

Social-Emotional & Play

SECTION 2 · TAKE THE DATA

PREK SOCIAL-PLAY DATA

DATA **Structured Peer-Interaction Opportunity Log**

Set up the opportunity, then write down exactly what the child did before marking it — the mark only says how much support that response needed.

CHILD _____ OBSERVER _____ DATE / SETTING (CODE) _____

#	OPPORTUNITY PRESENTED	TARGET RESPONSE (WHAT YOU'RE WATCHING FOR)	WHAT THE CHILD ACTUALLY DID (WRITE IT)	PLAY TYPE, IF USEFUL	MARK
1	Two peers are building with blocks nearby during free play	Approaches and asks or attempts to join, in any way			
2	A small group starts a turn-based circle game during circle time	Approaches and joins the group			
3	A peer offers the child a toy or invites them to play during free play	Responds to the peer's offer, in any way			
4	A peer shows the child something or makes a comment during small group	Responds to the peer, in any way			
5	A turn-based game reaches the child's turn during small group	Takes the turn, then waits for the next player			
6	A preferred toy is being used by a peer and it is the child's turn next, during free play	Waits for the turn, or asks for it, without taking it			
7	An adult asks the child to share a material with a peer during small group	Shares or trades the material			
8	Only one of a popular material is available during outdoor play	Shares, trades, or takes a turn with it			
9	The group lines up to move to the next activity (a transition)	Follows along with the group's routine or transition			
10	A group routine signal is given (a clean-up song or a bell) during circle time	Follows along with the group routine			
11	The child becomes upset during free play (a toy is taken, a turn is missed)	Returns to a calm state with an adult's support			
12	The child becomes upset during a transition away from a preferred outdoor activity	Returns to a calm state with an adult's support			

THIS PAGE RECORDS WHAT HAPPENED, NOT A SCORE
Skill codes on page 6; mark I/M/P/NR. Write what the child did before marking it — the mark only says how much support the response needed. Add the totals to the frequency tally (page 10) when the log is done.

PreK Social-Emotional and Play-Based Learning Data Sheets

Page 11 of 21

✦ BRIGHT PATH SPED

PREK SOCIAL-PLAY DATA

Quick Daily Social-Play Snapshot

Across every skill, best filled at the end of each day in a few seconds — the detail lives on the log.

WEEK OF _____ SETTING MOST DAYS _____

	TUE	WED	THU	FRI	NOTES (SETTING, OR PLAY TYPE)
1	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
2	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
3	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
4	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
5	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
6	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
7	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
8	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
9	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
10	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
11	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
12	☐ NO ☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	

ON THIS PAGE
OPPORTUNITY
- N not seen,
SERVED no

QUICK, NOT DETAILED
The frequency tally (page 10) and the opportunity log (page 11) carry the detail; this page is a fast whole-week glance across every skill on a day there is no time for either.

LOG (PAGE 11) WHEN
SERVED for most of a week in a row.
new setting for a skill.
coming up and the team wants real trial-by-trial detail behind the
team wants to watch it closely at first.

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✦ BRIGHT PATH SPED

What Is Inside, and Where

21 pages: three sections, a worked example and a back page. Nothing here states an age a skill “should” appear by, names a condition, or sets when a referral is warranted; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up the Caseload

PAGES 6–8



**Code Key:
Settings, Support
Levels and Skills**
SETUP

6



**PreK Social-
Emotional and
Play Caseload
Roster**
ROSTER

7



**Binder Cover and
Divider Tabs**
SETUP

8

02 Take the Data

PAGES 10–13



**Daily / Weekly
Social-Play
Frequency Tally**
DATA

10



**Structured Peer-
Interaction
Opportunity Log**
DATA

11



**Quick Daily
Social-Play
Snapshot**
CHECKLIST

12



**Paraprofessional
and General
Education Social-
Play Form**
DATA

13

03 Track, Report and Share

PAGES 15–20



**Cumulative
Social-Play
Tracker**
TRACKER

15



Progress Graph
TRACKER

16



**Quarterly
Progress
Summary**
REPORTING

17



**Family Update —
Social-Emotional
and Play Skills**
NOTES

18



**Progress Note
Phrase Bank**
REFERENCE

19



**A Week of Data,
Filled In**
EXAMPLE

20

QUICK LEGEND — SKILL AND SETTING CODES USED THROUGHOUT

Skills: JP Joining or initiating play · RB Responding to a peer's bid · TT Turn-taking · SH Sharing materials · GR Following a group routine or transition · CS Calming with adult support

