	Social Skills Planning Tool	
Name:	Date:	
Grade:	Teacher:	

## **Step 1: Problem Identification**

1) What are the student's social skill strengths?

2) What are the student's social skill weaknesses?

Dimension	Specific Skill	Priority Skill?
Peer relationships		High Medium
		Low
Self-management		High Medium Low
Academic		High Medium Low
Compliance		High Medium Low
Assertion		High Medium Low

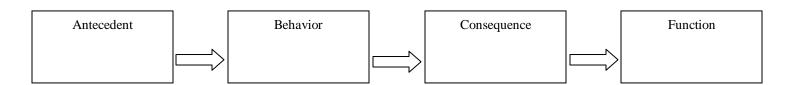
## Step 2: Conduct a problem analysis for high priority skills

1) What type of skill deficit does the child have?

Skill 1:	Acquisition	Performance	Fluency
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Deficit	Characteristics of Deficit
Acquisition	The child has an absence of knowledge for using a skill even under ideal circumstances. For
	example, the child cannot display the skill when asked to do so, or cannot verbally describe the
	skill.
Performance	The child knows the skills, but fails to demonstrate it at acceptable levels in specific situations.
	For example, the child can display the skill when asked by an adult, but does not do it on a
	regular basis or in the natural context.
Fluency	The child knows and will use the skill, but it is typically awkward or inconsistent. For example,
	the child will occasionally display the skill, but the behavior appears awkward or unnatural

- 2) Does the child display a competing problem behavior? IF yes, complete a summary statement\*
- a. Define the competing behavior:
- b. When is the child likely to display the competing behavior?
- c. What happens after the child displays the competing behavior?



\*If you are unable to determine a likely function, complete a full functional behavior assessment
Used with permission Dr. Amy Campbell, Grand Valley State University (3/9/12)

**Step 3: Create an implementation plan** 

Plan Components	Who?	By When?
Teaching the skill (if acquisition deficit)		-
•		
Initial Teaching Plan		
Follow-up Teaching Plan		
How will be prompt the student to use the skill in the natural		
environment?		
Ensure that we prompt the child to use the skill prior to triggering events		
1 1 00 0		
How will we acknowledge the student for using the skill?		
Ensure the acknowledgment matches the identified function		
How will we respond when the child does not use the skill?		
Ensure that the child is not rewarded for using the competing behavior		

Step 4: Evaluation Plan

<b>Evaluation Type</b>	Who?	By when?
How will we know if the plan is working?		
How will we measure progress?		
When will we assess progress?		
What are our data decision rules for determining response (and non-response)		
How will we know if the planning is being implemented with fidelity?		
How will we measure fidelity?		
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When will we assess fidelity?		