

MEASURING SOCIAL SKILLS SUCCESS

Student:

Rater:

Date:

Expected Behavior	1	2	3	4
<i>Group Success: Student is expected to modify/regulate behavior to foster positive interactions with others.</i>	With adult prompt, recognizes how behavior impacts others or adjusts behavior <50% of the time.	With adult prompt, is able to describe how other are reacting to behavior or adjust behavior >50% of the time. This may occur after a communication breakdown.	Able to monitor and/or adjust social behaviors during structured activities given others' natural nonverbal or verbal cues >50% of the time.	Independently monitors and adjusts social behaviors during unstructured activities such that he/she is successful in social and group interactions the majority of the time.
<i>Listening: Student is expected to think about what is being said and respond on topic.</i>	With adult visual and verbal prompt, shows signs of listening or responds on topic <50% of the time.	With adult visual and verbal prompt, shows signs of listening or responds on topic >50% of the time.	With conversation partner visual or verbal prompt, shows signs of listening or responds on topic >50% of the time.	Independently listens when spoken to, responds on topic and for duration of conversation the majority of the time.
<i>Thinking: Student is expected to show cognitive flexibility by making appropriate choices or considering multiple options to problem solve during social interactions or group activities.</i>	With adult support, accepts presented choices or solutions <50% of the time.	With adult support, is able to make a choice given 2-3 options approximately 50% of the time.	With adult support, makes a choice of 2-3 options >50% of the time, and/or makes self-generated choices at least 50% of the time.	Independently makes self-generated choices that utilize flexible thinking strategies, such that he/she is successful in group or social interactions the majority of the time.
<i>Speaking: Student is expected to monitor the length of his/her speaking time and provide appropriate responses to allow turn taking in conversation.</i>	With adult visual and verbal prompt, recognizes others' wish to speak or modifies speaking time <50% of the time.	With adult visual and/or verbal prompt, recognizes others' wish to speak or modifies speaking time >50% of the time.	Given conversation partner's natural nonverbal or verbal cues, recognizes others' wish to speak or modifies speaking time >50% of the time.	Independently monitors and adjusts speaking time during unstructured activities such that he/she is successful in social and group interactions the majority of the time.

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DATA TRACKING

Student:

IEP Goal: Will move from a baseline score ____ to a score of ____ or higher in each target area by 2/3 raters over at least 3 reporting periods.

IEP Date:

	Date							Comments
Group Success	1							
	2							
	3							
Listening	1							
	2							
	3							
Thinking	1							
	2							
	3							
Speaking	1							
	2							
	3							
	Baseline							

Directions:

1. Gather baseline information from 3 different adults that are a part of the student's day.
2. The verbiage of the goal states the expected outcome; the 3 reporting periods would either ideally be on the quarter, with the final quarter the end of the IEP term.