|  |  |  |
| --- | --- | --- |
|  | **Social Skills Treatment Integrity Checklist** | Date and “+” if step followed or “-“ if step is not followed |
|  | Indicators ⇓ Date ⇒ |  |  |  |  |  |  |  |  |  |  |
| Group Management | 1. Group norms and rules are generated with student input, posted/referred to often, and reinforced; references to school-wide expectations (Ex.’s PBIS, Character Ed.) are evident
 |  |  |  |  |  |  |  |  |  |  |
| Transfer/ Generalization | 1. Staff reviews data and/or HW showing use of skill in context with student. Reinforcement for skill use occurred.
 |  |  |  |  |  |  |  |  |  |  |
| Teach | 1. Social skill taught – skill steps posted prominently with appropriate text/images (can be on board, paper chart, projector, etc) – connected to school-wide expectations
 |  |  |  |  |  |  |  |  |  |  |
| 1. Social skill taught – rational for skill use and context presented or elicited from students (where, with whom, etc.)
 |  |  |  |  |  |  |  |  |  |  |
| Model | 1. Social skill modeled by adult(s) with adults “thinking aloud” each step as well as pointing (or having another individual point) to the posted step being demonstrated
 |  |  |  |  |  |  |  |  |  |  |
| Role-Play | 1. Each student acts out the social skill steps with the help of one or two peers (who help act out a real-life situation) – each student has equal opportunities to co-act as well
 |  |  |  |  |  |  |  |  |  |  |
| 1. Each student acts out social skill steps while “thinking aloud” at each step (meta-cognition)
 |  |  |  |  |  |  |  |  |  |  |
| 1. Staff points to each skill step as it is demonstrated during role-play
 |  |  |  |  |  |  |  |  |  |  |
| 1. Learners not in role-play have been assigned a social skill step to look for and provide feedback
 |  |  |  |  |  |  |  |  |  |  |
| Feedback | 1. Each peer gives feedback on assigned social skill step to observe; Co-actor and Main Actor give feedback/comment on use of skill steps afterwards
 |  |  |  |  |  |  |  |  |  |  |
| 1. Adults give feedback (after peers do)
 |  |  |  |  |  |  |  |  |  |  |
|  Transfer/ Generalization | 1. Students set goal for skill use (Homework) in identified situations/context (with whom, where, when, etc.) & data sheet (Social Skills Homework or Daily Progress Report) is used to prompt generalization
 |  |  |  |  |  |  |  |  |  |  |
| 1. Social Skill is prompted/coached by adults in generalized situations where skill is necessary (by adults present in those situations) & posted skills steps are available in areas where skill is to be used.
 |  |  |  |  |  |  |  |  |  |  |
| 1. Adults give feedback on students’ use of skills on homework sheet/daily progress report; during fading, students self-rate practice of skill as well.
 |  |  |  |  |  |  |  |  |  |  |
| Tx Integrity Score: # of +’s each lesson ⇒ |  |  |  |  |  |  |  |  |  |  |

Created by Adam Krenski in Collaboration with SSD PBIS Team – Adapted from McGinnis (2012) Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills; Knoff (2001) Stop and Think Social Skills Program; & Missouri Schoolwide Positive Behaviors Support (pbismissouri.org) 07/28/2014