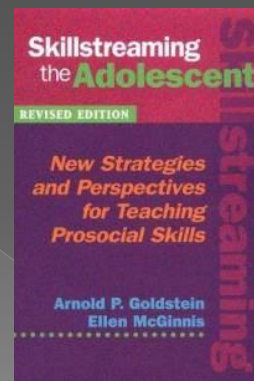
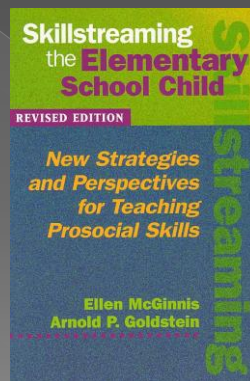
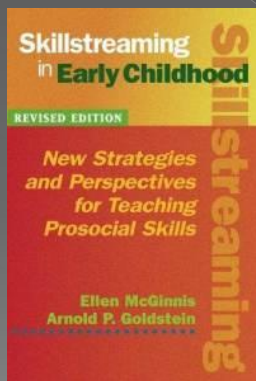


Teaching Social Skills

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Skillstreaming McGinnis & Goldstein



Skillstreaming McGinnis & Goldstein

- Addresses the social skill needs of students who display aggression, immaturity, withdrawal, or other problem behaviors.
- Helps individuals develop competence in dealing with interpersonal conflicts, learn to use self-control, and contribute to a positive classroom atmosphere.
- Primarily designed to be carried out in group settings, such as schools.
- Four-part training approach:
 - > Teacher Modeling
 - > Student Role Playing
 - > Group Performance Feedback
 - > Transfer Training (practicing the skills at home and in the community)

Goldstein & McGinnis, 1997

Skillstreaming and Applied Behavior Analysis

- ABA Principles:
 - > Modeling
 - > Examples and Non-Examples
 - > Role Playing
 - > Feedback
 - > Shaping
 - > Differential Reinforcement
 - > Group Contingencies
 - > Maintenance and Generalization

Considerations for Social Skills Training

- Is there MOTIVATION?
- Target appropriate skills
 - > Consider age level
 - > Consider developmental level
 - > Teach functionally relevant social skills
- Observe same-aged peers in the classroom and other social settings within the school

Skills Necessary to Begin Social Skills Training

- Age-Appropriate Play Skills
- Manding Repertoire
 - > Mands for primary reinforcers, information and attention
- Echoic Repertoire
 - > Imitates phrases, sentences, questions and statements
- Tacting Repertoire
 - > Identifies problems
 - > Labels and describes events or items presented in a scene
 - > Labels emotions of others, internal events and emotions
 - > Labels social interaction behavior
- Intraverbal Repertoire
 - > Answers questions
 - > Names previously observed activities
 - > Tells about experiences/tells stories

Partington, 2008

Early Learner Skills: Where to Begin?

- > Approach Behavior
- > Peer to Peer Manding
- > Play Skills
- > Functional/Adaptive/Life Skills
- > Dressing
- > Eating
- > Grooming
- > Toileting
- > Gross motor (roll a ball, throw a ball, catch a ball, ride tricycle, pump while swinging, etc.)
- > Fine motor (stack blocks, place pegs in peg board, string beads, etc.)

Early Learner Skills

- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)
 - > Level 1
 1. Visually tracks and shows interest in people's movements
 2. Indicates that student wants to be held or physically played with
 3. Spontaneously looks at other children
 4. Spontaneously engages in parallel play near other children
 5. Spontaneously follows peers or imitates their motor behavior
 - > Level 2
 1. Initiates a physical interaction with peers
 2. Spontaneously mands to peers
 3. Engages in sustained social play with peers
 4. Spontaneously responds to mands from peers
 5. Spontaneously mands to peers to participate in games, social play, etc .

Sundberg, 2008

Early Learner Skills

- Assessment of Basic Learning and Language Skills-Revised (ABLLS-R)
 - > Cooperation and Reinforcer Effectiveness
 - A1: take a reinforcer when offered
 - A2: take a reinforcer from 2 choices of items
 - A3: look at non-reinforcing items
 - A4: take a common object when offered
 - A5: approaches when a response is required for reinforcement
 - A8: waits without touching stimuli
 - > Visual Performance
 - B1, B10, B11, B14, B15: variety of puzzles
 - B2: form boxes
 - > Listener Responding Skills
 - C1: respond to own name
 - > Motor Imitation
 - D1: motor imitation using objects
 - D3: motor imitation using objects in a discrimination

