

Where to Start

Tick what he already does. The first skill with unticked boxes is the one to teach next.

Boy: _____ Staff: _____ Date: _____

Skill 1 — Reading the Room / Situation

- ☐ Student pauses and looks around before entering or speaking
- ☐ Student changes voice volume to match the place
- ☐ Student can name at least one clue when asked
- ☐ Student notices when the situation changes mid-activity

Skill 2 — Social Categories

- ☐ Student greets a staff member differently than a close friend
- ☐ Student keeps appropriate distance from people in the outer rings
- ☐ Student stops before sharing private information with someone outside the family ring
- ☐ Student can name which ring a new person belongs in

Skill 3 — Social Initiations

- ☐ Student observes before approaching instead of walking straight in
- ☐ Student waits for a natural break rather than interrupting
- ☐ Student moves close enough and faces the person
- ☐ Student uses an opener that fits what is happening
- ☐ Student tries again appropriately if the first attempt does not work



Where to Start (continued)

Skill 4 — Gestures

- ☐ Student names common gestures correctly
- ☐ Student uses a gesture on purpose to send a message
- ☐ Student notices a gesture directed at him and responds
- ☐ Student avoids gestures that are rude or too big for the setting

Skill 5 — Body Language

- ☐ Student turns to face the speaker without being told
- ☐ Student keeps a comfortable distance
- ☐ Student keeps his body reasonably still during a conversation
- ☐ Student notices when the other person's body signals the conversation is over

Skill 6 — Facial Expressions

- ☐ Student names the common expressions correctly
- ☐ Student can point to the clue, not just the feeling
- ☐ Student looks at faces during conversation rather than past them
- ☐ Student's own face matches what he is saying
- ☐ Student notices a not interested face and adjusts



Where to Start (continued)

Skill 7 — Giving Others a Turn

- ☐ Student stops talking after a reasonable turn without being told
- ☐ Student notices a want-a-turn signal from someone else
- ☐ Student invites a quiet person into the conversation
- ☐ Student waits for a turn instead of talking over someone
- ☐ Student stays in the conversation while listening rather than switching off

Skill 8 — Tone of Voice

- ☐ Student adjusts volume to the setting without a reminder
- ☐ Student identifies a sharp or annoyed tone in someone else
- ☐ Student recognises when his own tone did not match what he meant
- ☐ Student can repair a message by changing the tone rather than the words
- ☐ Student slows down when the listener is not following

