Social Skills In School Worksheet for Teachers

Student Name: __________________________ Grade: ___________

Observer’s Name: __________________________ Date: ___________

Directions: Check all areas where the student has shown difficulty

Applicable for ALL grade levels...
- carrying on conversations
- expressing and/or controlling emotions
- greetings and/or basic manners
- participating in classroom discussions (raising hand, answering questions, interrupting appropriately, etc.)
- asking for help
- working independently
- asking questions
- difficulties that are consistent (not just at certain times, on certain days, or with certain people, etc.)
- misunderstands body language (facial expressions, a shrug of the shoulders means “I don’t know”, etc.)
- adjusting to a new situations and/or changes in routine
- unusual sounding voice or tone (monotone voice, limited expression when reading, etc.)
- poor self-awareness of own social skills
- taking turns or participating in group activities
- appropriate physical contact
- actively listening for meaning
- understanding link between behavior and consequence (ex. If I ___________, then ______ will happen)
- tolerating frustration appropriately
- understanding basic social rules (ex. basic hygiene, cooperate, be a good winner/loser, etc.)

Applicable ONLY for 2nd grade and Up
- comprehension (may recall details easily, but not the overall meaning)
- answering inference questions (ex. “why do you think _____?”)
- answering prediction questions (ex. “what do you think will happen next?”)
- figurative language (literal interpretation / difficulty with similes, metaphors, personification, sarcasm, homophones, multiple meaning words, idioms, etc.)
- summarizing or paraphrasing information into own words
- understanding another person’s point of view
- cause and effect (ex. The American colonists rebelled against the British government by dumping thousands of pounds of tea into the Boston harbor because they felt they were being unfairly taxed.)
- comparing and contrasting two or more items, concepts or ideas
- writing (coming up with ideas to write about, getting thoughts down, poorly organized, omits critical details, struggles to write relevant response to prompt, providing enough content etc.)
- time management, work completion, persisting through difficult tasks
- getting organized, keeping up with materials, writing down assignments, etc.
- able to solve problems independently

If any boxes are checked above, please describe THREE specific examples:
1.
2.
3.