**Social Skills Intervention Group**

**Development Guide**

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| **Feature** | **Goal** | **Yes/No** |
| **Program Design** | All Tier 2 Team members are aware of effective implementation of a social skills intervention group  |  |
| An intervention Coordinator is identified. |  |
| A facilitator is trained to participate in the groups with specific role and responsibilities |  |
| A consistent location for group meetings is designated |  |
| A maximum number of students that can be served at one time is determined |  |
| Your school’s name for the social skills group is determined |  |
| Curriculum/lessons are selected based on behaviour needs identified by data |  |
| Group meetings have a consistent schedule that includes rules and routines that have been taught |  |
| The intervention facilitator is able to teach a small group of students 1-2 times per week at the designated time. |  |
| **Progress Report** | Social skills taught align with school-wide expectations |  |
| A goal is set for each student. |  |
| A schedule for review of individual student data is determined with decision rules for fading, modifying, or continuing the intervention |  |
| The student is asked to monitor their own progress with the use of homework |  |
| **Reinforcement System** | Reinforcers are available for student participation during group meetings |  |
| Reinforcers are available for students that demonstrate targeted social skills at other times and locations. |  |
| Additional reinforcers are available for students who meet their daily or weekly goal. |  |

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| **Feature** | **Goal** | **Yes/No** |
| **Data Management** | A data management system is available to store and summarise student progress |  |
| The Coordinator is trained to enter and graph the student data |  |
| Student data is examined and reviewed on a regularly scheduled basis |  |
| The Coordinator brings data to the Tier 2 team meetings |  |
| Data is shared with the whole staff at least quarterly |  |
| Data is shared with parents/caregivers on a regular basis. |  |
| **Plans for Fading** | Procedures for fading intervention components are established |  |
| Self-management process is understood by student and participating teachers |  |
| A planned celebration is available when students graduate from social skills group  |  |
| Periodic check-ups/supports are in place for students after they graduate from the program |  |
| **Staff Training** | Staff is trained to use pre-corrects and prompts that will aid student use of skills |  |
| A Learning Support Tier2 Team member is designated to provide modelling and feedback each time a new teacher begins to implement the program. |  |
| Yearly booster sessions about the purpose and key features of the intervention are provided to staff |  |
| **Student and Parent Training** | A plan for introducing students to the program is developed. The plan includes an overview of the program. |  |
| A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child |  |