# Figure 2. Implementation Planning Guide

# TIES Center logo.

|  |  |
| --- | --- |
| **Question** | **Responses** |
| Who is the focus student? |  |
| What are the desired outcomes? | *Include outcomes derived from information from family, child, educational stakeholders* |
| Who are the peers whom the focus student is interested in or already has a friendship? | *Information can be derived from direct questions to focal child observation of behaviors.* |
| Which peers have exhibited interest or are interested in developing a friendship with the focus student? |  |
| Given the previous two questions, which peers might be good to participate? |  |
| Who has the skills or can be taught to implement the initial training? |  |
| Who has the skills or can be taught to implement regular, ongoing sessions? |  |
| What are optimal times for Stay-Play-Talk to occur? How often can sessions occur? |  |
| How often is it feasible to provide prompts and feedback during practice sessions? |  |
| What system will be used to provide prompts? |  |
| How will we encourage engagement in the expected behaviors (e.g., positive attention, tokens, preferred activities)? |  |
| How will peers be rotated (if applicable) and who will ensure children know who their buddy is? |  |
| What materials are needed for training and practice sessions? |  |
| Who will make the needed materials? |  |

Other Notes: