CALI – Functional Skills for Independence Domain: Social Interaction Skills  
Scoring Protocol ­­― Level 3

| 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, teacher/caregiver and learner 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.

Interview

* Record responses in the scoring protocol.
* Confirmation: for skills, evaluated through an interview, that require further assessment or observation to obtain a more complete picture of the learner’s capabilities, observe the learner in their natural environment or set up an opportunity to observe them demonstrate a particular skill. If such an observation is impossible, seek further information from an individual who has observed the learner demonstrate the 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 Cues 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.) |  |  |  |  |
| Recognize how well they are liked by another person, and adapts behaviour, and communication accordingly |  |  |  |  |  |
| Recognize another person’s intentions (positive and negative) and responds appropriately |  |  |  |  |  |
| Adapt behaviour, appearance, and communication to make a positive impression on others (e.g., dance, job interview, everyday situations) |  |  |  |  |  |
| 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) |  |  |  |  |  |
| 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 |  |  |  |  |
| Apologize |  |  |  |  |
| Talk and listen to others |  |  |  |  |
| State a friend’s likes and dislikes |  |  |  |  |
| Spend time with a peer with common interests |  |  |  |  |
| Acknowledge others’ viewpoints, and accepts differences of opinion |  |  |  |  |
| Take feelings of others into account when making decisions |  |  |  |  |
| Join a group with similar interests |  |  |  |  |
| Respect others’ possessions |  |  |  |  |
| Negotiate |  |  |  |  |
| Accept others (allow others to join in, shows kindness and develops friendships with individuals with diverse backgrounds) |  |  |  |  |
| Refuse to join others’ negative behaviours |  |  |  |  |
| Use strategies for dealing with arguments and disagreements with friends |  |  |  |  |
| Make and keep a commitment to a friend |  |  |  |  |
| Talk about personal issues with a friend |  |  |  |  |
| Share and keep confidences |  |  |  |  |
| Use appropriate strategies for dealing with rumours, teasing, and bullying |  |  |  |  |
| Answer and call a friend on the telephone |  |  |  |  |
| Display modesty |  |  |  |  |
| Plan and invite friends for a get-together |  |  |  |  |
| Positively and mutually engage with peers in various forms of electronic communication (e.g. instant messaging, video chatting, telephone, etc.) |  |  |  |  |
| 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 |  |  |  |  |
| Use greetings |  |  |  |  |
| 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 applies 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 |  |  |  |  |
| 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 |  |  |  |  |
| Use questions and other strategies to learn about a new acquaintance |  |  |  |  |
| Introduce topics of interests to others and finds common interests |  |  |  |  |
| Give background information on the current topic of conversation |  |  |  |  |
| Shift topics |  |  |  |  |
| Recognize sensitive topics |  |  |  |  |
| Use humour appropriately |  |  |  |  |
| Use reflective listening - repeating back what the other person said, nodding head |  |  |  |  |
| Discuss various topics in conversation |  |  |  |  |
| Attend to conversation for a sustained period of time |  |  |  |  |

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 Cues 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.) |  |  |  |  |  |
| Recognize how well he/she is liked by another person, and adapts behaviour, and communication accordingly |  |  |  |  |  |  |
| Recognize another person’s intentions (positive and negative) and responds appropriately |  |  |  |  |  |  |
| 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) |  |  |  |  |  |  |
| 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 |  |  |  |  |  |
| Apologize |  |  |  |  |  |
| Talk and listen to others |  |  |  |  |  |
| State a friend’s likes and dislikes |  |  |  |  |  |
| Spend time with a peer with common interests |  |  |  |  |  |
| Acknowledge others’ viewpoints, and accepts differences of opinion |  |  |  |  |  |
| Take feelings of others into account when making decisions |  |  |  |  |  |
| Join a group with similar interests |  |  |  |  |  |
| Respect others’ possessions |  |  |  |  |  |
| Negotiate |  |  |  |  |  |
| Accept others (allow others to join in, shows kindness and develops friendships with individuals with diverse backgrounds) |  |  |  |  |  |
| Refuse to join others’ negative behaviours |  |  |  |  |  |
| Use strategies for dealing with arguments and disagreements with friends |  |  |  |  |  |
| Make and keep a commitment to a friend |  |  |  |  |  |
| Talk about personal issues with a friend |  |  |  |  |  |
| Share and keep confidences |  |  |  |  |  |
| Use appropriate strategies for dealing with rumours, teasing, and bullying |  |  |  |  |  |
| Answer and call a friend on the telephone |  |  |  |  |  |
| Display modesty |  |  |  |  |  |
| Plan and invite friends for a get-together |  |  |  |  |  |
| Positively and mutually engage with peers in various forms of electronic communication (e.g. instant messaging, video chatting, telephone, etc.) |  |  |  |  |  |
| 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 |  |  |  |  |  |
| Use greetings |  |  |  |  |  |
| 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 applies 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 |  |  |  |  |  |
| 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 |  |  |  |  |  |
| Use questions and other strategies to learn about a new acquaintance |  |  |  |  |  |
| Introduce topics of interests to others and finds common interests |  |  |  |  |  |
| Give background information on the current topic of conversation |  |  |  |  |  |
| Shift topics |  |  |  |  |  |
| Recognize sensitive topics |  |  |  |  |  |
| Use humour appropriately |  |  |  |  |  |
| Use reflective listening - repeating back what the other person said, nodding head |  |  |  |  |  |
| Discuss various topics in conversation |  |  |  |  |  |
| Attend to conversation for a sustained period of time |  |  |  |  |  |

