

Learner's name:	Date of assessment:
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Communication – Pre-Requisite Skills				
Making Eye Contact: does the learner make eye contact with another individual where appropriate in at least 80% of opportunities?	0	1	2	3
Appropriate Facial Expression: does the learner reflect a scenario-appropriate emotion or feeling on his/her face when interacting with others in at least 80% of opportunities?	0	1	2	3
Appropriate Voice Volume: does the learner use a scenario-appropriate volume with his/her voice (i.e., vocal volume is not too loud for given scenario, vocal volume is not too soft for given scenario) in at least 80% of opportunities?	0	1	2	3
Appropriate Vocal Tone: does the learner reflect contextually-appropriate emotions or feelings in his/her voice (i.e., does not sound angry when expressing happiness, does not sound excited when expression sorrow, etc.) in at least 80% of opportunities?	0	1	2	3
Appropriate Timing: does the learner avoid speaking at a rate that is too fast in at least 80% of opportunities? Does the learner avoid speaking at a rate that is too slow in at least 80% of opportunities?	0	1	2	3

Communication – Beginning Skills				
Maintaining Appropriate Physical Distance from Others: does the learner position him/herself in proximity to the individual he/she wishes to interact with (generally within about an arm's reach of another person)? Does the learner maintain the proximity throughout the interaction, without leaving the area or invading another person's personal space?	0	1	2	3
Listening: does the learner orient him/herself toward the individual who is speaking? Does the learner establish eye contact with the person speaking? When engaged in a conversation, does the learner demonstrate behavior indicating that he/she is following along with what is being said? When engaged in a conversation, does the learner wait his/her turn to talk? When engaged in a	0	1	2	3

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conversation, does the learner readily make statements regarding topics he/she wishes to discuss?				
Greeting: Does the learner establish eye contact with the individual he/she wishes to greet? Does the learner use a vocal greeting (“hi”, “hello”) or a gesture (waving, shaking hands) at the beginning of an interaction?	0	1	2	3
Turn-Taking During Conversation: does the learner allow the other person to speak or ask questions? Does the learner demonstrate appropriate listening behavior when spoken to? Does the learner respond to the other person’s questions when asked? Does the learner make related, appropriate statements following the other person’s initial statement or question?	0	1	2	3
Starting a Conversation: does the learner begin an interaction by greeting the other person? Does the learner transition from the greeting exchange to making appropriate small talk (inquiring as to how the other person is, completes exchanges regarding the weather, sports, other current events, etc.)? Does the learner demonstrate appropriate listening behavior while the other person is speaking?	0	1	2	3
Ending a Conversation: does the learner identify when he/she needs to end a conversation (example situations: he/she needs to be somewhere, he/she no longer wishes to participate in the conversation, etc.)? Does the learner make an appropriate statement to excuse him/herself from the conversation (example: “I have to go, I’m late”, “I have to go, I have work to do”, “Sorry, I have to go now”)? Does the learner use an appropriate closing statement to conclude the conversation (i.e., “See you later”, “Nice talking to you”, etc.)?	0	1	2	3
Knowing How Long to Talk: does the learner demonstrate the ability to readily discriminate between an individual who looks bored or disinterested versus and individual who looks engaged or interested? Does the learner ask the individual to whom he/she is speaking whether or not the individual would like him/her to continue talking? If the individual the learner is speaking to says no, does the learner cease talking about what the current subject, or does the learner ask the	0	1	2	3

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individual a generalized question regarding another subject?				
Saying “Thank You”: does the learner readily identify when he/she has been given an item, has had a favor performed for him/her, has been given a compliment? Does the learner readily make a statement of thanks after he/she has been given an item, has had a favor performed for him/her, or has been given a compliment?	0	1	2	3
Making an Introduction: does the learner readily identify an appropriate time and place to approach a novel individual? Does the learner use an appropriate greeting, state his/her name, and make eye contact with the novel individual? Does the learner offer to shake hands (where appropriate) and/or a polite statement of greeting (i.e., “It’s nice to meet you”, “Nice to meet you”, etc.)? Does the learner independently make a statement or statements about him/herself, about something he/she has in common with the novel individual, and/or ask an appropriate question of the novel individual?	0	1	2	3
Introducing Others: does the learner appropriate approach the person to whom he/she will be introducing someone new? Does the learner state the first person’s name to the second? Does the learner state the second person’s name to the first? Does the learner provide a related statement directed toward both individuals to assist with the introduction (i.e., something both parties have in common, a statement about how he/she knows each person)?	0	1	2	3
Being Introduced: does the learner make eye contact with the novel individual to whom he/she is being introduced? Does the learner identify a polite statement of greeting (i.e., “hi”, “it’s nice to meet you”, etc.) to make after his/her name has been shared with the novel individual?	0	1	2	3