Settings: FP Free play or choice time · SG Small group activity · OD Outdoor or gross motor play · TR Transition between activities. Full code key, including support-level codes, on page 6.



START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the marks themselves are faster with a pen.



1

Set up once

Define the setting, support-level and skill codes (page 6) as a team before the first session, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Collect every session

Pick the form that fits the moment: the weekly tally, the opportunity trial log, the quick daily snapshot, or the para/gen-ed form (pages 10–13).

The snapshot is the fast version for a day with no time for detail; the trial log is the detailed version for a planned observation.



3

Roll up and share

Copy the percent onto the tracker (page 15) the same week, and plot the graph (page 16) regularly.

The family update (page 18) and the phrase bank (page 19) are ready to use as soon as a week of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not compute a percent or decide what counts as a skill being met. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not the single shared “Self-Care and Social-Emotional / Play Checklist” bottom half inside **Preschool and Early Childhood Progress Monitoring Data Sheets Editable** — that is 8 rows on half a page among four developmental areas. This file is the social-emotional/play-only, deeper companion: a weekly tally, a structured opportunity log, a daily snapshot and a para/gen-ed form, across six social-play skills and four settings. Also not **Social Skills Progress Monitoring and Peer Interaction Data Sheets Editable**, the general, school-age sibling built around a friendship rubric. Use this one for an early-childhood or PreK goal written in terms of joining play, taking a turn, sharing, following a group routine, calming with adult support, or responding to a peer’s bid.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark records only what the adult actually saw — never a score, a name for a condition, or a referral rule. “Calming with adult support” records only whether the child returned to calm, never the technique itself; that stays with the team’s own plan. No page states an age a skill should appear by.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the sheets; the tracker only needs the totals.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

02

Take the Data

Three different ways to collect the same kind of data — a weekly frequency tally by skill and setting, a structured peer-interaction opportunity log, and a fast daily snapshot across every setting — plus a plain-words form for whoever is in the room who is not the case manager.

IN THIS SECTION

Daily / Weekly Social-Play Frequency Tally	10
Structured Peer-Interaction Opportunity Log	11
Quick Daily Social-Play Snapshot	12
Paraprofessional and General Education Social-Play Form	13



DATA

Structured Peer-Interaction Opportunity Log

Set up the opportunity, then write down exactly what the child did before marking it — the mark only says how much support that response needed.

CHILD

OBSERVER

DATE / SETTING (CODE)

#	OPPORTUNITY PRESENTED	TARGET RESPONSE (WHAT YOU'RE WATCHING FOR)	WHAT THE CHILD ACTUALLY DID (WRITE IT)	PLAY TYPE, IF USEFUL	MARK
1	Two peers are building with blocks nearby during free play	Approaches and asks or attempts to join, in any way			
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3	A peer offers the child a toy or invites them to play during free play	Responds to the peer's offer, in any way			
4	A peer shows the child something or makes a comment during small group	Responds to the peer, in any way			
5	A turn-based game reaches the child's turn during small group	Takes the turn, then waits for the next player			
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CHECKLIST

Quick Daily Social-Play Snapshot

A fast whole-week glance across every skill, best filled at the end of each day in a few seconds — the detail lives on the two pages before this one.

