

PRAGMATICS CHECKLIST & GOAL-SETTING



CHILD'S NAME: _____

DATE OF BIRTH: _____

CHECKLIST COMPLETED BY: _____

RELATIONSHIP TO CHILD: _____

DATE: _____

Has the child been diagnosed as neurodivergent?

Yes* ☐ No ☐ Diagnosis pending* ☐

*If yes, or pending, ensure you are familiar with neuro-affirming practises when setting goals for the child. See the manual for more details.

Completing the Checklist and Setting Goals

This document contains seven pages and a total of 52 items to complete. However, items 44-52 focus on advanced pragmatic language skills related to conversation. These are not relevant for children under six years old, so for younger children, only complete items 1-43.

Checklist Instructions

- Use three different colored pens (black, blue, and red) to mark responses.
- Write the corresponding letter in the assigned color according to the legend at the top of each page.

Who Should Complete the Checklist?

- Ideally, someone who knows the child well should fill out the checklist.
- For a more comprehensive view, it's best to have both a teacher/educator and a caregiver complete separate checklists to compare how the child functions in different settings.

Using the Results

- The right-hand column lists illustrated "stories" from the Social Sam V2 resource that may be most useful for children rated with a red letter on that particular item. (The letter **S** responds to **Section**).
- Titles in brackets indicate prerequisite stories that should be explored first.

After completing the checklist, enter the story references (eg. **S2-4**) into the table on page 6.

Page 7 provides a full list of stories in the Social Sam V2 resource. Teachers and therapists can tick off stories as they explore them with a child.

This pragmatic checklist is part of the Social Sam resource. Page 1 of 7

1	Asks to join in play with another child		S2-1 Asking to join in play
2	Asks another child to play		S2-3 Asking a kid to play with me
3	Is happy to take turns in play		S2-2 Taking turns in play
4	Is a “good sport”		S2-5 Losing
5	Shares easily with others when asked		S2-6 Sharing
6	Perseveres with difficult tasks		S4-2 Trying
7	Asks for help when needed		S4-2 Asking for help
8	Indicates by commenting when they are becoming upset or angry.		S4-1 Becoming calm
9	Knows strategies for calming down		S4-1 Becoming calm
10	Can get someone’s attention in a way that is effective but also respectful. (not respectful = poking, yelling etc...)		S5-1 Getting Someone’s Attention S6-1 Getting the Teacher’s Attention S5-2 Saying Hello
11	Initiates greeting with a familiar person in any manner (gesture, word, smile)		S5-2 Saying Hello
12	Acknowledges in some way when someone greets them		S5-2 Saying Hello
13	Interrupts in a way that is effective but also respectful		S5-3 Interrupting
14	Is aware of and can adjust voice volume based on the environment		S5-5 Voice - Soft and Loud (S4-1 Becoming Calm (when volume is associated with dysregulation))
15	Helps another child when the child visibly needs assistance		S3-1 Helping others (S1-4 Guessing about feelings)

16	Comforts upset friends or familiar people		S3-1 When someone is upset (S1-4 Guessing about feelings)
17	Copes when another/others are annoying them		S3-3 When someone annoys me (S4-1 Becoming Calm)
18	Understands that the adult-in-charge is responsible for enforcing rules with peers		S3-7 I'm in charge of me (S4-1 Becoming Calm)
19	Notices when they unintentionally hurt another child and demonstrates remorse		S3-5 Accidents happen (S1-4 Guessing about feelings)
20	Notices when others look confused and tries to explain or show in a different way		S7-4 Including Important Information
21	Waits patiently when they can't speak straight away to an adult who is talking to someone else		S5-3 Interrupting
22	Can cope when others want to play or act in a different way to them		S2-4 Being bossy S3-7 I'm in charge of me (S4-1 Becoming Calm)
23	Asks for clarification if they don't understand		S4-4 When I don't understand
24	Can cope when a child doesn't want to play with them or in their way		S1-1 What is a friend? S2-1 Asking to join in play S2-4 Being bossy
25	Is motivated to be friendly with others		S1-7 Being friendly (S1-1 What is a friend?)
26	Understands others have different preferences to themselves		S1-2 Favourite Things S1-3 Different to Me
27	Comments on others' facial expressions (Eg. "He looks angry").		S1-4 Guessing about feelings
28	Seems aware of others' basic feelings in real life contexts (happy, sad, upset, scared, annoyed)		S1-4 Guessing about feelings
29	Is aware of others' perspectives		S1-3 Different to me S1-5 How would I feel? (S1-4 Guessing about feelings)

IMPORTANT: FOR THIS SECTION, A and U are RED

***A - Always *U- Usually *S - Sometimes *R - Rarely *N - Never**



30	Gets upset when they lose a game		S2-5 Losing (S5-1 Becoming calm)
31	Appears bossy in play with others		S2-4 Being bossy (S1-2 Favourite things S1-3 Different to me)
32	Gets overly excited in "silly" play		S2-7 Silly play S5-1 Becoming calm
33	Is overly directive with other children		S2-4 Being bossy (S1-2 Favourite things S1-3 Different to me)
34	Gets stuck talking about certain things		S1-3 Different to me
35	Gets frustrated when tasks are tricky for them		S4-2 Trying S5-3 Asking for help
36	Becomes overwhelmed (by sensory, social or cognitive overload)		S4-5 Needing time-out S4-1 Becoming calm
37	Respects personal boundaries with others		S5-4 Distance - Close and Far S3-4 When I annoy someone
38	Is very loud inside to the point of being disruptive or annoying others		S5-5 Voice - Soft and Loud (S4-1 Becoming Calm - <i>when volume is associated with dysregulation</i>)
39	Gets very upset when hurt unintentionally by others		S3-6 Getting hurt (S4-1 Becoming Calm)
40	Gets upset when other children are not following rules		S3-7 I'm in charge of me (S4-1 Becoming Calm)
41	Becomes upset when friends play with someone else or reject their request to play together		S1-1 What is a friend? S1-7 Being friendly S2-1 Asking to join in play S2-3 Asking a kid to play with me
42	Has difficulty inhibiting hurtful thoughts (by saying what they think)		S1-6 Thinking and Saying (S1-3 Different to me S1-5 How would I feel? S1-4 Guessing feelings)
43	Struggles to follow the classroom rules and routines * (school-aged only, not relevant for all contexts)		S6-1 Getting the teacher's attention S6-2 Listening to the teacher S6-3 Show 'n' tell

THIS PAGE IS ONLY FOR INDIVIDUALS AGED 6+

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44	Engages in conversation with others		S7-1 Conversations
45	Understands the concepts of conversation, topic, taking turns, listening (hearing+thinking)		S7-1 Conversations
46	Demonstrates a balance in talking and listening when in conversation		S7-2 Talking and listening in conversations S7-6 Talking about favourite things S7-7 I'm not interested (S7-1 Conversations)
47	Appears to actively listen to what the other is saying in conversation		S7-2 Talking and listening in conversations (S7-1 Conversations)
48	Includes newcomers to conversation by stating the topic		S7-3 Saying what the topic is
49	Thinks about what the other person knows and explains enough so they can understand		S7-4 Including important information (S1-3 Different to me)
50	Stays on topic when in conversation		S7-5 Changing the topic (S7-1 Conversations)
<div> IMPORTANT: FOR THIS SECTION, A and U are RED *A - Always *U- Usually *S - Sometimes *R - Rarely *N - Never </div>			
51	Gets stuck on own topics despite listener's lack of interest		S7-2 Talking and listening in conversations S7-6 Talking about favourite things S7-7 I'm not interested S7-8 Finishing a conversation (S7-1 Conversations)
52	Finishes a conversation abruptly		S7-8 Finishing a conversation

This pragmatic checklist is part of the Social Sam resource.



SOCIAL SAM'S GOAL-SETTING

CHILD'S NAME: _____

DATE: _____

This document can be used to identify a child's social strengths and challenges and through this, goals can be written up for a child's social learning program. Be sure to consider the child's individual interests, motivations and abilities when setting goals. After completing Social Sam's Pragmatics Checklist, fill out the goal-setting boxes below. Simply write the item numbers that were marked in black, blue and red then follow the instructions below.

MASTERED - ALMOST MASTERED

The following behaviours, understanding, or skills have been mastered, established, or are nearly there. Even for these areas, it can be beneficial to explore some of the corresponding stories, as children often enjoy stories that reflect their strengths. After reading a story, praise the child for their ability in this area. Give specific examples of how they demonstrate the skill and highlight its positive impact—both on others and on themselves. This reinforcement helps strengthen social understanding and encourages continued positive behaviour.

EMERGING - DEVELOPING

The items listed below are already being demonstrated by the child, at least in some contexts, so developing them to mastery may be easier for the child than the items marked in red. Again, be sure to look at any prerequisite stories as recommended in the manual and the checklist. After looking at the story together, try to think of a time when the child demonstrated the skill, behavior, or understanding. Suggest another context/situation when the child can practice the skill/behavior and discuss how they might try to do this.

NO MASTERY OR EARLY EMERGING

The items listed below may be challenging for the child to adopt or develop, so choose only these skills or behaviors sparingly, interspersing with those marked in blue. Having said that, you may find that two or three of these items correspond to a single story, so that particular story would be a good one to study. Be sure to look at any prerequisite skills as recommended in the manual.



COMPLETED STORIES

CHILD'S NAME: _____

Write date next to the title when the story has been explored.

S1 FOUNDATIONS

1. What is a friend?
2. Favourite things.
3. Different from me.
4. Guessing about feelings.
5. How would I feel?
6. Thinking and saying.
7. Being friendly.

S2 PLAY SKILLS

1. Asking to join play.
2. Taking turns.
3. Asking someone to play with me.
4. Being bossy.
5. Losing.
6. Sharing (toys).
7. Silly play.

S3 RELATING TO OTHERS

1. Helping others.
2. When someone is upset.
3. When someone annoys me.
4. When I annoy someone.
5. Accidents happen.
6. Getting hurt (by accident).
7. I'm in charge of me.

S4 SELF-HELP

1. Becoming calm.
2. Trying.
3. Asking for help.
4. When I don't understand.
5. Needing time-out.

S5 SOCIAL NORMS

1. Getting someone's attention.
2. Saying hello.
3. Interrupting.
4. Distance - too close and too far.
5. Voice - soft and loud.

S6 SCHOOL ROUTINES

1. Getting the teacher's attention.
2. Listening to the teacher.
3. Show 'n' Tell.

S7 CONVERSATIONS

1. Conversations.
2. Talking and listening in conversations.
3. Saying what the topic is.
4. Including Important Information.
5. Changing the topic.
6. Talking about favourite things.
7. I'm not interested.
8. Finishing a conversation.

OTHER

This pragmatic checklist is part of the Social Sam resource. Page 7 of 7