CALI – Functional Skills for Independence Domain: Social Interaction Skills  
Scoring Protocol ­­― Level 1

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Setting: | | | |
| Name of Assessor: | | Dates: | |

Directions

* Administer the items as indicated in the Administration Guide for the domain *Social Interaction Skills*
* It may not be necessary to administer certain items if the learner has been observed to demonstrate the particular skill in the natural environment, or if a given section is not required to inform programming. If applicable, record it accordingly in the Notes column.

Scoring

Questionnaire

* The parent/guardian and teacher/caregiver will choose from the following options:
  + Independently: the learner demonstrates the skill independently, without support or reminders;
  + With support: the learner demonstrates the skill, but needs assistance to do so;
  + Does not demonstrate: the learner does not demonstrate the skill even with support.
* The teacher/caregiver can check the box “Requires confirmation” if they are uncertain or have never observed the learner demonstrate a particular skill.
* Review and compare the questionnaires. Follow up with the parent/guardian and teacher/caregiver if needed.
* Confirmation: for items requiring confirmation, observe the learner as they demonstrate the skill.
  + Indicate “Y” if the learner demonstrates the skill in their natural environment.
  + Indicate “N” if the learner does not demonstrate the skill in their natural environment.
  + Leave the box blank if the skill was not observed.

Observation

* Record responses in the scoring protocol and choose from the three following options:
  + Demonstrates skill satisfactorily
  + Area of difficulty
  + Not observed
* Confirmation: if you suspect that the learner’s skills for an item might have been overestimated in the context of the assessment, follow up with the parent/guardian or caregiver/teacher to determine whether the result is an accurate reflection of the learner’s ability to demonstrate de skill.

Notes

* Record observations such as the learner’s strengths and challenges, specific materials used to assess the item, behaviour, information about the type of support required for the learner to demonstrate the skill, and other relevant information.

Parent/Guardian Questionnaire

5.1 Social Interaction Skills

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Respondent’s name: | | Relationship to learner: | |

1. Describe you’re the learner’s friendships (e.g. how many friends, invitations to and from friends to spend time together, shared interests).
2. List all peer group activities in which the learner is involved (e.g., sports, recreation, hobbies, etc.) and how they participate in these activities (e.g., mood, engagement, attention to task, etc.).
3. Describe the learner’s interests, strengths and talents.
4. Describe the learner’s interest in spending time with peers.

Please read each sentence and mark the response that best matches what the learner typically does (i.e., what they *generally do* rather than what they *can do*). Use the “Notes” section to provide further clarification as needed. Place a checkmark in the appropriate column.

* **Independently**: the learner demonstrates the skill independently, without support or reminders
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the child does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by obtaining further information or by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.
* If the item is **not applicable**, write N/A next to it.

*Please star the skills that are most important for the learner in order to make and keep friends.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5.1.1 Reading Nonverbal and Social Cues | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Attend to others (watch how others respond) |  |  |  |  |  |
| Look for cues from others to know what to do (e.g. watch and do) |  |  |  |  |
| Smile in response to smiles from others |  |  |  |  |
| Continue an activity in response to a smile or other facial expression indicating approval |  |  |  |  |
| Identify statements, tone of voice and facial expressions indicating anger or disapproval |  |  |  |  |
| Identify statements, tone of voice and facial expressions indicating sadness or disappointment |  |  |  |  |
| Identify statements, body language and facial expressions indicating fear |  |  |  |  |
| Change behaviour according to context (e.g. library, playground/outside) and audience (e.g. peers, adults) |  |  |  |  |
| Adjust physical distance from another person according to relationship and context |  |  |  |  |
| Discontinue an activity in response to facial expressions conveying anger or disapproval |  |  |  |  |
| Offer assistance or express concern if someone appears to be in discomfort or upset |  |  |  |  |
| Shift topics or suggest a new activity when someone appears bored, disinterested or uncomfortable |  |  |  |  |
| Adapt behaviour and communication based upon the relationship with the other person (e.g. friends, family, peers, authority figures, etc.) |  |  |  |  |
| 5.1.2 Friendship Skills | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Demonstrate awareness of peers (look and smile at peers) |  |  |  |  |  |
| Imitate peers |  |  |  |  |
| Respect personal space |  |  |  |  |
| Respond to others’ initiations |  |  |  |  |
| Initiate interactions with others (consider both frequency and approach) |  |  |  |  |
| Suggest an activity |  |  |  |  |
| Identify peers by name |  |  |  |  |
| Identify friends by name |  |  |  |  |
| Compliment others |  |  |  |  |
| Accept a compliment |  |  |  |  |
| Take turns |  |  |  |  |
| Share |  |  |  |  |
| Cooperate |  |  |  |  |
| Offer to help peers |  |  |  |  |
| Ask what others need or want |  |  |  |  |
| Demonstrate good sportsmanship (e.g. praising others, playing by the rules, being a good winner and loser). |  |  |  |  |
| Tell jokes and act silly |  |  |  |  |
| Apologize |  |  |  |  |
| Talk and listen to others |  |  |  |  |
| State a friend’s likes and dislikes |  |  |  |  |
| Understand the difference between “tattling” and telling to help |  |  |  |  |
| Respect others’ possessions |  |  |  |  |
| Accept others (allow others to join in, show kindness and develop friendships with individuals with diverse backgrounds) |  |  |  |  |
| Use strategies for dealing with arguments and disagreements with friends |  |  |  |  |
| Use appropriate strategies for dealing with teasing |  |  |  |  |
| 5.1.3 Conversation Skills | | | | | |
| Does your child? | Independently | With Support | Does not demonstrate | Completed by evaluator: Confirmation | Notes |
| Comment on items or activities present or not present in the environment |  |  |  |  |  |
| Direct comments to another person |  |  |  |  |
| Answer who, why, when, what, where, and how questions |  |  |  |  |
| Say “I don’t know” |  |  |  |  |
| Ask a question when something is not understood |  |  |  |  |
| Greet others |  |  |  |  |
| Converse at an appropriate distance from the other person |  |  |  |  |
| Use polite words such as please, thank you, excuse me |  |  |  |  |
| Use appropriate body language when listening to others |  |  |  |  |
| Use appropriate tone, tempo, cadence of voice |  |  |  |  |
| Recognize when to interrupt someone and apply appropriate strategies to do so |  |  |  |  |
| Stay on topic during an exchange and share relevant information |  |  |  |  |
| Start a conversation |  |  |  |  |
| Join a conversation |  |  |  |  |
| End a conversation |  |  |  |  |
| Take turns talking and exchanging information |  |  |  |  |
| Ask the person about themselves |  |  |  |  |
| Ask follow-up questions |  |  |  |  |
| Use a balance of questions and statements to offer and receive information in a conversation |  |  |  |  |
| Ask open-ended questions |  |  |  |  |
| Maintain eye contact |  |  |  |  |
| Introduce self to others |  |  |  |  |

Caregiver/Teacher Questionnaire

5.1 Social Interaction Skills

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Respondent’s name: | | Relationship to learner: | |

1. How much interest does the learner show in interacting with peers?
2. How often does the learner interact with peers?
3. How many friends does the learner have?
4. What types of activities does the learner participate in with peers?

1. Describe the learner’s interests, skills, or talents.
2. What are the learner’s favorite activities?
3. What does the learner do during free time?

Please read each sentence and mark the response that best matches what the learner typically does (i.e., what they *generally do* rather than what they *can do*). Use the “Notes” section to provide further clarification as needed. Place a checkmark in the appropriate column.

