

## Sample Goals for Social Skills

**Introduction:** Sometimes it can be difficult to write goals for children social skills. These sample goals should give you a place to get started. These are not one-size-fits-all kinds of goals. These are just ideas of goals that MIGHT be appropriate for clients who are working on social skills. Select a few goals from this list that seem to fit the needs of the child you're working with and then adapt them to suit the individual child.

### Where to Get More:

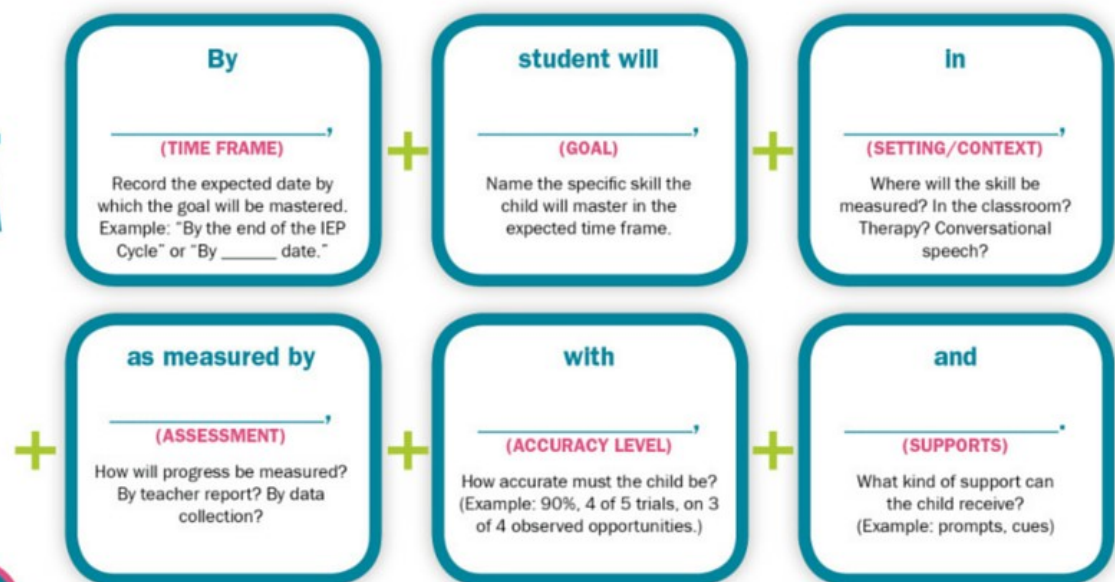
See all of Carrie's goal-writing resources at:

<https://www.speechandlanguagekids.com/goal-writing/>



## IEP GOAL FORMULA

Use this formula every time you write a new goal to make sure your goals are complete and measurable.



By \_\_\_\_\_ (TIME FRAME), student will \_\_\_\_\_ (GOAL), in \_\_\_\_\_ (SETTING/CONTEXT),  
as measured by \_\_\_\_\_ (ASSESSMENT), with \_\_\_\_\_ (ACCURACY LEVEL), and \_\_\_\_\_ (SUPPORTS).



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For more helpful goal-writing resources go to

[www.speechandlanguagekids.com/goal-writing](https://www.speechandlanguagekids.com/goal-writing)

## Sample Goals for Social Skills

By: Carrie Clark, CCC-SLP

**Formula:** By \_(time frame)\_, Student will \_\_\_\_ in \_\_\_\_ setting/context with \_\_\_\_ accuracy and \_\_\_\_ supports as needed as measured by \_\_\_\_.

**\*\*Formula can be rearranged as needed**

The goals provided below are sample goals and should be modified to meet the needs of the individual you are writing the goal for.

### **Preschoolers:**

By the end of the first quarter of the IEP cycle, Student will use appropriate language to ask a peer to play when prompted by an adult in the classroom on 4 of 5 observed opportunities with one verbal prompt as needed (such as “what could you say to your friend”) as measured by observations by the speech-language pathologist or teacher.

By the end of the second quarter of the IEP cycle, Student will use appropriate language to protest when someone takes a toy away from him in the classroom or speech room while refraining from crying or tantruming, on 4 of 5 observed opportunities with one verbal prompt as needed (such as “use your words”) as measured by observations by the speech-language pathologist or teacher.

By the end of the third quarter of the IEP cycle, Student will use appropriate language to ask for help when he becomes frustrated in the classroom or speech room while refraining from crying or tantruming, on 4 of 5 observed opportunities (an opportunity would include any time he becomes visually frustrated with a task) with one verbal prompt as needed (such as “use your words”) as measured by observations by the speech-language pathologist or teacher.

By the end of the third quarter of the IEP cycle, Student will use appropriate language to answer a question from a peer in the speech therapy room on 4 of 5 observed opportunities with one verbal prompt as needed (such as “your friend asked you a question, what could you say”) as measured by observations by the speech-language pathologist.

### **Elementary:**

By the end of the IEP cycle, Student maintain a topic of conversation with a peer in the speech therapy room by refraining from making off-topic comments for at least 5 minutes with a visual reminder (picture or sign) as needed and as measured by data collection.

By the end of the IEP cycle, Student will demonstrate empathy by describing how another person may feel when a situation is described in the speech therapy room on 4 of 5 observed opportunities with no more than two leading questions (such as “have you ever had this happen to you? How did you feel?”) per opportunity as measured by data collection.

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### **Elementary Cont.:**

- By the end of the IEP cycle, Student will label 6 different emotions based on photographs of people's faces in the speech therapy room on 4 of 5 observed opportunities as measured by data collection.
- By the end of the IEP cycle, Student will label his own emotions when asked by an adult "how are you feeling right now?" in the classroom on 4 of 5 observed opportunities with visual choices present as needed (pictures of the different emotions to choose from) as measured by data collection.
- By the end of the IEP cycle, in the speech therapy room, Student will describe and demonstrate 3 different strategies that he can use to calm down when he is upset on 2 consecutive data collection days as measured by data collection.
- By the end of the IEP cycle, when Student is upset in the classroom, he will choose a self-calming strategy from a list of 5 choices and will participate in using the strategy with adult assistance as needed on 3 of 5 observed opportunity as measured by observation by the speech-language pathologist or teacher.

### **Middle/High School:**

- By the end of the IEP cycle, Student will demonstrate use of appropriate language and body language to apologize during a role playing activity with the speech-language pathologist in the speech therapy room on 4 of 5 observed opportunities as measured by data collection.
- By the end of the IEP cycle, Student will describe 3 different ways to deal with peer pressure in the speech therapy room on 2 consecutive data collection days as measured by data collection.
- By the end of the IEP cycle, Student will participate in 2 different ways to reach a group decision (making a compromise or taking a vote) during a group task in the speech therapy room on 3 consecutive data collection days with verbal prompts from the speech-language pathologist as needed (such as "how could you reach a decision on this?") and as measured by observations.