

Key Components of Social Skills Training

- Tiered Model
- For those with special needs
- Creating an accepting atmosphere for all

Tiered Model of Social Skills Training

- Tier 1: School-wide
 - Adding structure and options at lunch/recess
 - Training of aides, staff
 - Antibullying programs
 - Peer sensitivity training, creating inclusive social environments
- Tier 2: Case conference (RTI)
 - Lunch bunches, social skill groups
 - Consultation with specialists
- Tier 3: Individualized Social Skill Action Plans (504/IEPs)
 - Target Relevant skills: parental input
 - Establish motivation to socialize
 - Teach skills
 - Generalization: teacher/aide/parent prompts
 - Peer sensitivity training, peer buddies
 - Evaluating outcome: teacher/aide/parent input

Key Components of Tier 3

- What to teach? (Gresham et al., 2001) Match to deficit
- Motivation (White et al., 2006) Social/intrinsic and extrinsic
- Skill acquisition (Bellini & Peters, 2008; Mateson et al., 2007)
- Generalization (Bellini, 2007) Dose, natural setting
- Peer sensitivity (Baker, 2003, 2005; Hughs & Carter, 2008)
- Evaluating outcome

Autism Spectrum Disorder

1. Social Communication Difficulties
 - Initiating/Reciprocating, one-sided conversation
 - Non-verbal: lack of eye contact, gestures
 - Deficits in developing/maintaining friends
2. Repetitive pattern of behavior (2 of 4):
 - Stereotyped/repetitive movements
 - Insistence on sameness: routines, rituals, transitions
 - Fixated interests
 - Hypo or Hypereactivity to sensory input

Specify Severity Level for each above

Specify if intellectual and language impairment

If #2 is missing: **Social Pragmatic Communication Disorder**

Match Teaching Strategy to Functioning Level

Social Thinking	Baker (In Progress)
Emerging	Level 1
Challenged	Level 2
Significantly Challenged	Level 3

Level 3: Significantly Challenged

- Challenge: Cannot simply explain with words about how to do things or why.
- Interventions need to be visual, concrete, and prompted in the moment
 - Structure of Teach, pictures, maybe video
 - ABA (DTT, PRT, VBT) emphasis should not just be on external rewards, but intrinsic as well
 - Play based programs, especially those combined with ABA, like Early Start Denver Model (Rogers and Dawson, 2010)

First/Then approach

First

Then



Examples of ABA

- Discrete trial
- Pivotal response training
- Verbal behavior training

Videos of DTI



Video of PRT



Video of VBT



ESDM

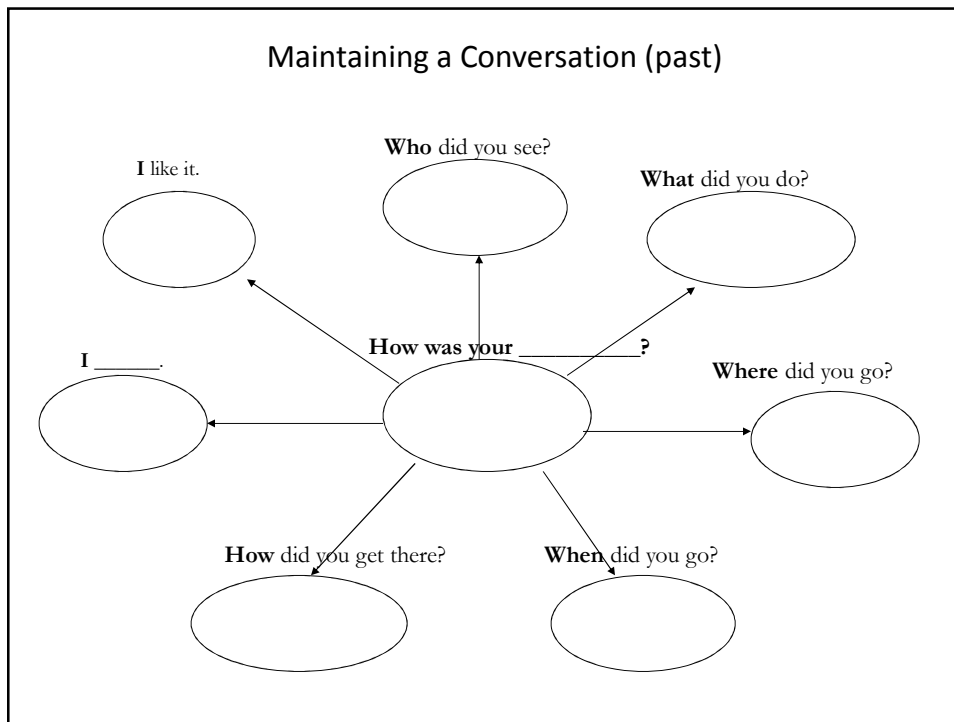
- Get their attention
 - Clear room of other toys
 - Position yourself in their view
- Follow their lead, start with where they are attending (look for the smile)
- Consider sensory routines (see video)
- Build Joint attention: give, show, point
- Build play from turn taking, conventional object play,
- Level 2 and 1: animate doll/animals, symbolic substitution, symbolic substitutions

Video of . . .



Level 2: Challenged

- Challenge: Understands basic directives, can request, but language is still concrete, tied to present moment. Cannot talk about situations in the abstract.
- Interventions similar to Level 1, yet . . .
 - Can add verbal directives and verbal imitation.
Example, Say, “Can I play?”
 - Can begin to work on conversation prerequisites like “wh” questions
 - Social Skill Picture Books (Baker 2001, 2006)
 - Video modeling



Example of Picture Books Accepting No for an Answer

1. Sometimes parents and people say "No" when you ask them for something.
2. Say, "Okay" and do not get mad.
3. If you accept no, then the other person will be happy and may let you do something you want to do later.

1. Sometimes people say “No” when you ask them for something.



When the boy asks to play the game, the teacher says no and tells him to do his work first.

2. Say, “Okay” and do not get mad.



Right Way

The boy says okay and does not get mad. He knows he will get to play the game later.

Wrong Way

The boy gets mad and does not accept no for an answer.

3. If you accept no, then the other person will be happy and may let you do something you want to do later.



Right Way

The boy now gets to play because he waited until he finished his work.



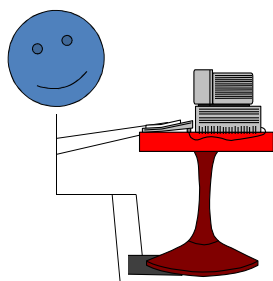
Wrong Way

The boy still can't play because he would not accept no and wait to play.

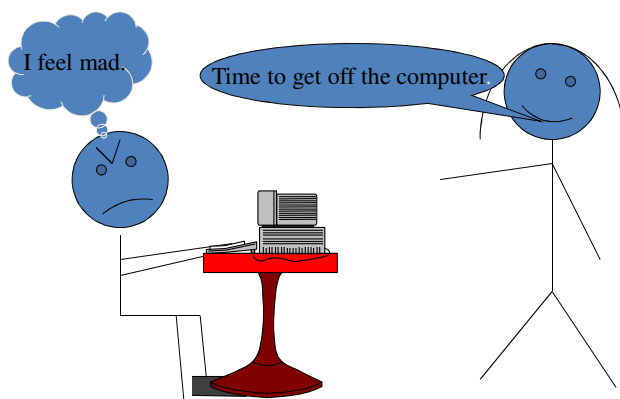
Cognitive Picture Rehearsal

- Antecedents: Triggers to problem behavior
- Behavior: Appropriate behavior or skill
- Consequence: Rewards, not punishments.

