



Superhero Social Skills Group Winter 2018 Registration Form

Child's Name: _____ Age: _____ Birthdate: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Parent 1 Name: _____ Parent 2 Name: _____

Parent 1 Cell Phone: _____ Parent 2 Cell Phone: _____

Parent 1 Email: _____ Parent 2 Email: _____

Home Phone: _____ Preferred method of contact: _____

Emergency Contact Name: _____ Emergency Contact Number: _____

Please list any relevant diagnoses for your child: _____

Please describe any behavioral concerns: _____

Does your child have any food allergies? Yes No If yes, please list: _____

Please list any medical concerns that we should be aware of: _____

Is this your child's first social skills group with First Children Services:

Yes No

How did you hear about our Superhero Social Skills Group? _____

Payment

I am paying by check* Please make checks out to First Children Services for \$240

(There will be a \$35 fee for returned checks)

I am paying by cash (Must be received prior to class start date)

I am paying by credit card (authorization form attached)

Other funding Source: _____

Registration will not be guaranteed until we have received the social skills checklist (for first time participants only) and payment in full. The class is first come, first serve, and **registration closes on February 2, 2018.**

Please return this form with payment by mail, fax, or email to:

Daineill Grier

referrals@firstchildrenservices.com

1256 Marlkrass Road, Cherry Hill, NJ 08003

Fax: (856) 888-126

Phone: (856) 888-1097 ext. 317

Reimbursement is not available for absences.



Credit Card Authorization Form

Child's Name: _____

Program Attending: Superhero Social Skills Winter-2018 Cherry Hill

Visa MasterCard American Express

Account Number: _____ Expiration Date: _____ Amount: _____

CCV code (security code): _____ Name on Card: _____

Cardholder's Signature: _____ Date: _____

SOCIAL SKILLS CHECKLIST
(Elementary/Pre-K)

Name of child: _____

Date: _____

Birth date: _____

Assessor's name: _____

Instructions: For each question, check if that particular social skill occurs Almost Always, Often, Sometimes, or Almost Never.

RATING SCALE
<i>Almost always</i> - the student consistently displays this skill in many settings and with a variety of people
<i>Often</i> - the student displays this skill on a few occasions, settings and with a few people
<i>Sometimes</i> - the student seldom displays this skill but may demonstrate it on infrequent occasions.
<i>Almost Never</i> - the student never or rarely exhibits this skill. It is uncommon to see this in their daily routine.

SOCIAL PLAY & EMOTIONAL DEVELOPMENT	Almost Always	Often	Sometimes	Almost Never
1.1 Beginning Play Behaviors				
1. Maintains proximity to peer within 1 foot				
2. Observes peers in play vicinity within 3 feet				
3. Parallel play near peers using the same or similar materials (e.g., playing cars near a peer who is also playing cars)				
4. Physically imitates peer				
5. Verbally imitates peer				
6. Takes turns appropriately during simple games				
1.2 Intermediate Play Behaviors				
1. Shares toys and talks about the activity with peers, even though the play agenda of the other children is different				
2. Physically and verbally responds to interactions from peers (accepts toy from peer, answers questions)				
3. Returns and initiates greetings with peers				
4. Know appropriate ways of joining in an activity with peers				
5. Invites others to play				
6. Takes turns during structured activities				
7. Obeys game rules				
8. Requests toys, food, and materials from peers				
1.3 Advanced Play Behavior				
1. Plays cooperatively with peers during imaginative play				
2. Makes comments about what he/she is playing to peers				
3. Organizes play (suggests ideas to peers on how to play)				
4. Follows peer play plans				
5. Takes turns during unstructured activities without a time limit				
6. Offers toys, food, and materials to peers				

EMOTIONAL REGULATION	Almost Always	Often	Sometimes	Almost Never
2.1 Understanding Emotions				
1. Identifies likes and dislikes				
2. Identifies emotions in self				
3. Identifies emotions on others				
4. Justifies emotions once identified (eating because I'm hungry)				
5. Demonstrates affection and empathy toward peers				
6. Refrains from aggressive behaviors toward peers				
7. Refrains from aggressive behaviors toward self				
8. Does not exhibit intense fears or phobias				
9. Interprets body language				
10. Uses different tones of voice to convey messages				
2.2 Self Regulation				
1. Allows others to comfort him/her if upset or agitated				
2. Self regulates when tense or upset				
3. Self regulates when energy level is high				
4. Deals with being teased in acceptable ways				
5. Deals with being left out of a group				
6. Accepts not being first at a game or activity				
7. Accepts losing at a game without becoming upset/angry				
8. Says "no" in acceptable way to things he/she does not want to do				
9. Accepts being told "no" without becoming upset/angry				
10. Able to say "I don't know"				
11. Able to end conversations appropriately				
2.3 Flexibility				
1. Accepts making mistakes without becoming upset/angry				
2. Accepts consequences of his/her behavior				
3. Accepts unexpected changes				
4. Continues to try when something is difficult				
5. Ignores others or situations when it is desirable to do so				
2.4 Problem Solving				
1. Identifies/defines problems				
2. Generates solutions to problems				
3. Carries out solutions by negotiating or compromising				
4. Understands impact his/her behavior has on peers				

COMMUNICATION SKILLS	Almost Always	Often	Sometimes	Almost Never
3.1 Conversational Skills				
1. Initiate conversation when it is appropriate to do so				
2. Initiates conversation around specific topic				
3. Asks "Wh" questions				
4. Responds to "Wh" questions				
5. Makes a variety of comments, related to the topic during conversation				
6. Introduces him/herself to someone new				
7. Introduces people to each other				
8. Ends conversations appropriately				
3.2 Nonverbal Conversational Skills				
1. Maintains appropriate proximity to conversation partner				
2. Orients body toward speaker				
3. Pays attention to a person's nonverbal language and understands what is being communicated				
4. Waits to interject				
3.3 Compliments				
1. Gives appropriate compliments to peers				
2. Appropriately receives compliments				
3. Asks for a favor appropriately				
4. Apologizes independently				