

### Social Thinking Observational Checklist

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

(page 1 of 3) *Observe the student within groups of his or her peers to see how this person tends to relate and respond to others. The items on this list are a select group of behaviors to observe, you can add more to this list as you observe other items not included:*

Item #	Social Behavioral Descriptions: Scale 1	The column in the middle gives you a chance to mark off on the arrow and describe where this students functions along this range of behavior.	Social Behavioral Descriptions: Scale 2
1.	Initiates communicating with peers/teachers and asks for help on a regular basis.	←————→	Struggles or is limited in initiation of communication with others and to ask for help.
2.	Appears to be friendly and joins others to interact.	←————→	Passive and generally perceived as having poor peer based participation.
3.	Readily includes others and encourages their participation.	←————→	Dominant, attempts to dominate his peers often dismissing others' attempts at interacting.
4.	Can be complimentary of peers and knows when to stay silent so as to not offend others.	←————→	Tendency to put-down his or her peers or attempts to "one-up" them by stating boastful self-comments.
5.	May feel a range of emotions at school but finds a way to appear somewhat calm even when frustrated or sad.	←————→	Perceived by his or her peers as frequently mean and/or grumpy.
6.	Interprets subtle meanings conveyed by peers and adults in context.	←————→	Very literal, misses many of the more subtle messages that are communicated verbally and non-verbally by peers and teachers in context.
7.	Will recognize if someone is making fun of them in both a friendly and a mean-teasing type way, even if coded subtly.	←————→	Tends to not differentiate friendly from mean-teasing; may not realize he or she is being bullied.
8.	Appears to catch the gist of the message and is able to generally stay topically related in his or her responses.	←————→	Tends to produce tangential, off-topic or seemingly unrelated comments.
9.	Adapts to what he or she perceives as "fair." Takes perspective of the people in situations and usually adapts to the group appropriately.	←————→	Often expresses that what happens to him or her appears "unfair". Tends to be weak at taking perspective of people in different situations; mostly seeing and insisting upon his or her point of view.

10.	Appears relaxed when in the presence of others, even if peers are unfamiliar.	←————→	Appears uncomfortable in the presence of others and particularly less familiar peers.
11.	Enjoys relating to people around others' comments and experiences. Will maintain attention to others even when discussion is not of direct interest to this person.	←————→	This student pays attention best when talking about oneself or engaging in an experience they prefer; mostly attentive to peers when this student engages in activities or conversation of this student's choosing.
12.	Attends easily to a range of peers and adults, maintaining active attention in groups even when not speaking.	←————→	Tends to focus attention specifically on the adult in the room and is most attentive when relating to adults. Tends to be more inattentive when in a larger group.
13.	May laugh with others and joke around a bit; but monitors the quantity and quality of his or her humor based on the people and context.	←————→	Persistent as the class clown; fails to observe if it is the right time, place and people for the humor.
14.	Flexible: observes the shifts in context and adapts social and academic behavior accordingly.	←————→	Inflexible: poor observer of the shifting context and weak at adapting behaviors as needed to go along with what the group is expected to do or wants to do.
15.	Remembers what they know about different people and uses this information to decide what to talk about or what to do with each of these people when our student sees them again.	←————→	Does not appear to remember other's preferences or desires; therefore our student does not shift their own activity around what they perceive to be the desires or preferences of another.
16.	For older students: aware of what topics should be avoided based on different belief systems.	←————→	Appears unaware of other's belief systems and how his or her comments or actions might offend or delight others.
17.	Communicates when they are distressed in a manner that encourages others to help calm them.	←————→	Fails to communicate with words when they are upset or does so by offending others.
18.	Reads others' physically communicated intentions well.	←————→	Does not appear to read others' physically communicated intentions well
19.	Reads others' verbally communicated intentions well.	←————→	Does not appear to read others' verbally communicated intentions well.
20.	Acknowledges people upon entering or acknowledge they are departing a group within an expected manner.	←————→	Usually fails to greet others when entering or acknowledge they are departing a group within a manner that is expected.
21.	Maintains active friendships at school.	←————→	Mostly alone when not in the classroom or other structured school activities; or may be perceived as adversarial with peers making it difficult to maintain friendships at school.
22.	Hangs out with people he or she met at school, outside of school.	←————→	Mostly alone or with family or family friends when not at school.

23.	Easily joins a group of peers to work on classroom projects.	←————→	Struggles to join a group of peers or struggles to work collaboratively with peers when on academic peer-group projects.
24.	Maintains awareness of his or her own physical presence and adjusts his or her body accordingly, in an expected manner when relating to peers and adults.	←————→	Does not appear to perceive their own sense of physical presence when around others; usually does not adapt their physical presence as might be expected for the context.
25.	Maintains awareness of his or her eye-contact, and thinks with his or her eyes when relating to others.	←————→	Appears to others as avoiding eye-contact or distracted; not using his or her eyes to think about others when interacting.
26.	Follows the basic social rules of the classroom and on the school campus.	←————→	Appears to be less aware of the social rules in the classroom or on the school campus.
27.	Blends in with peers at a level of nuanced social relatedness. Code-switches social behavior based on the type of people he or she is encountering.	←————→	Struggles to blend in with peers at the level of nuance. May stand out a bit as awkward as they don't use subtle communicative signals to differentiate how they relate with different types of people at school.

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Considering but not being blinded by previous assessments of the student: Discuss if his or her standardized test scores (IQ, academic, social emotional, etc.) appear to accurately reflect your observations of the students on campus and how the parent observes their child outside of the school environment. Explore further points where their tests do not correlate with what is functionally observed.

Other considerations of the individual and situation with regards to learning:

Does the student have self-awareness of how others perceive his social learning challenges, if in fact he has social learning challenges?

Is this student motivated to participate in social emotional learning activities? If yes, what do they want to learn?

Is this student motivated to participate in academic learning activities? If yes, what type?

Are there any academic activities this student struggles with (based on observation and not test scores)?

Is the student able to adequately track and complete his homework assignments independently?

If the student is not motivated, what does he or she tell you to help you understand their lack of desire to learn?

What type of situation or with what people is this student most willing to participate in any type of activity?

What time does the student fall asleep? How long does he or she sleep for?

Does the student maintain an adequate diet?

Does the student demonstrate adequate hygiene?

## **Lesson planning with regards to a student or a group of students:**

1. Consider a specific student or a group of student; his or her age and what is developmentally appropriate for them to learn.
2. Look at the Social Thinking Observational Checklist and/or consider some lessons we have reviewed today.
3. Identify a core concept you think the student(s) needs to learn more about.
4. Explore how to break down this concept to teach it in meaningful way to the student.
5. Think of two other lessons you may develop in the future that relate to this core lesson.

A. What is the core concept you are going to address

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B. Consider how to develop the lesson based on the students own prior or current experiences & what seems important to that student. This helps you to figure out what may motivate the student to connect this lesson to their own life and apply the information across different situations.

C. Describe the lesson:

D. Describe two other lessons you may develop in the future related to this lesson.