



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.

