

Southview School Social Skills Development:

Social skills can be broadly defined as:

- **Communication** (we have C scales for this)
- **Self-Awareness/self management (behaviour):** a learner/students realistic understanding of her/his strengths and limitations and consistent desire for self-improvement. A learner/students success in controlling his or her emotions and behaviours, to complete a task, or succeed in a new or challenging situation
- **Social Interaction:** a learner/students capacity to interact with others in a way that shows respect for their ideas and behaviours, recognises her/his impact on them, and uses cooperation and tolerance in social situations
- **Relationship Skills:** a learner/students consistent performance of socially acceptable actions that promote and maintain positive connections with others
- **Independence Skills:** a learner/students tendency to be careful and reliable in her/his actions and in contribution to group efforts
- **Decision Making:** a learner/students approach to problem solving that involves learning from others and from her/his own previous experiences, using values to guide action, and accepting responsibility for decisions
- **Positive Thinking:** a learner/students attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.
- **Personal Development:**

With challenges in social skills being broadly defined as:

- Withdrawn or anxious behaviour
- Difficulty in interacting positively
- Needing support to engage in activities appropriately
- Unpredictable responses
- Frequently demonstrating behaviours that are not age-appropriate
- Associated learning needs that impact on progress
- Behaviours that interfere with the learning of others
- Difficulty in accepting praise or criticism



LEARNER NAME:
 DATE OF ASSESSMENT:
 CLASS:
 ASSESSMENT COMPLETED BY:

Self awareness /self management (behaviour)						
Social Skill Strand	Individual Target	Signpost to evidence	progress	Linked to other assessment?	Teacher's Assessment	Assessed by
Indicating his/her own personal needs Can communicate the need for: Adult attention Food Drink To use the bathroom Experiencing pain or discomfort						
Can making predictable & appropriate responses						
To understand their own feelings. To recognise emotions such as; Anger Frustration Sadness Happiness						
Is aware of own sex and names the opposite sex						

Can reflect on, and subsequently modify, own behaviour.						
Engages others to people to help achieve a goal.						
Social Interaction						
Social Skill Strand	Individual Target	Signpost to evidence	progress	Linked to other assessment?	Teacher's Assessment	Assessed by
Engagement in conversation with familiar and unfamiliar adults Can respond appropriately Can initialise communication. Can communicate with familiar adults around the school Can communicate with unfamiliar adults in a range of settings eg Shop Café Bus drivers etc etc Emergency services						
To understand						

ownership To understand the concept of ownership To respect other people's property						
To show an understanding of appropriate behaviour in different situations						
Taking responsibility for personal belongings						
To attempt to follow the rules of an environment Understand and respect class/school rules Accept winning & losing						
Engagement in his/her own play						
To stay on-task under specific conditions (1:1, class room etc)						
Indicates self control when expressing feelings (link to BMP if appropriate) Self regulate behaviours- know when they need time out etc						
Making predictable responses in a range of situations						



Engaging in appropriate conversation and activity with other children in a structured situation						
Responding appropriately to positively phrased adult requests						
Making a positive response to a new experience						
Can respond appropriately to simple instructions Single word / signs & symbols to more complex sentences						
Can tolerate waiting for his/her needs to be met and accept delay and change.						

Relationship Skills

Social Skill Strand	Individual Target	Signpost to evidence	progress	Linked to other assessment?	Teacher's Assessment	Assessed by
Can engage or initiate structured play						
Cooperate with an adult or a peer						
Playing alongside another learner, each engaged in his/her own activity						
Builds relationships and shows affection and empathy to people special to them.						
Seeks out and engages in positive interactions with others						
To identify different relationships in a group						
Can identify different roles in a social group or in school / family life.						

Identify people across the school Identify family members						
Able to negotiate and solve problems without aggression.						

Independence skills

Social Skill Strand	Individual Target	Signpost to evidence	progress	Linked to other assessment?	Teacher's Assessment	Assessed by
To identify personal belongings						

Decision making

Social Skill Strand	Individual Target	Signpost to evidence	progress	Linked to other assessment?	Teacher's Assessment	Assessed by
To indicate preferences						
To give an explanation for their choice						
To attend adult led activities To be able to enter a learning environment appropriately To engage independently/ with						



adult support (specify length of time)						
To recognise and ask for help appropriately						
To make a decision about how to best approach a task/situation						

Positive Thinking

Social Skill Strand	Individual Target	Signpost to evidence	progress	Linked to other assessment?	Teacher's Assessment	Assessed by
To identify things they can, and things they are good at, and new ways to do things.						

Personal Development

Social Skill Strand	Individual Target	Signpost to evidence	progress	Linked to other assessment?	Teacher's Assessment	Assessed by
To change strategies and approaches as required.						
Takes steps to resolve conflicts with						

other people, for example finding a compromise.						
Enjoys the responsibility of carrying out a small task.						
Can adapt behaviour to different events, social situations and changes to the routine.						