

THE FUNCTIONAL SOCIAL SKILLS ASSESSMENT (FSSA)

Please check the boxes indicating the student's current level of learning for each skill using the following criteria:

0 = this skill has never been observed; requires many prompts, reinforcers, and time to demonstrate (acquisition)

1 = this is an emerging skill, requires fewer prompts; reinforced when skill is demonstrated within designated time (fluency)

2 = this skill is performed independently, without prompts or reinforcers (maintenance)

3 = this skill is performed independently in various environments, with different people, materials and directions (generalization)

Mark the items by placing a check (✓) in the appropriate column 0 – 1 – 2 – 3 to indicate the student's level of learning on that skill at this time. Please complete the following information each time the FSSA is updated in the color of ink/pencil used in marking each item on the chart.

Please fill out the Visual Social Skills Profile (VSSP) by transferring the information obtained on the checklist to the circular charts (pages 29-33) using the directions given for the VSSP.

Name of Student: _____ Date of Birth: _____ Age: _____

Assessment Date: _____ Name of Assessor: _____ Relationship to Student: _____

Method of Assessment (check one or more):

___ observation in natural situations ___ gave student task/observed ___ previous knowledge of student

___ information from informant (relationship to student: _____) ___ other: _____

Mode of Student Communication: ___ verbal ___ pointing/gestures ___ pictures ___ voice output device

Assessment Date: _____ Name of Assessor: _____ Relationship to Student: _____

Method of Assessment (check one or more):

___ observation in natural situations ___ gave student task/observed ___ previous knowledge of student

___ information from informant (relationship to student: _____) ___ other: _____

Mode of Student Communication: ___ verbal ___ pointing/gestures ___ pictures ___ voice output device

Assessment Date: _____ Name of Assessor: _____ Relationship to Student: _____

Method of Assessment (check one or more):

___ observation in natural situations ___ gave student task/observed ___ previous knowledge of student

___ information from informant (relationship to student: _____) ___ other: _____

Mode of Student Communication: ___ verbal ___ pointing/gestures ___ pictures ___ voice output device

ABILITY TO COMMUNICATE EFFECTIVELY WITH COMMUNICATION PARTNER There is often a significant difference in the way a student communicates with adults versus peers; therefore, rate the student's communication skills with adults and with peers. <i>*All responses should reflect the student's social skills demonstrated in a manner commensurate with his/her communication abilities.</i>			0	1	2	3	COMMENTS
			Acquisition	Fluency	Maintenance	Generalization	
1	Responds when called by name	(WITH ADULT PARTNER)					
		(WITH PEER PARTNER)					
2	Responds to greetings and farewells	(ADULT)					
		(PEER)					
3	Says (initiates) goodbye	(ADULT)					
		(PEER)					
4	Obtains other's attention in a socially acceptable manner	(ADULT)					
		(PEER)					
5	Faces communication partner when communicating	(ADULT)					
		(PEER)					
6	Establishes eye contact when initiating communication	(ADULT)					
		(PEER)					
7	Matches tone of voice to affect of communication	(ADULT)					
		(PEER)					
8	Matches facial expression to affect of communication	(ADULT)					
		(PEER)					

ABILITY TO COMMUNICATE EFFECTIVELY WITH COMMUNICATION PARTNER			0	1	2	3	COMMENTS
			Acquisition	Fluency	Maintenance	Generalization	
9	Responds when given a choice	(ADULT)					
		(PEER)					
10	Requests desired item when asked, "What do you want?"	(ADULT)					
		(PEER)					
11	Initiates requests for desired items	(ADULT)					
		(PEER)					
12	Greet others	(ADULT)					
		(PEER)					
13	Initiates requests for assistance or a break	(ADULT)					
		(PEER)					
14	Follows directions	(ADULT)					
		(PEER)					
15	Uses social conventions (please, thank you, excuse me, etc.)	(ADULT)					
		(PEER)					

ABILITY TO COMMUNICATE EFFECTIVELY WITH COMMUNICATION PARTNER			0	1	2	3	COMMENTS
			Acquisition	Fluency	Maintenance	Generalization	
16	Initiates a social interaction	(ADULT)					
		(PEER)					
17	Requests to join an activity	(ADULT)					
		(PEER)					
18	Shares information or experiences when asked	(ADULT)					
		(PEER)					
19	Selects words appropriate to communication partner	(ADULT)					
		(PEER)					
20	Asks to use other people's belongings	(ADULT)					
		(PEER)					
21	Waits for communication partner to finish speaking before walking away	(ADULT)					
		(PEER)					
22	Asks questions or comments on statements made by communication partner	(ADULT)					
		(PEER)					

