**Social Skills Intervention Group**

**Lesson Plan Fidelity Checklist**

Today’s Date Social Skills Unit

Group Facilitators:

Lesson Plan Reviewer:

Use the chart below to rate the degree to which each component was implemented.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | **Not Evident** | **Limited Evidence** | **Partially Evident** | **Fully Evident** |
| Describes activities for reviewing previously learned skills. |  |  |  |  |
| Introduces the new skill. |  |  |  |  |
| Defines the skill and key vocabulary. |  |  |  |  |
| Explains why the skill is important. |  |  |  |  |
| Identifies steps for using the skill. Gives opportunity for students to repeat the skill steps. |  |  |  |  |
| Includes modeling and role-play opportunities. |  |  |  |  |
| Lists procedures for reinforcing occurrences of the skill during the session. |  |  |  |  |
| Provides specific examples and noon-examples of the expected skill. |  |  |  |  |
| Includes time for goal setting and an explicit homework assignment. |  |  |  |  |
| Has materials that can be used to communicate skills and steps students are working on so that other adults can prompt, cue, and recognize students for using skills. |  |  |  |  |

Comments about implementation: