions/feelings (excited, frustrated and disappointed.)			
Introduces himself/herself to others (Hello, my name is _____.)			
FRIENDSHIP			
Identifies qualities of a friend (understanding, caring, and sharing.)			
Expresses and shares feelings with friends.			
Understands that people have different likes/dislikes.			
Initiates activities or playtime with friends.			
SOCIAL INTERACTIONS			
Accepting constructive criticize.			
Accepts responsibility and apologizes when necessary.			
Identifies how other people feel.			
Compromises and accepts a group decision.			
Begins to understand the relationship between choices and consequences.			
Uses self-control strategies (state feelings, counting, deep breathing and walk away, ignoring.)			
Begins to recognize physical space/boundaries of others.			
Identifies bullying behaviors (walks away, says no, uses "I" statements, asks for assistance.)			
Begins to show cooperation and turn taking within group activities.			
Uses language to assert self appropriately (makes needs known, says no politely).			
Understands the difference between hurtful teasing and joking with peers.			
Demonstrates appropriate attention getting etiquette (waits turn, raises hand and does not interrupt.)			
Offers and accepts compliments.			

Interact using social phrases and manners (“Please”, “Thank you” and “Excuse me”).			
PRAGMATICS			
Begins to understand the difference between personal and public information.			
Uses social cues (body language, tone of voice, facial expression, background knowledge and context) when communicating.			
Admits when they do not know or hear the information (bluffing).			
Able to stay on topic or knows when topic has changed during a conversation.			
Uses repair strategies during a communication breakdown (talk slower, louder and repeat.)			
Actively listens and participates in peer/social interactions.			
Expresses wants and needs appropriately.			
Understand that school rules apply to them regardless of hearing loss.			
Knows the language to label their emotions.			
Reads body language, social cues and facial expressions to understand communication.			
Identifies with feelings of winning or losing.			
Understand the difference between tattling and telling.			
Maintains eye contact during conversation.			
COMMENTS			

Grades 3-5	Enter the date for each social skill at the appropriate level: 1 Observed rarely 2 Observed sometimes 3 Mastered		
	<i>* Leave blank if not observed at this time</i>		
<i>Compared to typical peers at the same grade/age, the student with a hearing loss should or needs to:</i>	1	2	3
SELF-CONCEPT/SELF-ESTEEM			
Identifies personal strengths, weaknesses, interests and values.			
Identifies the difference between their roles in the community, school and family.			
Maintains interests and values within student's peer group despite peer influence.			
Understands the concept of trust (self and others.)			
Willing to try new things or take risks.			
Demonstrates pride and confidence in their skills and accomplishments.			
Identifies self as being deaf/hard-of-hearing.			
Utilizes strategies to cope with loneliness and isolation associated with hearing loss.			
Identifies possible reasons for emotions/feelings.			
Makes choices and accepts the consequences of his/her behavior.			
FRIENDSHIP			
Identifies how their hearing loss may impact friendships.			
Differentiates various levels of friendships (acquaintances, close friends.)			
Identifies qualities of a friend (understanding, caring and sharing.)			
Identifies appropriate and inappropriate questions when developing a new friendship.			
Lists appropriate ways to communicate with friends (e-mail, notes and phone/TTY.)			
Respects others' opinions and points of view even if different from their own.			
Understands characteristics to make or keep friends (trustful, honest and respectful.)			
Expresses and shares feelings with friends.			
SOCIAL INTERACTION			
Accepts constructive criticism.			
Accepts responsibility and apologizes when necessary.			
Identifies how other people feel and able to express empathy.			
Compromises and accepts a group decision.			
Uses self-control strategies (state feelings, counting, deep breathing and walk away, ignoring.)			

Understands the difference between personal and public information.			
Respects physical space/boundaries of others.			
Understands how their hearing loss may impact them in a variety of social situations.			
Recognizes group/social pressures may exist.			
Knows strategies to use to deal with bullying behaviors (walks away, says no, uses "I" statements, asks for assistance.)			
Shows cooperation and tur-taking during group activities.			
Shows good sportsmanship when winning or losing.			
Offers and accepts compliments.			
Uses language to assert self appropriately (makes needs known, says no politely.)			
Uses appropriate conversational skills (interrupting, getting attention, turn-taking.)			
Begins to understand the difference between hurtful teasing and joking with peers.			
Appropriately joins in on a conversation/activity with others.			
Actively listens and participates in peer/social interactions.			
PRAGMATICS			
Begins to understand the difference between personal and public information.			
Uses social cues (body language, tone of voice, facial expression, background knowledge and context) when communicating.			
Admits when they do not know or hear the information (bluffing).			
Able to stay on topic or knows when topic has changed during a conversation.			
Uses repair strategies during a communication breakdown (talk slower, louder and repeat.)			
Asserts self with others (self-advocates, sets boundaries/limits, voices a complaint, states needs.)			
Expresses wants and needs appropriately.			
Uses communication pleasantries/manners.			
Understand that school rules apply to them regardless of hearing loss.			
COMMENTS			

Grades 6-8	Enter the date for each social skill at the appropriate level: 1 Observed rarely 2 Observed sometimes 3 Mastered		
	<i>* Leave blank if not observed at this time</i>		
<i>Compared to typical peers at the same grade/age, the student with a hearing loss should or needs to:</i>	1	2	3
SELF-ESTEEM/SELF-IDENTITY			
Identifies personal strengths, weaknesses, interests and values.			
Identifies his/her own values as they relate to community, school, family and personal beliefs.			
Maintains interests and values within student's peer group despite peer influence.			
Identifies with feelings of trust of oneself and others.			
Willing to try new things or take risks.			
Demonstrates pride and confidence in their skills and accomplishments.			
Identifies self as deaf/hard of hearing.			
Understands that they could be role models for younger deaf/hard-of-hearing students.			
Utilizes strategies to cope with loneliness and isolation associated with hearing loss.			
Identifies possible reasons for emotions/feelings.			
Makes choices and accepts the consequences of his/her behavior.			
FRIENDSHIP			
Identifies how their hearing loss may impact friendships.			
Differentiates various levels of friendships (acquaintances, close friends.)			
Identifies characteristics of a friend (trusting, honest, respectful.)			
Identifies appropriate and inappropriate questions when developing friendships.			
Lists appropriate ways to communicate with friends (e-mail, note, and phone/TTY.)			
Respects others' opinions and points of view even if different from their own.			
SOCIAL INTERACTION			
Knows strategies to problem solve situations (brainstorm, listen, ask, investigate.)			
Understands and uses appropriate ways to express an opinion or a disagreement with others.			
Accepts and gives constructive criticism.			
Accepts responsibility and apologizes when necessary.			
Identifies how other people feel and able to express empathy.			

Compromises and negotiates to reach a group decision.			
Uses self-control strategies (state feelings, counting, deep breathing, walk away or ignoring.)			
Understands the difference between personal and public information.			
Respects others' personal information (confidentiality).			
Respects physical space/boundaries of others.			
Understands how their hearing loss may impact them in a variety of social situations.			
Resists peer pressure by using a variety of strategies (walk away, say no, ask the person to stop.)			
Responds to bullying appropriately (e.g. walking away, using "I" statements and labeling specific behaviors to demonstrate assertiveness, asking for peer and/or adult assistance when appropriate.)			
Shows good sportsmanship when winning or losing.			
Offers and accepts compliments.			
Uses language to assert self appropriately (makes needs known, says no politely.)			
Uses appropriate conversational skills (not interrupting, getting attention, turn taking.)			
Understands the difference between hurtful teasing and joking with peers.			
Appropriately joins in on a conversation/activity with others.			
PRAGMATICS			
Understands the difference between personal and public information.			
Uses social cues (body language, tone of voice, facial expression, social situation, background knowledge and context) when communicating.			
Uses different communication styles as related to context (formal, informal, work, family and friends.)			
Admits when they do not know or hear the information (bluffing).			
Able to stay on topic or knows when topic has changed during a conversation.			
Uses repair strategies during a communication breakdown (ask for clarification, simplification, and rephrasing.)			
Asserts self with others (self-advocates, sets boundaries/limits, voices a complaint, states needs.)			
COMMENTS			

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Grades 9-12	Enter the date for each social skill at the appropriate level: 1 Observed rarely 2 Observed sometimes 3 Mastered		
	* Leave blank if not observed at this time		

<i>Compared to typical peers at the same grade/age, the student with a hearing loss should or needs to:</i>	1	2	3
SELF-CONCEPT/SELF-ESTEEM			
Identifies personal strengths, weaknesses, interests and values.			
Identifies his/her own values as they relate to community, school, family and personal beliefs.			
Maintains interests and values within student's peer group despite peer influence.			
Identifies with feelings of trust of oneself and others.			
Willing to try new things or take risks.			
Demonstrates pride and confidence in their skills and accomplishments.			
Identifies self as deaf/hard-of-hearing.			
Understands that they could be role models for younger deaf/hard of hearing students.			
Utilizes strategies to cope with loneliness and isolation associated with hearing loss.			
Makes choices and accepts the consequences of his/her behavior.			
FRIENDSHIP			
Identifies how their hearing loss may impact friendships.			
Differentiates various levels of friendships (acquaintances, close friends.)			
Identifies characteristics of a friend (trusting, honest, respectful.)			
Identifies appropriate and inappropriate questions when developing friendships.			
Lists appropriate ways to communicate with friends (e-mail, notes and phone/TTY.)			
Respects others' opinions and points of view even if different from their own.			
Understands and respects differences among peers.			
SOCIAL INTERACTIONS			
Utilizes strategies to problem solve situations (brainstorm, listen, ask, investigate.)			
Understands and uses appropriate ways to express an opinion or a disagreement with others.			
Accepts and gives constructive criticism.			
Accepts responsibility and apologizes when necessary.			

Identifies how other people feel and able to express empathy.			
Uses compromise and negotiation as strategies for finding solutions to conflicts.			
Uses self-control strategies (state feelings, counting, deep breathin, and walk away, ignoring.)			
Seeks mutually respectful dating relationships with age-appropriate peers.			
Expresses feelings/actions toward the opposite sex appropriately.			
Respects physical/boundaries space of others.			
States how their hearing loss impacts them in a variety of social situations.			
Shows good sportsmanship when winning or losing.			
Offers and accepts compliments.			
Uses appropriate conversational skills (interrupting, getting attention, turn- taking.)			
Appropriately joins in on a conversation/activity with others.			
Resists peer pressure by using a variety of strategies (walk away, say no, ask the person to stop.)			
PRAGMATICS			
Understands the difference between personal and public information.			
Uses social cues (body language, tone of voice, facial expression, social situation, background knowledge and context) when communicating.			
Uses different communication styles as related to context (formal, informal, work, family and friends.)			
Admits when they do not know or hear the information (bluffing).			
Able to stay on topic or knows when topic has changed during a conversation.			
Uses repair strategies during a communication breakdown (ask for clarification, simplificatio, and rephrasing.)			
Asserts self with others (self-advocates, set boundaries/limits, voice a complaint, state needs.)			
COMMENTS:			

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NOTES