Social Skills Worksheets

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

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# Table of Contents

Social Skills Worksheets

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

Skill: Consequences

Skill: Friendship

Skill: Feelings

Skill: Self-esteem

Skill: Self-Concept

BINGO

Skill: Friendship

Skill: Negotiating/Compromising

Skill: Peer Pressure

Skill: Feeling Left Out

Skill: Expressing Feelings

Skill: Self-Esteem

Skill: Conflict Resolution

Skill: Controlling Anger

Skill: Self-Control

Skill: Self-Concept

Skill: Teasing

Skill: Self-Esteem (Values)

Skill: Telling vs. Tattling

Teachers Resources to use with the Social Skills Checklist

Books

Websites

Article

Social Skills Checklist IEP Goals/Objectives Examples

Self-Concept/Self-Esteem

Social Interaction Friendship

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

Student ____________________________ Date ______

Social Skill Concern:

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

Goal/Activity:

Objectives:
Social Skill Worksheet
Skill: Consequences

Student: ___________________________  Grade: _____  Date: ____________

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>CONSEQUENCE</th>
</tr>
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<tbody>
<tr>
<td>I am late for class.</td>
<td></td>
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<tr>
<td>I don’t want to share.</td>
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<tr>
<td>I apologized when I hurt my friend’s feelings.</td>
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<tr>
<td>I blamed my sister for spilling.</td>
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<tr>
<td>I forgot to do my homework.</td>
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<tr>
<td>I asked the new girl to play during recess.</td>
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<td>I borrowed my friend’s radio and I broke it.</td>
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<tr>
<td>I was running in the hall.</td>
<td></td>
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<tr>
<td>I complimented my friend’s handwriting.</td>
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<tr>
<td>I walked away when someone hit me.</td>
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5
Social Skill Worksheet
Skill: Friendship

Student: ______________________  Grade: ______  Date: __________

Qualities I admire in friends are:

Some things I like to do with my friends are:

I like my friend because:

Feelings I have when I am with my friends:

Activities I like to do with my friends:

I feel I am a good friend because...
Social Skill Worksheet
Skill: Feelings

Student: ______________________  Grade: ______  Date: __________

Sad        Happy        Excited        Scared        Worried        Angry

1. My brother got hurt during a basketball game.

2. My dad won’t let me play until I do my chores.

3. My birthday party is tomorrow!

4. I missed the school bus.

5. I have a spelling test tomorrow.

6. My bike has a flat tire.

7. My grandma got sick and went to the hospital.

8. I am having a friend over to play.
Social Skill Worksheet
Skill: Self-esteem

Student: __________________________  Grade: _____  Date: __________

List the three characteristics of each:

Positive Self-esteem

__________________________
__________________________
__________________________

Negative self-esteem

__________________________
__________________________
__________________________

Finish the following sentences:

I am ____________________________________________________________

I am good at ____________________________________________________

I like learning about ______________________________________________

My favorite thing about myself is ______________________________________

When I look in the mirror, I think ______________________________________

I feel positive about ________________________________________________

I am not ___________________________________________________________

I would like to try _________________________________________________

I am someone who _________________________________________________

The best thing about me is __________________________________________

I care about ______________________________________________________
Social Skill Worksheet
Skill: Self-Concept

Student: ___________________ Grade: _____ Date: __________

Three words I can use to describe myself:
________________________________________
________________________________________
________________________________________

Three things I am proud of:
________________________________________
________________________________________
________________________________________

Autobiography
Write a short paragraph about yourself
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Social Skill Worksheet

BINGO

Student: ____________________  Grade: _____  Date: ________

BINGO

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Social Skill Worksheet
Skill: Friendship

Student: ___________________  Grade: _____  Date: __________

Number from one to five in order of importance:

Qualities you would like to have in a friend:

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________

Qualities I bring to a friendship:

1. _______________________
2. _______________________
3. _______________________
4. _______________________
5. _______________________
Social Skill Worksheet
Skill: Negotiating/Compromising

Student: ___________________  Grade: _____  Date: ________

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

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

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

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

5. Listen and restate what you heard them say.

6. Determine if you can agree on an alternative that you're both satisfied with.
Social Skill Worksheet  
Skill: Peer Pressure

Student: ___________________  Grade: _____  Date: __________

1. Listen to what the others are asking you to do.

2. Decide if you think this is a good/bad idea and state why.

3. What might happen if you decide to go with the group?

4. What might happen if you don’t go with the group?

5. If you decide not to go along with the group, state your reason. 
   I don’t want to__________________________________________,
   or I can’t ______________________________________________
   because__________________________________________________.

6. Suggest an alternative idea or plan you are comfortable with.
Social Skill Worksheet
Skill: Feeling Left Out

Student: __________________________ Grade: ____ Date: ____________

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

Think about the choices you may have...