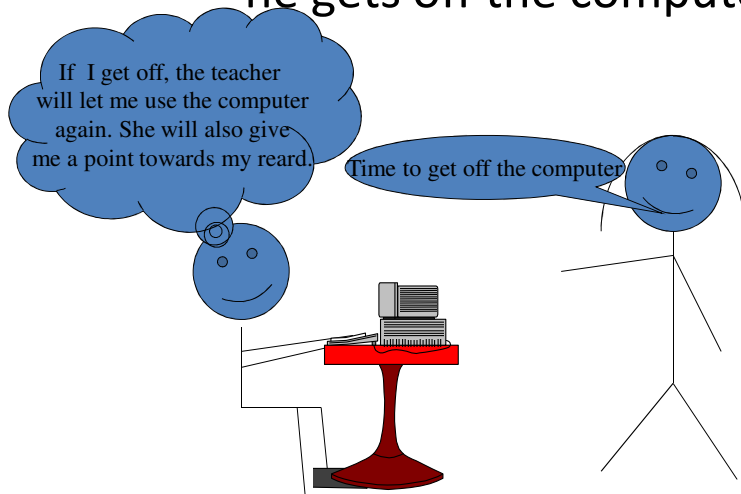
Matt is playing at the computer.



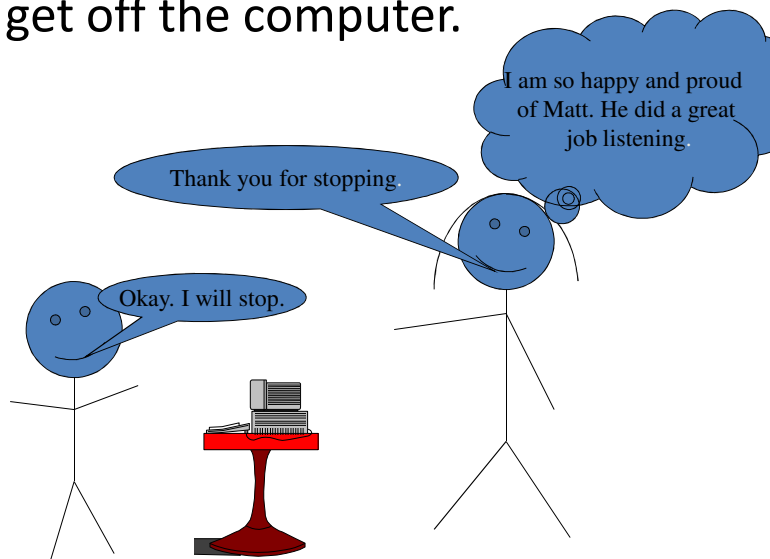
The teacher tells Matt to get off the computer.



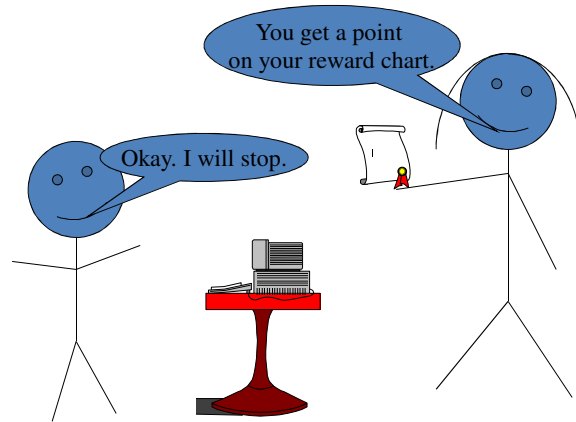
Matt remembers what will happen if he gets off the computer.



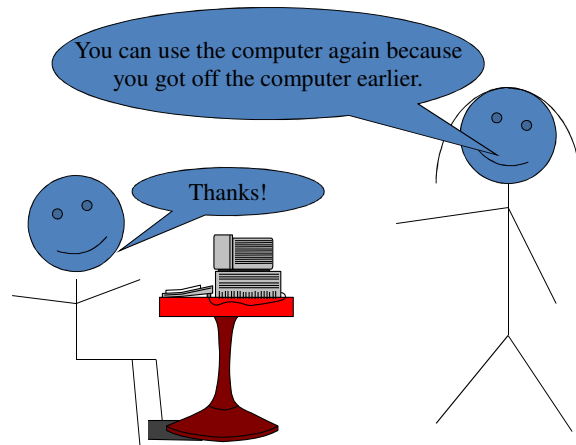
Matt decides to accept that he must get off the computer.



The teacher rewards Matt for getting off the computer.



At 2 pm, the teacher lets Matt use the computer again because he did such a great job getting off the computer earlier.



