

A social skill rating scale your team defines, a caseload roster, a conversation skill rubric, a friendship skill checklist, a conflict resolution log, a cooperative play or small-group observation log, a peer interaction rating scale, a tracker and graph, session notes, a quarterly summary, a family note, and a filled example. Fillable PDF.

[illegible]

TRACKING

Cumulative Tracker

One goal, thirty-six observations. The date, the setting, and the rating from each log, copied here so the trend is on one line.

STUDENT	GOAL (SHORT)	CRITERION / AIM
OBSERVATIONS 1-12		
Date		
Setting		
Rating		
OBSERVATIONS 13-24		
Date		
Setting		
Rating		
OBSERVATIONS 25-36		
Date		
Setting		

Skill Tracking

Which Sheet, and What This File Is Not

Match the goal's wording to a sheet once, and write the page number on the roster. The bottom row says where a behavior-incident or point-program goal belongs instead.

IF THE GOAL SAYS	USE	WHERE
"will initiate or respond to a conversation with a peer, rated at level __ or higher" — quality, not a count	Conversation skill rubric and observation log, rated against the scale your team writes on page 5	Page 8
"will demonstrate friendship skills (sharing, turn-taking, complimenting a peer)" across the week	Friendship skill checklist	Page 9
"will use a taught strategy to resolve a conflict with a peer in __ of __ opportunities"	Conflict resolution log	Page 10
"will participate in cooperative play or small-group work at level __ or higher"	Cooperative play and small-group observation log	Page 11
"will rate their own peer interactions" or the team wants a peer- or self-report number on record	Peer interaction rating scale	Page 12
Any social skills or peer-interaction goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 13, 14, 16
A goal about how often a specific behavior happens, or a daily check-in / check-out point program	Not this file. Use this store's Behavior Data Collection Sheets Editable or Check In Check Out Point Cards and Data Editable instead	Elsewhere in the store

Not the same as this store's behavior-incident tools

Check In Check Out Point Cards and Data runs a daily arrival/dismissal point program; the ABC, frequency, interval and scatterplot sheets in Behavior Data Collection Sheets Editable count how often a target behavior happens. Both measure an INCIDENT or a POINT TOTAL. This file measures a conversation or friendship SKILL rated against a rubric, a checklist of specific friendship behaviors, how a conflict was handled, and a self- or peer-reported number — growth, not a count of problem moments.

What this file is not

Not a social skills curriculum, not a counseling protocol, not an assessment, and not a discipline procedure. Nothing here says what a rating level or a checklist item means, or which strategy is right for a student; your team writes that in, from the plan and its own judgment. The sheets only make sure the number gets written down.

How the paper moves

WHEN	WHAT
Every observation	Conversation rubric (8) or cooperative play log (11); half of a notes page (15)
Every day	Friendship skill checklist (9) for the students on that goal; conflict resolution log (10) for any incident worth recording
Every week	Ratings onto the tracker (13); peer interaction rating (12) if your setting runs one; family note (17) for whoever needs one
Every quarter	Graph (14) plotted, quarterly summary (16) written from it

Social Skill Rating Scale

The levels below are written by your team, from the plan or your own judgment. Nothing here decides what a level means or labels a student.

How this scale is used

This is the scale for the conversation skill rubric (page 8), the cooperative play log (page 11), and the tracker (page 13). Write what each level looks like FOR THIS GOAL, in behaviors someone else could see, before the first rating — a 3 that means something different in September and in March is not data. It is a separate scale from the peer or self-rating on page 6.

SOCIAL SKILL RATING LEVELS (PAGE 8, PAGE 11)

LEVEL	WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT BEFORE THE FIRST RATING)
1	
2	
3	
4	

PROMPT LEVEL CODES

CODE	PROMPT LEVEL (USED ON PAGES 8, 11, 12)
I	Independent — no prompt needed
V	After a verbal reminder
M	After the adult modeled or walked through it
O	No chance came up
X	Not observed (write why in the notes)

Why the levels are written first

A rating a second adult cannot reproduce within a point is not data. Define the four levels for THIS goal against observable behavior, not against how the interaction felt, and keep the definitions the same all year.

Two adults rating the same observation should land within one point; if they do not, rewrite the level definitions above

COUNSELOR / TEACHER / PROVIDER

SCHOOL / YEAR

UPDATED

Goal areas, in three or four letters

© Bright Path Sped · Single-classroom license

STUDENT	CONVERSATION SKILL TARGETED (FROM THE GOAL)	OBSERVER	SETTING (PAGE 6 CODES)
.....			

