



**School for Children with Alternative Learning Styles  
Developmental Individual Relationship-based Intervention®**

**www.celebratethechildren.org**

230 Diamond Spring Road

Denville, NJ 07834

Phone: 973-989-4033 Fax: 862-244-4969

**Application for Student Admission**

Please complete all sections and mail completed application forms to the above address. Please type/print.

**Student Information** (PLEASE NOTE: THE FOLLOWING INFORMATION WILL BE KEPT CONFIDENTIAL)

Submission Date Name of Person Submitting Application/Relationship to Student

**Full Name of Student**

Date of Birth Age Place of Birth

Student's Home Address City State Zip Code

**District Information**

**District Board of Education**

Address City State Zip Code

Supervisor of Special Services Phone Number

Case Manager Phone Number

**Current School Placement (if applicable)**

Address City State Zip Code

**Classification History**

Please list current classification of student: \_\_\_\_\_

Please list year and age of student when classified: \_\_\_\_\_

**Family Information**

\_\_\_\_\_  
**Full Name of Father/Guardian**

\_\_\_\_\_  
Home Address City State Zip Code

\_\_\_\_\_  
Home Phone Number Mobile Phone Number

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
Employer Occupation/Position

\_\_\_\_\_  
Business Address Business Phone Number

\_\_\_\_\_  
**Full Name of Mother/Guardian**

\_\_\_\_\_  
Home Address City State Zip Code

\_\_\_\_\_  
Home Phone Number Mobile Phone Number

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
Employer Occupation/Position

\_\_\_\_\_  
Business Address Business Phone Number

**Emergency Contact** (If we are unable to reach parent(s)/guardian, please indicate a contact person)

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<b>Full Name of Emergency Contact</b>	<b>Relationship to Student</b>		
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Home Address	City	State	Zip Code
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Home Phone Number	Mobile Phone Number
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Email Address
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Employer	Occupation/Position
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Business Address	Business Phone Number
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**Sibling Information**

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Names of Siblings	Date of Birth	School
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**Educational History** (If Applicable)

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Name of School	Mailing Address	Phone Contact	Grade(s)	Dates
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**Medical History**

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**Name of Pediatrician/Doctor(s)**

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Address City State Zip Code

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Hospital Affiliation

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**Name of Neurologist**

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Address City State Zip Code

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Phone

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**Other**

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Address City State Zip Code

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Phone

Please describe any current or previous medical conditions:

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Please note, Celebrate the Children requires all families to complete a mandatory medical release policy and sign waivers that give Celebrate the Children's medical team and administration authorization to speak with any doctor associated with the child's care. Please list current medications (if applicable):

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Please list any allergies (including food, pets, bee-stings, etc.):

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Please specify if your child is on a special diet:

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Is your child on a Biomedical protocol? \_\_\_\_\_ If yes, how long? \_\_\_\_\_

Does the student see a psychologist/counselor outside of the school setting? \_\_\_\_\_ If yes, how long? \_\_\_\_\_

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Full Name of Professional	Address	Phone Number
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Full Name of Professional	Address	Phone Number
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Please list reason(s) for interest in the Celebrate the Children program:

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Please list current types of interventions your child receives and the amount of hours per week (including Speech, OT, PT, music therapy, formal social skills training, etc.):

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# Celebrate the Children

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Dear Parents/Guardians,

Please refer to the attached questionnaire. We realize this questionnaire is long and that some of the questions may seem similar. However, it helps up pinpoint very specific areas of development that we would like to target with your child. The questions are looking at different areas of a child's make-up, and are randomly listed. The behaviors in the questions cover many years of development. Therefore, do not worry if your child is not able to do certain things that are not listed. Please rate behaviors that your child is not doing yet as a (1).

Because the questionnaire is so long, you may want to do a few pages at a time or have someone close to the child help you.

I appreciate your taking the time to fill out the questionnaire. If you have any questions, please do not hesitate to call us. We will be sharing the goals that we formulate from this information with you.

Please return this questionnaire as soon as possible.

