
Interpersonal Skills Training Phase 3 Checklist

Adherence

Getting Started

- ☐ Plan a time for individual meetings with the student.

Implementation Phase 3

- ☐ To assist with generalization of the skills learned in the first two phases, discuss with the student that how they wish to be perceived by one person (e.g., a peer) may differ from how they wish to be perceived by others (e.g., teacher or parent). Thus, ideal self goals can change depending on the setting. Brainstorm ideal self goals with the student that may pertain to a variety of situations.
- ☐ Identify a social interaction that the student experienced during the past week that involved some emotional reaction and/or was significant in terms of the student's relationship with others. Discuss this event and identify appropriate ideal self goals for the situation.
- ☐ Once the goals have been identified, collaboratively discuss the behavioral definitions of the goals and ask the student to estimate how you (or other adults) would have rated them in relation to the goals in that situation. Ask the student about the types of direct and indirect feedback they received from others in the interaction.
- ☐ Finally, collaboratively make a plan with the student how to better achieve ideal self goals in subsequent social interactions within a similar context (i.e., same people, similar event). If there are other important interpersonal events coming in the next few days, discuss goals and behaviors as well as behaviors of the other people to monitor for feedback. In addition, develop strategies for modifying goals or behaviors based on the behaviors of the other individuals.

Quality

- ☐ Be patient with the students. Generalizing skills across settings is challenging. Go at their pace, allow them to make mistakes and help them learn from those mistakes.
- ☐ Offer empathy about how hard it can be to develop the skill of using others' reactions as feedback about your own behavior.

Tips for Success

- ☐ This discussion should proceed like a feedback session in phase two, but without the opportunity to observe the social event.
- ☐ It is important to note that students may "get stuck" during these conversations. Try to offer scaffolded guidance rather than specific advice.
- ☐ Help the student engage in "mini experiments" to develop the skills relevant to this phase of ISG (i.e., setting new goals, modifying goals over time, noticing others' reactions, reflecting on this feedback in a non-defensive manner).