Video Modeling or Self-Modeling

- Video peers and then target student. Use to prime skill before situations.

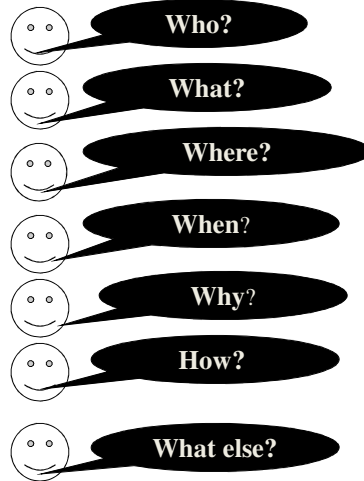


Level 1: Emerging

- Challenge: Has ability to talk about actual situations in the abstract. Yet still problems with abstractions like perspective taking.
- Interventions can be visually supported, yet one can now explain not just what to do, but why; how other people think and feel.
 - Social Thinking
 - Explaining, modeling and role-playing
 - Video-modeling (with highlighting others thoughts, feelings, reactions).

Maintaining a Conversation (level 1)

Ask



Tell

I like ____.
I also ____.
I am going to ____.
I went to ____.

Structured Learning

- Didactic instruction of skill steps
- Model correct way, and maybe wrong way
- Role-play with feedback until proficient

Structured Learning

- Practice and Generalization
 - Steps go home to parents, teacher or aide who
 - Quizzes
 - Models & Role-plays
 - Prompts
 - Reinforces with praise, reward, or token economy.
- Need a gimmick for role-play or instruction!

Social Stories

- Create a narrative, written in the first person, to increase understanding of target social situation.
- Start with child's perspective of a target situation and expand it to include others' perspectives. Give choices and show positive outcome.

Social Stories

- Use 2-5 descriptive and perspective statements for every directive statement.
- Use language that makes sense to child.
- Read 3-5 times per day and just before target situation.

Motivation

Extrinsic/contrived

Intrinsic/naturalistic

Pre-verbal Reasoner	DTT-Lovaas Adult directed, reward not necessarily related to response	PRT – Koegel VBT – Sundberg Reward is naturally related to response Floortime DIR – Greenspan Follows lead of child in play Early Start Denver Model – Rogers and Dawson
Verbal Reasoner	Behavior charts and token systems where rewards promised for target behaviors	Link behavior to student's goals Increase self-awareness of strengths prior to challenges (at least by 14) Have students teach others Make interaction fun

Motivation to Increase Interactive Play for Less Verbal Students

- Explore activities that may be enjoyable to the student. Decrease language and wait time. Examples:
 - Hide and seek, follow the leader, catch/roll ball, red light/green light, guess the animal/feeling, hungry hippos, lucky ducks, go fishing.
- Create visual communications system to initiate and respond to play requests (e.g. choice board).
- Establish routine of playing several games increasing sustained play.
- Teach typical peers to play student's favorite games, use visual communication system, and give target student choice of activities.

Skill Acquisition

- How to teach
 - Limited receptive language: ABA (DTT/PRT/VBT), video modeling, picture books, cognitive picture rehearsal.
 - Good receptive language: Social Stories, structured learning
- Where to teach
 - Class Format
 - Small Group: Talk time, **skill** time, activity time.
 - Individual: When attention and cooperation may not be available in group.

Generalization

- Prime the skill
 - Verbally cue the skill
 - Visually cue the skill: Assignment sheet, cue card or behavior chart
- Coach skill use as it happens
 - Baiting in class
 - Natural situations, lunch bunches, cooperative group projects, play times, internships, frustrating work

Generalization

- Provide feedback about skill use
 - Classroom Marble Jar
 - Individual reward chart
 - Self-monitoring

Evaluating Outcome

- Observable behaviors
 - Frequency, duration, latency
 - Time sampling: whole, part, momentary
 - Response ratio
- Rating Scales
 - Likert ratings of skills
 - Social skill checklists
 - Consumer satisfaction
 - Normed (Constantino)

Evaluating Outcome

- Remnants of behavior
 - Friendships
 - Grades
 - Bullying reports

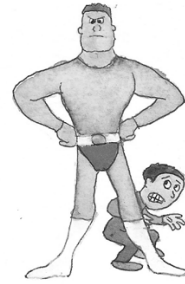
Peer Sensitivity/Antibullying

- A tiered approach
 - School-wide or classroom sensitivity lessons
 - Individual behavior plans for those with more needs
 - Intense treatment for those with conduct disorders

Overview of Peer Sensitivity

- Is it okay not to play with someone just because they are different from you?
- How are we all the same and different?
- What if we were not allowed to play because of our difference?

Be a **HERO** not a **BULLY!**



1. Don't bully or tease
2. Stand up for others who get bullied
3. Include those who get left out

Generalize peer kindness

- KINDNESS JAR
- Create rotating PEER LEADERS

Should you ever highlight one particular student to peers?

- When peers have a very negative view of the student already, a general kindness program may not be enough
- Get permission from the student and family to talk about him
- Have them review a particular script
- Sample script for John with AS and Bipolar

Peer Sensitivity for John

- I am here to talk with you about a student in your class. He is the same as you and different.
- How are we all the same and different?
- We are also different in the way we sense things?

What are the Five Senses?

Sense

- Seeing
- Hearing
- Touch
- Taste
- Smell

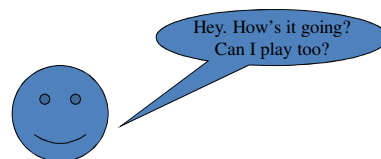
Difficulty

- Blindness
- Deaf
- Touch Changes
- Taste Changes
- Smell Changes

The Sixth Sense: The Social Sense

1. Knowing what to do and say in social situations.

- Starting Conversations
- Asking to Play



2. Reading body language

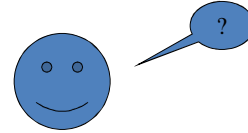
3. Easy to make friends.



Social Blindness: Problems with the Social Sense

1. Trouble knowing what to do and say in social situations.

- Starting Conversations
- Asking to Play
- Off the topic



2. Trouble with body language.

- Little Eye Contact



3. Hard to make friends

4. Trouble with Sports.



John's Difficulties: Social Blindness

1. Trouble knowing what to do and say in social situations.

- Starting Conversations
- Asking to Play

2. Hard to read body language

3. Hard to make friends

4. Talks a lot about video games

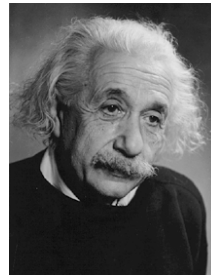
5. Annoys when rejected

John's Strengths and Talents

1. Intelligent even though new work may upset him.
2. Great artist.
3. Excellent memory for facts
4. Good at Video Games
5. Caring Person

Famous People with Social Blindness

- Albert Einstein - Physicist
 - Social difficulties, Learning Disability
- Bill Gates - Founder of Microsoft
 - Social Difficulties



Famous People with Social Blindness

- Thomas Edison - Inventor
 - Social difficulties, Learning Problems



- Wolfgang Mozart - Composer
 - Social Difficulties



Famous People

- Marie Curie – Nobel prize winner in chemistry
 - Social difficulties, discovered radioactive elements
- Temple Grandin – designer of livestock handling facilities, associate professor of animal science, noted author
 - Social Difficulties



Group Exercise

1. One student leaves for a moment while others learn how to join in.
2. Student returns and tries to join in.
 - Everyone gets rewards for joining

How Can We Help John?

- Invite him to join in conversation and play during lunch/recess and other times.
- Stand up for him if he is teased.
- Offer help if he is upset.

- Marble jar
- Lunch buddies
- Extra-curricular buddies

Q and A about any skill area

- Prerequisites to learning from others:
 - Joint Attention
 - Receptive language (intra-verbals)
- Core Conversational Skills (Responding and Initiating)
- Play and working cooperatively
- Understanding Yours and Others' Feelings
- Conflict resolution/Assertiveness/Teasing
- Friendship to Dating
- Employment Skills
- Sexuality Issues