



STARSS and GIRLS GROUP Intake Form

Thank you so much for taking the time to fill out this form. This is a generic form, so some of the information will not apply to your child. However, please fill it out as completely as possible. This information can only be released to others with your written permission.

Name: _____ **Grade:** _____

Address: _____ **School:** _____

_____ **Date of Eval.:** _____

Home Phone: _____ **Birthdate:** _____

Age:

Parents/Guardian (Mr., Dr., Mrs., Ms., Miss) _____

Person filling out this form: _____

Reason for Referral

We/I are/am looking for social skills training for our/my child for the following reasons:

(Check all that apply)

- _____ Difficulty meeting and making friends
- _____ Difficulty keeping friends
- _____ Difficulty being assertive
- _____ Poor self-esteem
- _____ Trouble with stress management
- _____ Trouble with anger management
- _____ Difficulty initiating and maintaining appropriate communication
- _____ Difficulty with voice modulation and pragmatics (using and understanding language within social contexts)
- _____ Exhibits socially unacceptable behaviors
- _____ Difficulty with picking up nonverbal social cues
- _____ Other _____

Presenting Problem:

Please explain in more detail the items you checked (concerns, difficulties, questions):

How have these difficulties improved or deteriorated?

Does anything seem to help alleviate some of the problems or concerns this child experiences? _____

Is there anything that makes the problems or concerns worse?

The primary goal we/I have for our/my child in relation to his/her participation in this social skills group is

Demographics

Mother's Name: _____ Age: _____

Occupation: _____ Business Phone: _____

Father's Name: _____ Age: _____

Occupation _____ Business Phone: _____

Stepparent's or Legal Guardian's Name: _____

Occupation: _____ Business Phone: _____

If the parents are separated or divorced, how old was the child when the separation occurred?

List all people living in the household:

Name

Age

Education

Personality and Temperament

How would you describe your child's personality? _____

How does the child show the following feelings:

Love _____

Anger _____

Sadness _____

Happiness _____

Choose those characteristics which apply to the child (Use M & F for Mother and Father's opinion)

- | | | |
|---|---|---|
| <input type="checkbox"/> Lonely | <input type="checkbox"/> Acts young for age | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Dependable | <input type="checkbox"/> Acts old for age | <input type="checkbox"/> Bored |
| <input type="checkbox"/> Proper | <input type="checkbox"/> Easily influenced | <input type="checkbox"/> Hot Tempered |
| <input type="checkbox"/> Intelligent | <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Independent |
| <input type="checkbox"/> Daydreamy | <input type="checkbox"/> Prim | <input type="checkbox"/> Gets along well w/
others |
| <input type="checkbox"/> Aggressive | <input type="checkbox"/> Pessimistic | <input type="checkbox"/> Even Tempered |
| <input type="checkbox"/> Messy | <input type="checkbox"/> Happy | <input type="checkbox"/> Detached |
| <input type="checkbox"/> Resourceful | <input type="checkbox"/> Bully | <input type="checkbox"/> Submissive |
| <input type="checkbox"/> Antisocial | <input type="checkbox"/> Victim | <input type="checkbox"/> Humorous |
| <input type="checkbox"/> Assertive | <input type="checkbox"/> Energetic | <input type="checkbox"/> Stubborn |
| <input type="checkbox"/> Optimistic | <input type="checkbox"/> Shy | <input type="checkbox"/> Compliant |
| <input type="checkbox"/> Rigid/Compulsive | <input type="checkbox"/> Fearful | <input type="checkbox"/> Resilient |
| <input type="checkbox"/> Confused | <input type="checkbox"/> Easily hurt feelings | <input type="checkbox"/> Sensitive |
| <input type="checkbox"/> Unusual | <input type="checkbox"/> Neat | <input type="checkbox"/> Scattered Attention |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Underactive | |

- | | | |
|---------------|-----------------------|-------------------------|
| ___ Irritable | ___ Overactive | ___ Considerate |
| ___ Graceful | ___ Impulsive | ___ Insecure |
| ___ Lazy | ___ Cries easily | ___ Secure |
| ___ Show-off | ___ Self-conscious | ___ Loving |
| ___ Obedient | ___ Likes to be alone | ___ Jealous |
| ___ Gentle | ___ Often sad | ___ Physical complainer |
| ___ Drowsy | ___ Helpful | ___ Clumsy |
| ___ Nervous | ___ Disobedient | ___ Dependent |
| ___ Different | ___ Fidgety | ___ Forgetful |

Recreation/Interests

What activities does this child enjoy?

Sports: _____

Hobbies: _____

Special Interests: _____

Has this child's interest in participating in these activities declined recently? No Yes

If yes, describe _____

Does this child have any idiosyncratic behaviors, obsessions and/or fears that interfere with social interactions?

Please check all that apply to your child's difficulties-

1. Verbal Pragmatics – Using and understanding language within social contexts

- Communication and Interpretation of Feelings (Discerning and conveying a speaker's true or intended feelings through language)
- Code Switching (Being able to speak somewhat differently depending on the context and people involved)
- Topic Selection and Maintenance (Knowing what to talk about, when, with whom, and for how long)
- Humor Regulation (Making use of tasteful humor at appropriate times, and responding to other people's jokes)
- Conversational Technique (Engaging in the give and take of verbal interaction)

2. Social Behaviors – Acting in a way that fosters optimal relationships with others

- Self-marketing (Building and displaying an image that is appealing to others)
- Social Information Processing (Figuring out the true meaning or agenda in a social encounter)
- Collaboration (Working and playing in a cooperative manner with others)
- Initiation Technique (Knowing how to begin a relationship or enter into a social activity)
- Social Control Regulation (Maintaining the optimal level of personal choice and will when relating to others)
- Timing and Staging Relationships (Knowing how to pace a relationship- i.e. when it is okay to do what with a peer)
- Social Conceptualization (Understanding the meaning of different kinds of relationships)
- Conflict Resolution (Resolving interpersonal disagreement without aggression)
- Political Acumen (Nurturing positive relationships with important people, particularly adults)