

# **Soft Skills Proficiency Criteria**

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### Soft Skills Proficiency Criteria: Option One

Consider criteria that measure level of independence, level of support, and frequency of performance. Below is a suggested five-point scale that considers these factors, but you can create your own criteria. This set of criteria assumes that you are scoring the student with respect to only the selected soft skills that are targeted (not soft skill performance in general), so this works well with IEP goals but it does not give you a comparison to typically functioning students. Whatever criteria you decide on; that is the criteria you should use in developing IEP goals and benchmarks.

- 1) Demonstrates the skill in less than 20% of opportunities provided, with frequent verbal and visual reminders and frequent redirection. Skills are embedded in a highly structured, closely supervised routine.
- 2) Demonstrates the skill in approximately 50% of opportunities provided, with frequent verbal and visual reminders and frequent redirection. Skills are embedded in a highly structured, closely supervised routine.
- 3) Demonstrates the skill in approximately 50% of opportunities provided, with occasional verbal and visual reminders and occasional redirection. Skills are embedded in a highly structured, closely supervised routine.
- 4) Demonstrates the skill in approximately 80% of opportunities provided, with occasional verbal and visual reminders and occasional redirection. Skills are shown in routines of varying structure and with varying levels of supervision.
- 5) Demonstrates the skill in approximately 80% of opportunities provided, and verbal or visual reminders and redirection are rarely needed. Skills are shown in routines of varying structure and with varying levels of supervision.

#### Frequency Key

Frequent: Two or more times in a 10 minute period.

Occasional: One or fewer times in a 15 minute period.

Rarely: Less than once in 30 minutes.

## Soft Skills Proficiency Criteria

Soft Skills Proficiency Criteria: Option Two

This set of criteria considers level of independence, level of support, and frequency of performance, but it also has a way to indicate how the student compares to typical peers. With this set of criteria, the higher scores are for comparison to typical peers and the other scores are scoring the student with respect to only the selected soft skills that are targeted (not soft skill performance in general). This set of criteria is more appropriate for students in highly contained settings (e.g., placement in a therapeutic classroom), where proficiency needs to be considered in the larger context of how typical students function outside contained settings. Whatever criteria you decide on; that is the criteria you should use in developing IEP goals and benchmarks.

**5** Demonstrates most of the expected age-appropriate soft skills (compared to typical peers) in approximately 80% of opportunities provided. Verbal or visual reminders and redirection are rarely needed, and skills are shown in routines of varying structure and with varying levels of supervision.

**4** Demonstrates many of the expected age-appropriate soft skills in approximately 80% of opportunities provided, with occasional verbal and visual reminders and occasional redirection, and skills are shown in routines of varying structure and with varying levels of supervision.

**3** Demonstrates many of the **selected** soft skills in approximately 80% of opportunities provided, with occasional verbal and visual reminders and occasional redirection, and skills are embedded in a highly structured, closely supervised routine. Many additional soft skills will need to be addressed once the current target skills are demonstrated more consistently (in 80% of opportunities with occasional reminders and in routines of varying structure and with varying levels of supervision).

**2** Demonstrates some of the **selected** soft skills in approximately 50% of opportunities provided, with frequent verbal and visual reminders, frequent redirection, and skills are embedded in a highly structured, closely supervised routine. Many additional soft skills will need to be addressed once the current target skills are demonstrated more consistently (in 80% of opportunities with occasional reminders and in routines of varying structure and with varying levels of supervision).

**1** Demonstrates some of the **selected** soft skills, but in less than 20% of opportunities provided, with frequent verbal and visual reminders and frequent redirection, and skills are embedded in a highly structured, closely supervised routine.

Frequency Key

Frequent: Two or more times in a 10 minute period.

Occasional: One or fewer times in a 15 minute period.

Rarely: Less than once in 30 minutes.