

Social Skills Training Checklist

Adherence:

Getting Started

- [Identify what prosocial skills](#) your student struggles with. You may want to collect baseline observational data to create a list of social skills that need improvement. (See Beacon for [common social skills you may want to target](#))
- Consider what specific deficits may be contributing to these behaviors.

Implementation

- [Introduce the intervention to the student](#)
 - Meet with the student to discuss the targeted social skill
 - Start with one or two skills at a time. Help the student understand why the skill is important and normalize it being hard to learn and use.
- [Give examples](#) of what the skill looks like and how it can be used
- [Have the student practice](#) the skill in a hands-on, fun way
- Give the student feedback on their practice of the skill
- [Have the student practice the skill throughout the day](#)
- Praise the student when you see them using the skill
- [Provide feedback on how the student has been using the skill during the school day](#)
- Repeat this process for each skill introduced
- Use Beacon progress monitoring tools to evaluate the extent to which this intervention is improving the target behavior as intended

Quality:

- Praise student in a genuine and enthusiastic tone
- Use [labeled praise](#)
- Social Skills Training works best when there is a positive teacher-student relationship. For tips on improving the relationship, see [this handout](#).

Tips for Success

- Repeat practice and reinforcement- If the student is not using the skill appropriately, it is important to provide that feedback and give corrective examples of the expected behavior.
- Feedback should include specific examples of the student's behavior, as well as clear examples of the expected or ideal behavior.
- If you need help implementing or evaluating this intervention, it may be helpful to seek out consultation from your school mental health professional or intervention team leader