Very truly yours,



Monica G. Osgood  
Executive Director



Lauren Blaszak  
Executive Director



# Celebrate the Children

## Socioemotional Assessment

Student: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Rater: \_\_\_\_\_

Assessment Date: \_\_\_\_\_

Types of Intervention (and total hours) child receives:

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Medications (optional):

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Diets:

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Yearly Program Placement (include program philosophy):

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Date of entry to CTC program: \_\_\_\_\_

Circle aspects of program child participates in:

School (class: \_\_\_\_\_ location: \_\_\_\_\_ support: \_\_\_\_\_),  
home program, camp, social skills groups, consultation (attends another program but receives consultation  
from CTC staff), research studies, other: \_\_\_\_\_

Family members and ages:

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Has your child had any formal social skills training? If yes, what kind?

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Has your child had any formal theory of mind training? If yes, please specify.

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Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

1) Child seems to prefer adults to children

1                      2                      3                      4                      5

2) Child make choices independently

1                      2                      3                      4                      5

3) Child sticks with peer until activity is complete

1                      2                      3                      4                      5

4) Child prefers to play alone

1                      2                      3                      4                      5

5) Child is often impulsive

1                      2                      3                      4                      5

6) Child can be aggressive

1                      2                      3                      4                      5

7) Child prefers rote/predictable activities (e.g., coloring, puzzles, videos)

1                      2                      3                      4                      5

8) Child has high self-esteem (e.g., never worries about what others think)

1                      2                      3                      4                      5

9) Child arranges books or other objects in a certain pattern repeatedly

1                      2                      3                      4                      5

10) Child flaps hands

1                      2                      3                      4                      5

Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

11) Child is confident in social interactions

1                      2                      3                      4                      5

12) Child has specific preferences about clothing

1                      2                      3                      4                      5

13) Child can easily learn the steps to a dance or how to play a new sport

1                      2                      3                      4                      5

14) Child is able to copy shapes by drawing, writing or building blocks

1                      2                      3                      4                      5

15) Child likes playing in messy textures (e.g., shaving cream, lotion, paint, etc.)

1                      2                      3                      4                      5

16) Child is creative during play (e.g., demonstrates alternative uses of objects in play)

1                      2                      3                      4                      5

17) Child displays imaginary play skills

1                      2                      3                      4                      5

18) Child is timid, doubts own capabilities

1                      2                      3                      4                      5

19) Child is eager to please others

1                      2                      3                      4                      5

20) Child shows curiosity when exposed to new toys

1                      2                      3                      4                      5

Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

21) Child imitates other children

1                      2                      3                      4                      5

22) Child is a leader

1                      2                      3                      4                      5

23) Child can listen to a story and understand how details support the main ideas

1                      2                      3                      4                      5

24) Child can visualize (picture) a family member's face in their mind

1                      2                      3                      4                      5

25) Child craves being in water

1                      2                      3                      4                      5

26) Child eats non-food items

1                      2                      3                      4                      5

27) Child seeks physical contact with other children

1                      2                      3                      4                      5

28) Child tends to withdraw and isolate himself/herself even when in groups

1                      2                      3                      4                      5

29) Child holds objects or hands in front of face or in peripheral vision

1                      2                      3                      4                      5

30) Child frequently moves objects in front of eyes

1                      2                      3                      4                      5

Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

31) Child waits for adult instruction to begin tasks

1                      2                      3                      4                      5

32) Child rewinds video sequences repeatedly

1                      2                      3                      4                      5

33) Child is obsessed with trains

1                      2                      3                      4                      5

34) Child is cautious in social situations

1                      2                      3                      4                      5

35) Child attempts to solve problems independently

1                      2                      3                      4                      5

36) Child is coordinated/motor abilities

1                      2                      3                      4                      5

37) Child craves play with sand or dirt

1                      2                      3                      4                      5

38) Child craves movement (e.g., moves around all the time, often engages in crashing into things, jumping, running, spinning, being on the go)

1                      2                      3                      4                      5

39) Child can draw pictures with many details

1                      2                      3                      4                      5

40) Child often mouths objects

1                      2                      3                      4                      5

Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

41) Child uses play materials in imaginative ways

1                      2                      3                      4                      5

42) Child uses common (non-toy) classroom/household objects creatively during play

1                      2                      3                      4                      5

43) Child can sequence ideas logically in play and work (e.g., a figure buys a present at the store, then gives it to someone, then the person is happy, etc. or can logically argue a point in conversation)

1                      2                      3                      4                      5

44) Child can sequence ideas in work (e.g., draws pictures or writes a story with more than one idea)

1                      2                      3                      4                      5

45) Child is able to reflect on feelings in relationships to an internalized sense of self (e.g., "It is not like me to feel so angry." or "I shouldn't feel this jealous.")