Communication – Advanced Skills

Asking a Question: does the learner identify subjects discussed in conversation, which he/she would like more information regarding? Does the learner identify to whom to ask his/her question?	0	1	2	3
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Does the learner use non-challenging language to ask his/her question? Does the learner identify an appropriate time to ask his/her question?				
Asking for Help: does the learner readily identify a problem or problems he/she is having? Does the learner discriminate between problems he/she needs assistance in solving, versus problems he/she can solve independently? Does the learner identify individuals who could assist him/her with the problem? Does the learner approach the targeted individual and request for assistance?	0	1	2	3
Joining a Conversation: does the learner approach an ongoing conversation and identify what the other individuals are talking about? Does the learner wait appropriately for the other people talking to look at him/her, or for a pause in the conversation? Does the learner make an appropriate statement to begin to include him/herself (i.e., “excuse me, were you just talking about (topic)”)?)? Does the learner make appropriate statements about the topic of conversation or ask appropriate questions about the topic?	0	1	2	3
How and When to Interrupt: does the learner readily identify instances where he/she needs to interrupt? Does the learner readily get the attention of the individual he/she needs to interrupt? Does the learner wait appropriately for the other people talking to look at him/her, or for a pause in the conversation? Does the learner use a vocal statement of interruption (i.e., “Excuse me”, “Sorry to interrupt”, “I need to tell you something”, etc.) or gesture (i.e., raised index finger, raise hand, etc.)? Does the learner cease his/her attempts to interrupt if requested to stop?	0	1	2	3
Saying “I Don’t Know”: does the learner provide either a vocal response or a gestured response to a question when asked (i.e., “let me think about it”, “I don’t know”, “I’ll get back to you”, shrugging shoulders) rather than provide no response?	0	1	2	3
Offering Assistance: does the learner readily recognize when others may need assistance? Does the learner readily approach the individual and offer his/her assistance (i.e., “can I help you?”, “let me help”, etc.)? Does the learner redirect	0	1	2	3

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him/herself if the other person declines his/her assistance?				
Giving Instructions: does the learner readily identify tasks which need to be completed? Does the learner readily identify appropriate individuals to complete the tasks? Does the learner approach the individual and state what he/she needs done? Does the learner ask the individual whether he/she understands what is being asked, if necessary? Does the learner adjust his/her instructions if needed?	0	1	2	3
Following Instructions: does the learner engage in appropriate listening behavior when receiving a task to complete? Does the learner ask questions regarding portions of the instruction he/she did not understand? Does the learner repeat the instructions to him/herself in his/her own words? Does the learner readily engage in the task?	0	1	2	3
Giving a Compliment: does the learner readily identify what he/she wishes to compliment about another person? Does the learner readily identify an appropriate manner to compliment the individual? Does the learner choose the appropriate time and place to deliver the compliment? Does the learner deliver the compliment in an appropriate manner?	0	1	2	3
Apologizing: does the learner readily identify if his/her behavior warrants an apology? Does the learner readily identify different ways he/she could apologize? Does the learner choose the best time and place to apologize? Does the learner appropriately deliver his/her apology?	0	1	2	3
Convincing Others: does the learner readily identify whether or not he/she wants to convince someone about something? Does the learner express his/her idea(s) to the other person? Does the learner ask the other person his/her thoughts on what has been said? Does the learner readily express why he/she thinks his/her idea is appropriate or the best choice? Does the learner ask the other person to think about what he/she has said before the other individual makes up his/her mind? Does the learner check on what the other person's decision is at a later point in time?	0	1	2	3
Giving a Suggestion: does the learner readily	0	1	2	3

