

Interpersonal Skills Training Phase I Checklist

Adherence:

Getting Started Phase 1

- ☐ Decide if you will implement interpersonal skills training in an individual session, group session, or as a combination of the two.

Implementation Phase 1

- ☐ Explain that the goal of the program is to help students improve their ability to get along with others.
- ☐ Discuss how interpersonal relationships can be tricky and hard to navigate. There are a lot of complexities in social interactions (e.g., listening to others, sharing your ideas, navigating differences in perspectives).
- ☐ Introduce and discuss the concept of the “ideal self” - how you want others to perceive you (see ISG Discussion Guide). It can be helpful to have a list of terms for them to consider such as: hard worker, funny, helpful, smart, kind and others (see downloadable ISG form).
- ☐ Introduce and discuss the concept of the “real self” - what people really think about you. This can be a list of words and phrases that someone else would use to describe the student. Explain to them that the ideal self and the real self are often different. How you want others to see you is not always the same as how they really do see you. Give some examples to help normalize this discrepancy.
- ☐ Create “ideal self” goals (e.g., *I want people to view me as kind*).

Quality:

- ☐ Acknowledge and validate the student’s feelings about participating in the program
- ☐ It is crucial to be patient and not get ahead of your student and move through this process with them at their pace.

Tips for Success:

- ☐ Interpersonal skills training may be conducted individually or in a group setting. The goal setting (Phase 1) and evaluation sessions (Phase 3) are likely easier to conduct in individual meetings, but the practice and implementation of interpersonal skills training (Phase 2) is more conducive to a group setting as it allows for live practice and the opportunity for in the moment feedback from the school mental health professional.
- ☐ Some students struggle with setting ideal self goals. If you observe this, consider having an individual follow-up session with the student to give them more time to process and identify their goals and the behaviors that align with that goal. Have them think about the characteristics of people they admire and what behaviors lead people to see that characteristic. You can share examples of people you admire.
- ☐ It is acceptable to initially allow the student to make a goal that you don’t think perfectly hits the mark. As they complete Phase 2, students often refine their goals based on the practice and feedback. The students are often more receptive to your guidance in shaping goals in Phase 2 than in Phase 1.