**Learner Interview**

5.1. Social Interaction Skills

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

1. What are some things you like to do for fun?
   * *Alone:*
   * *With family:*
   * *With friends:*
2. During break/recess times at school, what do you usually do? Do you usually spend time with other students?
3. Are you on teams/clubs after school?
4. Do you ever spend time with friends outside of school?
   * If so, describe (e.g. first names of friends, how often they spend time, when was the last time, common interests, etc.).
5. In what situations do you feel most at ease and comfortable interacting with others (activities, relationships, adults/students)?
6. If you had to choose three goals for yourself for interacting with others, things you would like to learn or improve, what would they be?
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Is there anything else you would like to learn or need help with?

**Impressions and notes following interview:**

* Rapport with the interviewer (comfort level)
* Conversation skills (duration, e.g. ease of discussion, intelligibility, relevance of responses, on-topic/off-topic)
* Nonverbal communication (eye contact, tone of voice, physical proximity, facial expressions)
* Mood
* Self-awareness
* Motivation and interest related to social skills instruction

**Learner Questionnaire**

5.1. Social Interaction Skills

Please read each sentence and mark the response that best matches how you typically demonstrate the following skills.

Star any sentence that describes a skill that you feel is important for you to learn or improve.

**Independently**:I can do this easily and on my own.

**With support:** I can do this, but I need some help.

**Does not demonstrate**: this is very hard for me and I typically can’t do it.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5.1.2 Friendship Skills | | | | |
| Do you? | Independently | With Support | Does not demonstrate | Notes |
| Respond when others initiate |  |  |  |  |
| Approach others and start conversations |  |  |  |
| Suggest an activity |  |  |  |
| Compliment others |  |  |  |
| Find it easy to accept a compliment |  |  |  |
| Work well with others |  |  |  |
| Find opportunities and offer to help peers |  |  |  |
| Demonstrate good sportsmanship (e.g. praise others, follow the rules, good winner and loser). |  |  |  |
| Like to tell jokes |  |  |  |
| Apologize when you’ve done something that upsets another person |  |  |  |
| Find it easy to talk and listen to others |  |  |  |
| Keep track of what your friends like and dislike |  |  |  |
| Spend time with a peer with common interests |  |  |  |
| Easily accept others’ viewpoints, and differences of opinion (i.e. agree to disagree) |  |  |  |
| Consider how others might be impacted when you make a decision |  |  |  |
| Participate in a group that shares your interests |  |  |  |
| Have good strategies for dealing with arguments and disagreements with friends |  |  |  |
| Have a friend you trust to share personal issues |  |  |  |
| Have good strategies for dealing with rumours, teasing, and bullying |  |  |  |
| Plan and invite friends for a get-together |  |  |  |
| Communicate with friends through social media |  |  |  |
| 5.1.3 Conversation Skills | | | | |
| Do you? | Independently | With Support | Does not demonstrate | Notes |
| Ask a question when something is not understood |  |  |  |  |
| Greet others |  |  |  |
| Look at the other person and show that you are listening |  |  |  |
| Know when and how to interrupt someone and apply appropriate strategies to do so |  |  |  |
| Easily stay on topic even though it’s not your favorite topic of conversation |  |  |  |
| Find it easy to start a conversation |  |  |  |
| Find it easy to join a conversation |  |  |  |
| Find it easy to end a conversation |  |  |  |
| Find it easy to take turns talking during a conversation |  |  |  |
| Ask the person about him- or herself |  |  |  |
| Introduce yourself to someone you don’t know |  |  |  |
| Talk with someone you don’t know very well |  |  |  |
| Find it easy to find common interests or a topic that would be of interest to both people |  |  |  |
| Find it easy to talk about different topics |  |  |  |
| Find it easy to have longer conversations |  |  |  |