Social Skills Programming

Offering Multiple Options To Support Students Socially

LASARD Open Training
October 11th and 25th, 2011
Donna Hammons
Participants Will

- Identify the need for individualized social skills instruction for students with ASD and related disabilities.

- Gain knowledge of evidence-based practices for supporting social interaction skills and implementation of these practices in individualized programming.

- Relate evidence-based practices to the LAQI indicators in the Key Area of Social Interaction.

- Develop action steps to begin implementation or improve a system of social skills instruction for a targeted student.
Social Skills Are..

Components of Behavior

- Help an individual understand and adapt across a variety of social settings.
- “Establish a set of competencies that allow an individual to
  a) initiate and maintain positive social relationships,
  b) contribute to peer acceptance and to a satisfactory school adjustment, and
  c) allow an individual to cope effectively with the larger social environment”

Walker, 1983 p. 27

How are these components currently taught?
Most students acquire social skills during typical development.

- Individuals with ASD experience more loneliness than nondisabled peers. (Bauminger & Kasari, 2000)

- Students with ASD would like more satisfying social peer interactions, but do not know how to do so. (Bauminger, Shulman, & Agam, 2003)
Students with Autism...

- Nonverbal Interactions
- Reciprocal Interactions
- Inferred Meanings
- Feelings of Others
- Problem Solving

(Leffert & Siperstien, 2009)
Research identifies critical components to develop effective social skills instruction:

- Tailor instruction to the individual need of student.
- Incorporate Social/Emotional strategies to encourage reflection and self-awareness
- Create opportunities for practice
- Adjust instruction to address social skills deficits
For improving Social Interaction Skills

- Peer-Mediated Instruction and Intervention (PMII)
- Naturalistic Intervention
- Picture Exchange Communication (PECS)
- Pivotal Response Training (PRT)
- Self-Management
- Discrete Trial Training (DTT)
- Social Narratives
- Social Skills groups
- Task Analysis
- Time Delay
- Video Modeling
- Visual Supports
What is the Plan?
THE PROCESS OF ASSESSMENT WILL ALLOW EDUCATIONAL TEAM TO DISTINGUISH:

SKILL DEFICITS (REQUIRE SPECIFIC INSTRUCTION)

PERFORMANCE DEFICITS (STUDENT HAS SKILL BUT DOES NOT PERFORM AT THE TIME IT IS NEEDED)

Bellini (2006)
Goals

- Concentrate on building new skills
- Should be realistic
- Should remain positive
- Represent long term learning

Objectives

- Define short term, immediate behaviors
- Should be connected to the stated goals
- Should be connected directly to the intervention strategies
- Describe specific levels of performance

Bellini, 2008 p. 89
Meet Sarah

Sarah is in eighth grade. She likes sports, reading “girly” magazines, going to the movies, and she is on the school track team. She is very interested in biology and is also good at math.

Sarah struggles with peer interaction and knowledge of social rules. She chooses to work alone rather than with others. Even during track practice she runs alone and alienates her peers with negative comments about their performance. She is critical of others especially when she does not like their opinions, appearance, or actions. She is very blunt in her interactions with peers and demands that her way is the only way. Her conversation style is very deliberate and focuses on her interests. She does not seem to recognize the interests and feelings of her peers.

These behaviors are causing Sarah to have great difficulty in class affecting her academic performance and almost all social situations, especially those that involve problem-solving and interactions with others.

Her teachers and parents have observed that she does not seem aware that she is not included or that her actions often affect her participation with others. Her mom has noticed recently that she is moody, and is usually upset when she gets home from school. When she asks Sarah about it she states, “No one is like me.”
Do they include all of these components?

- From a baseline of ____, “the student” will....
- Perform a specific skill
- A specified number of times
- Under specified conditions (including EBPs)
- At a specified level of achievement
- For a specific length of time.
Assessment will identify the skill or performance deficit so appropriate goals can be established.

PERFORMANCE DEFICITS:
Engage in Cooperative Group Work
Initiate a New Conversation

SKILL DEFICITS:
Rules of Social Conversation
Problem Solving
Perspective taking
Annual Goal Example

Sarah will utilize visual and peer support strategies to increase her social interaction during structured and unstructured activities as evidenced by mastery of 2/2 of objectives with 100% accuracy by May 2012.
Sample Objectives

- Using visual supports as prompts, Sarah will initiate a social conversation with a peer in school settings on 2 out of 3 opportunities weekly, as evidenced by frequency recording documentation by December, 2011.

- Given peer supports, Sarah will participate (e.g. sharing materials, responding to peer initiations, completing shared tasks) in cooperative group activities with peers for 15 minutes during a class period on 3 out of 4 opportunities as evidenced self-recording data by May, 2012.
Sarah will utilize visual and peer support strategies to increase her social interaction during structured and unstructured activities as evidenced by mastery of 2/2 of objectives with 100% accuracy by May 2012.