* **Independently**: the learner demonstrates the skill independently, without support or reminders
* **With support**: the learner demonstrates the skill, but needs assistance to do so
* **Does not demonstrate**: the child does not demonstrate the skill even with support
* **Requires confirmation**: the caregiver/teacher is unsure about the learner’s ability to demonstrate the skill
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by obtaining further information or by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.
* If the item is **not applicable**, write N/A next to it.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 5.1.1 Reading Nonverbal and Social Cues | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Attend to others (watch how others respond) |  |  |  |  |  |  |
| Look for cues from others to know what to do (e.g. watch and do) |  |  |  |  |  |
| Smile in response to smiles from others |  |  |  |  |  |
| Continue an activity in response to a smile or other facial expression indicating approval |  |  |  |  |  |
| Identify statements, tone of voice and facial expressions indicating anger or disapproval |  |  |  |  |  |
| Identify statements, tone of voice and facial expressions indicating sadness or disappointment |  |  |  |  |  |
| Identify statements, body language and facial expressions indicating fear |  |  |  |  |  |
| Change behaviour according to context (e.g. library, playground/outside) and audience (e.g. peers, adults) |  |  |  |  |  |
| Adjust physical distance from another person according to relationship and context |  |  |  |  |  |
| Discontinue an activity in response to facial expressions conveying anger or disapproval |  |  |  |  |  |
| Offer assistance or express concern if someone appears to be in discomfort or upset |  |  |  |  |  |
| Shift topics or suggest a new activity when someone appears bored, disinterested or uncomfortable |  |  |  |  |  |
| Adapt behaviour and communication based upon the relationship with the other person (e.g. friends, family, peers, authority figures, etc.) |  |  |  |  |  |
| 5.1.2 Friendship Skills | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Demonstrate awareness of peers (look and smile at peers) |  |  |  |  |  |  |
| Imitate peers |  |  |  |  |  |
| Respect personal space |  |  |  |  |  |
| Respond to others’ initiations |  |  |  |  |  |
| Initiate interactions with others (consider both frequency and approach) |  |  |  |  |  |
| Suggest an activity |  |  |  |  |  |
| Identify peers by name |  |  |  |  |  |
| Identify friends by name |  |  |  |  |  |
| Compliment others |  |  |  |  |  |
| Accept a compliment |  |  |  |  |  |
| Take turns |  |  |  |  |  |
| Share |  |  |  |  |  |
| Cooperate |  |  |  |  |  |
| Offer to help peers |  |  |  |  |  |
| Ask what others need or want |  |  |  |  |  |
| Demonstrate good sportsmanship (e.g. praising others, playing by the rules, being a good winner and loser). |  |  |  |  |  |
| Tell jokes and act silly |  |  |  |  |  |
| Apologize |  |  |  |  |  |
| Talk and listen to others |  |  |  |  |  |
| State a friend’s likes and dislikes |  |  |  |  |  |
| Understand the difference between “tattling” and telling to help |  |  |  |  |  |
| Respect others’ possessions |  |  |  |  |  |
| Accept others (allow others to join in, show kindness and develop friendships with individuals with diverse backgrounds) |  |  |  |  |  |
| Use strategies for dealing with arguments and disagreements with friends |  |  |  |  |  |
| Use appropriate strategies for dealing with teasing |  |  |  |  |  |
| 5.1.3 Conversation Skills | | | | | | |
| Does the learner? | Independently | With Support | Does not demonstrate | Requires confirmation | Completed by evaluator: Confirmation | Notes |
| Comment on items or activities present or not present in the environment |  |  |  |  |  |  |
| Direct comments to another person |  |  |  |  |  |
| Answer who, why, when, what, where, and how questions |  |  |  |  |  |
| Say “I don’t know” |  |  |  |  |  |
| Ask a question when something is not understood |  |  |  |  |  |
| Greet others |  |  |  |  |  |
| Converse at an appropriate distance from the other person |  |  |  |  |  |
| Use polite words such as please, thank you, excuse me |  |  |  |  |  |
| Use appropriate body language when listening to others |  |  |  |  |  |
| Use appropriate tone, tempo, cadence of voice |  |  |  |  |  |
| Recognize when to interrupt someone and apply appropriate strategies to do so |  |  |  |  |  |
| Stay on topic during an exchange and share relevant information |  |  |  |  |  |
| Start a conversation |  |  |  |  |  |
| Join a conversation |  |  |  |  |  |
| End a conversation |  |  |  |  |  |
| Take turns talking and exchanging information |  |  |  |  |  |
| Ask the person about themselves |  |  |  |  |  |
| Ask follow-up questions |  |  |  |  |  |
| Use a balance of questions and statements to offer and receive information in a conversation |  |  |  |  |  |
| Ask open-ended questions |  |  |  |  |  |
| Maintain eye contact |  |  |  |  |  |
| Introduce self to others |  |  |  |  |  |

