

Minnesota
Social Development
Checklist
For
Deaf/Hard of Hearing
Students

Pre-K to High School
Revised 2017

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R A T I O N A L E :

Increasingly students who are deaf/hard of hearing are participating in partially or fully integrated settings. The social challenges that students with hearing loss experience in these settings are varied and complex. These social skills are sometimes difficult to address in an integrated setting where the focus of instruction is on academic progress.

Often the teacher of the deaf/hard of hearing is aware of the student's needs in the social skill area because of his/her expertise in understanding the student's disability. However, the social skill area is not always addressed specifically because of time limitations and limited evaluations and curriculums specific to students who are deaf/hard of hearing.

C A U T I O N :

This *Minnesota Social Development Checklist* is designed as a guide for teachers of the deaf/hard of hearing in looking at skills needed in the areas of: social skills, pragmatics or language as it relates to social communication, friendship, and self-esteem. Many learners who are deaf/hard of hearing need additional teaching in these areas. These types of skills are most often learned through incidental learning which students who are deaf/hard of hearing often miss due to their hearing loss.

If after assessing the student with this checklist it becomes apparent that the needs of the student are beyond the scope of instruction for the teacher or personnel working within the school, then further assessment may be warranted. In those situations the first contact should be with the school social worker or school counselor who will refer to the appropriate mental health provider.

THIS GUIDE IS NOT MEANT TO BE A DIAGNOSTIC TOOL USED IN MENTAL HEALTH ASSESSMENT

HOW TO USE THIS CHECKLIST:

1. This checklist is a guide/tool for the Teacher of the Deaf/Hard of Hearing. Based on social skills profiles of hearing students at various developmental stages, the skills identified are skills that the student with a hearing loss should be developing regardless of their hearing loss. Please feel free to adapt the checklist (i.e. grade levels may not be appropriate for a student with limited English, multi-handicapping conditions, a newly acquired hearing loss, etc.)
2. This checklist is designed to follow the student from preschool through 12th grade as a long-term educational planning tool. Its simplicity allows a variety of teachers of the D/HH to utilize it.
3. Evaluation of student progress will be indicated by recording the level of achievement of each individual skill. Please feel free to adapt the evaluation format according to student needs. This evaluation tool can be utilized for the following purposes:
 - a. To informally evaluate a student's skills or deficits in the social skill area.
 - b. To consider potential educational needs in the social skill area.
 - c. To develop IEP goals/objectives in the social skill area.
 - d. To develop instructional interventions to be addressed by the teacher of the deaf/hard of hearing or other qualified support staff in respective social skill areas.
 - e. To document increased skills acquired by the student in the social skill area from year to year.
 - f. To share areas of success or concern in the social skills area with other members of the student's IEP/IFSP/IIP team including the student's parents, regular educators, special educators, related service providers, and outside professionals, as appropriate.

Social Skills Cumulative Record

For Students Who Are Deaf/Hard Of Hearing Pre-K to High School

Name _____

Student ID # _____

Birth Date _____

Parent/Guardian _____

Primary Home Language _____

Type/Degree of Hearing Loss _____

Grade/ School Year	Evaluator	Comments
Age 3		
Age 4		
Age 5		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12+		

Social Development Checklist Preschool (Ages 3 to 6 years)		1 Not a concern 2 Needs development <i>Compared to typical peers at the same grade/age.</i>		
Student _____ Teacher _____	Date _____ Gr. _____	1	2	Comments
SELF-CONCEPT/SELF-ESTEEM				
Demonstrates pride and confidence in their skills and accomplishments.				
Demonstrates persistence by trying again.				
Able to name things they like and dislike.				
Identifies things they are good at.				
Begins to identify basic emotions/feelings (sad, happy or mad etc.)				
Introduces himself/herself to others (Hello, my name is _____.)				
Responds to yes/no questions about feelings and situations.				
Uses words/sign/cue to state basic needs.				
SOCIAL INTERACTION/FRIENDSHIP				
Listens to other children's ideas and adapts their play accordingly.				
Chooses one or two preferred playmates.				
Engages in turn taking and sharing while developing friendships.				
Uses or responds to invitations to play with others. (“Do you want to _____” or “Come on, let’s _____.”)				
Begins to recognize physical space/boundaries of others.				
Demonstrates appropriate attention getting etiquette (waits turn, raises hand, and does not interrupt.)				
Responds to questions asked by peer or adult.				
Interact using social phrases and manners (“Please”, “Thank you”, and “Excuse me”).				
Initiates appropriate social language with peers in play situations. (“I want to play.” “Can I have a turn?” “WOW, I like that!”)				
Uses language to get help or clarification (“I can’t,” “I don’t know”, “show me”, “and help me”).				
Responds to peer/adult initiated greetings and farewells.				
Expresses anger or frustration with words/sign/cue rather than with physical action.				
PRAGMATICS				
Begins to use social cues (body language, tone of voice, facial expression, background knowledge and context) to understand communication.				
Recognizes when they don’t hear or understand and asks for help.				
Maintains eye contact during conversation.				
Remains quiet when others are talking.				

