Module: Social Skills Groups

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, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. 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: _____

Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1 – 8)									
Step 1. Identifying Social Skills Targeted for Instruction		**Score****							
1. Refer to IEP or IFSP to identify relevant goals for individual learners with ASD.									
2. Discuss goals with the IEP/IFSP team, including family members and learners.									
3. Ensure that the target of instruction is observable and measurable.									
Step 2. Organizing Training Groups									
1. Identify group members with similar goals.									
2. Select adults/helpers who have experience with ASD or who have received professional development about the needs of learners with ASD.									
3. Organize groups that are no more than three or four learners per adult/helper.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

Module: Social Skills Groups

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Collecting Baseline Data		**Score****							
1. Create data sheets using group members' individual target behaviors and goals.									
2. Record data for each group member on the data sheet(s).									
3. Collect, summarize, and graph a sufficient number of data points to identify learners' current use of skills.									
Step 4. Scheduling Group Meetings									
1. Select a time and place for holding training meetings that is mutually convenient and optimal for both learners and helpers.									
2. Establish sufficient time for teaching, but not so long that learners become overwhelmed or lose interest.									
3. Consider the ages, developmental level of learners, and the context of instruction when scheduling group meetings.									
Step 5. Creating a Training Format or Structure									
1. Clearly identify a format with set beginning/ending times and time for various activities.									
2. Ensure that the training format includes at least:									
a. an introduction,									
b. instruction,									

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Module: Social Skills Groups

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Step 5. Creating a Training Format or Structure (cont.)		**Score****							
c. practice, and									
d. feedback with reinforcement.									
3. 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,									
b. topic/focus skill for the session is clearly conveyed to learners,									
c. focus skill is clearly modeled for learners,									
d. practice opportunities are provided for learners,									
e. coaching/prompting is provided to learners as they practice the skill,									
f. positive feedback provided and problem solving used to help learners acquire skills, and									
g. free/snack time provided at end of session to serve as reinforcer for participating in session.									
Step 6. Organizing Topics for Instruction									
1. Break larger topics for instruction (e.g., conversation skills) into more teachable units (e.g., initiations, turn-taking, asking questions, terminating).									

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Module: Social Skills Groups

	Observation	1	2	3	4	5	6	7	8
	Date								
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Step 7. Specifying Embedded Instructional Strategies or Materials		**Score****							
1. Identify additional instructional strategies (e.g., video modeling, social stories).									
2. Provide appropriate resources (e.g., interactive toys, books or social narratives, videos) for specific skills that are the focus of group training.									
Step 8. Training Helpers Prior to Implementing Group Instruction									
1. Train helpers on group instruction, data collection, and help them become familiar with strategies and materials.									
2. Regularly provide time to confer with helpers to:									
a. discuss learner progress;									
b. ask questions that have emerged; and									
c. review goals, priorities, and status of social skills group activities.									
Intervention (Step 9)									
Step 9. Implementing Social Skills Group Training									
1. Conduct social skills group training regularly, as planned.									
Progress Monitoring (Step 10)									
Step 10. Collecting Data on Target Behavior/Skills to Inform Instruction									
1. Collect data on target behaviors/skills over time, including baseline data).									

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Module: Social Skills Groups

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 10. Collecting Data on Target Behavior/Skills to Inform Instruction (cont.)		**Score****							
2. Collect data on intervention/instruction (e.g., type and number of prompts used to elicit target behavior).									
3. Collect data on generalization of target behaviors to other settings and with other people.									
4. Summarize or graph data.									
5. Use data to make instructional decisions.									

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Module: Social Skills Groups

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