Goal: Identifying Feelings

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.

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:

Goal: Identifying Feelings

Student Name:		_ Age: IEP D	ate:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			0/ Index and exits
			% Independent:
			0/ Independents
			% Independent:

Skill: Emotional Recognition

Goal: Changing the Channel on Feelings

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.

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:

Skill: Emotional Recognition

Goal: Changing the Channel on Feelings

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Keeping an Open Mind

Student	t Name: Age	9:	IEP Date:
SKILL:	Self-Regulation		
GOAL:	Learner will accept a new plan or idea without opportunities independently/given X prompt(ehaviors in 4 out of 5

This informal tool aims to collect measurable data and track progress over time.

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:

Nº1.48 Goal: Keeping an Open Mind

Student Name:		_ Age: IEP Date:
Date	Session Plan	Notes and Data
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:

Skill:	Self-Regulation

Goal: Staying Calm

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).

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:



Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill:	Self-Regu	lation

Goal: Using Your Self-Controller

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.

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:

N1 45 Goal: Using Your Self-Controller

Student Name:		_ Age: IEP	Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			04 malana and 14
			% Independent:



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.

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:



Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Keeping Hands to Yourself

Student	Name:	Age:	IEP Date:	
SKILL:	Behaviors			
GOAL:	Learner will show self-control of (i.e., hitting, kicking) in 4 out of 5			

This informal tool aims to collect measurable data and track progress over time.

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:

Skill: Behaviors

Nº1 48 Goal: Keeping Hands to Yourself

Student Name:		_ Age: IEP	Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
		-	% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skil	I: B	eha	VÍO	rs

Goal: Ignoring Others' Behavior

N1 65

Student	: Name: Ag	ge:	IEP Date:
SKILL:	Behaviors		
GOAL:	Learner will practice self management by is remaining in seat, not getting involved) in 4 X prompt(s).	• •	•

This informal tool aims to collect measurable data and track progress over time.

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:

Skill: Behaviors

Nº1 45 Goal: Ignoring Others' Behavior

Student Name:		_ Age: IE	P Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill: Behaviors

Student	t Name: 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.

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:

Skill: Behaviors	
------------------	--

Nº1 45 Goal: Accepting a Consequence

Student Name:		_ Age: II	EP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

1 62	Skill: Behaviors
-571	Goal: On Purpose Plan
16	> (YrYu

Student	Name:	Age:	IEP Date:
SKILL:	Behaviors		
GOAL:	Learner will use perspective-taking actions are purposeful or accidental prompt(s).		-

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:



Student Name:		_ Age: IE	P Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Asking Others to Play

Student	Name:	Age:	IEP Date:
SKILL:	Play Skills		
GOAL:	L: Learner will initiate play (i.e., brings over toy or activity, requests to play) with at leas 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.

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:

Nº 48 Goal: Asking Others to Play

Student Name:		_ Age: IE	P Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Playing with Others

Student	Name:	Age:	IEP Date:	
SKILL:	Play Skills			
GOAL:	Learner will engage in age-appro			

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.

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:

Goal: Playing with Others

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	l
			% Independent:
			% Independent:
			% Independent:
			% Independent:
		-	% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Being a Good Sport

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.

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:

Goal: Being a Good Sport

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Classroom Routine

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.

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:

Goal: Classroom Routine

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Following Directions

Student	Name: Age: IEP Date:
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.

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:

Goal: Following Directions

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Listening in School

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.

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:

Goal: Listening in School

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Staying Quiet in Class

Student	Name: Ag	ge:	IEP Date:
SKILL:	School Rules		
GOAL:	Learner will maintain a quiet voice when th	ney raise their ha	nd and wait to be called on

by an adult in 4 out of 5 opportunities independently/given X prompt(s).

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:

Nº .48 Goal: Staying Quiet in Class

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:



Student	Name:	Age:	IEP Date:
SKILL:	School Rules		
GOAL:	Learner will ask an adult for h verbally, picture symbols, sign prompt(s).		

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:



Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Working with a Group

Student Name:	Age:	IEP Date:

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.

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:

Goal: Working with a Group

Nº1 48

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	l
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Showing Respect

Student	Name: Age: IEP Date:
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).

This informal tool aims to collect measurable data and track progress over time.

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:



Goal: Showing Respect

Student Name:		_ Age: I	EP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Tuning In

Student	t Name: Ag	je:	IEP Date:
SKILL:	Perspective Taking		
GOAL:	Learner will maintain social awareness by o around them to adjust their own behavior ir given X prompt(s).	-	

This informal tool aims to collect measurable data and track progress over time.

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:

Goal: Tuning In

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill: Perspective Taking

Goal: Understanding Others' Point of View

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.

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:

Skill: Perspective Taking

Goal: Understanding Others' Point of View

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Empathy Essentials

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.

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:

Goal: Empathy Essentials

Student Name:		_ Age: IEP	Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Starting a Conversation

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.