Partington, 2008

Early Learner Skills

- ABLLS-R Skills Continued:
 - > Manding
 - F1: requests by indicating
 - F5: spontaneous requests with items present
 - F7: requests with eye contact
 - > Tacting
 - G1: tacting reinforcers
 - > Intraverbal Skills
 - H1: fill in words from songs
 - H2: fill in blanks regarding fun items and activities

Partington, 2008

Early Learner Skills

- ABLLS-R Skills Continued
 - > Play and Leisure Skills
 - K1: explores toys in the environment
 - K2: allows others to manipulate/touch toys
 - K3: independent outdoor activities
 - K4: independent indoor leisure activities
 - K5: plays with toys/manipulates toys as designed
 - > Social Interactions
 - L1: appropriate when near peers or siblings
 - L2: takes offered items
 - L3: tolerates/responds appropriately to positive touches by peers or siblings
 - > Classroom Routines
 - N1: follows daily routines
 - > Generalized Responding
 - P1: generalizes across stimuli
 - P2: generalizes across instructors
 - P3: generalizes across environment

Partington, 2008

Social Skills Training Procedures

- Choose Skill
- Goal
 - > When placed in novel social situations, the student will respond using appropriate voice, volume and tone, appropriate eye contact, and proper body positioning with 100% accuracy on cold probes across 5 consecutive school days.
- Criteria for Skill
 - > 3 consecutive cold probes at 100% accuracy in training sessions with adults.
 - > 3 consecutive cold probes with 100% accuracy in training sessions with peers.
 - > 5 consecutive cold probes with 100% accuracy in novel generalized situations with peers.

Carbone Clinic, 2011

Social Skills Training Procedures

- Baseline:
 - > Baseline data is collected prior to teaching each target skill using 3 school days of cold probe data.
- Maintenance:
 - > Maintenance trials are run once a week on all previously mastered social skills.
 - > Data is collected and graphed on % of accurate responses on mastered targets.
 - > If there are 3 days below 70% accuracy, the targeted skills will go back into teaching at the training level.

Carbone Clinic, 2011

Lesson

1. Modeling: Act out the situation for the learner following the lesson plan
 - > Use another teacher to act out the situation if possible
 - > If no other teacher is free, model only the student responses
2. Explain what the learner should and shouldn't do
 - > State the rules listed on the lesson plan to the learner
 - > State the rules after modeling the situation and repeat following each instance of role playing if necessary
3. Demonstrate the correct responses
 - > Show the learner what the correct responses look like
4. Role Play (Training Trials): Act out the situation with the learner
 - > The learner practices the appropriate responses with you
 - > Target skills should be roll-played 5x per school day
5. Feedback
 - > Tell the learner what they did correctly during the role playing and provide social praise
 - > Tell the learner what they need to improve
 - Model appropriate responses
 - Restate what they should/shouldn't do

Carbone Clinic, 2011

Social Skills Lesson Plan

Name: _____
Date: _____

SKILL AREA: _____

FUNCTIONAL DEFINITION:

Antecedent Behavior Consequence

OBJECTIVE: The student will _____ with 100% accuracy on cold probes across 5 consecutive school days. Accuracy will be determined based on the total possible points on the teacher scored rating scale.

1. Model the Situation for the Learner
 -
2. Tell Learner: What to Do
 -
3. Tell Learner: What Not to Do
 -
4. Demonstrate Responses for Learner
5. Role Play the Situation with the Learner
6. Teacher Provides Learner with Feedback Regarding Practice Situations

Carbone Clinic, 2011

Data Collection

- Training Level with Adults
 - > Data will be collected the first contrived trial of the targeted response between the teacher and the learner
 - Data will be collected as a cold probe prior to teaching the skill
 - > Record data using the Evaluation Criteria Rating Scales
- Training Level with Peers
 - > Data will be collected on the first contrived trial of the targeted response between a peer and the learner
 - Data will be collected as a cold probe prior to teaching the skill
 - > Record data using the Evaluation Criteria Rating Scales
- Generalization Level
 - > Data will be collected on the first contrived trial of the targeted response between a novel peer and the learner
 - Data will be collected as a cold probe prior to teacher the skill
 - > Record data using the Evaluation Criteria Rating Scales

Carbone Clinic, 2011

Evaluation Criteria During Training and Real Life Situations

Skill: _____ Date: _____

	Poor			Excellent	
Appropriate Voice Volume	1	2	3	4	5
Appropriate Voice Tone	1	2	3	4	5
Proper Body Posture & Position	1	2	3	4	5
Appropriate Eye Contact	1	2	3	4	5
	None	Some		Many	
Appropriate Social Responses	1	2	3	4	5
Inappropriate Responses	5	4	3	2	1
TOTAL: ____ / 30 = ____%					
Appropriate Responses:					
•					
TOTAL: ____					

Carbone Clinic, 2011

Graphing

- Graph the Percentage of Accurate responses based on the Social Rating Scale
 - > Separate graph for each skills
 - > Each graph should contain a baseline, training level, generalization level and maintenance with phase changes for each.

