

Friendship Skills Fidelity Checklist

Practice	Never	Rarely	Some of the time	Most of the time
1. I teach/introduce friendship skills using a variety of approaches and materials (books, social stories, visual prompts and reminders).				
2. I plan for peer pairing by considering: 1) what skills my students need to work on, 2) how to make the experience positive, and 3) how to best pair students.				
3. I plan for setting up peer pairing (by using matching stickers or necklaces or by suggesting children work on a project, play a game, or help one another with a task)				
4. During play, I provide children extra support by 1) joining in and modeling, 2) making suggestions, and/or 3) prompting.				
5. When providing extra support during peer pairing, I anticipate and address common challenges (e.g., being too passive, becoming too involved, and handling peer conflicts).				
6. After play, I have children reflect on their time together (e.g., what went well, what friendship skills they used).				
7. After play, I provide specific praise for friendship skills (and avoid praising during play).				