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:

Skill: Basic Conversation Skills

Goal: Starting a Conversation

Student Name:		_ Age: IEP Date:	
Date	Session Plan	Notes and Data	
		% Indeper	ndent:
		% Indeper	ndent:
		% Indeper	ndent:
		% Indeper	ndent:
		% Indeper	ndent:
		% Indeper	ndent:
		% Indeper	ndent:
		% Indeper	ndent:
		% Indeper	ndent:

Skill: Basic Conversation Skills

Goal: Conversation Stoplight

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.

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:

Skill: Basic Conversation Skills

Goal: Conversation Stoplight

Student Name:		Age: IEP Date:	
Date	Session Plan	Notes and Data	
		% Independent:	
		% Independent:	
		% Independent:	
		% Independent:	
		% Independent:	
		% Independent:	
		% Independent:	
		% Independent:	
		% Independent:	

Skill: Basic Conversation Skills

Goal: Conversation Drivers & Stoppers

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.

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:

Skill: Basic Conversation Skills

Goal: Conversation Drivers & Stoppers

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Conversation Share

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.

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:

Skill: Basic Conversation Skills

Goal: Conversation Share

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

 Skill: Basic Conversation Skills

 Goal: Ending a Conversation

 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.

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:

Skill: Basic Conversation Skills

Goal: Ending a Conversation

Student Name:		_ Age: IEP	Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill: Conversation Topics

Goal: Making Connected Comments

Student Name:	Age:	IEP Date:	

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).

This informal tool aims to collect measurable data and track progress over time.

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:

Skill: Conversation Topics

Goal: Making Connected Comments

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Topic Radar

Student	Name:	Age:	IEP Date:
SKILL:	Conversation Topics		
GOAL:	Learner will initiate a conversation with knowledge of their conversation partner independently/given X prompt(s).	•	

This informal tool aims to collect measurable data and track progress over time.

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:

Goal: Topic Radar

Student Name:		_ Age: IE	P Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
		-	% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Topic Surfing

Student	Name:	Age:	IEP Date:
SKILL:	Conversation Topics		
GOAL:	When engaged in conversation, learner transitional statement or question to m		Ū.

opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.

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:

Goal: Topic Surfing

Student Name:		_ Age: IEP Date:	
Date	Session Plan	Notes and Data	
		% Independer	nt:
		% Independer	nt:
		% Independer	nt:
		% Independer	nt:
		% Independer	nt:
		% Independer	nt:
		% Independer	nt:
		% Independer	nt:
		% Independer	nt:

Goal: Think It or Say It

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.

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:

Goal: Think It or Say It

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			0/ Index and anti-
			% Independent:

Goal: The Two W's

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.

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:

Goal: The Two W's

Student Name:		_ Age: IE	P Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			0/ Independents
			% Independent:
			% Independent:

Informal Assessment		Skill: Advanced Conversation Skills Goal: Conversation Measuring Cup	
Student	Name:	_ Age:	IEP Date:
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.		

This informal tool aims to collect measurable data and track progress over time.

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:

Skill: Advanced Conversation Skills

Goal: Conversation Measuring Cup

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill: Advanced Conversation Skills

Goal: Background Brief

Student Name:	Age:	II	EP Date:	
			-	

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.

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:

Skill: Advanced Conversation Skills

Goal: Background Brief

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
		-	% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

IIIIOIIIIUI ASSESSIIIEIIL	Informal	Assessment
---------------------------	----------	------------

Skill: Advanced Conversation Skills

Goal: Direct & Indirect Language

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.

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:

Skill: Advanced Conversation Skills

Goal: Direct & Indirect Language

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Indonandante
			% Independent:
			% Independent:
			70 maependent.

Skill: Advanced Conversation Skills

Goal: Disguised Thoughts

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.

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:

Skill: Advanced Conversation Skills

Goal: Disguised Thoughts

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			0/ Index systems
			% Independent:

Skill: Advanced Conversation Skills

Goal: Using Humor & Sarcasm

Student Name:	 Age:	IEP Date:	

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.

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:

Skill: Advanced Conversation Skills

Goal: Using Humor & Sarcasm

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
		-	% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Informal Assessment			Conversation Skills Goal: Cyber Skills	
Student	Name:	Age:	IEP Date:	
SKILL:	L: 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.

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:

Skill: Advanced Conversation Skills

Goal: Cyber Skills

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
		-	% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

		Skill: Nonverbal Comm	unication	
Informal Assessment			Goal: Keeping Person	nal Space
Student	Name:	Age:	IEP Date:	1 1 1 1
SKILL:	Nonverbal Communication			
GOAL:	During unstructured play/small g appropriate manner by maintaini	-	-	ı

This informal tool aims to collect measurable data and track progress over time.

independently/given X prompt(s).

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:

Skill: Nonverbal Communication

Goal: Keeping Personal Space

Student Name:		_ Age: IE	P Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Indonandanti
			% Independent:
			% Independent:

	kill:	Nonver	bal Com	municatior
--	-------	--------	---------	------------

Goal: Active Listening

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.

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:

Skill	Nonver	hal Ca	mmun	ication
SKIII.	NOTIVET	bui Cu	ווטווווע	ication

Goal: Active Listening

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Making Eye Contact

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.

