

## Post-Competency Assessment Form

Teacher: \_\_\_\_\_ Trainer: \_\_\_\_\_

Site: \_\_\_\_\_ Date: \_\_\_\_\_

### Directions

- READ, in the table below, the list of strategies that teachers use to promote the social skills of infants and toddlers with disabilities.
- CHECK OFF whether you do these things “regularly,” “sometimes,” or “not enough.”
- DISCUSS your answers with your Trainer.

### Strategies for teaching social skills to infants and toddlers

I DO THIS:	Regularly	Sometimes	Not Enough
1. Structure the play areas to promote social interaction.			
2. Teach and model a “feeling” vocabulary.			
3. Talk about and model appropriate social behaviors.			
4. Teach alternatives to inappropriate behaviors.			
5. Provide children with opportunities to rehearse new social behaviors.			

### Strategies for modeling social behavior for children with disabilities

I DO THIS:	Regularly	Sometimes	Not Enough
1. Anticipate activities that will be difficult for a child, and provide her with additional support.			
2. Observe and interpret the communication of nonverbal children, to facilitate social interactions with peers.			
3. Cue children on how to respond to one another’s attempts at interaction.			
4. Spend time in play areas facilitating interactions between children.			
5. Teach children to use “scripts” or “magic words” to initiate and respond to other children’s attempts to interact.			

Continued

**Strategies for encouraging friendships in a childcare setting**

I DO THIS:	Regularly	Sometimes	Not Enough
1. Read storybooks about making friends, and how friends behave.			
2. Use pictures, storybooks, and toys that represent children with disabilities in a positive light.			
3. Encourage the parents of children who play well together to schedule play dates outside the childcare setting.			
4. Teach all of the children how to use the Picture Exchange Communication System (PECS), sign language, or other augmentative system, if a child is enrolled who uses one of these systems to communicate.			
5. Model an acceptance of difference.			

**Notes**