[illegible]

“Turned toward the peer, said ‘what did you do this weekend?’, waited for the answer” is data. “Had a good conversation” is a guess. Write which skill from the rubric was targeted and what the student actually did, even if it did not go as planned.

Friendship Skill Checklist

Eight observable friendship behaviors, checked the day they are seen. A blank day is a true answer, not a missed one.

STUDENT

WEEK OF

OBSERVER(S)

FRIENDSHIP SKILL (DEFINED FOR THIS STUDENT ON PAGE 5, IF NEEDED)	MON	TUE	WED	THU	FRI	NOTES
Invites a peer to join an activity						
Shares or takes turns with materials without a reminder						
Offers a compliment or words of encouragement to a peer						
Asks a peer a question about their day or interests						
Notifies and includes a peer who is sitting or standing alone						
Waits for a turn in conversation or a game without interrupting						
Uses a peer's name when greeting or responding to them						
Helps a peer who is having trouble with a task, if asked or offered						
Skills checked this day (count)						

Check the day it was seen

A check means the skill was observed that day, with or without a prompt; write "P" in the cell if it took a prompt. A blank day is a true answer — the skill was not seen — not a skipped observation. Totals across the week go on the tracker (page 13).

Which skill is easiest, and which is hardest, from the checks above

.....

.....

.....

.....

.....

What made a skill harder to use this week (a new peer, a new room, a bad morning)

.....

.....

.....

.....

Adjustments to try next week (a prompt, a smaller group, a scripted opener)

.....

.....

.....

.....

WEEK OF

Social Skills Progress Monitoring and Peer Interaction Data Sheets

EXAMPLE

Eight Observations and a Checklist Week, Filled In

D.K. is invented, and so is every number. Notice that the status and the cooperative-play observation request came from cells already written, not from how the week felt.

Tracker (page 13) — D.K., grade 5, conversation-skill goal (invented)

Goal (short): initiates a conversation with a peer during unstructured time, rated 1 to 4 against the levels on page 5 ·

Criterion: rated 4, the top level, on four consecutive observations · **Aim line:** 4 (plotted at 40 on page 14, a rating x10)

OBSERVATION	1	2	3	4	5	6	7	8
Date	9/9	9/11	9/16	9/18	9/23	9/25	9/30	10/2
Setting	GRP	REC	CLS	GRP	CAF	REC	GRP	REC
Rating	2	2	3	2	3	3	4	4

Ratings add to 23 over 8 observations. Observations 7 and 8 (4, 4) are the first two in a row at the top level; the criterion asks for four consecutive, so the status is SP, not MET. The page 13 rule for three at or above does not apply yet either — only two observations are at level 4 so far. Observation 2 dipped to 2 at recess, a setting the checklist below also flags as harder.

Friendship skill checklist row (page 9), week of 9/28, and the quarterly summary row (page 16)

FRIENDSHIP SKILL (SHORT)	MON	TUE	WED	THU	FRI	NOTES
Offers a compliment or encouragement	✓	✓	–	✓	✓	Skipped Wed (assembly schedule)

This one skill was checked 4 of 5 days; the missed day was Wednesday, an assembly day with no unstructured time on the schedule, not a skill the team is concerned about. Combined with the tracker's two observations at level 4, the quarterly summary reads: baseline 9/9 (rating 2), current 10/2 (rating 4, two of the last three observations at the top level), status SP, cooperative-play observation (page 11) added for the week of 10/5 to confirm the skill generalizes outside the small group.

Session / observation note (page 15) — 10/2

Targeted, and the data: conversation initiation, individual observation at recess, rated 4 (top level): approached a peer, asked a question about a shared interest, and kept the exchange going for the length of the observation with no prompt. **Response:** the skill is steadier at recess than in the classroom now, the reverse of two weeks ago. **Plan:** keep it; add a cooperative-play observation for the week of 10/5; family note home.

Why this is enough

Every decision on this page came from a number that was already written: the status from two rows at the top level (not yet three), the cooperative-play request from the rule on page 13. Nothing here says why D.K. found conversation easier this month; it says whether the skill from the plan was used, and how it was rated.

Family note (page 17), sent 10/2

What we worked on: starting a conversation with a peer at recess and lunch. Something that went well: asked a classmate about a shared interest and kept talking for the length of the recess period, with no reminder needed. One thing to try at home: after school, ask D.K. one question about their day and wait for the answer before adding your own — the same turn-taking the observation sheet rated.