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:

	Skill:	Nonverbal	Communication
--	--------	-----------	---------------

Goal: Making Eye Contact

Student Name:		_ Age: IEP I	Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill: Nonverbal Communication

Goal: Understanding Body Language

Student Name:	 Age:	 IEP Date:	
Student Nume.	 Aye.	 IEF Dute.	

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

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:

Skill: Nonverbal Communication

Goal: Understanding Body Language

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill: Nonverbal Communication

Goal: Act Like You're Interested

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.

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:

SI 11			~	• • • -
SKIII	Nonver	bal (ommu	nication

Goal: Act Like You're Interested

Student Name:		_ Age: IEP Date:
Date	Session Plan	Notes and Data
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:

Goal: Tone of Voice

Student Name:	Age:	IEP Date:

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).

This informal tool aims to collect measurable data and track progress over time.

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:

A			
	lonverho	ıl Commu	inication
JAIII. I	NOTIVETDU		JIICULIOI

```
Goal: Tone of Voice
```

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Thinking About Others

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.

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:

Goal: Thinking About Others

Student Name:		_ Age: IEP	Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Reading the Room

Student	Name: A	\ge:	IEP Date:
SKILL:	Situational Awareness		
GOAL:	When joining a familiar small/large group a peer observations to appropriately adjust opportunities independently/given X prom	their own behavi	

This informal tool aims to collect measurable data and track progress over time.

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:

Goal: Reading the Room

Student Name:		_ Age: IE	P Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Restaurant Rules

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.

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:

Goal: Restaurant Rules

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	I
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Being a Social Chameleon

Student	Name:	Age:	IEP Date:	
SKILL:	Situational Awareness			
GOAL:	When entering a social context, to read the mood of the group a		•	ons

opportunities independently/given X prompt(s).

This informal tool aims to collect measurable data and track progress over time.

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:

Skill: Situationa	l Awareness
-------------------	-------------

Goal: Being a Social Chameleon

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Solving a Problem

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.

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:

Goal: Solving a Problem

Student Name:		_ Age: IEP Do	ite:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:



Student I	Name:	Age:	IEP Date:
SKILL:	Situational Awareness		
GOAL:	Given a hypothetical and/or real compromise in 4 out of 5 opport consecutive sessions.		•

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:



Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Acting Like a Friend

Student	: Name: Ag	ge:	IEP Date:
SKILL:	Friendship		
GOAL:	Learner will categorize peer characteristics with 80% accuracy independently/given X p		

This informal tool aims to collect measurable data and track progress over time.

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:

Goal: Acting Like a Friend

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Goal: Giving & Receiving Compliments

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.

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:

Skill: Friendship

Goal: Giving & Receiving Compliments

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Date	1
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

SKILL: Friendship

Skil	I:	Fri	en	ds	hip

Goal: Using the Relationship Ruler

Student Name:	Age:	IEP Date:

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.

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:

Skill: Friendship

Goal: Using the Relationship Ruler

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

SKILL: Friendship

Skill: Friendship

Goal: Handling Conflicts with Friends

Student Name:	 Age:	IEP Date:	

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.

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:

Skill: Friendship

Goal: Handling Conflicts with Friends

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Indonandants
			% Independent:
			% Independent:
			70 macpendent.



Student	Name:	Age:	IEP Date:
SKILL:	Self Esteem		
GOAL:	OAL: In the classroom/small group environment, learner will utilize positive self-talk as coping strategy to handle stressful situations in 4 out of 5 opportunities independently/given X prompt(s).		

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:



Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill:	Self	Esteem
--------	------	--------

Goal: Advocating for Yourself

Student Name:		_ Age:	_ IEP Date:
SKILL:	Self Esteem		
GOAL:	In the classroom/small group environm skills by requesting help/communicatir independently/given X prompt(s).	-	-

This informal tool aims to collect measurable data and track progress over time.

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:

Skill: Self Esteem

Nº1 43 Goal: Advocating for Yourself

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

SKILL: Self Esteem

Goal: Handling Rejection

Student Name:	Age:	IEP Date:
-		

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.

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:

Goal: Handling Rejection

Nº1 .48

Student Name:		Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Skill: Self Esteem

Goal: Handling Teasing & Bullying

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.

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:

Skill: Self Esteem

Goal: Handling Teasing & Bullying

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
		-	% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Informal Assessment			Goal: Understanding Hygie		
Student	Name:	Age:	IEP Date:		
SKILL:	Hygiene				
GOAL:	Given a behavior related to hygie with 80% accuracy independent				

This informal tool aims to collect measurable data and track progress over time.

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:

M1.48 Goal: Understanding Hygiene

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
	-		% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:

Informal Assessment			Goal: Improvin	Skill: Hygiene g Your Hygiene
Student	Name:	Age:	IEP Date:	
SKILL:	Hygiene			
GOAL:	Learner will demonstrate improve brushing teeth/applying deodoran independently/given X prompt(s).		•	

This informal tool aims to collect measurable data and track progress over time.

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:

Skill: Hygiene

M1 55 Goal: Improving Your Hygiene

Student Name:		_ Age:	IEP Date:
Date	Session Plan	Notes and Data	
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent:
			% Independent: