# Informal Assessment

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

**SKILL:** Emotional Recognition

**GOAL:** Given real-life pictures or video scenes depicting specific emotions, learner will receptively/expressively identify/label four basic feelings (i.e., sad, mad, happy, scared) by interpreting character's facial expressions in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Emotional Recognition

**GOAL:** When strong emotions arise such as jealousy, disappointment, frustration, and/or embarrassment, learner will independently/given X prompt(s) utilize coping strategies (i.e., taking a break, positive self-talk, deep breaths) to stay calm and minimize adult intervention in 4 out of 5 opportunities.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Self-Regulation

**GOAL:** Learner will accept a new plan or idea without displaying behaviors in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

Find more social skills materials at **everydayspeech.com**

# Data Sheet

Student Name: _____  Age: _____  IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Self-Regulation

**GOAL:** When faced with an upsetting or frustrating event, in a small/large group/classroom setting, learner will use calm-down strategies (i.e., taking a break, positive self-talk, deep breaths) to return to a calm state in 4 out of 5 opportunities independently/ given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Self-Regulation

**GOAL:** Learner will maintain control when stressful triggers arise (i.e., running late, not having needed supplies, being denied access to a highly reinforcing item) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Self-Regulation

**GOAL:** Learner will accept change in schedule or plan utilizing the strategies learned in 'Switching Tracks' lessons without opposition or challenging behaviors in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

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**SKILL:** Behaviors

**GOAL:** Learner will show self-control of their body by avoiding the use of physical behaviors (i.e., hitting, kicking) in 4 out of 5 opportunities independently/given X prompt(s).

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This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | <br><br>% Independent: |
| **Post-Assessment #1** | | <br><br>% Independent: |
| **Post-Assessment #2** | | <br><br>% Independent: |
| **Post-Assessment #3** | | <br><br>% Independent: |
| **Post-Assessment #4** | | <br><br>% Independent: |

# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

> **SKILL:** Behaviors
>
> **GOAL:** Learner will practice self management by ignoring classroom/peer conflict (i.e., remaining in seat, not getting involved) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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Find more social skills materials at **everydayspeech.com**

# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Behaviors

**GOAL:** Learner will accept a consequence without displaying behaviors (i.e., yelling, crying, kicking, etc.) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Behaviors

**GOAL:** Learner will use perspective-taking skills to accurately determine whether others' actions are purposeful or accidental in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

**SKILL:** Play Skills

**GOAL:** Learner will initiate play (i.e., brings over toy or activity, requests to play) with at least 1 other peer in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

Student Name: _____  Age: _____  IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Play Skills

**GOAL:** Learner will engage in age-appropriate play with others by taking turns/staying engaged for at least X minutes/playing cooperatively in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
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Find more social skills materials at **everydayspeech.com**

# Data Sheet

**Student Name:** _____  **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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Find more social skills materials at **everydayspeech.com**

# Informal Assessment

Student Name: _____  Age: _____  IEP Date: _____

**SKILL:** Play Skills

**GOAL:** Learner will remain calm and display good sportsmanship throughout an entire game in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** School Rules

**GOAL:** Learner will follow familiar classroom routines (i.e., entering a classroom, sitting with the group, walking in the halls, etc.) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

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|---|---|
| **SKILL:** | School Rules |
| **GOAL:** | Learner will follow single/multi-step adult verbal/visual directives in the small/large group setting 4 out of 5 opportunities independently/given X prompt(s). |

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____  Age: _____  IEP Date: _____

**SKILL:** School Rules

**GOAL:** Learner will demonstrate listening skills by repeating adult directives/responding to adult prompting accurately during small/large group lessons in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** School Rules

**GOAL:** Learner will maintain a quiet voice when they raise their hand and wait to be called on by an adult in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** School Rules

**GOAL:** Learner will ask an adult for help by utilizing conventional communication (i.e., verbally, picture symbols, sign) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** School Rules

**GOAL:** Learner will appropriately participate in small/large group activity (i.e., play or academic) by compromising, allowing others to share ideas, and accepting others' plans in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

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**SKILL:** School Rules

**GOAL:** Learner will act respectfully towards adults and peers by using kind words, recognizing others' ideas and opinions in 4 out of 5 opportunities independently/given X prompt(s).

