

SOCIAL SKILLS

LEARNING PACKET

3

Mr. Edmonds
Ms. Wynder-Hill
Ms. Harris

Social Skills Worksheets

These worksheets can be used to assist with determining needs or identifying concerns. Use none, all or just a few depending on your student.

Prepared by Julie MacRae and Sara Noble, Minneapolis Public Schools 2007-Updated
2017

Table of Contents

Social Skills Worksheets.....	1
This sheet should be used by the teacher or professional to record observation.....	3
Skill: Consequences	4
Skill: Friendship.....	5
Skill: Feelings	6
Skill: Self-esteem	7
Skill: Self-Concept	8
BINGO	9
Skill: Friendship.....	10
Skill: Negotiating/Compromising	11
Skill: Peer Pressure	12
Skill: Feeling Left Out	13
Skill: Expressing Feelings.....	14
Skill: Self-Esteem	15
Skill: Conflict Resolution	16
Skill: Controlling Anger	17
Skill: Self-Control	18
Skill: Self-Concept	19
Skill: Teasing.....	20
Skill: Self-Esteem (Values).....	21
Skill: Telling vs. Tattling.....	22
Teachers Resources to use with the Social Skills Checklist	23
Books	23
Websites	23
Article.....	24
Social Skills Checklist IEP Goals/Objectives Examples.....	25
Self-Concept/Self-Esteem	25
Social Interaction Friendship	25
Pragmatics.....	26

**This sheet should be used by the teacher or professional
to record observation**

Student _____ **Date** _____

Social Skill Concern:

Intervention (continues to observe, talk with student, complete worksheet or write goal and objective etc.)

Goal/Activity:

Objectives:

Social Skill Worksheet

Skill: Consequences

Student: _____ Grade: _____ Date: _____

BEHAVIOR	CONSEQUENCE
----------	-------------

I am late for class.

I don't want to share.

I apologized when I hurt
my friend's feelings.

I blamed my sister for spilling.

I forgot to do my homework.

I asked the new girl to play
during recess.

I borrowed my friend's radio and I broke it.

I was running in the hall.

I complimented my friend's
handwriting.

I walked away when someone
hit me.

Social Skill Worksheet

Skill: Friendship

Student: _____ Grade: _____ Date: _____

Qualities I admire in friends are:

Some things I like to do with my friends are:

I like my friend because:

Feelings I have when I am with my friends:

Activities I like to do with my friends:

I feel I am a good friend because...

Social Skill Worksheet

Skill: Feelings

Student: _____ Grade: _____ Date: _____

Sad

Happy

Excited

Scared

Worried

Angry

1. My brother got hurt during a basketball game.
2. My dad won't let me play until I do my chores.
3. My birthday party is tomorrow!
4. I missed the school bus.
5. I have a spelling test tomorrow.
6. My bike has a flat tire.
7. My grandma got sick and went to the hospital.
8. I am having a friend over to play.

Social Skill Worksheet

Skill: Self-esteem

Student: _____ Grade: _____ Date: _____

List the three characteristics of each:

Positive Self-esteem

Negative self-esteem

Finish the following sentences:

I am _____

I am good at _____

I like learning about _____

My favorite thing about myself is _____

When I look in the mirror, I think _____

I feel positive about _____

I am not _____

I would like to try _____

I am someone who _____

The best thing about me is _____

I care about _____

Social Skill Worksheet

BINGO

Student: _____ Grade: _____ Date: _____

BINGO

Social Skill Worksheet

Skill: Friendship

Student: _____ Grade: _____ Date: _____

Number from one to five in order of importance:

Qualities you would like to have in a friend:

1. _____

2. _____

3. _____

4. _____

5. _____

Qualities I bring to a friendship:

1. _____

2. _____

3. _____

4. _____

5. _____

Social Skill Worksheet
Skill: Negotiating/Compromising

Student: _____ Grade: _____ Date: _____

1. Decide if you and the other person/people are in a disagreement.

2. What is the issue or problem you are disagreeing about?

3. Tell about your opinion/feelings about the issue.

4. Ask the other person/people how they are feeling about the issue.

5. Listen and restate what you heard them say.

6. Determine if you can agree on an alternative that you're both satisfied with.

Social Skill Worksheet

Skill: Peer Pressure

Student: _____ Grade: _____ Date: _____

1. Listen to what the others are asking you to do.
2. Decide if you think this is a good/bad idea and state why.
3. What might happen if you decide to go with the group?
4. What might happen if you don't go with the group?
5. If you decide not to go along with the group, state your reason.
I don't want to _____,
or I can't _____
because _____.
6. Suggest an alternative idea or plan you are comfortable with.