CHILD (INITIALS)

WEEK OF

SETTING MOST DAYS

SKILL	MON	TUE	WED	THU	FRI	NOTES (SETTING, OR PLAY TYPE)
JP · Joining or initiating play	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
RB · Responding to a peer's bid	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
TT · Turn-taking	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
SH · Sharing materials	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
GR · Following a group routine or transition	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
CS · Calming with adult support	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	

WHAT Y / N / NOT OBSERVED MEANS ON THIS PAGE (A QUICKER CODE SET THAN THE OPPORTUNITY LOG)

Y seen at least once that day, in any setting · **N** not seen, though an opportunity was given · **NOT OBSERVED** no real opportunity came up that day.

QUICK, NOT DETAILED

The frequency tally (page 10) and the opportunity log (page 11) carry the detail; this page is a fast whole-week glance across every skill on a day there is no time for either.

MOVE TO THE DETAILED OPPORTUNITY LOG (PAGE 11) WHEN

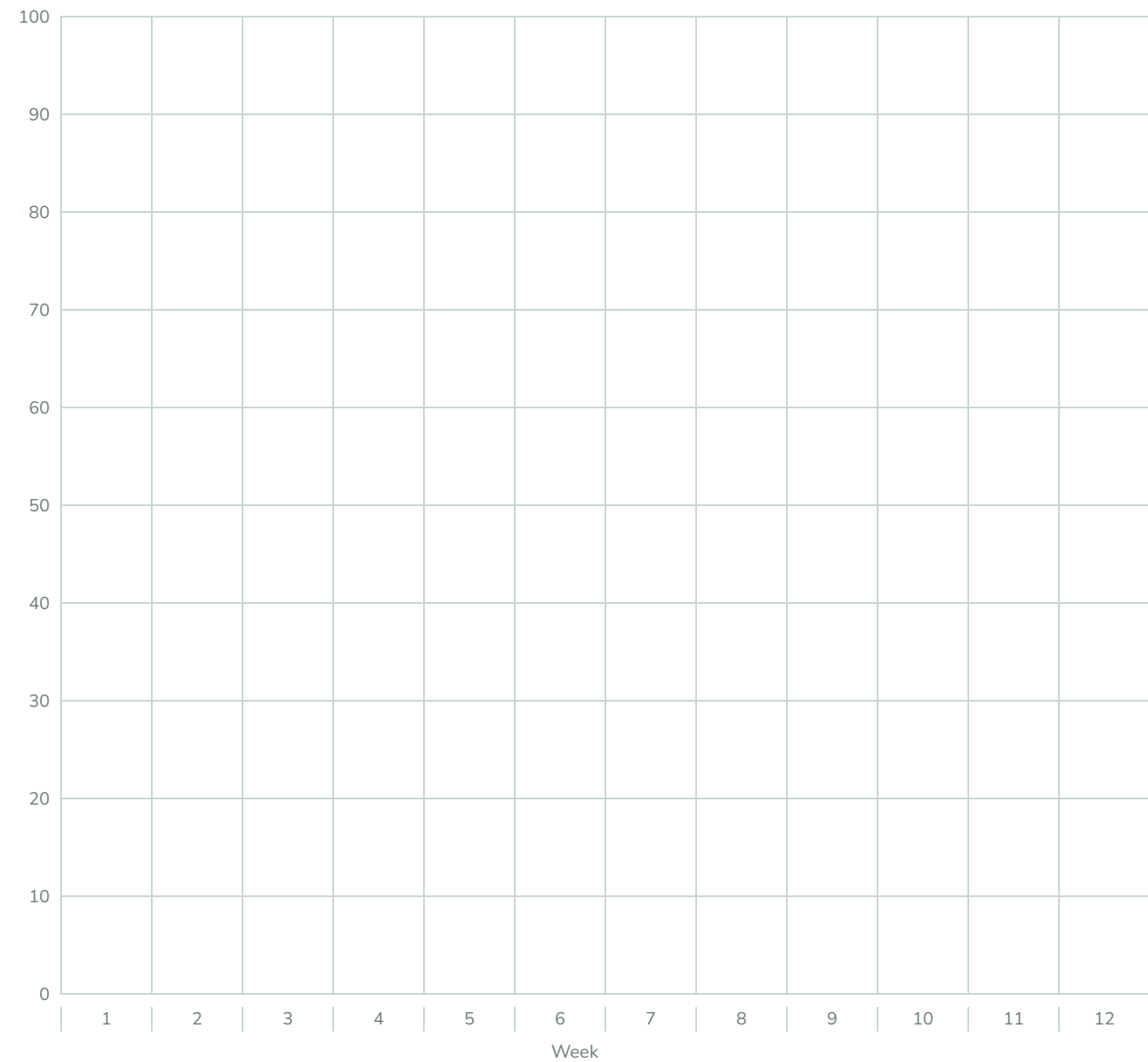
- ☐ A skill has been marked N or NOT OBSERVED for most of a week in a row.
- ☐ The team is deciding whether to add a new setting for a skill.
- ☐ A quarterly summary or a meeting is coming up and the team wants real trial-by-trial detail behind the snapshot.
- ☐ A new skill is being introduced and the team wants to watch it closely at first.