Social Skills Lesson Plan

Name: _____
Date: _____

SKILL AREA: Starting a Conversation

FUNCTIONAL DEFINITION: Demetrius will begin a conversation with another person using appropriate voice, volume and tone, proper body positioning and posture, and appropriate eye contact as determined by the teacher using a rating scale.

Antecedent	Behavior	Consequence
Student sees someone he would like to talk to	Student engages them in a conversation	The person responds to student's comments

OBJECTIVE: Demetrius will begin a conversation with another person with 100% accuracy on cold probes across 5 consecutive school days. Accuracy will be determined based on the total possible points on the teacher scored rating scale.

1. Model the Situation for the Learner
 - Choose someone who is not busy to talk with
 - Ask them how their weekend was or what they did in school
 - Wait for them to answer before you start talking again
 - Tell them about your weekend or your day
 - Say "Talk to you later," or "Nice talking to you," when you are finished
2. Tell Learner: What to Do
 - Talk with someone who is not busy
 - Look at them when you are talking
 - Listen to what the other person is saying
 - Wait for them to finish before you begin talking
 - Say "Talk to you later," or "Nice talking to you," when you are finished
3. Tell Learner: What Not to Do
 - Don't look away when the other person is talking
 - Don't start talking about something new or different
 - Don't start talking before the other person is finished
4. Demonstrate Responses for Learner
5. Role Play the Situation with the Learner
6. Teacher Provides Learner with Feedback Regarding Practice Situations

Carbone Clinic, 2011

Evaluation Criteria During Training and Real Life Situations

Skill: Starting a Conversation Date: _____

	Poor					Excellent				
Appropriate Voice Volume	1	2	3	4	5	1	2	3	4	5
Appropriate Voice Tone	1	2	3	4	5	1	2	3	4	5
Proper Body Posture & Position	1	2	3	4	5	1	2	3	4	5
Appropriate Eye Contact	1	2	3	4	5	1	2	3	4	5

	None		Some		Many					
Appropriate Social Responses	1	2	3	4	5	1	2	3	4	5
Inappropriate Responses	5	4	3	2	1	5	4	3	2	1

TOTAL: ____ / 30 = ____%

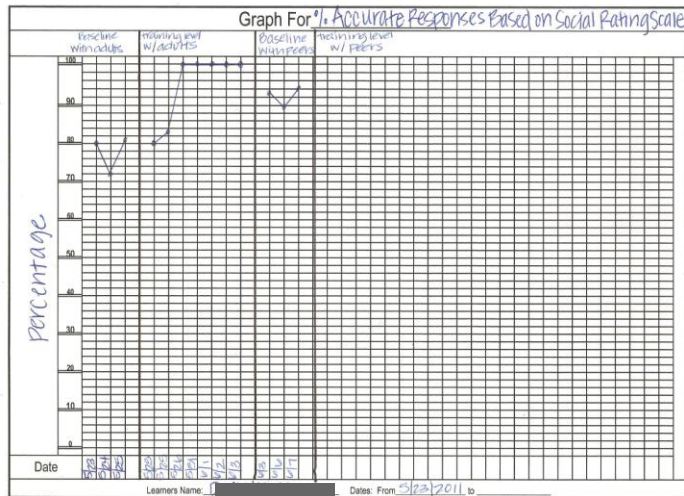
Appropriate Responses:

- Eye contact made:
- Smile:
- Wait until the person is not busy:
- Say "How was your weekend?" or "What did you do in school?"
- Wait:
- Tell them about your weekend or day:
- Wait:
- Say "Goodbye" or "I will talk to you later."
- Appropriate Questions/Comments/Responses:
- Inappropriate Questions/Comments/Responses:

TOTAL: ____

Carbone Clinic, 2011

Graph



Reminders

- Make sure there is MOTIVATION
- Use appropriate reinforcers
- Target appropriate skills
- Use peers that the student is interested in interacting with
- Spend time training peers to help with training sessions and probes
- Get permission from teachers and parents of peers that are helping

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