Social Development Checklist Elementary (K-5)		1 Not a concern 2 Needs development <i>Compared to typical peers at the same grade/age,</i>		
Student name _____	Date _____	1	2	Comments
Teacher _____	Gr. _____			
SELF-CONCEPT/SELF-ESTEEM				
Able to name things they like and dislike.				
Identifies personal strength, weakness, and interests.				
Willing to try new things or take risks.				
Understands themselves as a deaf/hard of hearing individual.				
Identifies different feelings (excited, frustrated, and disappointed.)				
Aware and accepts possible consequences of his/her behavior.				
SOCIAL INTERACTION/FRIENDSHIP				
Able to identify characters traits of a friend.				
Express and shares feelings with friends.				
Initiates activities or playtime with friends.				
Asks appropriate questions of others.				
Identifies IT preferences when communicating with peers.				
Respects others' opinions and points view.				
Accepts constructive criticize.				
Accepts responsibility and apologizes.				
Identifies how other people feel.				
Compromises and accepts a group decision.				
Able to self-regulate.				
Aware of physical space and boundaries of others.				
Reports bullying behaviors.				
Understands the difference between hurtful teasing and joking.				
Demonstrates effective communication skills (needs/wants, compliments, manners, eye contact etc.)				
Understands the difference between personal and public information.				
Actively listens and participates in peer/social interactions.				
Recognizing impacts hearing loss in a variety of settings..				
PRAGMATICS				
Understands the use of social cues (body language, tone of voice, facial expression, background knowledge and context) when communicating.				
Admits when they do not know or hear the information (bluffing).				
Stays on topic or knowledge of topic changes during a conversation.				
Uses repair strategies during a communication breakdown (talk slower, louder, and repeat.)				
Actively listens and participates in peer/social interactions.				

Social Development Checklist Middle School (6-8)		1 Not a concern 2 Needs development <i>Compared to typical peers at the same grade/age,</i>		
Student name _____	Date _____	1	2	Comments
Teacher _____	Gr. _____			
SELF-CONCEPT/SELF-ESTEEM				
Understands importance of being a role model for others				
Identifies personal strength, weakness, and interests, and values				
Willing to try new things or take risks.				
Understands themselves as a deaf/hard of hearing individual.				
Identifies with feelings of trust of oneself and others.				
Aware and accepts possible consequences of his/her behavior.				
SOCIAL INTERACTION/FRIENDSHIP				
Able to identify characters traits of a friend.				
Knows strategies to problem solve situations				
Differentiates various levels of friendships (acquaintances, close friends)				
Asks appropriate questions of others.				
Identifies IT preferences when communicating with peers.				
Respects others' opinions and points view.				
Accepts constructive criticize.				
Accepts responsibility and apologizes.				
Identifies how other people feel.				
Compromises and accepts a group decision.				
Able to self-regulate.				
Aware of physical space, confidentiality and boundaries of others.				
Reports bullying behaviors.				
Understands the difference between hurtful teasing and joking.				
Demonstrates effective communication skills (expressing opinion, disagreements, compliments, manners, eye contact etc.)				
Understands the difference between personal and public information.				
Actively listens and participates in peer/social interactions.				
Recognizes impact of hearing loss in various settings.				
PRAGMATICS				
Understands the use of social cues (body language, tone of voice, facial expression, background knowledge and context) when communicating.				
Admits when they do not know or hear the information (bluffing).				
Stays on topic or knows when topic has changed during a conversation.				
Uses repair strategies during a communication breakdown (talk slower, louder, and repeat.)				
Uses different communication styles as related to context (formal, informal, family).				

Social Development Checklist High School (9-12)		1 Not a concern 2 Needs development <i>Compared to typical peers at the same grade/age,</i>		
Student name _____	Date _____	1	2	Comments
Teacher _____	Gr. _____			
SELF-CONCEPT/SELF-ESTEEM				
Understands importance of being a role model for others.				
Identifies personal strength, weakness, and interests, and values				
Willing to try new things or take risks.				
Identifies with feelings of trust of oneself and others.				
Aware and accepts possible consequences of his/her behavior.				
SOCIAL INTERACTION/FRIENDSHIP				
Able to identify characters traits of a friend.				
Knows strategies to problem solve situations				
Differentiates various levels of friendships (acquaintances, close friends)				
Asks appropriate questions of others.				
Identifies IT preferences when communicating with peers.				
Respects others' opinions and points view.				
Accepts constructive criticize.				
Accepts responsibility and apologizes.				
Identifies how other people feel.				
Compromises and accepts a group decision.				
Able to express and share feelings.				
Aware of physical space, confidentiality and boundaries of others.				
Reports bullying behaviors.				
Understands the difference between hurtful teasing and joking.				
Demonstrates effective communication skills (expressing opinion, disagreements, compliments, manners, eye contact etc.)				
Understands the difference between personal and public information.				
Actively listens and participates in peer/social interactions.				
Understands impact of hearing loss with friendships and social situations.				
PRAGMATICS				
Understands the use of social cues (body language, tone of voice, facial expression, background knowledge and context) when communicating.				
Admits when they do not know or hear the information (bluffing).				
Stays on topic or knows when topic has changed during a conversation.				
Uses repair strategies during a communication breakdown (talk slower, louder, and repeat.)				
Uses different communication styles as related to context (formal, informal, family).				

Authors of Revised Edition 2017

Julie MacRae Itinerant Teacher

Sara Noble, Itinerant Teacher

This is an MDE supported project under the direction of Mary Cashman-Bakken, State Specialist DHH.

Original Contributors

Intermediate District 287, D/HH Program

Greta Brynildson, ECSE and Itinerant Teacher

Martie Goetsch, Itinerant Teacher

Sherry Landrud, District 287 Itinerant and ECSE Coordinator

Pat Nelson, Itinerant Teacher

Jeanne Sielaff-Daum, Itinerant Teacher

Minneapolis Public Schools, D/HH Program

Shelly Border, Itinerant Teacher

Kristi Erickson, ECSE and Itinerant Teacher

Donna Kron, Minneapolis Itinerant D/HH Coordinator (Retired)

Birgit Larson, School Social Worker.

Julie MacRae Itinerant Teacher

Sara Noble, Itinerant Teacher

Meto SPLISE

Judy Wolff, Coordinator

University of Minnesota

Joyce Daugaard

Volunteers of America

Linda Oberg, Mental Health Therapist for D/HH Students and Families