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This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|------|-------------|----------------|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

**SKILL:** Perspective Taking

**GOAL:** Learner will maintain social awareness by observing their environment and others around them to adjust their own behavior in 4 out of 5 opportunities independently/ given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____   Age: _____   IEP Date: _____

**SKILL:** Perspective Taking

**GOAL:** Given a hypothetical and/or real social situation, learner will describe the likely perspective, intentions, or feelings of at least 1 involved individual in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Perspective Taking

**GOAL:** Given a hypothetical and/or social narrative, learner will demonstrate empathy by showing care, concern, or expression of feelings in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Basic Conversation Skills

**GOAL:** Learner will initiate a conversation with a peer/adult (i.e. getting listener's attention, selecting a conversation partner, choosing the right time to start a conversation) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

Student Name: _____   Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Basic Conversation Skills

**GOAL:** Learner will take turns during a conversation (i.e., listen while others are talking, speak while no one else is speaking) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

**SKILL:** Basic Conversation Skills

**GOAL:** Learner will maintain a reciprocal conversation by asking questions, making connected or related comments, and acting interested for at least X conversational exchanges in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Basic Conversation Skills

**GOAL:** Learner will engage in an age-appropriate conversation by monitoring their own time spent talking in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____  Age: _____  IEP Date: _____

**SKILL:** Basic Conversation Skills

**GOAL:** Learner will end a conversation before walking away or changing their focus in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

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**SKILL:** Conversation Topics

**GOAL:** When engaged in a conversation, learner will make related comments or ask questions for X conversational exchanges in 4 out of 5 opportunities independently/ given X prompt(s).

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This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

Student Name: _____  Age: _____  IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

**SKILL:** Conversation Topics

**GOAL:** Learner will initiate a conversation with a familiar peer or adult based on past knowledge of their conversation partner's preferred topic(s) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____  Age: _____  IEP Date: _____

**SKILL:** Conversation Topics

**GOAL:** When engaged in conversation, learner will shift the topic of conversation using a transitional statement or question to maintain the conversation in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

**SKILL:** Conversation Topics

**GOAL:** Given hypothetical social situations, learner will identify whether a statement is best as a 'thought' or 'expressed words' with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

> **SKILL:** Conversation Topics
>
> **GOAL:** Given hypothetical social situations, learner will produce responses consistent with 'making small talk' in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

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**SKILL:** Advanced Conversation Skills

**GOAL:** Given hypothetical social situations, learner will identify whether a 'short' or 'long' response is warranted with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

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This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

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**SKILL:** Advanced Conversation Skills

**GOAL:** When giving information or a personal narrative, learner will provide an initial background statement by including important pieces of relational information (i.e., who, what, where, and when) in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

---

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Advanced Conversation Skills

**GOAL:** Given hypothetical social situations, learner will identify whether a 'direct' or 'indirect' response is warranted with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Advanced Conversation Skills

**GOAL:** Given an example of figurative language (i.e., idiom, simile, metaphor), learner will explain the meaning with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

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**SKILL:**  Advanced Conversation Skills

**GOAL:**  Given hypothetical social situations presented verbally and/or through video modeling, learner will determine if sarcasm or humor is present or absent with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

---

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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Student Name: _____  Age: _____  IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

> **SKILL:** Advanced Conversation Skills
>
> **GOAL:** Learner will categorize online communication behaviors as 'safe' or 'unsafe' with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

Student Name: _____  Age: _____  IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

> **SKILL:** Nonverbal Communication
>
> **GOAL:** During unstructured play/small group work, learner will interact with peers in an appropriate manner by maintaining personal space in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
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| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

Student Name: _____  Age: _____  IEP Date: _____

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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Nonverbal Communication

**GOAL:** Learner will listen attentively by demonstrating eye contact for their comfort level, responding, and following the conversation across academic and non-academic settings in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time. Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Nonverbal Communication

**GOAL:** During role-play/social situations, learner will utilize eye contact for their comfort level and/or social referencing (i.e., intermittently gazing towards the speaker's direction/face) in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____  Age: _____  IEP Date: _____

SKILL: Nonverbal Communication

GOAL: Given hypothetical social situations presented verbally and/or through video modeling, learner will accurately interpret an individual's body language and their nonverbal communication with 80% accuracy independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| Pre-Assessment | | % Independent: |
| Post-Assessment #1 | | % Independent: |
| Post-Assessment #2 | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

> **SKILL:** Nonverbal Communication
>
> **GOAL:** During role-play/conversation, learner will utilize nonverbal communication (i.e., positive body language) to show interest in the speaker and what they are saying in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

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**SKILL:** Nonverbal Communication

**GOAL:** Given hypothetical social situations presented verbally and/or through video modeling, learner will interpret an individual's tone of voice to detect their communicative intent with 80% accuracy independently/given X prompt(s).