1                      2                      3                      4                      5

46) Child prefers to be touched harder than soft (e.g., deep hug vs. pat on back)

1                      2                      3                      4                      5

47) Child does things just because social customs dictate

1                      2                      3                      4                      5

48) Child is easily discouraged when initiating peer interactions

1                      2                      3                      4                      5

49) Child expresses many fears

1                      2                      3                      4                      5

50) Child has unusual sensory sensitivity

1                      2                      3                      4                      5

Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

51) Child often leans on others

1                      2                      3                      4                      5

52) Child often runs his hand down the wall when walking

1                      2                      3                      4                      5

53) Child does not wait for others to approach him/her but seeks others out

1                      2                      3                      4                      5

54) Child completes activities independently

1                      2                      3                      4                      5

55) Child is compulsive

1                      2                      3                      4                      5

56) Child has difficulty with certain smells

1                      2                      3                      4                      5

57) Child smells things to get information

1                      2                      3                      4                      5

58) Child is self-critical

1                      2                      3                      4                      5

59) Child worries about doing something new in front of people

1                      2                      3                      4                      5

60) Child chews on clothing

1                      2                      3                      4                      5

Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

61) Child grinds teeth

1                      2                      3                      4                      5

62) Child seeks assurances from others about social performance

1                      2                      3                      4                      5

63) Child can follow visual multi-step directions without fragmenting

1                      2                      3                      4                      5

64) Child can listen to story and get the "main idea"

1                      2                      3                      4                      5

65) Child is passive when peers do not respond to imitation

1                      2                      3                      4                      5

66) Child observes what others are doing to guide his/her own actions

1                      2                      3                      4                      5

67) Child is apt to pass up something he/she wants to do if another child is already doing the same activity

1                      2                      3                      4                      5

68) Child wants adult help even when it is not really needed

1                      2                      3                      4                      5

69) Child needs constant reminding to initiate and complete familiar tasks

1                      2                      3                      4                      5

70) Child is persistent

1                      2                      3                      4                      5

Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

71) Child will choose another activity if choice is not available

1                      2                      3                      4                      5

72) Child will ask for an object they need/want to complete a task

1                      2                      3                      4                      5

73) Child gets upset when he/she makes mistakes

1                      2                      3                      4                      5

74) Child is timid, shy, fearful

1                      2                      3                      4                      5

75) Child spends a lot of time looking at books

1                      2                      3                      4                      5

76) Child likes looking at rows of text (e.g., the credits of movies, phone books, etc.)

1                      2                      3                      4                      5

77) Child is very sensitive to pain so that the tiniest scratch is very uncomfortable or even scary

1                      2                      3                      4                      5

78) Child seems to be very sensitive to certain frequencies of sound

1                      2                      3                      4                      5

79) Child will rearrange furniture to get a desired object

1                      2                      3                      4                      5

80) Child negotiates with peers when conflicts arise

1                      2                      3                      4                      5



Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

81) Child is passive, seldom shows initiative

1                      2                      3                      4                      5

82) Child lines up toys or objects

1                      2                      3                      4                      5

83) Child carries around a certain object for days or longer

1                      2                      3                      4                      5

84) Child is constantly seeking attention and praise

1                      2                      3                      4                      5

85) Child tends to keep his/her thoughts, feelings, products to himself/herself

1                      2                      3                      4                      5

86) Child expects to exceed at most things

1                      2                      3                      4                      5

87) Child is able to guess what another person might be thinking given a situation

1                      2                      3                      4                      5

88) Child worries quite a bit over possible rejection/being wrong

1                      2                      3                      4                      5

89) Child accepts things not going his/her own way

1                      2                      3                      4                      5

90) Child can follow verbal multi-step directions without fragmenting

1                      2                      3                      4                      5

Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

91) Child is an individual/avoids being a copy-cat

1                      2                      3                      4                      5

92) Child helps another child or teacher when appropriate

1                      2                      3                      4                      5

93) Child acts on ideas (e.g., child decides to scare her brother, hides behind a wall, then jumps out and says "Boo!")

1                      2                      3                      4                      5

94) Child prefers to eat in certain places

1                      2                      3                      4                      5

95) Child uses peripheral vision for stimulation

1                      2                      3                      4                      5

96) Child attends to directions in a group

1                      2                      3                      4                      5

97) Child expresses many anxieties

1                      2                      3                      4                      5

98) Child is overly emotional

1                      2                      3                      4                      5

99) Child physically acts on thoughts (e.g., thinks "I need to climb over the couch to get my book," and does)

1                      2                      3                      4                      5

100) Child seems preoccupied

1                      2                      3                      4                      5

Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

101) Child can search for and find missing items

1                      2                      3                      4                      5

102) Child is good with the specifics of a subject

1                      2                      3                      4                      5

103) Child seems depressed

1                      2                      3                      4                      5

104) Child is able to sequence a series of ideas in play (e.g., child makes a doll go to school, come home, have a snack, go to bed, etc.)

1                      2                      3                      4                      5

105) Child is sensitive to movement, tends to be cautious (e.g., enjoys sitting or standing still rather than running or jumping around the room)

1                      2                      3                      4                      5

106) Child is sensitive to movement in space (e.g., doesn't like roller coasters, being upside down, gymnastics, climbing to high places, swinging, etc.)

1                      2                      3                      4                      5

107) Child moves to a new activity after completing one

1                      2                      3                      4                      5

108) Child shares with peers

1                      2                      3                      4                      5

109) Child asks for repetition when doesn't hear or understand request

1                      2                      3                      4                      5

110) Child crosses eyes

1                      2                      3                      4                      5

Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

111) Child looks at peers when speaking

1                      2                      3                      4                      5

112) Child prefers bright lights

1                      2                      3                      4                      5

113) Child prefers stimulating visuals (e.g., bright colors, boldly animated videos)

1                      2                      3                      4                      5

114) Child asks other children to play

1                      2                      3                      4                      5

115) When friends say they don't want to do something the child suggested, the child suggests another activity or asks someone else to play

1                      2                      3                      4                      5

116) Child initiates conversation with other children

1                      2                      3                      4                      5

117) Child makes eye contact and speaks audibly when asking for something

1                      2                      3                      4                      5

118) Child is able to complete a play oriented task independently

1                      2                      3                      4                      5

119) Child is able to structure own free time appropriately

1                      2                      3                      4                      5

120) Child demonstrates flexibility in play situations

1                      2                      3                      4                      5

Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

121) Child has difficulty walking on uneven surfaces or going down stairs

1                      2                      3                      4                      5

122) Child makes eye contact better from far away than up close

1                      2                      3                      4                      5

123) Child performs pretend actions on person or object (e.g., feeds dolls, plays house in toy kitchen)

1                      2                      3                      4                      5

124) Child is able to sequence motor activities easily (e.g., obstacle course, dance steps to music, etc.)

1                      2                      3                      4                      5

125) Child is able to play table games

1                      2                      3                      4                      5

126) Child is able to give voice to a doll or toy

1                      2                      3                      4                      5

127) Child is obsessed with weather patterns

1                      2                      3                      4                      5

128) Child is obsessed with geography or maps

1                      2                      3                      4                      5

129) Child participates in dramatic play

1                      2                      3                      4                      5

130) Child carries out pretend activities with replica toys (e.g., garage, airport, store)

1                      2                      3                      4                      5

Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

131) Child participates in role play

1                      2                      3                      4                      5

132) Child can express multiple reasons for a feeling (e.g., "Maybe the girl is sad because she misses her family or she is lost, or she wants to go home.")

1                      2                      3                      4                      5

133) Child can describe degrees of feeling around anger, love, excitement, frustration, disappointment, etc. (e.g., "I feel a little annoyed." or "I get mad when my brother takes my toys. But, I get REALLY mad when he breaks them!")