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM
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PERCENT INDEPENDENT ON THE TRACKED SKILL — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing independence. Three points flat or falling in a row: check the frequency tally (page 10) for what changed.

EXAMPLE

A Week of Data, Filled In

PERSON SAMPLE · INVENTED STUDENT

OPPORTUNITY LOG (PAGE 11) — NORA, INVENTED FOUR-YEAR-OLD

OPPORTUNITY	WHAT THE CHILD DID	MARK
Two peers are building with blocks nearby during free play	Walked over and asked to build too	I
A peer offers the child a toy or invites them to play during free play	Took the toy and started playing alongside the peer	I
A turn-based game reaches the child's turn during small group	Waited, then rolled the ball after an adult model	M
An adult asks the child to share a material with a peer during small group	Handed over the material after a reminder	M
The group lines up to move to the next activity (a transition)	Lined up with the group without a prompt	I
The child becomes upset during free play (a toy is taken, a turn is missed)	Did not return to calm before the next activity started	NR

3 of 6 opportunities marked independent (I); 2 modeled; 1 with no response — 50 percent independent this session.

FREQUENCY TALLY (PAGE 10), ONE WEEK

SK	MON	TUE	WED	THU	FRI	WEEK TOTAL
JP	2	3	2	3	3	13
RB	1	2	1	2	1	7
TT	2	1	2	1	2	8
SH	1	0	1	2	1	5
GR	3	3	3	3	3	15
CS	1	0	1	0	1	3

51 total social-play acts this week across all six skills; following the group routine (15) and joining play (13) were the most frequent.

QUICK DAILY SNAPSHOT (PAGE 12), SAME WEEK

SK	MON	TUE	WED	THU	FRI
JP	Y	Y	Y	Y	Y
GR	Y	Y	Y	Y	Y
CS	Y	N	Y	N	Y

Calming with support dipped Tuesday and Thursday — the same two lower-opportunity days visible on the frequency tally above. Joining play and following the group routine were marked Y every day, matching the high counts on that same chart; nothing on this quick page contradicts the detailed forms it summarizes.

TRACKER EXCERPT (PAGE 15), JOINING PLAY (JP)

#	WEEK	1	2	3	4
1	Week of	9/2	9/9	9/16	9/23
2	% independent	33%	40%	46%	50%
3	Setting	FP	FP	FP	FP

Four weeks shown; week 4 (9/23) is the same session as the opportunity log at left — both read 50 percent.

THE DECISION, WRITTEN ON THE TRACKER WITH THE WEEK NUMBER

Joining play rose from 33 to 50 percent independent across four weeks — a rising trend, no change needed yet. Following the group routine stayed the most frequent act observed; the team's note for week 4: keep the current small-group opportunity for turn-taking and recheck calming-with-support in two weeks. The para/gen-ed form (page 13) will carry the same two weeks while the case manager is out of the room for part of each day, so nothing is missed between sessions.