**Lesson Title: I Can Handle Put-Downs**

**Pre and Post Assessment**

**Student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_\_\_\_\_\_**

**Dates \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ Form completed by: \_\_\_\_\_\_\_\_\_\_\_**

**Place a + in the column if the student completes the skill**

**Place a / in the column if the student partially completes the skill**

**Place a – in the column if the student is unable to complete the skill**

**Provide a comment for each skill if needed on the C line**

|  |  |  |
| --- | --- | --- |
| **Skills observed & Comments (C:)** | **Pre-test** | **Post-test** |
| 1. Defines the term ‘put-down’
 |  |  |
| **C:** |  |  |
| 1. Describes terms as ‘criticism’ and ‘insult’
 |  |  |
| **C:** |  |  |
| 1. Identifies friendly and un-friendly teasing and the reasons for responses; given pictures of both situations and/or simulations
 |  |  |
| **C:** |  |  |
| 1. Gives examples of ‘put-downs’
 |  |  |
| **C:**  |  |  |
| 1. Can provide possible outcomes per ‘wrong’ responses to put-downs such as crying or tattling
 |  |  |
| **C:** |  |  |
| 1. Defines the word ‘comeback’
 |  |  |
| **C:** |  |  |
| 1. Identifies 3-4 ways to respond to ‘put-downs’ that may decrease the continued behavior.
 |  |  |
| **C:** |  |  |
| 1. Student completes homework page accurately w/minimal assists (poste lesson)
 |  |  |
| **C:** |  |  |