OBJECTIVES:
Using visual supports as prompts, Sarah will initiate a social conversation with a peer in a school setting, 2 out of 3 opportunities, weekly as evidenced by frequency recording documentation by December, 2011.

Given peer supports, Sarah will participate (e.g. sharing materials, responding to peer initiations, completing shared tasks) in cooperative group activities with peers for 15 minutes during a class period on 3 out of 4 opportunities as evidenced self-recording data by May, 2012.

INTERESTS:
Biology (Science Fair)  
Sports/Track  
Movies  
Shopping

INTERVENTIONS:
Social Stories  
Peer Mediated Instruction  
Social Autopsies  
Video Modeling
How do you know if the plan working?
Determine the type of data you will collect – frequency, latency,
How will you graph the data?
How often will you revisit the data as a team?

McDougal, Clark, & Wilson (n.d.)
Teacher Check Up... TURN & TALK.
LAQI Indicators reflect Evidence-Based Practices for Social Skill Instruction

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<tr>
<th>Always</th>
<th>Very Often</th>
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<tbody>
<tr>
<td>I 59. Initial assessment data is available on specific social skill interventions for students (e.g., current level of progress or baseline data included in IEP folder).</td>
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<td>I 60. Specific social skills goals are identified on student IEPs for intervention (i.e., interventions can be targeted as acquiring skills or enhancing performance).</td>
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<td>I 61. Progress monitoring data is available on specific social skill interventions for students.</td>
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<td>I 63. Social Skill instruction is OBSERVED.</td>
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Strategies To Support Social Skills Instruction

The social skills strategies presented are most successful given.....

SYSTEMATIC INSTRUCTION

OPPORTUNITIES TO PRACTICE &

INVolVEMENT OF PEERS

www.hdc.lsuhsc.edu
Strategies that Promote Skill Acquisition:

- Reciprocal intervention strategies
- Thoughts, feelings, and interest activities
- Social stories
- Role playing/behavioral rehearsal
- Video modeling
- Social problem solving
- Prompting strategies
- Interaction/conversation planning
- Relaxation techniques

Bellini (2008)
Strategies that Enhance Social Performance:

- Reinforcement/contingency strategies
- Gaming skills
- Environmental modifications
- Peer-mediated instruction
- Increased social opportunities/live practice
- Disability awareness/peer support strategies
- Priming social behavior
- Self Management
- Prompting strategies
- Video modeling
- Social stories
- Relaxation Techniques/Emotional Regulation

Bellini (2008)
6 Questions to Ask When Selecting Strategies

- What specific social skill will be targeted?
- Does the strategy match the type of skill deficit demonstrated (for each skill)?
- What is the child’s current level of functioning (language & cognitive)?
- Is the strategy supported by research?
- If the strategy is not supported by research, what is the rationale/logic for using it?
- Which components of social interaction skills (i.e., thinking, feeling, doing) does the strategy address?

Bellini (2008)
Social Stories:
Carol Gray, 1991.

- A short story developed to define and describe a social target skill; with consideration and respect for the perspective of the person with ASD.

Benefits:
- Written for a response to a troubling situation.
- Provides student with social information that they may be missing.
- Helps to avoid the tendency to “misread” certain social situation.

Picture/Set the goal
a. Share accurate social information
b. Create narrative (in first person) of social situation
c. Describe rather than direct.
d. Begin with the students’ perspective of situation and expand.
e. Give choices and show positive outcomes.

II. Use 2-5 descriptive, perspective statements for each directive statement.

III. Use language and communication relevant to student.

IV. Read frequently (3-5xdaily) and “PREP” prior to target situation.
Training peers is a natural way to support and develop Social Skills

- Initiating interactions
- Responding to the target student
- Keeping an interaction going
- Greetings
- Topics to discuss
- Turn taking and sharing
- Compliments
- Helping others
- Including others in activities

Neitzel (2008)
MULTI–MEDIA STRATEGIES
Video Modeling

Steps

- Determine the target behavior
- Conduct a task analysis of the behavior
- Decide the performers who will demonstrate the behavior on the video (e.g., self, adult, or peer)
- Set up the scenario to be videotaped
- Videotape the scene
- Show the video to the student and discuss the behavior portrayed
- Encourage the student to practice the behavior he saw on the videotape

An effective practice to increase

**Communication Skills:**
- Spontaneous requesting (Wert & Neisworth, 2003)
- Compliment-giving initiations and responses (Apple, Billingsley, & Schwartz, 2005)
- Verbal responses to questions (Buggey et al., 1999)
- Conversational speech (Charlop & Milstein, 1989; Charlop-Christy et al., 2000; Nikopoulos & Keenan, 2003, 2004; Ogeltree & Fischer, 1995; Shere, Pierce, Parades, Kisacky, & Ingersoll, 2001)

