



**EARLY CHILDHOOD SKILLSTREAMING CHECKLIST
 (Kindergarten through 1st grade)**

Student: _____ Class: _____

Date: _____ Teacher: _____

Directions: Based on your observations in various situations, rate each student's use of the following skills..

- Circle 1 if the student is **never** good at using the skill.
- Circle 2 if the student is **seldom** good at using the skill.
- Circle 3 if the student is **sometimes** good at using the skill.
- Circle 4 if the student is **often** good at using the skill.
- Circle 5 if the student is **almost** good at using the skill.

	Never	Seldom	Sometimes	Often	Always
1. Does the student appear to listen when others are speaking and seem to understand what is said?	1	2	3	4	5
2. Does the student speak to others in a friendly manner?	1	2	3	4	5
3. Does the student use a brave or assertive tone of voice in conflict with another student?	1	2	3	4	5
4. Does the student say thank you or in another way let others know he/she appreciates help given, favors, and so forth?	1	2	3	4	5
5. Does the student say when he/she has done a good job?	1	2	3	4	5
6. Does the student request help when needed in an acceptable manner?	1	2	3	4	5
7. Does the student ask favors of others in an acceptable way?	1	2	3	4	5
8. Does the student ignore other students or situations when it is desirable to do so?	1	2	3	4	5
9. Does the student ask questions about something he/she doesn't understand?	1	2	3	4	5
10. Does the student seem to understand directions and follow them?	1	2	3	4	5
11. Does the student continue to try when something is difficult instead of giving up?	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
12. Does the student interrupt when necessary in an appropriate manner?	1	2	3	4	5
13. Does the student acknowledge acquaintances when it is appropriate to do so?	1	2	3	4	5
14. Does the student pay attention to a person's nonverbal language and seem to understand what is being communicated?	1	2	3	4	5
15. Does the student use acceptable ways of joining in an ongoing activity or group?	1	2	3	4	5
16. Does the student wait his/her turn when playing a game with others?	1	2	3	4	5
17. Does the student share most materials and toys with peers?	1	2	3	4	5
18. Does the student recognize when someone needs or wants help and offer assistance?	1	2	3	4	5
19. Does the student ask other students to play or extend an invitation to others to join in his/her activity?	1	2	3	4	5
20. Does the student play games with peers in a fair manner?	1	2	3	4	5
21. Does the student identify his/her feelings?	1	2	3	4	5
22. Does the student deal with being left out of an activity without losing control or becoming upset?	1	2	3	4	5
23. Does the student verbally express when he/she seems upset?	1	2	3	4	5
24. When afraid, does the student know why he/she is afraid and deal with this fear in an acceptable way (e.g., by talking about it)?	1	2	3	4	5
25. Does the student identify how another person appears to be feeling by what the person says?	1	2	3	4	5
26. Does the student show that he/she likes someone in an acceptable way?	1	2	3	4	5
27. Does the student deal with being teased in acceptable ways?	1	2	3	4	5
28. Does the student use acceptable ways to express his/her anger?	1	2	3	4	5
29. Does the student accurately assess what is fair and unfair?	1	2	3	4	5
30. When a problem occurs, does the student state alternative, prosocial ways to solve the problem?	1	2	3	4	5
31. Does the student accept the consequences for his/her behavior without becoming angry or upset?	1	2	3	4	5

	1	2	3	4	5
32. Is the student able to relax when tense or upset?	Never	Seldom	Sometimes	Often	Always
33. Does the student accept making mistakes without becoming upset?	1	2	3	4	5
34. Is the student honest when confronted with a negative behavior?	1	2	3	4	5
35. Does the student refrain from telling on others about small problems?	1	2	3	4	5
36. Does the student accept losing at a game or activity without becoming upset or angry?	1	2	3	4	5
37. Does the student accept not being first at a game or activity?	1	2	3	4	5
38. Does the student say no in an acceptable manner to things he/she doesn't want to do or to things that may get him/her into trouble?	1	2	3	4	5
39. Does the student accept being told no without becoming upset?	1	2	3	4	5
40. Does the student choose acceptable activities on his/her own?	1	2	3	4	5