

IEP Goal and Baseline Alignment Toolkit

Social Skills Goals

A print-ready bank of measurable SMART goals by domain, plus a goal-quality rubric for scoring any draft goal before it goes to the team. Print the bank, or build a custom goal live in the free IEP Goal Builder.

HOW TO USE THIS BANK

Find a goal near the student's need, then swap in the student's name and adjust the criterion to match the baseline you already have on file. Each goal is tagged with an age band and a skill level so you can pick a fair starting point.

WHAT'S INSIDE

- 18 measurable starter goals for Social Skills, each tagged with an age band and a skill level.
- A Goal-Quality Rubric to score any draft goal against the five SMART criteria before it goes to the team.
- Every other domain in the full IEP Goal Bank, or build a custom goal live in the free IEP Goal Builder.



MAKE IT LIVE

Build a measurable goal live in the free IEP Goal Builder.

<https://www.spectrumunlocked.com/tools/iep-goal-builder>

18 starter goals for Social Skills, in US Letter.

Social Skills

Peer interaction, joint attention, turn-taking, recognizing emotions, conflict resolution, and engaging in cooperative play.

1. Given a structured free-play setting and one verbal prompt, [student] will initiate interaction with a peer (offering a toy, joining play, or starting a game) in 3 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
Elementary **Developing**
2. Given a peer expressing an emotion (verbally or facially), [student] will identify the emotion correctly using a verbal label or visual aid in 4 out of 5 opportunities across 4 consecutive sessions.
Elementary **Developing**
3. Given a turn-taking activity (board game, conversation, shared materials), [student] will wait for their turn without interrupting in 80% of opportunities across 4 consecutive weeks.
Early Childhood **Developing**
4. Given a peer conflict scenario, [student] will use a learned conflict-resolution script (e.g., "I feel ___ when ___") in 3 out of 5 opportunities across 4 consecutive sessions.
Elementary **Developing**
5. Given an unstructured social setting (recess, lunch), [student] will engage in cooperative play with at least one peer for 5+ minutes in 4 out of 5 opportunities across 4 consecutive weeks.
Elementary **Established**
6. Given a peer-initiated social cue (offered toy, smile, greeting), [student] will respond with a matching cue (accept, return smile, return greeting) in 4 out of 5 opportunities across 4 consecutive sessions.
Early Childhood **Developing**
7. Given a small-group instructional setting, [student] will demonstrate active listening (orienting body toward speaker, maintaining attention for 3+ minutes) in 80% of opportunities across 4 consecutive weeks.
Elementary **Developing**
8. Given a shared toy or activity, [student] will respond to a peer's bid for joint attention (looking, pointing, showing) in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
Early Childhood **Emerging**
9. Given a small-group lunch or snack setting, [student] will ask a peer a personal question ("what did you do this weekend," "what is your favorite color") in 3 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
Elementary **Developing**
10. Given a peer who appears upset (crying, sighing, withdrawn), [student] will offer a supportive response (verbal check-in, AAC message, or gesture) in 4 out of 5 opportunities across 9 weeks, as measured by classroom observation.
Middle **Developing**
11. Given a structured group project, [student] will negotiate a shared role and follow through on the assigned task in 4 out of 5 opportunities across 4 consecutive weeks, as measured by project rubric.
Middle **Established**
12. Given an idiom or sarcastic statement in a peer conversation, [student] will identify whether the meaning is literal or figurative in 80% of opportunities across 9 weeks, as measured by classroom observation.
Middle **Developing**

13. Given a social setting that requires reading group dynamics (cafeteria table, hallway cluster), [student] will identify whether a group is open to a new member before joining in 4 out of 5 opportunities across 9 weeks, as measured by classroom observation.
- High School Developing
14. Given a workplace or community social interaction, [student] will use a setting-appropriate greeting and small-talk script (weather, schedule, recent event) in 4 out of 5 opportunities across 9 weeks, as measured by transition-services rubric.
- High School Established
15. Given a social misunderstanding (peer felt hurt, plans changed, expectation not met), [student] will offer a verbal or written repair (apology, clarification, plan revision) in 4 out of 5 opportunities across 9 weeks, as measured by classroom observation.
- High School Established
16. Given arrival at a familiar group setting (classroom, therapy room, family gathering), [student] will greet a familiar adult or peer with a word, sign, or AAC message within 30 seconds of entering in 4 out of 5 opportunities across 4 consecutive weeks, as measured by an arrival-routine data sheet.
- Early Childhood Emerging
17. Given a play activity or conversation [student] wants to leave, [student] will use a closing phrase ("I am done," "see you later") before walking away in 4 out of 5 opportunities across 4 consecutive weeks, as measured by classroom observation.
- Elementary Developing
18. Given a line, a shared table, or a circle-time seat, [student] will keep about an arm's length of space from the nearest peer without physical contact in 80% of opportunities across 4 consecutive weeks, as measured by classroom observation.
- Elementary Emerging

These are starter goals to customize for the individual student, not legal advice; follow your district policies and the student's IEP team.

Goal–Quality Rubric

Read a draft goal against each SMART criterion, score it 1 to 3, and note what to fix. A goal is ready for the IEP team when every row scores a 3.

Criterion	What a strong goal shows	Score 1–3	Note to fix
S Specific	Names one observable skill and the exact condition it is performed under.		
M Measurable	States a number you can count or a percent you can calculate from data.		
A Achievable	Reaches beyond the baseline but stays within one year of instruction.		
R Relevant	Ties to a documented need and helps the student access the curriculum or daily life.		
T Time-bound	Sets a review window (weeks, sessions) and a data collection method.		
Total	Ready for the team at 15. Revise any row under 3.		

MORE FREE TOOLS



EVERY DOMAIN

Browse the whole goal bank by domain, age band and level, and print any part of it.

<https://www.spectrumunlocked.com/tools/iep-goal-bank>



ACCOMMODATIONS

Over 150 accommodations for IEP and 504 plans, free to browse and print.

<https://www.spectrumunlocked.com/tools/accommodations-bank>

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