**Social Skills:**
- Play – including reciprocal play (Nikopoulos & Keenan, 2004) and play-related comments (Taylor, Levin, & Jasper, 1999)
- Spontaneous greetings (Charlop-Christy et al., 2000)
- Social initiations (Nikopoulos & Keenan, 2004; Buggey, 2005)

**Daily Living Skills:**
- Setting a table (Shipley-Benamou, Lutzker, & Taubman, 2002)
- Meal preparation (Rehfeldt, Dahman, Young, Cherry, & Davis, 2003)
- Making a bed (Lasater & Brady, 1995)
- Microwave oven use (Sigafoos, O’Reilly, Cannella, Upadhyaya, & Edirisinha, 2005)

Adapted from: Banda, Matuszny, & Turkan, 2007

www.hdc.lsuhsc.edu
There are many tools and interventions that involve using videos, software or virtual-reality programs to teach complex social skills, such as recognition of emotions in facial expressions and tone of voice.

Examples include:

- **Model Me Kids: Videos for Modeling Social Skills**
  [www.modelmekids.com](http://www.modelmekids.com)

- **Social Skill Builder: Quality Learning Tools**
  [socialskillbuilder.com](http://socialskillbuilder.com)

- **Watch Me Learn: Visual Teaching, Video Modeling, and an iPhone app!**
  [www.watchmelearn.com](http://www.watchmelearn.com)
A Virtual Environment for Teaching Social Skills: AViSSS


For typical adolescents, developing appropriate social skills can be difficult. For those with Asperger’s syndrome (AS), this task is much more difficult and can be a determining factor in school success. Recent studies indicate that students with AS, who are often visual learners, can learn social skills through computer-based tasks. To help individuals with AS deal with social challenges, researchers have developed the Animated Visual Supports for Social Skills (AViSSS) 3D virtual environment. In AViSSS, a rendering engine aids the rendering of animations, characters, objects, and environments. As students interact in the virtual environment, AViSSS presents them with various situations and possible responses. Each response delivers a different simulated result, along with an explanation of the choice.

Retrieved from: http://www.ittc.ku.edu/avisss/publications.html on 9/07/11
First...
Wrap It Up

Then...
Small Group Activity
Social Skills Lesson

Plan

Does the Plan? “the teacher’s checklist”

- Include specific systematic teaching procedure that outlines instructional steps (learner objective/strategy/supports)
- Allow for rehearsal and modeling of successful social skills through activities, games, and role-play, of targeted social interactions
- Incorporate student interest
- Involve strategies that are evidenced based
- Allow for multiple opportunities and various settings for learner to practice the skill
- Provide teacher and peer feedback for student to know what they need to do differently
- Provide reinforcement
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I 62. Social skills instructional plans for students include peer supported strategies.

I 65. Routines for students include unstructured opportunities for social interaction with typical peers in social and academic contexts throughout the school day.

I 66. Social skill instruction is implemented in natural settings (i.e., general education classroom, general school and community settings, not self-contained or resource settings).

I 67. Generalization of social skills is implemented through the use of multiple naturalistic settings and activities with multiple partners (e.g. peers, teachers, family, related service providers).
NEED MORE INFORMATION?

....Check Out These Resources!

- OCALI Modules - [http://www.ocali.org](http://www.ocali.org)
- National Technical Assistance Center on Positive Behavioral Interventions and Supports - [http://www.pbis.org](http://www.pbis.org)
- Center for Effective Collaboration and Practice (CECP) - [http://cecp.air.org/fba/default.asp](http://cecp.air.org/fba/default.asp)
- Center for Promoting Research to Practice Project REACH - [http://www.lehigh.edu/projectreach/](http://www.lehigh.edu/projectreach/)
- Gray Center for Social Learning and Understanding - [http://www.thegraycenter.org/socialstories.cfm](http://www.thegraycenter.org/socialstories.cfm)
EVIDENCE-BASED SOCIAL SKILLS INTERVENTIONS

PEER-MEDIATED INSTRUCTION AND INTERVENTION (PMII) FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS

Social impairment is perhaps the single most defining feature of ASD. Peer-mediated instructional approaches can address social concerns. This module will explain peer-mediated instruction and intervention and provide concrete examples and steps for implementation.

Approximate time to complete module: 1 1/2 hours

Author(s): Jennifer Neitzel, Ph.D.
Contributor(s): National Professional Development Center on Autism Spectrum Disorders

NATURALISTIC PLAY-BASED INTERVENTIONS FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS

This module will define naturalistic play-based interventions, discuss how they may be used across settings, and provide specific examples that can be used as models as parents and professionals work to support individuals with ASD.

Module Coming Soon

SOCIAL STORIES (TM) AND OTHER SOCIAL NARRATIVES

This module will provide information on


