

# Social Skills: Where to Start and How Skills Streaming Can Play a Role

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## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

## PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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## Why are we discussing this topic?

- Research supports that a student's social incompetence relates to increased negative outcomes in the future (Walker, Ramsey, & Gresham, 2004)
- Examples of social behavior from 2 months through 1 year old

(<http://www.cdc.gov/ncbddd/actearly/milestones/index.html>):

- Smiles at people
- Starts to babble with expression
- Responds to other people's emotions
- Copies sounds and gestures of others
- Attempts to get attention of others both vocally and non-vocally

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## DSM-5 Diagnostic Criteria

- Social Communication Disorder and Autism Spectrum Disorder
  - Persistent deficits in social communication and social interaction
    - Deficits in social-emotional reciprocity
    - Deficits in nonverbal communicative behavior (e.g., eye contact, body language, lack of expressions, etc.)
    - Deficits in developing, maintaining and understanding relationships

(<https://www.autismspeaks.org/what-autism/diagnosis/dsm-5-diagnostic-criteria>)

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## Always Assume it is a “Skill-Deficit”

- With or without a diagnosis...
- Allows everyone to focus on TEACHING instead of blaming or making excuses
- Proactive rather than reactive!

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## Considerations

- Start instruction early, but its never too late!
- Incorporate peers!
- Will possibly require a lot of teaching
- Teach everyone – not just the student with the diagnosis

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## Where to Start?

- **Assessments!!**
  - Preschool and early school aged children
    - Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP: Sundberg, 2008)
    - Skills Streaming (McGinnis & Goldstein, 2012)
  - Middle and High school and post secondary
    - Essential for Living (McGreevy, Fry & Cronwall, 2012)
    - Skills Streaming (McGinnis & Goldstein, 2012)

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## VB-MAPP - Social Skills Milestones

- 0-18 months:
  - Makes eye contact as a mand 5 times
  - Indicates they want to be held or physically played with 2 times
  - Spontaneously makes eye contact with other children 5 times
  - Spontaneously engages in parallel play near other children for 2 minutes
  - Spontaneously follows peers or imitates their motor behavior 2 times

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## VB-MAPP - Social Skills Milestones

- 18-30 months:
  - Initiates a physical interaction with a peer 2 times
  - Spontaneously mands to peers 5 times
  - Engages in sustained social play with peers for 3 minutes without adult prompts or reinforcement
  - Spontaneously responds to the mands from peers 5 times
  - Spontaneously mands to peers to participate in games, social play, etc. 2 times

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## VB-MAPP - Social Skills Milestones

- 30-48 months:
  - Spontaneously cooperates with a peer to accomplish a specific outcome 5 times
  - Spontaneously mands to peers with a WH questions 5 times
  - Intraverbally responds to 5 different questions or statements from peers
  - Engages in pretend social play activities with peers for 5 minutes without adult prompts
  - Engages in 4 verbal exchanges on 1 topic with peers for 5 topics

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## Reminders

- Social behavior is VERY complex
- Rules can be ambiguous and vague
- Locations, settings and people can alter the expectations
- Advancement may be dependent on other forms of verbal and non-verbal behavior
- Sustained social interactions may not be valuable

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## Common Mistakes

- Failure to pair – adult and peers
- Failure to condition attention as something of value
- Forcing or requiring eye contact
- Forcing turn taking/sharing
- Failure to teach component skills prior to social interaction
- Failure to fade prompting
- Failure to take motivation into consideration

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## Motivation – Why is it so important?

- Motivation plays a role in altering the value of something and effects the frequency of a previously reinforced behavior
  - Reinforcement → consequence that occurs immediately after a behavior and therefore increases the future probability of that behavior occurring again in the future
- If motivation for social interaction is not established it is less likely to occur!

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## How do we establish motivation?

- **PAIRING!!!**

- ‘Pairing’ is the process of delivering positive reinforcement during or immediately following a behavior/activity
- Over time the neutral or aversive activity/behavior/person acquires reinforcing properties because it has been ‘paired’ with reinforcement
- Does not require compliance with a demand
- The process can be used to condition adults, peers, environments, activities, etc. as potential reinforcers

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## Tips for the ‘pairing’ process

- Select potential reinforcers you can control
- Select potential reinforcers you can deliver in varying sizes and amounts
- Sanitize the environment or other competing potential reinforcers
- **DO NOT** chase a child to offer a potential reinforcers
- Effectively use differential reinforcement for approach while fading proximity

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## Peer to Peer Pairing - Simplified

- Ideal if have reverse inclusion opportunities
- Identify willing peer 'buddy' OR partner students accordingly
- Identify potential reinforcer for student, preferably one that is NOT a potential reinforcer for the peer AND that has multiple parts.
- Identify a potential reinforcer for the peer – use as promise reinforcer

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## Peer to Peer Pairing cont.

