

THE CUSTOMIZED CONVERSATION CHECKLIST

Dear Parents: The purpose of this checklist is to help me better understand your child's needs in relation to developing improved social conversation skills within the home and community. This information will be taken into account when planning our field trips. Please check those areas that apply. Feel free to provide additional examples or comments at the bottom of this sheet. Thank you for taking the time to fill in this form!

THE YELLOW CONVERSATION

- VERBAL GREETING:** Initiating and responding to verbal greetings (i.e. at school, at extra curricular activities, general public)
- NONVERBAL GREETING:** Initiating and responding to nonverbal greetings (i.e. waving at someone in a music concert)

THE SHORT CONVERSATION

- RESTAURANTS/OTHER COMMUNITY SITUATIONS:** Initiating and responding to Short Conversations with others in restaurants or other community situations (i.e. fast food server, grocery clerk, librarian)
- PHONE CONVERSATIONS:** Initiating and responding to others appropriately during phone conversations (i.e. ordering from a fast food restaurant, inquiring about store hours, taking a message for parents, having a conversation with friends or family)
- INTRODUCTIONS:** Initiating and responding to others during first introductions (i.e. introducing peers, introducing someone in a more formal setting)
- FAMILY AND FRIENDS:** Initiating and responding to short conversation with family, extended family, friends, and acquaintances
- COMPLIMENTS AND GIFTS CONVERSATIONS:** Initiating and responding to others appropriately during the process of giving/receiving gifts or compliments
- EXCUSE ME CONVERSATIONS:** Initiating and responding to others appropriately when asking for assistance or clarifying information (i.e. asking for directions)

THE LONG CONVERSATIONS

- CONVERSATIONS WITH FAMILY:** Uses conversational features and nonverbal communication skills appropriately with family members (i.e. parents, siblings)
- CONVERSATIONS WITH ACQUAINTANCES:** Uses conversational features and nonverbal communication skills appropriately with acquaintances (i.e. distant family members, friends of parents)
- CONVERSATIONS WITH OTHER CAREGIVERS:** Uses conversational features and nonverbal communication skills appropriately with other caregivers (i.e. teacher, coach, counselor, babysitter)

OTHER

- ENTERING AND EXITING CONVERSATIONS:** Knowing how to join or leave a conversation that is already underway (i.e. joining a group, leaving a group, interrupting or abruptly exiting a conversation quickly)
- ETIQUETTE FOR CONVERSATIONS IN SOCIALLY SENSITIVE SITUATIONS:** Knowing how to interact with others verbally and nonverbally in socially sensitive situations (i.e. weddings, funerals)

- TECHNOLOGY ETIQUETTE:** Knowing how to interact with others through various forms of technological communication (i.e. emailing, texting, social media)
- PEDESTRIAN ETIQUETTE:** Knowing how to verbally and nonverbally interact with the public (i.e. sharing the sidewalk, observing traffic lights, moving through crowds, waiting in line, using appropriate language for the situation)

ADDITIONAL OBSERVATIONS