**Observation**

5.1.2 Friendship Skills

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Observation session 1 | | Date: | | | | | | Duration: | | |
| Observation session 2 | | Date: | | | | | | Duration: | | |
| Does the learner? | **Observation session 1** | | | | **Observation session 2** | | | | Confirmation | Notes | |
| **Demonstrates skill satisfactorily** | | **Area of difficulty** | **Not observed** | **Demonstrates skill satisfactorily** | **Area of difficulty** | **Not observed** | |
| Demonstrate awareness of peers (look and smile at peers) |  | |  |  |  |  |  | |  |  | |
| Imitate peer(s) |  | |  |  |  |  |  | |  |
| Smile in response to smiles from others |  | |  |  |  |  |  | |  |
| Respect personal space |  | |  |  |  |  |  | |  |
| Respond to others’ initiations |  | |  |  |  |  |  | |  |
| Initiate interactions with others (consider both frequency and approach) |  | |  |  |  |  |  | |  |
| Suggest an activity |  | |  |  |  |  |  | |  |
| Identify peers by name |  | |  |  |  |  |  | |  |
| Take turns |  | |  |  |  |  |  | |  |
| Share |  | |  |  |  |  |  | |  |
| Offer to help peers |  | |  |  |  |  |  | |  |
| Ask what others want |  | |  |  |  |  |  | |  |
| Demonstrate good sportsmanship (e.g. praising others, playing by the rules, being a good winner and loser). |  | |  |  |  |  |  | |  |

**Observation**

5.1.3 Conversation Skills

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Observation session 1 | | Date: | | | | | Duration: | | |
| Observation session 2 | | Date: | | | | | Duration: | | |
| Does the learner? | **Observation session 1** | | | | **Observation session 2** | | | Confirmation | Notes | |
| **Demonstrates skill satisfactorily** | | **Area of difficulty** | **Not observed** | **Demonstrates skill satisfactorily** | **Area of difficulty** | **Not observed** |
| Comment on items or activities present or not present in the environment |  | |  |  |  |  |  |  |  | |
| Direct comments to another person |  | |  |  |  |  |  |  |
| Ask a question when something is not understood |  | |  |  |  |  |  |  |
| Greet others |  | |  |  |  |  |  |  |
| Converse at an appropriate distance from the other person |  | |  |  |  |  |  |  |
| Use polite words such as please, thank you, excuse me |  | |  |  |  |  |  |  |
| Use appropriate tone, tempo, cadence of voice |  | |  |  |  |  |  |  |
| Recognize when to interrupt someone and apply appropriate strategies to do so |  | |  |  |  |  |  |  |
| Stay on topic during an exchange and shares relevant information |  | |  |  |  |  |  |  |
| Start a conversation |  | |  |  |  |  |  |  |
| Join a conversation |  | |  |  |  |  |  |  |
| End a conversation |  | |  |  |  |  |  |  |
| Take turns talking and exchanging information |  | |  |  |  |  |  |  |
| Shift topics |  | |  |  |  |  |  |  |