

Treatment Integrity Checklist – Social Skills SUPPORT

Staff Evaluated: _____

Name of Evaluator: _____

Date of Evaluation: _____

Skill	Proficient	Needs Improvement	Follow-up Required Y/N
Providing Client Support and Active Participation			
1. Ready for client at arrival time/ assists in preparing the group area (may be directed by Lead IT)			
2. Allows Lead IT to deliver all verbal instructions Lead IT is responsible for delivering all large group instructions. Support IT's should be modeling the appropriate actions and using least-to-most prompting for all clients. No verbal prompting should be used unless directed by the Lead IT.			
3. Models the instruction/activity beside children Actively participates in activities as a peer model for all children and engages in minimal/no talking to other therapists during the session			
4. Uses least-to-most prompting Uses problem solving and thematic prompting when appropriate (i.e., the child is engaging in inappropriate behaviour or comments refer to cool/not cool strategy and/or help them identify what actions/comments they should be doing).			
5. Manages behaviour appropriately a) Correctly identifies function of behaviour b) Matches response to function of clients behaviour while acting to maximize safety and maintain dignity of clients c) Seek support from ST and takes ABC data when appropriate (if applicable)			
6. Creates at least 10 learning opportunities to target their specific manding goals			

7. Is having fun and engaged with children			
8. Greets parents at the end of the session and provides brief overview of clients day			
9. Uses age-appropriate language when speaking to clients			
Fun with Friend and Operation Cooperation only			
10. Creates at least 5 opportunities for children to engage in simple conversation (i.e. 1-3 exchanges)			
11. Creates at least 5 opportunities for children to give a comment to a peer (i.e., recipricates comment, compliment, positive/negative/neutral comment)			
Centre Management			
1. Follows all centre policies and procedures i.e. no hot drinks, toy organization, arrival routines, etc.			
2. Assists in tidying up at the end of session			
Data Collection			
1. Data sheets are filled out accurately a) targets mastered after the appropriate number of sessions b) targets mastered in probe when appropriate c) correct number of programs being run (8-10) d) Targets flagged to Lead after 5 consecutive 'no's'			
2. Target lists are up-to-date with mastered and acquisition target dates			
3. Graphy accurately filled out with pencil and a ruler			
4. All client data returned to Lead at the end of the session			
5. Communication notes are completed at the end of session and have the appropriate level of details included			

Professionalism				
1. Acts and communicates in a professional manner when speaking with parents, client and fellow staff				
<p>TIC Score: ___/ ___ (*100) = ___%</p>	<p><i>Staff is proficient in program implementation (No follow-up required)</i></p> <p>95-100%</p>	<p><i>Understands program components. Needs some assistance (moderate supervision/training required either by Lead or ST)</i></p> <p>75-94%</p>	<p><i>Requires additional training and support on program implementation (verbal feedback, role-play, follow-up TIC. If no improvements next TIC learning plan required)</i></p> <p>50-74%</p>	<p><i>Learning plan required (verbal feedback, role-play, follow-up TIC)</i></p> <p><50%</p>