



Simply Social®

An evidence-based relational intervention to increase social and interpersonal skills for teens and adults with autism, ADD/ADHD, anxiety disorders, and other developmental disabilities

Having basic social and interpersonal skills are primary building blocks to independence. This involves more than having the ability to talk to another person. The goal is having *functional* relational skills, meaning using social skills appropriately in a given situation or setting. These skills are also very important to developing friendships and relationships, getting and keeping jobs, and increasing independence. If individuals or parents are unsure about whether social skills training may be useful, the checklist below may help clarify this possible need.

If the answer is "yes" to two or more of these questions, social skills training may be useful:

✓	Skill
	Social skills training is or has been an IEP goal or has been suggested by an educator.
	A professional such as a psychologist, psychiatrist, physician, or therapist has suggested social or relational skills training.
	Rarely or never is invited to a friend's home or get-togethers with peers who are about the same age (less than 3-4 times per month), outside of organized sports or events.
	Does not have same-age friends over regularly (i.e. 3-4 times a month).
	Target of bullying or teasing.
	Is inflexible or rigid in way of thinking and having conversations (e.g. needs to talk about same topics, does not consider others points of view, may not let listener participate in the conversation).
	Argumentative, brags, overly critical, too personal, or repetitive during conversations.
	Says or acts like friends or relationships don't matter.
	Tries to make friends but has not been successful.
	Dominates, polices, or only asks questions during conversations.
	Difficulty starting conversations with individuals or groups.
	Only talks about his or her own area(s) of interest.
	Does not stay on topic in conversations or shifts back to topics of interest.
	Rarely involves listener when having a conversation or has one-sided conversations (e.g. does not ask follow up or open-ended questions, may not really listen to what is being said).
	Struggles to keep conversations going.
	Challenges in joining or exiting group conversations (e.g. knowing when or how to join or exit, etc.)
	Not appropriate with volume (too loud or quiet); body boundaries (too close or too far away when talking); eye contact (stares or does not make eye contact at all).
	Does not read or take non-verbal cues or body language from listener (e.g. listener looking away or confused, ignoring, turning body away, not talking back, stays distracted with phone or something else).
	May use humor inappropriately (e.g. tells jokes that are not age appropriate, tells the same jokes repeatedly, tells jokes unrelated to topics, etc.)
	Challenges in trying to resolve disagreements or solve problems.
	Difficulty getting or keeping a job.
	Difficulty relating to co-workers or supervisors.
	Easily taken advantage of and difficulty gauging level of friendship or relationship.
	Interested in dating but may not have been successful, anxious, or unsure how to approach someone.

Simply Social, LLC

To find out more, go to: www.misimplysocial.com