1                      2                      3                      4                      5

134) Child talks to toy or doll

1                      2                      3                      4                      5

135) Child reenacts observable events (e.g., doctor, police, TV show)

1                      2                      3                      4                      5

136) Child sleeps well at night

1                      2                      3                      4                      5

137) Child has good eating habits

1                      2                      3                      4                      5

138) Child is able to adjust and adapt to different play situations

1                      2                      3                      4                      5

139) Child shows affection for peers

1                      2                      3                      4                      5

140) Child joins ongoing activities 1                      2                      3                      4                      5

Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

141) Child initiates interactions with peers

1                      2                      3                      4                      5

142) Child is able to follow and give peer direction

1                      2                      3                      4                      5

143) Child is able to read obvious emotions of peers

1                      2                      3                      4                      5

144) Child stands up for self when challenged by peer rather than looking to staff for help

1                      2                      3                      4                      5

145) Child is unable to keep body organized in many situations

1                      2                      3                      4                      5

146) Child answers and asks questions of peers in play situations

1                      2                      3                      4                      5

147) Child selects playmates

1                      2                      3                      4                      5

148) Child makes spontaneous comments relating to play (e.g., "Look, I'm cooking!")

1                      2                      3                      4                      5

149) Child has trouble sitting

1                      2                      3                      4                      5

150) Child is able to generalize play skills across situations

1                      2                      3                      4                      5

Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

151) Child shows empathy/responds to other's emotions appropriately

1                      2                      3                      4                      5

152) Child can use appropriate physical expressions of anger

1                      2                      3                      4                      5

153) Child can compare feelings (e.g., "I am happy when I play with Sarah. But, Sammy makes me sad when I play with him.")

1                      2                      3                      4                      5

154) Child can understand triadic interactions (e.g., "I feel left out when Susie likes Janet better than me.")

1                      2                      3                      4                      5

155) Child can express own emotions verbally

1                      2                      3                      4                      5

156) Child seeks out spaces under pillows, cushions, or tight spaces

1                      2                      3                      4                      5

157) Child craves deep pressure on chin, forehead or other parts of the head

1                      2                      3                      4                      5

158) Child can respond appropriately to joking

1                      2                      3                      4                      5

159) Child is able to predict "what might happen next"

1                      2                      3                      4                      5

160) Child has highly developed memory for locations, routes to places, or where things are

1                      2                      3                      4                      5



Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

161) Child is obsessed with a certain video game

1                      2                      3                      4                      5

162) Child shows concern for the feeling of others

1                      2                      3                      4                      5

163) Child is able to answer “why” question situations

1                      2                      3                      4                      5

164) Child can give reasons behind ideas (e.g., “I want to go outside because I want to go to the park.”)

1                      2                      3                      4                      5

165) Child is sad more than other children his/her age

1                      2                      3                      4                      5

166) Child has unrealistic ideas

1                      2                      3                      4                      5

167) Child can fill-in missing steps to a sequence

1                      2                      3                      4                      5

168) Child reads subtleties/underlying meanings

1                      2                      3                      4                      5

169) Child takes turns appropriately

1                      2                      3                      4                      5

170) Child can regulate himself/herself in stimulating environments/situations

1                      2                      3                      4                      5

Please circle the number in the column that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

171) Child responds appropriately to comments

1                      2                      3                      4                      5

172) Child understands the implications behind interactions (e.g., understands that someone hitting them on the arm and saying “get out of here” (based on the given situation) means they are joking, not angry)

1                      2                      3                      4                      5

173) Child understands that two people, in different places, cannot see the same thing

1                      2                      3                      4                      5

174) Child is able to predict what emotions a specific event will elicit

1                      2                      3                      4                      5

175) Child is sensitive to bright lights

1                      2                      3                      4                      5

176) Child complains about being in the sun

1                      2                      3                      4                      5

177) Child is able to verbalize “why” someone feels a certain way

1                      2                      3                      4                      5

178) Child carries around a favorite item, especially when transitioning between activities or environments

1                      2                      3                      4                      5

179) Child can easily accept others ideas in play

1                      2                      3                      4                      5

180) Child closes eyes when being moved in certain ways

1                      2                      3                      4                      5

Please circle the number in the **column** that best describes the child.

