



## Checklist for ART session on Interpersonal Skill Streaming

**Date:** \_\_\_\_\_ **Head Trainer:** \_\_\_\_\_

**Institution:** \_\_\_\_\_ **Co-Trainer:** \_\_\_\_\_

**Facility:** \_\_\_\_\_ **Observer:** \_\_\_\_\_

**Today's skill** \_\_\_\_\_

**Participants (number and name):** \_\_\_\_\_

|   | <i>Yes</i>                            | <i>No</i>                             |
|---|---------------------------------------|---------------------------------------|
| 1. Participants were welcomed to the session in a positive way  | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 2. Questions from the previous session were followed up (difficulties with homework assignments, etc) | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 3. The group was reminded of the rules with emphasis on constructive participation                    | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 4. All participants had done and completed their homework assignments                                 | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 5. Homework assignments were reviewed at the beginning of the session                                 | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 6. Efforts and achievements regarding homework assignments were recognized and reinforced             | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| <hr/>   |                                       |                                       |
| <i>Step 1: Define the skill</i>   |                                       |                                       |
| 7.1 A short presentation of the skill was given   | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 7.2 Specific examples of the skill were given   | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 7.3 The purpose of the skill was clearly explained  | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| <hr/>   |                                       |                                       |
| <i>Step 2: Model the skill</i>  |                                       |                                       |
| 8.1 The skill was modelled with two separate examples   | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 8.2 Steps were followed clearly and specifically  | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 8.3 The behavioral steps were thought out loud  | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |
| 8.4 The modelling displays had positive endings   | <input type="checkbox"/> <sub>a</sub> | <input type="checkbox"/> <sub>b</sub> |

8.5 Trainees were encouraged to watch and listen carefully <sub>a</sub> <sub>b</sub>

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*Step 3: Establish trainee skill need*

9.1 Each pupil described when they could have use of the skill <sub>a</sub> <sub>b</sub>

9.2. Following was written on the blackboard: Name, with whom?  
theme/situation <sub>a</sub> <sub>b</sub>

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*Step 4: Select a role-player*

10.1 Everyone role played “voluntarily” <sub>a</sub> <sub>b</sub>

10.2 Everyone participated actively (“no exceptions”) <sub>a</sub> <sub>b</sub>

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*Step 5: Set up the role- play*

11.1 Trainees described a situation in detail <sub>a</sub> <sub>b</sub>

11.2 One or more co-actor was chosen <sub>a</sub> <sub>b</sub>

11.3 Each participant was given a specific observation task <sub>a</sub> <sub>b</sub>

11.4 The role play was planned carefully and realistically <sub>a</sub> <sub>b</sub>

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*Step 6: Conduct the role- play*

12.1 Students were reminded of their roles and tasks before the role-play <sub>a</sub> <sub>b</sub>

12.2 Main actor was given sufficient help in following the skill steps <sub>a</sub> <sub>b</sub>

12.3 Co-actor was given adequate instructions <sub>a</sub> <sub>b</sub>

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*Step 7: Provide performance feedback*

13.1 Feedback was obtained in correct order starting with the co-actor,  
observers, the trainer, and last the main actor <sub>a</sub> <sub>b</sub>

13.2 Feedback focused on specific behaviors <sub>a</sub> <sub>b</sub>

13.3 Trainees were given the opportunity to try again after performance  
feedback <sub>a</sub> <sub>b</sub>

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*Step 8: Assign skill homework*

14.1 Specific and suitable homework assignments were given <sub>a</sub> <sub>b</sub>

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*Step 9: Select the next role-player (step 8 and 9 can be switched)*

- 15.1 Steps 4-9 were repeated until everyone had role played the skill <sub>a</sub> <sub>b</sub>
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16. The session was concluded with a summary <sub>a</sub> <sub>b</sub>
17. Participants were given new homework assignments <sub>a</sub> <sub>b</sub>
18. Problematic behavior during the session was handled properly <sub>a</sub> <sub>b</sub>
19. The tempo was such that participants were active and interested <sub>a</sub> <sub>b</sub>
20. Participants appeared to understand the session contents <sub>a</sub> <sub>b</sub>
21. Interaction between trainer and participants was positive <sub>a</sub> <sub>b</sub>
22. Interaction between trainers was good <sub>a</sub> <sub>b</sub>
23. Locale, arrangement, and equipment was suitable <sub>a</sub> <sub>b</sub>
24. The trainers had prepared for the session properly <sub>a</sub> <sub>b</sub>

25. Comments

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26. Feedback from non-participating observers

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