

Kids OT - PRPP @ SCHOOL Parent Questionnaire (Social Skills)

Child Pseudonym or Initial: _____ Age: _____ Grade: _____ M/F: _____

Type of School: Private: _____ Public: _____ Coeducational: _____ Male: _____ Female: _____

Suburb: _____

Section 1: What social skills are, are not, a difficulty?

This questionnaire has been designed to guide occupational therapy intervention for improving social participation at school. For each skill in the first part of the questionnaire, please tick **how often you think your child demonstrates this skill** in comparison to your expectations for social participation at school and home.

Social Skill:	Usually:	Sometimes:	Rarely:
Friendship-Making Skills			
Joining in a game			
Starting conversations			
Maintaining topic of conversation			
Looking at people when talking or listening			
Being aware of other people's feelings and body language			
Expressing concern for another			
Sharing			
Cooperating			
Turn-taking			
Negotiation			
Offering help to a classmate			
Emotional			
Demonstrating confidence			
Willingness to attempt tasks			
Identifying own feelings			
Expressing own feelings			
Dealing with anger			
Dealing with anxiety			
Using self-control			
Resilience/'bouncing back' in difficult situations			
Behavioural/Social			
Identifying right/wrong choices and making best choice			
Avoiding trouble			
Accepting 'no'			
Accepting consequences			
Responding to teasing			
Dealing with being left out			
Dealing with group pressure			
Dealing with losing			

Section 2: Why are these skills difficult?

The second part of the questionnaire is used to identify why these skills might be difficult in terms of your child's ability to think through social situations. Please place a tick in the column that represents your child's performance for each item as follows:

3 – My child's performance of this thinking strategy meets my expectation for participation

2 – Meets my expectation most of the time but requires assistance and/or prompting

1 – Does not meet my expectation for participation at school and home situations

	Thinking Strategy	3	2	1
Sensing & Attending	Notices what is happening by looking or listening			
	Focuses attention to the important parts of a social interaction			
	Sustains attention when interacting with peers			
	Actively looks and listens to understand what a person is saying			
	Finds items and equipment that are needed for group work			
	Monitors what is going on in the environment and is responsive			
	Is not over reactive to everyday situations			
	Discriminates between what is, and is not, relevant to an activity			
	Matches behaviours to social interactions e.g. teacher/student			
Recalling	Recognises facial expressions and feelings expressed by others			
	Uses appropriate words/language when interacting with others			
	Knows what social behaviours go with different social situations			
	Remembers when things happen and when to do things			
	Knows where things happen, where to do things, where to be			
	Knows how long something should take e.g. playing a game			
	Uses items for intended purpose e.g. using a ball in play			
	Knows where and how to position body in relation to other people and social situations			
	Remembers rules/steps for familiar activities			
Planning	Understands and sets a realistic goal for an activity			
	Identifies obstacles when interacting and playing with peers			
	Gets ready for activity by organising thinking, objects and body			
	Chooses best strategy for solving a problem on the playground			
	Plans the steps of a task/game in a logical sequence			
	Regulates tone of voice and body actions when interacting			
	Asks useful questions if needed and answers questions from others			
	Evaluates own behaviour and changes when interacting with others			
	Thinks of alternatives to solve social problems			
Performing	Initiates social interactions such as play and conversations/asks to join in games			
	Stops when requested			
	Makes easy transitions between activities, playground/classroom			
	Stays with group duration of activity			
	Perseveres and tries again even when problems arise			
	Completes group activities within expected timeframes			
	Co-ordinates movements when engaging in playground games			
	Adjusts to different social situations and to new people			