Social Skills Group Implementation Checklist

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| Category | Items | Action Plans | Complete |
| Planning | * Determine who will be the intervention facilitator(s) |  |  |
| * Determine which staff (or peers) will support generalization |  |  |
| * Choose curriculum(a) |  |  |
| * Determine meeting place(s) for group(s) |  |  |
| * Determine meeting time(s) for group(s) |  |  |
| * Determine the size of groups (min/max) |  |  |
| * Define a process for determining student placement in groups |  |  |
| * Define the procedure for obtaining parent permission |  |  |
| * Develop a standard Daily Progress Report form that can be modified |  |  |
| * Determine what tool will be used to collect and review student progress data |  |  |
| Assessment | * Develop a schedule for reviewing school-wide behavior data (and screening data, if applicable) |  |  |
| * Define process for determining type(s) of social skills deficit(s) |  |  |
| * Define a process for selecting skill(s) that will be targeted |  |  |
| * Define a process to assess function of behavior |  |  |
| * Develop a plan for collecting, graphing and reviewing students’ daily progress data |  |  |
| * Define a process to assess intervention effectiveness |  |  |
| Teaching | Develop the teaching approach and components that will accompany each lesson plan (e.g., modeling, role play, independent practice) |  |  |
| Generalization | Develop a plan for generalization: when, where, what (e.g., greetings, feedback, observation) |  |  |
| Progress Monitoring | Develop a schedule and plan for reviewing student progress data |  |  |