

Act Up!

Inventory and Assessment

Name: _____ Date: _____

DOB: _____ CA: _____

Name of person completing this form: _____

Current School & Grade: _____

Teacher: _____ Phone: _____

PLAY DATES:

1. How many play dates does your child participate in? _____

How often? _____

2. How many children are involved on these play dates? _____

3. Where do these play dates take place? Please check all that apply:

- | | |
|---|---|
| <input type="checkbox"/> home | <input type="checkbox"/> park |
| <input type="checkbox"/> friend's home | <input type="checkbox"/> bowling Alley |
| <input type="checkbox"/> birthday parties | <input type="checkbox"/> amusement park |
| <input type="checkbox"/> carnival/fair | <input type="checkbox"/> movies |
| <input type="checkbox"/> miniature golf | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> other: _____ | <input type="checkbox"/> other: _____ |

4. Who sets up the play dates? parents child friend babysitter/nanny

5. How long do these play dates typically last? _____

6. How much facilitation do you find yourself providing? _____

SOCIAL INTERACTION AT SCHOOL:

1. Who does your child play with at school? _____

2. What does your child do during recess? _____

3. What does your child do during lunch? _____

Who does he sit with? _____

4. Briefly describe your child's social interactions on a typical school day:

Directions: Based on your observations in various situations, please rate your child's use of the following skills.

AN = Almost Never S = Seldom SO = Sometimes O = Often A = Almost Always

SELF-PERCEPTION:

	AN	S	SO	O	A
1. Does your child feel he is liked by his friends?					
2. Does your child feel confident in social situations?					
3. Do you feel effective and confident at setting up play dates for your child?					
4. Do you feel that your child has difficulties interacting?					
5. Does your child's teacher feel he is effectively interacting on a social level with peers?					

INTERPERSONAL SKILLS:

Does your child...

	AN	S	SO	O	A
1. Greet peers verbally or nonverbally upon initial contact?					
2. Compliment his friends?					
3. Cheer for his friends?					
4. Cheer for his friends unconditionally? (i.e., cheers and encourages even when he is not winning?)					
5. Comment on his toys, clothes, activities? (i.e., look, I made a rocket ship)					
6. Comment on his toys, clothes, activities in reference to his peers? (i.e., John has a shirt like mine)					
7. Recognize similarities and differences between himself and a communicative partner?					
8. Does your child maintain appropriate personal space and observe personal space boundaries with peers?					
9. Appear to say whatever he is thinking without regard to the appropriateness of the comment?					
10. Interrupt peers already engaged in conversations?					
11. Interrupt peers engaged in a game or organized activity inappropriately?					
12. Interrupt adults engaged in conversation appropriately?? Inappropriately?					
13. Get a friend's attention using appropriate verbal conventions? (i.e., "excuse me _____")					

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Does your child...

	AN	S	SO	O	A
36. When your child is unclear about what is expected, does he look to his peers in order to determine what everyone else is doing?					
37. Copy peers inappropriately in order to engage them in an interaction?					
38. Effectively join games already in progress?					

Peer Group Entry (taken from Michael Guralnick's social skills assessment information)

BEHAVIOR:

Initial attempts to establish *harmony* with a peer:

	AN	S	SO	O	A
1. Stands near or watches peers, appearing to wait for an opportunity?					
2. Gains attention through eye-contact, gesture, or gentle touch?					
3. Imitates a peer's play verbally or nonverbally?					
4. Produces a variation of peers' verbal or nonverbal activity?					
5. Shows or offers a toy related to peers play?					
6. Asks a question relevant to existing play activities?					
7. Politely request direct access to the play activity?					
8. Shares information relevant to existing play activities?					
9. Makes reasonable but direct request to play?					

Possible reasons or strategies for failure of initial attempt at peer entry:

	AN	S	SO	O	A
1. Attempts to play with nonresponsive peers?					
2. Attempts to play with children who have rejected the child regularly in past?					
3. Attempts to play using objects and actions unrelated to peers' activity?					
4. Attempts conversation unrelated to peers' conversations or play activities?					
5. Attempt to redirect peers' activity?					
6. Attempt to play with peers before establishing face-to-face and/or eye contact?					
7. Timing of social interactions was poor such that the child interrupts peers when intently engaged in another activity?					
8. Uses overly intrusive strategies such as demanding inclusion in play or physically intruding on space and toys?					
9. Acts aggressively toward peers? (i.e., hits, shoves, grasps)					