

Module: Social Skills Group

Implementation Checklist for Social Skills Groups

Collet-Klingenberg, L. (2009). Steps for implementation: Social skills groups. Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

Instructions: The Implementation Checklist includes each step for Social Skills Training Groups. Please complete all of the requested information including the site and state, teacher being observed, and the learner's initials. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____

State: _____

Teacher / Practitioner: _____

Learner's Initials: _____

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------------|---|---|---|---|---|---|---|---|
| Date | | | | | | | | |
| Observer's Initials | | | | | | | | |

Step 1. Identifying Social Skills Targeted for Instruction

1. Teachers/practitioners use direct observation methods to identify the function of the interfering behavior that include:

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

2. Teachers/practitioners use direct observation methods to identify the function of the interfering behavior that include:

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

3. Teachers/practitioners use direct observation methods to identify the function of the interfering behavior that include:

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 2. Organizing Training Groups

1. Teachers/practitioners identify group members with similar goals.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

2. Teachers/practitioners select adults/helpers who have experience with ASD or who have received professional development about the needs of learners with ASD.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

3. Teachers/practitioners organize groups that are no more than three or four learners per adult/helper.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 3. Collecting Baseline Data

1. Teachers/practitioners create data sheets using group members' individual target behaviors and goals.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

2. Teachers/practitioners record data for each group member on the data sheet(s).

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

3. Teachers/practitioners collect, summarize, and graph a sufficient number of data points to identify learners' current use of skills.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 4. Scheduling Group Meetings

1. Teachers/practitioners select a time and place for holding training meetings that is mutually convenient and optimal for both learners and helpers.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

2. Teachers/practitioners establish sufficient time for teaching, but not so long that learners become overwhelmed or lose interest.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

3. Teachers/practitioners consider the ages, developmental level of learners, and the context of instruction when scheduling group meetings.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 5. Creating a Training Format or Structure

1. Teachers/practitioners clearly identify a format with set beginning/ending times and time for various activities.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

2. Teachers/practitioners ensure that the training format includes at least:

a. an introduction,

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

b. instruction,

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

c. practice, and

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

d. feedback with reinforcement.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

3. Teachers/practitioners select a format for the social skills training sessions that is appropriate for the age and characteristics of the learners in the group. The format may include the following:

a. introduction/warm-up phase is used to start session in efficient manner,

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

b. .topic/focus skill for the session is clearly conveyed to learners,

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

c. focus skill is clearly modeled for learners,

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

d. practice opportunities are provided for learners,

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

e. coaching/prompting is provided to learners as they practice the skill

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

f. positive feedback provided and problem solving used to help learners acquire skills, and

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

g. free/snack time provided at end of session to serve as reinforcer for participating in session.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 6. Organizing Topics for Instruction

1. Teachers/practitioners break larger topics for instruction (e.g., conversation skills) into more teachable units (e.g., initiations, turn-taking, asking questions, terminating).

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 7. Specifying Embedded Instructional Strategies or Materials

1. Teachers/practitioners identify additional instructional strategies (e.g., video modeling, social stories).

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

2. Teachers/practitioners provide appropriate resources (e.g., interactive toys, books or social narratives, videos) for specific skills that are the focus of group training

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 8. Training Helpers Prior to Implementing Group Instruction

1. Teachers/practitioners train helpers on group instruction, data collection, and help them become familiar with strategies and materials.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

2. Teachers/practitioners regularly provide time to confer with helpers to:

a. discuss learner progress;

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

b. ask questions that have emerged; and

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

c. review goals, priorities, and status of social skills group activities.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 9. Implementing Social Skills Group Training

1. Teachers/practitioners conduct social skills group training regularly, as planned.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

Step 10. Collecting Data on Target Behavior/Skills to Inform Instruction

1. Teachers/practitioners (and/or helpers) collect data on target behaviors/skills over time, including baseline data).

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

2. Teachers/practitioners collect data on intervention/instruction (e.g., type and number of prompts used to elicit target behavior).

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

3. Teachers/practitioners collect data on generalization of target behaviors to other settings and with other people.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

4. Teachers/practitioners summarize or graph data.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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| Score | | | | | | | | |

5. Teachers/practitioners use data to make instructional decisions.

| Observation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Score | | | | | | | | |

| Date | Observer Initials | Target Skill/Behavior, Comments, and Plans for Next Steps |
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| Date | Observer Initials | Target Skill/Behavior, Comments, and Plans for Next Steps |
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| Date | Observer Initials | Target Skill/Behavior, Comments, and Plans for Next Steps |
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| Date | Observer Initials | Target Skill/Behavior, Comments, and Plans for Next Steps |
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