

# Social Skills Worksheets

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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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**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: \_\_\_\_\_

BEHAVIOR	CONSEQUENCE
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I am late for class.

I don't want to share.

I apologized when I hurt  
my friend's feelings.

I blamed my sister for spilling.

I forgot to do my homework.

I asked the new girl to play  
during recess.

I borrowed my friend's radio and I broke it.

I was running in the hall.

I complimented my friend's  
handwriting.

I walked away when someone  
hit me.

## 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

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### Negative self-esteem

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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

## BINGO

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

## BINGO


# 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:

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Make a list of things you are good at:

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

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## Social Skill Worksheet

### Skill: Conflict Resolution

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**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.

Use good eye contact

Run away

Shout

Stay calm

Blame

Criticize

Take turns when speaking

Lie

Interrupt

Be defensive

Control your emotions

Share feelings

Listen

Understand other  
viewpoint

Dominate the conversation

Be respectful

Look away during conversation

Ignore

Roll your eyes

Speak clearly

Call names

Ask questions to clarify



# 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

\_\_\_ Calm down

\_\_\_ Destroy property

\_\_\_ Ask someone for help

\_\_\_ Call names

\_\_\_ Apologize

\_\_\_ Say you are angry

\_\_\_ Write about your feelings

\_\_\_ Hurt others

\_\_\_ Walk away

\_\_\_ Count to ten

\_\_\_ Hit someone

\_\_\_ Talk about why you are angry

\_\_\_ Throw things

\_\_\_ Take some deep breaths

\_\_\_ Take some time by myself

## Social Skill Worksheet

### Skill: Self-Control

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

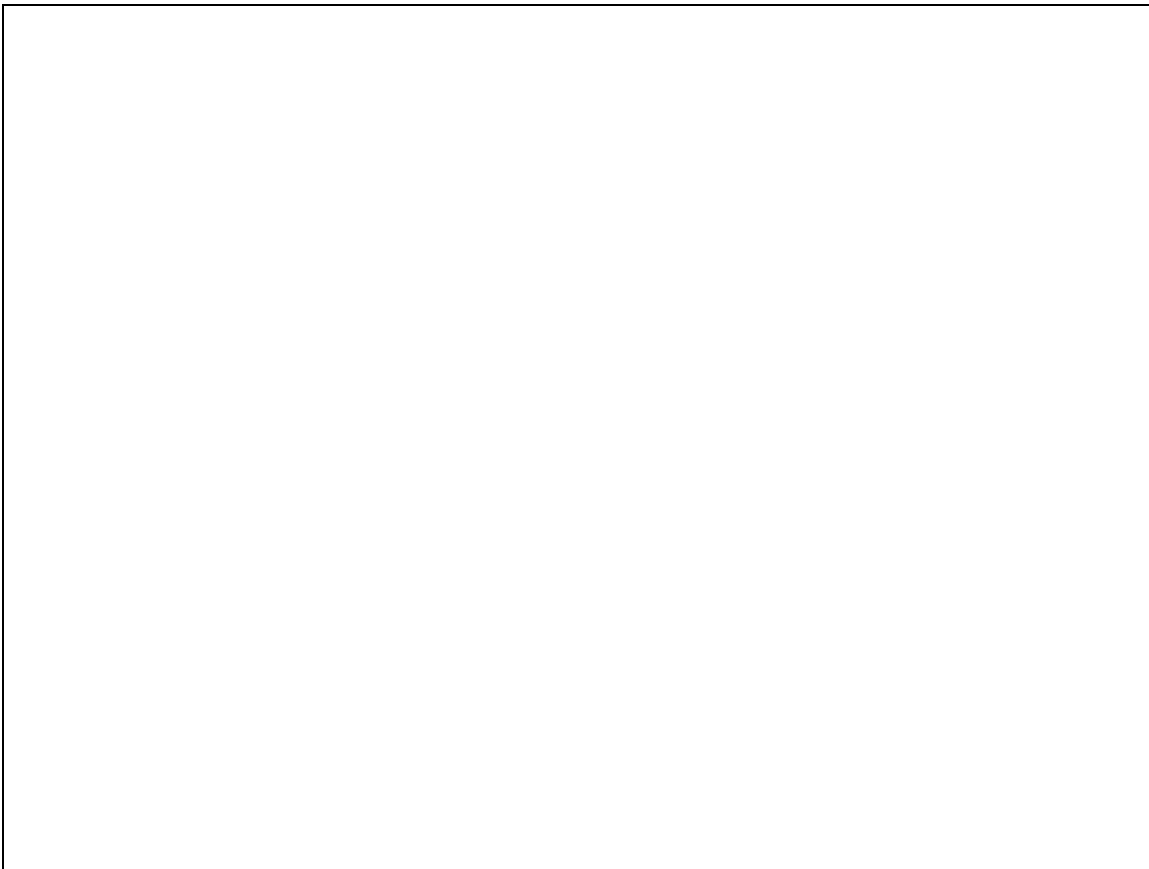
1. Stop and count to ten.
2. Take a deep breath.
3. Think about how you are feeling (hurt, afraid, angry, frustrated).
4. Think about the choices you have before you decide to react.
  - Take time out by yourself.
  - Do some breathing or relaxation exercises.
  - Write in a journal about your feelings.
  - 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.....

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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**

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### **Books:**

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

“The Feelings Book: The Care and Keeping of Your Emotions.” Madison, Lynda

“Promoting Social and Emotional Learning: Guidelines for Educators.” Zins, Joseph E & Weissberg, Roger P.

“Talkability.” Sussman, Fern

“Stick Up for Yourself: Every Kids Guide to Personal Power and Positive Self-Esteem.” Kaufman, Gershen & Raphael, Lev

“Social Rules for Kids: The Top 100 Social Rules Kids Need to Succeed.” Diamond, Susan.

“Social Skills Matter! PK-2. Social Narrative Mini-Books.” Schwab, Christine & Flora, Cassandra

“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](http://www.opheliaproject.org))

Responsive Classroom ([www.responsiveclassroom.org](http://www.responsiveclassroom.org))

Understood ([www.understood.org](http://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](http://freespirit.com))

**Article:**

“The Missing Link in Language Development of Deaf and Hard of Hearing Children: Pragmatic Language Development.” Dianne Goberis, M.A., Dinah Beams, M.A., Molly Dalpes, Au.D., Amanda Abrisch, Au.D., Rosalinda Baca, Ph.D., and Christine Yoshinaga-Itano, Ph.D.

Article from: “Maximizing Intervention for Children Who Are Deaf and Hard of Hearing.” Guest Editors, Cheryl DeConde Johnson, Ed.D. and Christine Yoshinaga-Itano, Ph.D., *Semin Speech Lang* 2012; 33:297–309. Copyright 2012 by Thieme Medical Publishers, Inc., 333 Seventh Avenue, New York, NY 10001, USA. Tel: +1(212) 584- 4662.



## **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.