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decide if he/she has something to suggest to another person? Does the learner choose and appropriate time and place to approach the individual to whom he/she would like to make the suggestion? Does the learner get the individual's attention in an appropriate way prior to delivering his/her suggestion? Does the learner use non-challenging language to make his/her suggestion (i.e., "I think...", "I wonder...", "What about...?", etc.)? Does the learner identify multiple ways something could be done correctly?				
Receiving a Suggestion: does the learner demonstrate appropriate behavior when another individual wishes to give him/her a suggestion? Does the learner engage in appropriate listening behavior while the other individual is speaking? Does the learner take ownership of his/her behavior that the other individual is speaking about? Does the learner respond appropriately to the suggestion? Does the learner choose an appropriate action to take following the suggestion (i.e., follows the suggestion, explains his/her behavior, corrects a mistake, apologizes, etc.)? Does the learner identify multiple ways something could be done correctly?	0	1	2	3
Asking Someone to Join You in an Activity: does the learner readily identify whether or not he/she wants to interact with another person? Does the learner readily identify activities he/she could do with someone else whom he/she wants to interact? Does the learner readily approach the individual and gain the individual's attention? Does the learner ask if the individual would like to spend time together? If the individual declines, does the learner appropriately redirect him/herself to another activity or approach another individual?	0	1	2	3
Joining Others in a Leisure Activity: does the learner readily identify whether or not he/she wants to interact with a group of individuals? Does the learner readily approach the group of individuals he/she with whom he/she wants to interact? Does the individual appropriately gain the attention of someone within the group he/she is approaching? Does the learner make a statement regarding what the group is doing and ask if he/she can join? If	0	1	2	3

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the group declines, does the learner appropriately redirect him/herself to another activity or approach another individual or group?				
Compromising When Spending Time with Someone Else: does the learner ask the individual with whom he/she is spending time what he/she would like to do? Does the learner state to the individual what he/she would like to do? Does the learner offer to engage in each activity for a period of time? Does the learner avoid requesting that individuals he/she spends time with always engage in activities he/she most prefers?	0	1	2	3
Sharing: does the learner offer to share his/her items with other individuals? Does the learner ask other individuals to share items with him/her? Does the learner respond appropriately if the other individual says “no”?	0	1	2	3
Ending a Leisure Activity: does the learner readily identify when he/she does not wish to continue participating in a leisure activity? Does the learner appropriately participate in the activity, should the individual he/she is engaged with wants to continue? Does the individual appropriately express his/her desire to engage in something else?	0	1	2	3
Maintaining a Conversation: does the learner engage in appropriate listening behavior? Does the learner appropriately wait his/her turn to talk, without interrupting? Does the learner ask related questions regarding the topic of discussion? Does the learner make an appropriate statement regarding something currently being discussed?	0	1	2	3
Discussing Something New: does the learner wait for an appropriate opportunity to introduce a new subject of conversation? Does the learner preface the subject he/she wishes to introduce with an appropriate segue way (i.e., “Excuse me, may I ask you something?”, “Is this a good time?”, “Could I talk to you about...?”, etc.)? Does the learner choose topics of discussion that others may wish to discuss?	0	1	2	3
Talking Briefly So Others Will Listen: does the learner readily identify cues that indicate his/her listener may be bored or disinterested? If the listener does look bored, does the learner ask a generalized question inquiring as to whether he/she	0	1	2	3

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should continue talking? If the listener indicates he/she would like the learner to stop talking, does the learner stop talking, or ask what the listener what he/she would like to discuss?				
Sensitive Subjects: does the learner readily discriminate between topics which may upset another individual, and topics which will not upset another individual (i.e., commenting on how the individual looks, commenting on the individual's age, commenting on the individual's appearance, commenting on the individual's learning skills, commenting on the individual's behavior, commenting on the loss of a job or on the death of someone to whom the individual was close)? Does the learner avoid discussing a sensitive subject unless discussed by the individual? Does the learner appropriate ask permission to discuss sensitive subjects where appropriate?	0	1	2	3
Having a Conversation: does the learner readily identify appropriate opportunities to begin a conversation? Does the learner utilize an appropriate greeting? Does the learner make appropriate small talk? Does the learner continue the conversation by asking appropriate follow-up questions or through making appropriate statements regarding things he/she wishes to discuss?	0	1	2	3

Skills to teach compiled from the following sources:

Baker, J. (2005). *Preparing for life: the complete guide for transitioning to adulthood for those with autism and Asperger's Syndrome*. Arlington, TX: Future Horizons Inc.

Coucouvannis, J. (2005). *Super skills: a social skills group program for children with Asperger syndrome, high-functioning autism and related challenges*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Goldstein, A. P., & McGinnis, E. (1997). *Skillstreaming the adolescent, revised edition: new strategies and perspectives for teaching prosocial skills*. Champaign, IL: Research Press.

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