Very much not true of this child	Somewhat true of this child	Neither true nor not true of this child	Somewhat true of this child	Very much true of this child
1	2	3	4	5

181) Child has difficulty with drastic changes in sensory information (e.g., child becomes irritated when going from inside to bright daylight, becomes agitated when going from air conditioner to warmer room)

1                      2                      3                      4                      5

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your time**

Please do not write below this line

\_\_\_\_\_

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**FEAS Rating**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

Student: \_\_\_\_\_

FOR INTERNAL USE ONLY

Rater: \_\_\_\_\_

Observation Date: \_\_\_\_\_

(1) Non-existent

(2) Poor

(3) Good

(4) Very Good

Skill	Pretest	Post Test	Comments
Symbolic Play Skills			
Imaginary Play Skills			
Building Bridges			
Predicting			
Abstract Thought			
Sequencing and Motor Planning			
Emotional Recognition in Self			
Emotional Recognition in Others			
Theory of Mind			
Purposeful Two-Way Communication (Intent)			
Peer Interactions			
Social Language			
Social Problem Solving			
Persistence			
Confidence/Self-Esteem			
Attention in Groups			
Attention to Peers			
Eye Contact			
Independence			
Ability to Regulate (Sensory)			

Student: \_\_\_\_\_

Rater: \_\_\_\_\_

Observation Date: \_\_\_\_\_

(1) Non-existent

(2) Poor

(3) Good

(4) Very Good

Skill	Pretest	Post Test	Comments
Symbolic Play Skills			
Imaginary Play Skills			
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Predicting			
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Social Problem Solving			
Persistence			
Confidence/Self-Esteem			
Attention in Groups			
Attention to Peers			
Eye Contact			
Independence			
Ability to Regulate (Sensory)			

## **Response Definitions**

<b>Skill</b>	<b>Definition</b>
Symbolic Play Skills	Child demonstrates the ability to represent real life during play (e.g., plays with food in a toy kitchen, drives toy bus to school house)
Imaginary Play Skills	Child is able to create imaginary play themes with characters (e.g., child uses dolls to fly in a car to the moon, child pretends to be a cat looking for a mouse)
Building Bridges	Child is able to build bridges between ideas and answer why questions (e.g., child is able to express they want to go home <u>because</u> they are tired)
Predicting	Child is able to predict "what happens next" (e.g., if presented with a situation where someone gets hurt, child is able to predict the person will cry or yell for help)
Abstract Thought	Child is able to recognize underlying meanings of a concept (e.g., understands "I cant go places myself because it is dangerous" (abstract) rather than (obvious) "I will get in trouble.")
Sequencing and Motor Planning	Child is able to formulate an idea, plan the execution and execute the idea (e.g., child decides to scare someone, hides behind a corner, and jumps out to scare the person)
Emotional Recognition in Self	Child is able to express emotions properly (e.g., "Don't take my toy, it makes me mad!")
Emotional Recognition in Others	Child is able to recognize and respond to others emotions appropriately (e.g., "Why are you crying? Are you okay?")
Theory of Mind	Child is able to understand another persons' point of view that is separate from their own (e.g., "I'm going to hide this toy under my bed and my brother won't be able to find it because he doesn't know I put it there.")
Purposeful Two-Way Communication (Intent)	Child is connected and able to sustain interactions with others. Child shows intent and good affect (e.g., child initiates to keep a good tickling session going by saying "more" after every tickle)
Peer Interactions	Child engages with peers spontaneously and appropriately (e.g., child asks to share a snack or play with blocks)
Social Language	Child uses language to interact with others more than for just basic needs (e.g., child comments to a peer, "I have that toy too.")
Social Problem Solving	Child can independently resolve conflicts that come up in social situations (e.g., child doesn't get the toy he wants and chooses another or asks for a turn)
Persistence	Child asks a question again if he/she doesn't receive an answer the first time
Confidence/Self-Esteem	Child is confident in social situations (e.g., child is not afraid to take a turn dancing in front of peers)
Attention in Groups	Child is able to sustain attention comparable to that of his/her peers in a group
Attention to Peers	Child is able to sustain attention to his peers during interactions
Eye Contact	Child uses good eye contact when interacting with others
Independence/Organization	Child is an independent thinker and displays responsibility for self and belongings (e.g., child is able to follow classroom routine and keep belongings organized)
Ability to Regulate (Sensory)	Child is able to regulate his/her sensory system in all settings (e.g., child is able to filter out stimulation in a large group and remain on task)

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