Social Skill Worksheet

Skill: Feeling Left Out

Student: _____ Grade: _____ Date: _____

Decide what has happened that has made you feel left out.

Think about the choices you may have...

1. Use words/phrases to join in the activity or game.
2. Ask someone different or choose another activity or game.
3. Think of an activity you can do on your own.

Social Skill Worksheet
Skill: Expressing Feelings

Student: _____ Grade: _____ Date: _____

I feel excited when _____
_____.

I sometimes worry about _____
_____.

What makes me really angry is when _____
_____.

I feel scared when _____
_____.

I feel frustrated when _____
_____.

I felt sad when _____
_____.

Social Skill Worksheet
Skill: Self-Esteem

Student: _____ Grade: _____ Date: _____

Make a list of your accomplishments:

Make a list of things you are good at:

Make a list of goals/dreams you want to try to accomplish:

Social Skill Worksheet

Skill: Conflict Resolution

Student: _____ Grade: _____ Date: _____

Circle the behaviors that are positive for solving a conflict.

Cross out the behaviors that are negative and you want to avoid when solving conflict.

Use good eye contact

Run away

Shout

Stay calm

Blame

Criticize

Take turns when speaking

Lie

Interrupt

Be defensive

Control your emotions

Share feelings

Listen

Understand other
viewpoint

Dominate the conversation

Be respectful

Look away during conversation

Ignore

Roll your eyes

Speak clearly

Call names

Ask questions to clarify

Social Skill Worksheet

Skill: Controlling Anger

Student: _____ Grade: _____ Date: _____

Below are some possible choices for behaviors when feeling angry. Choose if the behavior is okay or not okay.

O = okay

X = not okay

___ Yell and scream

___ Calm down

___ Destroy property

___ Ask someone for help

___ Call names

___ Apologize

___ Say you are angry

___ Write about your feelings

___ Hurt others

___ Walk away

___ Count to ten

___ Hit someone

___ Talk about why you are angry

___ Throw things

___ Take some deep breaths

___ Take some time by myself

Social Skill Worksheet

Skill: Self-Control

Student: _____ Grade: _____ Date: _____

1. Stop and count to ten.

2. Take a deep breath.

3. Think about how you are feeling (hurt, afraid, angry, frustrated).

4. Think about the choices you have before you decide to react.
 - Take time out by yourself.

 - Do some breathing or relaxation exercises.

 - Write in a journal about your feelings.


 - Talk to someone about how you are feeling.

Social Skill Worksheet

Skill: Self-Concept

Student: _____ Grade: _____ Date: _____

Draw a self-portrait



What I like about ME.....

Social Skill Worksheet
Skill: Teasing

Student: _____ Grade: _____ Date: _____

Social Skill Worksheet

Skill: Self-Esteem (Values)

Student: _____ Grade: _____ Date: _____

Values are...

Family
Friends
Helping others
Honesty
Responsibility
Education
Health
Achievement

Social Skill Worksheet
Skill: Telling vs. Tattling

Student: _____ Grade: _____ Date: _____

Teachers Resources to use with the Social Skills Checklist

Books:

“The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8.” Beane, Allen

“The Feelings Book: The Care and Keeping of Your Emotions.” Madison, Lynda

“Promoting Social and Emotional Learning: Guidelines for Educators.” Zins, Joseph E & Weissberg, Roger P.

“Talkability.” Sussman, Fern

“Stick Up for Yourself: Every Kids Guide to Personal Power and Positive Self-Esteem.” Kaufman, Gershen & Raphael, Lev

“Social Rules for Kids: The Top 100 Social Rules Kids Need to Succeed.” Diamond, Susan.

