## Social Skills Intervention Development Checklist

The skills and products that are pivotal to CICO intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the “Completed” column as final decisions are made.

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| **PROGRAM DESIGN** | |
|  | **Completed** |
| 1. All Tier 2 team members are aware of effective implementation of a social skills intervention group. |  |
| 2. An intervention coordinator is identified. |  |
| 3. A Facilitator is trained to participate in the groups with specific role and responsibilities. |  |
| 4. A consistent location for group meetings is designated. |  |
| 5. A maximum number of students that can be served at one time is determined. |  |
| 6. Your school’s name for the social skills group is determined. |  |
| 7. Curriculum/lessons are selected based on behavior needs identified by data. |  |
| 8. Group meetings have a consistent schedule that includes rules and routines that have been taught. |  |
| 9. The intervention facilitator is able to teach a small group of students 1-2 times per week at the designated time. |  |

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| **PROGRESS REPORT** | |
|  | **Completed** |
| 1. Social skills taught align with school-wide expectations. |  |
| 2. A goal is set for each student. |  |
| 3. A schedule for review of individual student data is determined with decision rules for fading, modifying, or continuing the intervention. |  |
| 4. The student is asked to monitor his/her own progress with the use of homework. |  |

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| **REINFORCEMENT SYSTEM** | |
|  | **Completed** |
| 1. Reinforcers are available for student participation during group meetings. |  |
| 2. Reinforcers are available for students that demonstrate targeted social skills at other times and locations. |  |
| 3. Additional reinforcers are available for students who meet their daily or weekly goal. |  |

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| **DATA MANAGEMENT** | |
|  | **Completed** |
| 1. A data management system is available to store and summarize student progress |  |
| 2. The intervention coordinator is trained to enter and graph the student data |  |
| 3. Student data is examined and reviewed on a regularly scheduled basis |  |
| 4. The intervention coordinator brings data to the Tier 2 team meetings |  |
| 5. Data is shared with the whole staff at least quarterly |  |
| 6. Data is shared with parents on a regular basis. |  |

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| **PLANS FOR SELF-MANAGEMENT, FADING & GRADUATION** | |
|  | **Completed** |
| 1. Procedures for fading intervention components are established |  |
| 2. Self-management process is understood by student and participating teachers |  |
| 3. A planned celebration is available when students graduate from social skills group |  |
| 4. Periodic check-ups/supports are in place for students after they graduate from the program. |  |

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| **TEACHING STAFF TO IMPLEMENT THE PROGRAM** | |
|  | **Completed** |
| 1. Staff is trained to use pre-corrects and prompts that will aid student use of skills. |  |
| 2. A Tier 2 Team member is designated to provide modeling and feedback each time a new teacher begins to implement the program. |  |
| 3. Yearly booster sessions about the purpose and key features of the intervention are provided to staff. |  |

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| **TEACHING STUDENTS & PARENTS PARTICIPATE IN THE PROGRAM** | |
|  | **Completed** |
| 1. A plan for introducing students to the program is developed. The plan includes an overview of the program. |  |
| 2. A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child. |  |

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| **EVALUATE PROGRAM OUTCOMES** | |
|  | **Completed** |
| 1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule. |  |
| 2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule. |  |
| 3. A plan for monitoring intervention outcomes is developed and includes:   * Number of students who participated * Number of students that graduated * Number of students that required more intensive support |  |
| 4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components. |  |