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This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

**SKILL:** Situational Awareness

**GOAL:** Given a hypothetical and/or real social situation, learner will describe plausible thoughts and/or feelings of at least **1** involved individual in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Situational Awareness

**GOAL:** When joining a familiar small/large group setting, learner will use environmental and peer observations to appropriately adjust their own behavior in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Situational Awareness

**GOAL:** During mealtime, learner will exhibit behaviors consistent with their environment by using manners and age-appropriate hygiene skills to the best of their ability in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| Pre-Assessment | | % Independent: |
| Post-Assessment #1 | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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Find more social skills materials at everydayspeech.com

# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Situational Awareness

**GOAL:** When entering a social context, learner will use environmental and peer observations to read the mood of the group and adjust their own behavior in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Situational Awareness

**GOAL:** Given scenarios of social conflicts, learner will demonstrate problem solving skills by identifying the problem and generating at least two solutions appropriate for the situation in 4 out of 5 trials independently/given X prompt(s) across 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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| **Post-Assessment #4** | | % Independent: |

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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Situational Awareness

**GOAL:** Given a hypothetical and/or real social situation, learner will provide a realistic compromise in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____  Age: _____  IEP Date: _____

**SKILL:**  Friendship

**GOAL:**  Learner will categorize peer characteristics or behaviors as 'friendly' or 'unfriendly' with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | <br><br>% Independent: |
| **Post-Assessment #1** | | <br><br>% Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Friendship

**GOAL:** Given a hypothetical and/or real social situation, learner will formulate an appropriate compliment in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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| **Post-Assessment #3** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Friendship

**GOAL:** Given a hypothetical and/or real social situation, learner will accurately categorize relationships (i.e., stranger, acquaintance, friend, close friend, family) with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Friendship

**GOAL:** Given a hypothetical and/or real social situation, learner will describe an appropriate verbal or behavioral response to peer conflict in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

Student Name: _____ Age: _____ IEP Date: _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Self Esteem

**GOAL:** In the classroom/small group environment, learner will utilize positive self-talk as a coping strategy to handle stressful situations in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Self Esteem

**GOAL:** In the classroom/small group environment, learner will demonstrate self-advocacy skills by requesting help/communicating needs in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
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| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
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# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
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# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Self Esteem

**GOAL:** Given a hypothetical and/or real social situation, learner will describe an appropriate verbal or behavioral response to handling rejection in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

Student Name: _____  Age: _____  IEP Date: _____

| Date | Session Plan | Notes and Data |
|------|--------------|----------------|
|  |  | % Independent: |
|  |  | % Independent: |
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|  |  | % Independent: |
|  |  | % Independent: |
|  |  | % Independent: |
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|  |  | % Independent: |
|  |  | % Independent: |

# Informal Assessment

Student Name: _____  Age: _____  IEP Date: _____

**SKILL:** Self Esteem

**GOAL:** Given a hypothetical and/or real social situation, learner will describe or demonstrate an appropriate verbal or behavioral response to bullying/teasing/peer pressure in 4 out of 5 opportunities independently/given X prompt(s) over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|------|-------------|----------------|
| **Pre-Assessment** | | <br><br>% Independent: |
| **Post-Assessment #1** | | <br><br>% Independent: |
| **Post-Assessment #2** | | <br><br>% Independent: |
| **Post-Assessment #3** | | <br><br>% Independent: |
| **Post-Assessment #4** | | <br><br>% Independent: |

# Data Sheet

**Student Name:** _____  **Age:** _____  **IEP Date:** _____

| Date | Session Plan | Notes and Data |
| --- | --- | --- |
| | | % Independent: |
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| | | % Independent: |

Find more social skills materials at **everydayspeech.com**

# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

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**SKILL:** Hygiene

**GOAL:** Given a behavior related to hygiene, learner will label it as 'hygienic' or 'unhygienic' with 80% accuracy independently/given X prompt(s) over 3 consecutive sessions.

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This informal tool aims to collect measurable data and track progress over time.
Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

Student Name: _____  Age: _____  IEP Date: _____

| Date | Session Plan | Notes and Data |
|------|--------------|----------------|
|      |              | % Independent: |
|      |              | % Independent: |
|      |              | % Independent: |
|      |              | % Independent: |
|      |              | % Independent: |
|      |              | % Independent: |
|      |              | % Independent: |
|      |              | % Independent: |
|      |              | % Independent: |

Find more social skills materials at everydayspeech.com

# Informal Assessment

Student Name: _____ Age: _____ IEP Date: _____

**SKILL:** Hygiene

**GOAL:** Learner will demonstrate improved hygiene by washing hands/independently toileting/ brushing teeth/applying deodorant/brushing hair in 4 out of 5 opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time. Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the "pre" data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

| Date | Session Plan | Notes and Data |
|---|---|---|
| **Pre-Assessment** | | % Independent: |
| **Post-Assessment #1** | | % Independent: |
| **Post-Assessment #2** | | % Independent: |
| **Post-Assessment #3** | | % Independent: |
| **Post-Assessment #4** | | % Independent: |

# Data Sheet

**Student Name:** _____ **Age:** _____ **IEP Date:** _____

| Date | Session Plan | Notes and Data |
|------|--------------|----------------|
|  |  | % Independent: |
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