1. Use words/phrases to join in the activity or game.

2. Ask someone different or choose another activity or game.

3. Think of an activity you can do on your own.
Social Skill Worksheet
Skill: Expressing Feelings

Student: __________________________ Grade: ______ Date: ___________

I feel excited when ________________________________________________
______________________________________________________________.

I sometimes worry about __________________________________________
______________________________________________________________.

What makes me really angry is when _________________________________
______________________________________________________________.

I feel scared when ________________________________________________
______________________________________________________________.

I feel frustrated when _____________________________________________
______________________________________________________________.

I felt sad when __________________________________________________
______________________________________________________________.
Social Skill Worksheet
Skill: Self-Esteem

Student: ___________________________  Grade: _____  Date: ____________

Make a list of your accomplishments:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Make a list of things you are good at:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

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

______________________________________________________________________

______________________________________________________________________
### Social Skill Worksheet
**Skill: Conflict Resolution**

<table>
<thead>
<tr>
<th>Student: ___________________</th>
<th>Grade: ____</th>
<th>Date: __________</th>
</tr>
</thead>
</table>

**Circle** the behaviors that are positive for solving a conflict.

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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use good eye contact</td>
<td>Run away</td>
</tr>
<tr>
<td>Shout</td>
<td>Stay calm</td>
</tr>
<tr>
<td>Blame</td>
<td>Criticize</td>
</tr>
<tr>
<td>Take turns when speaking</td>
<td>Lie</td>
</tr>
<tr>
<td>Interrupt</td>
<td>Be defensive</td>
</tr>
<tr>
<td>Control your emotions</td>
<td>Share feelings</td>
</tr>
<tr>
<td>Listen</td>
<td>Understand other viewpoint</td>
</tr>
<tr>
<td>Dominate the conversation</td>
<td>Be respectful</td>
</tr>
<tr>
<td>Look away during conversation</td>
<td>Ignore</td>
</tr>
<tr>
<td>Roll your eyes</td>
<td>Speak clearly</td>
</tr>
<tr>
<td>Call names</td>
<td>Ask questions to clarify</td>
</tr>
</tbody>
</table>

17
Social Skill Worksheet
Skill: Controlling Anger

Student: ____________________  Grade: _______  Date: __________

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

O = okay  X = not okay

___ Yell and scream
___ Destroy property
___ Call names
___ Say you are angry
___ Hurt others
___ Count to ten
___ Talk about why you are angry
___ Take some deep breaths

___ Calm down
___ Ask someone for help
___ Apologize
___ Write about your feelings
___ Walk away
___ Hit someone
___ Throw things
___ Take some time by myself
Social Skill Worksheet
Skill: Self-Control

Student:__________________________ Grade:______ Date:__________

1. Stop and count to ten.

2. Take a deep breath.

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

4. Think about the choices you have before you decide to react.
   - Take time out by yourself.
   - Do some breathing or relaxation exercises.
   - Write in a journal about your feelings.
   - Talk to someone about how you are feeling.
Social Skill Worksheet
Skill: Self-Concept

Student: ________________  Grade: _____  Date: __________

Draw a self-portrait

What I like about ME........

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Social Skill Worksheet
Skill: Teasing

Student: __________________________ Grade: _____ Date: ____________
Social Skill Worksheet
Skill: Self-Esteem (Values)

Student:________________________  Grade:______  Date:____________

Values are...

Family
Friends
Helping others
Honesty
Responsibility
Education
Health
Achievement
Social Skill Worksheet
Skill: Telling vs. Tattling

Student:_________________________  Grade:_____  Date:__________
Teachers Resources to use with the Social Skills Checklist

Books:

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


“Talkability.” Sussman, Fern


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

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

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

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

Websites:

The Ophelia Project (www.opheliaproject.org)

Responsive Classroom (www.responsiveclassroom.org)

Understood (www.understood.org)

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

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

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

Free Spirit Publishing (freespirit.com)
Article:


Social Skills Checklist IEP Goals/Objectives Examples

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

**Self-Concept/Self-Esteem**

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

**Social Interaction Friendship**

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

When presented with an opportunity to join in a group social situation (playing a game at recess), the student will use a learned strategy or phrase to join in the activity.

**Pragmatics**

After viewing a short video clip, the student will pay attention to various non-verbal communication cues (body language, tone of voice, and facial expressions) to identify or determine the feeling(s) of the individual.

After giving a scenario which elicits a feeling, the student is able to identify events that elicit specific feelings, “I would feel _____ because _____.” (Ex., You’ve been looking forward to going to a friend’s birthday party for weeks, and you now have the flu and are not able to go).

After given a particular scenario/situation that elicits an emotion, the student will: 1) state an emotion they may be feeling, 2) describe why the individual may be feeling that emotion.

When given an emotion (surprised, disappointed, frustrated), the student will describe a potential situation that might elicit the emotion.

The student will be able to list repair strategies they can use during a communication breakdown.