	ABILITY TO COMMUNICATE EFFECTIVELY WITH COMMUNICATION PARTNER		0	1	2	3	COMMENTS
			Acquisition	Fluency	Maintenance	Generalization	
23	Joins a conversation by commenting on or asking about an item belonging to another person	(ADULT)					
		(PEER)					
24	Engages in conversation topics selected by others	(ADULT)					
		(PEER)					
25	Waits for communication partner to finish speaking before responding	(ADULT)					
		(PEER)					
26	Disengages from communication upon hearing social convention for ending conversation ("Thank you for telling me that," "It's been nice talking to you.")	(ADULT)					
		(PEER)					
27	Uses a social convention to disengage from a conversation at a socially acceptable time (waves goodbye; smiles; says, "See ya.")	(ADULT)					
		(PEER)					
28	Matches voice level to proximity of communication partner	(ADULT)					
		(PEER)					
29	Uses relationship to communication partner to determine physical proximity	(ADULT)					
		(PEER)					

	ABILITY TO COMMUNICATE EFFECTIVELY WITH COMMUNICATION PARTNER		0	1	2	3	COMMENTS
			Acquisition	Fluency	Maintenance	Generalization	
30	Makes socially acceptable comments about the physical appearance of communication partner	(ADULT)					
		(PEER)					
31	Uses words commensurate with developmental level	(ADULT)					
		(PEER)					
32	Uses conversation topics to discuss things happening at the time rather than perseverating on unrelated topics	(ADULT)					
		(PEER)					
33	Communicates anger/frustration/disappointment in a non-aggressive manner	(ADULT)					
		(PEER)					
34	Engages in conversation by commenting on the previous statement and responding or elaborating	(ADULT)					
		(PEER)					
35	States a positive aspect of a situation	(ADULT)					
		(PEER)					
36	Introduces self to others	(ADULT)					
		(PEER)					

	UNDERSTANDING OF THE CONCEPT OF FRIENDSHIP	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Names one or more friends – identifies a person s/he knows as a friend					
2	Responds to compliments					
3	Tells why a specific person is their friend – shared activities/interests					
4	Refrains from teasing others					
5	Gives compliments, in a manner appropriate to developmental level and communication abilities					
6	Identifies characteristics or actions of a specific person who is not their friend					
7	Comments on important events in another's life ("Happy Birthday," "Congratulations/good job," "How was your trip/holiday?" etc.)					
8	Makes suggestions based on what someone else likes					
9	Demonstrates sensitivity to another person's needs by showing nonverbal/verbal concern when another is hurt					
10	Demonstrates sensitivity to another person's needs by offering help					

	UNDERSTANDING OF THE CONCEPT OF FRIENDSHIP	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
11	Demonstrates sensitivity to another person's needs by offering consolation					
12	Gives verbal examples of ways people try to make friends					
13	Demonstrates that friendship is a positive reciprocal relationship (sharing a toy with someone who often shares with him/her; saving a seat for a friend who usually saves a seat for him/her)					
14	Changes actions, words, or tone in order to avoid hurting someone else					
15	Goes along with someone else's ideas, likes, opinions, and priorities that differ from his/her own					
16	Demonstrates that a disagreement doesn't need to end a friendship by interacting with a person in a positive way after a disagreement					
17	Identifies characteristics or actions of a specific person who is their friend versus someone who is just being polite					

	ENVIRONMENTAL REGULATION SKILLS	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Stays with adult when directed to					
2	Walks when inside buildings					
3	Uses an "inside voice"					
4	Keeps hands to self					
5	Carries own belongings					
6	Waits in line					
7	Follows posted rules					
8	Stays seated in vehicles					
9	Remains buckled in seat belt					
10	Keeps hands to self while riding in vehicles					
11	Refrains from distracting the driver					

	ENVIRONMENTAL REGULATION SKILLS	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
12	Demonstrates safe behavior in and around parking lots					
13	Looks both ways for cars and crosses street when safe					
14	Refrains from speaking to strangers in the restroom					
15	Closes door when in restroom stall					
16	Removes only necessary clothing when using the restroom					
17	Remains in restroom for an appropriate period of time					
18	Adjusts clothing completely before leaving the restroom					
19	Washes hands after using the restroom					
20	Asks appropriate people for help when in community					
21	Relates to service personnel in a respectful manner					

	INDIVIDUAL IMPULSE CONTROL	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Waits for preferred item, activity, person for amount of time pre-determined by adult					
2	Follows the rules rather than acting on impulse (refrains from touching people, stays at table while eating, cleans up before moving to new activity)					
3	Demonstrates social behavior that is commensurate with developmental level while at functions such as parties/dances/pep-rallies/athletic events					
4	Manages responses to uncomfortable sensory experiences in a non-disruptive manner					
5	Accepts disappointment in a non-disruptive manner					