“Social Skills Matter! PK-2. Social Narrative Mini-Books.” Schwab, Christine & Flora, Cassandra

“The Social Success Workbook for Teens.” Cooper, Barbara & Widdows, Nancy

“Social Skills Activities for Secondary Students with Special Needs.” Mannix, Darlene

“Social Skills Activities for Special Children.” Mannix, Darlene

“Let’s Be Friends: A Workbook to Help Kids Learn Social Skills and Make Great Friends.” Shapiro, Lawrence E.

Websites:

The Ophelia Project (www.opheliaproject.org)

Responsive Classroom (www.responsiveclassroom.org)

Understood (www.understood.org)

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities
(<http://www.ncwd-youth.info/411-on-disability-disclosure>)

Supporting Success for Children with Hearing Loss
(<http://successforkidswithhearingloss.com/?s=pragmatics+assessments>)

Social Communication – Pragmatics
(<http://successforkidswithhearingloss.com/pragmatics/>)

Free Spirit Publishing (freespirit.com)

Article:

“The Missing Link in Language Development of Deaf and Hard of Hearing Children: Pragmatic Language Development.” Dianne Goberis, M.A., Dinah Beams, M.A., Molly Dalpes, Au.D., Amanda Abrisch, Au.D., Rosalinda Baca, Ph.D., and Christine Yoshinaga-Itano, Ph.D.

Article from: “Maximizing Intervention for Children Who Are Deaf and Hard of Hearing.” Guest Editors, Cheryl DeConde Johnson, Ed.D. and Christine Yoshinaga-Itano, Ph.D., *Semin Speech Lang* 2012; 33:297–309. Copyright 2012 by Thieme Medical Publishers, Inc., 333 Seventh Avenue, New York, NY 10001, USA. Tel: +1(212) 584- 4662.

Social Skills Checklist IEP Goals/Objectives Examples

The following are examples for writing goals and objectives and need to be revised to meet the individual needs of each student, consider the needs of the whole child, as well as meet the IEP criteria for writing IEP goals and objectives.

Self-Concept/Self-Esteem

- The student will state three things they are good at.
- The student will state three physical attributes they like about themselves.
- The student will identify strengths of a friend.
- The student will give a friend a compliment regarding a strength a friend has (ex., I like how you are a good listener).
- The student will identify three attributes or qualities that make a good friend/friendship and explain why they are important.
- The student will identify three qualities or examples of someone who would not be a good friend (untrustworthy, lies).
- The student will list three short-term/long-term goals they would like to achieve.
- The student will identify the need to use self-control strategies (deep breathing, counting, taking a time out, stating feelings).

Social Interaction Friendship

- When in a conflict situation, the student will discuss and brainstorm ways they could potentially resolve the conflict.
- When there is a conflict situation, the student will identify and state their feeling using an "I feel _____" statement.
- The student will initiate varied appropriate topics for discussion and communication with peers.
- The student will initiate interactions/discussion with peers by asking appropriate questions.
- The student will ask for clarification/repetition to repair a communication breakdown.
- When working cooperatively in a group situation, the student will ask for/use accommodations to provide an effective listening environment.
- The student will state difficulties with hearing in social situations and explain how communication partners can accommodate their listening needs.
- The student will display and role-model appropriate attention-getting strategies with teachers and peers.
- The student uses turn taking (attends to peer's turn and waits for own turn) in communication exchanges with peers/friends.

- When presented with an opportunity/situation (ex., lunch, recess) for social interaction with peers, the student will initiate and maintain a conversation with a peer.
- When presented with an opportunity to join in a group social situation (playing a game at recess), the student will use a learned strategy or phrase to join in the activity.

Pragmatics

- After viewing a short video clip, the student will pay attention to various non-verbal communication cues (body language, tone of voice, and facial expressions) to identify or determine the feeling(s) of the individual.
- After giving a scenario which elicits a feeling, the student is able to identify events that elicit specific feelings, "I would feel ____ because ____." (Ex., You've been looking forward to going to a friend's birthday party for weeks, and you now have the flu and are not able to go).
- After given a particular scenario/situation that elicits an emotion, the student will: 1) state an emotion they may be feeling, 2) describe why the individual may be feeling that emotion.
- When given an emotion (surprised, disappointed, frustrated), the student will describe a potential situation that might elicit the emotion.
- The student will be able to list repair strategies they can use during a communication breakdown.