**Scheduling and Logistics**

*Checklist*

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| **#** | **Task Indicator** |  |
| **1a** | Consistent meeting time (30 min 2 x times per week) |  |
| **1b** | Instructional setting (room) available and scheduled |  |
| **1c** | 6-8 students with similar needs identified for group |  |
| **1d** | Schedule to teach no more than 1 relevant skill per week |  |
| **1e** | Schedule at least 2 weeks for each identified skill |  |
| **1f** | Have a consistent teacher identified for each session |  |

**Group Management Strategies**

*Checklist*

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| **#** | **Task Indicator** |  |
| **2a** | Teach and practice group rules during first lesson |  |
| **2b** | Develop point system related to group rules |  |
| **2c** | Assign seating to minimize potential disruptions |  |
| **2d** | Plan activities to keep student engaged (OTRs) |  |
| **2e** | Plan to focus on positive behavior and redirect problems |  |
| **2f** | Provide frequent reminders |  |
| **2g** | Create group completion with teacher for reinforcement |  |
| **2h** | Use frequent specific verbal praise |  |

**Generalization Strategies**

*Checklist*

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| **#** | **Task Indicator** |  |
| **3a** | Appropriate replacement skills identified from environment |  |
| **3b** | Use real role play examples solicited from the environment |  |
| **3c** | Practice in multiple settings and under variable conditions |  |
| **3d** | Frequent questions to students – “is this right or wrong?” |  |
| **3e** | Differentiate instruction as necessary for individuals |  |
| **3f** | When students answer correctly –introduce role plays |  |
| **3g** | Provide all students with tasks during role play (judges) |  |
| **3h** | All students role play each skill to mastery |  |
| **3i** | Test with novel examples |  |

**Teaching Strategies**

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| **#** | **Task Indicator** |  |
| **4a** | Introduce a problem and a key skill as a solution |  |
| **4b** | Provide physical models while thinking aloud key steps |  |
| **4c** | Sequence positive examples then juxtapose negative |  |
| **4d** | Frequent questions to students – “is this right or wrong?” |  |
| **4e** | Differentiate instruction as necessary for individuals |  |
| **4f** | When students answer correctly –introduce role plays |  |
| **4g** | Provide all students with tasks during role play (judges) |  |
| **4h** | All students role play each skill to mastery |  |
| **4i** | Test with novel examples |  |

*Checklist*