	MANNERS	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Keeps hands off of other people's food					
2	Takes appropriate-sized bites of food					
3	Covers mouth when sneezing, coughing, yawning					
4	Chews food with mouth closed					
5	Uses tissue to wipe nose					
6	Uses a napkin to wipe face and hands					
7	Uses utensils					
8	Waits until mouth is empty to begin talking					
9	Holds the door open for others					
10	Waits at table after eating until excused					
11	Offers people food on a plate when passing food					
12	When commenting on food, only makes positive statements					

	PERSONAL RESPONSIBILITY	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Accepts redirection from anyone in charge					
2	Apologizes in a manner commensurate with communication abilities					
3	Maintains personal hygiene					
4	Dresses to match occasion and weather					
5	When commenting about other people, only makes positive statements					
6	Uses an organizational technique to ensure having needed supplies in various situations					

	PROBLEM-SOLVING STRATEGIES	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Suggests taking turns					
2	Watches what others do and follows their example when appropriate					
3	Participates in and accepts group decisions					
4	Decides what another person wants and trades object or activity in order to obtain a desired object or activity					
5	Remembers and applies rules to problematic situations					
6	Compromises					
7	Asks for an impartial third person's opinion					

	PLAY SKILLS	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Focuses on own activity					
2	Demonstrates awareness of others playing and looks to see what they are doing					
3	Plays independently but next to other children					
4	Demonstrates awareness of others playing and asks for something involved in the activity					
5	Follows a model					
6	Completes a short activity					
7	Cleans up activity					
8	Asks to join others in activity					
9	Takes turns					
10	Follows simple rules of a game					

	PLAY SKILLS	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
11	Accepts clean-up time as a signal to stop playing without complaining					
12	Shares a preferred activity					
13	Asks another child to join in play					
14	Plays cooperatively with unfamiliar children					
15	Helps others					
16	Encourages others					
17	Initiates familiar play					
18	Demonstrates good sportsmanship after winning a game					
19	Communicates disappointment after losing a game in non-disruptive ways					

	READS, INTERPRETS AND RESPONDS TO SOCIAL CUES	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Acknowledges the presence of another person					
2	Repeats an activity in response to a positive reaction					
3	Discontinues an activity in response to a negative reaction					
4	Responds with rote social conventions (What do you say? = "please" or "thank you"; How are you? = "I'm fine. How are you?")					
5	Asks about another person's physical condition such as, "What did you do to your arm?"					
6	Asks about another person's feelings based on their facial expressions					
7	Asks for reasons for other people's feelings or emotions ("Why are you sad?")					

	RESPONDS TO INAPPROPRIATE SUGGESTIONS, REQUESTS, DARES	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Identifies characteristics or actions of a specific person who has bullied or who has taken advantage of them					
2	Uses planned, appropriate responses to teasing, dares, name calling, inappropriate requests or suggestions by bullies					
3	Communicates to an adult an understanding of inappropriate requests of a sexual nature from peers or adults in a manner commensurate to developmental level and communication abilities					
4	Uses proactive strategies to avoid potentially dangerous or uncomfortable situations (remains with a buddy, keeps doors open, makes an excuse to remove self from dangerous situation)					

	SELF-ADVOCACY SKILLS	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Expresses desires/preferences					
2	Asks for more					
3	Asks for help					
4	Tells appropriate people when hurt					
5	Refuses in a socially acceptable manner					
6	Asserts that it is his/her turn in a socially acceptable manner					
7	Asks permission to do what s/he wants to do					
8	Asks someone to move out of the way in a polite manner					
9	Communicates when proud of something					
10	Informs appropriate person when there is a problem (wrong food is served or something is broken)					
11	Asks for information					
12	Informs conversation partner when s/he was misunderstood					
13	Responds to criticism (asks for clarification, apologizes, asks for help)					

	TRANSITIONS	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Transitions from preferred to non-preferred people					
2	Transitions from familiar to non-familiar people					
3	Transitions from people s/he routinely sees to people who are seen unexpectedly					
4	Transitions from preferred to non-preferred activities and materials					
5	Transitions from familiar to non-familiar activities and materials					
6	Transitions from routine activities and materials to unexpected activities and materials					
7	Transitions from preferred to non-preferred locations					
8	Transitions from familiar to non-familiar locations					
9	Transitions from routine locations to unexpected locations					
10	Transitions from an unfinished activity to a new activity					
11	Asks questions about transitions ("What will we do?," "Will they have pizza to eat?," "Will it be noisy?")					

	WILLINGNESS TO DO NON-PREFERRED THINGS	0	1	2	3	COMMENTS
		Acquisition	Fluency	Maintenance	Generalization	
1	Tries new activities					
2	Visits new environments					
3	Interacts with new people					
4	Takes advice from others					
5	Tries new foods					
6	Re-visits non-preferred locations					