Development and Flexible Implementation of a PEERS®-Informed School-Based Curriculum for Middle Schoolers with Social Skills Challenges

Marisa Malone, Ph.D. & Melissa Heatly, Ph.D.

Clinical Psychology Training Program, University of Rochester School of Medicine and Dentistry, Department of Psychiatry

<u>Ste</u>	ps Toward Adaptation and Implementation	
Conceptualization	Obtained buy-in and operational support from Director of Student Services Identified district needs and interests Proposed plan for adapted curriculum (1) 296(1)) (p(d)) (5) of prof. Pyothim 6() first Identified target schools & group leaders Identified progress monitoring measures Developed didactic training to introduce district to the group	\$(t)dif-5(eng f or :BDC q ,000010 29 0 2 0 405 rreW* nBT/ 2 6 Tf1 0 0 1 310
Pre- Implementation	Provided training to broad group of teachers, behavioral health providers, and support staff Coached School Teams at targeted schools in strategies to Select group leaders Identify appropriate students, Discuss strategies to promote generalizability Prepared adapted group curriculum based on individual needs of students and time constraints	
Implementation	Provided coaching & ,b(bd)-(bed)-(bet0.18 t6 0 1 2815-(60)7-10(t)-(6)70(f)-9(1 2139 1841 Tm1 g1 G[I)-9(m)* (p)-8)-60ed)-8et0.18 15 0 1 28 5-607-10(t)-8-60 (22/5) 101(t)-8 (3/5) (22/5)