Social Skills Menu

Student: _____ Date: _____

Person Completing Form: _____

(Check Items Relevant to Student)

Communication Skills

Conversational Skills

_____ 1. Maintaining Appropriate Physical Distance from Others ("Don't Be a Space Invader")

_____ 2. Listening Position

_____ 3. Tone of Voice

_____ 4. Greetings

_____ 5. How and When to Interrupt

_____ 6. Staying on Topic

_____ 7. Maintaining a Conversation

_____ 8. Taking Turns Talking

_____ 9. Starting a Conversation

_____ 10. Joining a Conversation

_____ 11. Ending a Conversation

_____ 12. Asking a Question When You Don't Understand

_____ 13. Saying "I Don't Know"

_____ 14. Introducing Yourself

_____ 15. Getting to Know Someone New

_____ 16. Introducing Topics of Interest to Others

_____ 17. Giving Background Information about What You Are Saying

_____ 18. Shifting Topics

_____ 19. Don't Talk Too Long

_____ 20. Sensitive Topics

_____ 21. Complimenting Others

_____ 22. Use Your H.E.A.D. (Happy Voice, Eye Contact, Alternating Turns, Distance)

_____ 23. T.G.I.F. (Timing, Greeting, Initial Question, Follow-Up Questions)

<u>Verbal Behavior</u>

Simple Description on Choosing Targets

Tact: comes from word, contact. Contacting the environment. It is a label or statement made about any visual item or experience.

Ex. I see a bird (when it is flying by)

Ex. It is a boy (when shown a picture of a boy)

Mand: comes from the word, command. The learner requests access or removal of an item, attention, or activity. States what they want or need

Receptive: This requires the learner to follow an instruction. This can be to perform a task, point to something, retrieve an item, or discontinue an activity.

Intraverbal: Answer a W question or fill in information such as words to a song or completing a statement.

Motor Imitation: Follows the instruction to " DO THIS" follows and action of teacher

A target per each component must be selected. This can used during a center time play activity, group lesson, individual activity, work time activity, or integrated throughout the day. Take probe data, a yes or no, score on the first time it is tested that day. 5 yeses in a row= mastered . Skills can be modified and broken down from single words to multiple sentence exchanges. Use NET lesson plan or current step per component to take data.