


Student: _____ Date: _____

Social Skills Training Planner	Notes	
1. Completed a social skills assessment and determined target.		
2. Determined if the student needs a behavior plan prior to implementing a social skills program OR if adding the social skills program as an intervention component is appropriate.		
3. Determined a social skills curriculum.		
4. Determined <i>goals/social skills targets</i> based on an analysis of the student's assessments. Included consideration for <u>age appropriateness</u> , <u>functional use</u> of the social skill to be taught, <u>the unique needs of the student</u> , and <u>student's assessment(s)</u> Consider situations relevant to the learner's real-life circumstances in the school, home, and/or community when selecting goals and targets.		
5. Determined <i>social skill program/lesson</i> to be used to teach the targeted skill based on the <u>assessment(s)</u> and the <u>unique needs of the student</u> .		
6. Observed the student performing the targeted social skill and <u>collect baseline data</u> (this may have to be contrived if data cannot be collected in a naturally occurring situation. Example: playground, transitions, lunch time, group, etc.)		
7. Determined any pre-requisite skill(s) critical to teaching the targeted social skill selected and record pre-requisites to be targeted in order of relevance for teaching the social skill. This may require a task analysis of the targeted social skill. Or Begin teaching the specific targeted social skills. This would occur where teaching of pre-requisites skills is not necessary. Instruction includes appropriate data collection systems.		
8. Gathered the necessary data collection form(s) for data based decision making. (i.e. Frequency collection sheet, prompted/independent data sheet, etc.) OR Use the probe data form provided with the social skills curriculum/lesson you have chosen.		
9. Included a graph where skill acquisition and/or frequency/latency/duration/etc., can be recorded.		
10. Planned for <u>daily teaching</u> , as well as <u>practice sessions</u> of the target skill in the student's schedule. Practice sessions can be contrived in the natural settings. (<i>Include other school/community environments/people/ and stimuli</i>) in the sessions for <i>generalization</i> .		
11. Developed a lesson plan to prepare/guide daily lessons.		
12. Trained staff and/or typical peers on all procedures related to SS program and skills being taught. Include training on contriving/capturing opportunities.		
13. Performed fidelity checks to ensure program is implemented as planned. Poor reliability requires retraining of staff/peers.		