Teaching Social Skills

Kristen Huot, M.Ed., BCBA
Stephanie Ruby, M.Ed., BCBA
Kathryn Ulrich, M.A., CCC-SLP, BCBA

Skillstreaming
McGinnis & Goldstein

Skillstreaming in Early Childhood
New Strategies and Perspectives for Teaching Prosocial Skills
Ellen McGinnis
Arnold P. Goldstein

Skillstreaming the Elementary School Child
New Strategies and Perspectives for Teaching Prosocial Skills
Ellen McGinnis
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Skillstreaming the Adolescent
New Strategies and Perspectives for Teaching Prosocial Skills
Arnold P. Goldstein
Ellen McGinnis
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
McGinnis & Goldstein

- The curriculum covers 60 skills across 5 Groups.
- Group I: Classroom Survival Skills
- Group II: Friendship Making Skills
- Group III: Skills for Dealing with Feelings
- Group IV: Skill Alternatives to Aggression
- Group V: Skills for Dealing with Stress

Goldstein & McGinnis, 1997
ABA Principles:

- Modeling
- Examples and Non-Examples
- Role Playing
- Feedback
- Shaping
- Differential Reinforcement
- Group Contingencies
- Maintenance and Generalization

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

Skillstreaming Checklists:

- Teacher/Staff Skillstreaming Checklist
- Parent Skillstreaming Checklist
- Student Skillstreaming Checklist
Some Skills Necessary to Begin Social Skills Training

- Age-Appropriate Play Skills
- Manding Repertoire (requesting)
  - Mands for primary reinforcers, information and attention
- Echoic Repertoire (repeating/echoing)
  - Imitates phrases, sentences, questions and statements
- Tacting Repertoire (labeling)
  - 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 (answering questions)
  - Answers questions
  - Names previously observed activities
  - Tells about experiences/tells stories

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.)
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.

Sample Skillstreaming Goal

- Measurable Annual Goal:
  - When placed in novel social situations, XXX will independently begin a conversation with a peer using appropriate voice volume and tone, appropriate eye contact, and proper body positioning with 100% accuracy on cold probes across 5 consecutive school days.
- Short Term Objectives:
  - When in training situations with adults, XXX will achieve 100% accuracy for 3 consecutive days as per cold probe data and evaluation criteria rating scale.
  - When in training situations with peers, XXX will achieve 100% accuracy for 3 consecutive days as per cold probe data and evaluation criteria rating scale.
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.

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 he did correctly during the role playing and provide social praise
   - Tell the learner what he needs to improve
     - Model appropriate responses
     - Restate what he should/shouldn’t do

6. **Assign Homework**

Carbone Clinic, 2011
Training Level with Adults
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.
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.
Record data using the Evaluation Criteria Rating Scales.

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 teaching the skill.
    - Record data using the Evaluation Criteria Rating Scales.
### Evaluation Criteria During Training and Real Life Situations

**Skill:** ______________________________________________________

**Date:** _____________

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<tr>
<th>Poor</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>1</td>
<td>2 3 4 5</td>
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<table>
<thead>
<tr>
<th>Appropriate Voice Tone</th>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
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<table>
<thead>
<tr>
<th>Proper Body Posture &amp; Position</th>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
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<table>
<thead>
<tr>
<th>Appropriate Eye Contact</th>
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<tbody>
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<td>1 2 3 4 5</td>
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<table>
<thead>
<tr>
<th>Appropriate Social Responses</th>
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<tbody>
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<td>None Some Many</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
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<table>
<thead>
<tr>
<th>Inappropriate Responses</th>
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<tbody>
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<td>5 4 3 2 1</td>
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**TOTAL:** _____/ 30 = _____%

**Appropriate Responses:**

- •

**TOTAL:** ____

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### Graphing

- Graph the percentage of accurate responses based on the Social Rating Scale
  - Separate graphs for each skill
  - Each graph should contain a baseline, training level, generalization level and maintenance with phase changes for each.
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

Questions?
References


References


References


References


THANK YOU!

- Kristen Huot
  - khuot@gatewayk12.org

- Stephanie Ruby
  - sruby@gatewayk12.org

- Katie Ulrich
  - kulrich@gatewayk12.org