- Teacher will require peer buddy to approach student and deliver potential reinforcer – no additional demand requirement for student
  - Teacher will guide peer on how to differentially reinforce student based on approach and interaction
- Teacher will differentially reinforce peer for compliance

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## Peer to Peer Pairing – Structured Session

- Identify willing peer ‘buddy’ OR partner students accordingly
- Identify potential reinforcers for each student
  - For the exchange - preferably items/activities that have multiple parts AND activities that are not preferred by both students
  - To differentially reinforcer – edibles work best
- Schedule session – short and effective, 5-10 min

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## Peer to Peer Pairing cont.

- Give student A student B’s preferred items and student B student A’s preferred items
- Give each student a few pieces of the potential reinforcer to increase motivation
- The teacher will dictate the interaction – will prompt each student to deliver/receive items
- The teacher will specifically reinforce each student for being a “giver”

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## Peer to Peer Pairing cont.

- Data Collection
  - Probe data – 1) Accepting from a peer; 2) giving to a peer
  - Frequency of prompted and unprompted – 1) Accepting from a peer; 2) giving to a peer
- Graphing
  - Frequency of prompted and unprompted
- Criteria for Mastery
  - Minimum = Three consecutive Yes cold probes on each target

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### Peer-Peer Pairing Data Sheet

Student:				Notes	
Accepts from peer		Y N			
Gave to peer		Y N			
Accepts from peer		Gives to Peer			
P	S	P	S		

Student:				Notes
Accepts from peer		Y N		
Gave to peer		Y N		
Accepts from peer		Gives to Peer		
P	S	P	S	

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## Manding

- Motivation!!
- Essential skill for social interactions
- Different types
  - For items/activities present or out of sight
  - For attention, yes/no, removal of something
  - For information
- Crucial to have a strong mand repertoire!

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## Peer to Peer Manding

- Conduct ONLY with peers that have been paired!
- Material
  - Identify potential reinforcers for each student
  - Gather material that has many parts AND that the student has had exposure to in the past
    - Motivation for task completion?
    - Examples: puzzles, crafts, marble track, etc.

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## Peer to Peer Manding cont.

- Set-up
  - Sit student next to each other rather than across
    - This helps with two things...
  - Give student A student B's preferred items and student B student A's preferred items
  - Give each student a few pieces of the potential reinforcer to increase motivation

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## Peer to Peer Manding cont.

- Role of the teacher
  - NOT to help contrive motivation for the item
  - Help peers interact
  - Prompt the speaker to mand with a vocal prompt
  - Prompt the listener to respond with NONVOCAL prompts

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## Peer to Peer Manding cont.

- Teaching Procedures
  - Prompt each student to give the other a part of the the respective item/activity
  - When motivation is present for a specific student, prompt the student to mand for the item from the peer. Continue to prompt the student to mand for the item while lightly tapping the listener (i.e., other student) to attend. DO NOT vocally prompt the listener to attend.
  - Once the listener delivers the item, immediately reinforcer the listener
  - Generalize to new peer, setting, etc.

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## Peer to Peer Manding cont.

- Video examples

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## Peer to Peer Manding cont.

- Session length → no longer than 10 min
- Data collection
  - Probe data → (1) respond to a peer and (2) mand from a peer
  - Frequency of prompted and unprompted responses for (1) responding to a peer and (2) manding from a peer
- Graphing
  - Frequency of prompted and unprompted (1) responding to a peer and (2) manding from a peer

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### Peer-Peer Mand Data Sheet

Student:				Notes
Mand from peer		Y N		
Gave to peer		Y N		
Mands from Peer		Gives to Peer		
P	S	P	S	

Student:				Notes
Mand from peer		Y N		
Gave to peer		Y N		
Mands from Peer		Gives to Peer		
P	S	P	S	

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## Manding for Attention

- Requires MOTIVATION for attention and interaction from others!!
- Set-up
  - 2 staff required
    - Staff 1 → prompter
    - Staff 2 → delivers attention

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## Manding for Attention cont.

- Teaching Procedure
  - Contrive situations where attention is valuable
  - Staff 1 prompts child to mand for staff 2's attention (e.g., calls name, taps on shoulder, etc.)
  - Staff 2 immediately delivers attention concurrent with tangible reinforcement (e.g., token, edible, etc.)
  - Staff 1 fades prompts and proximity across trials
  - Staff 2 systematically decreases use of tangible reinforcement
  - Eventually target with peers

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## Mands for Attention cont.

- Data Collection
  - First time Y/N probe data
  - Frequency of prompted and unprompted mands
- Graphing
  - Frequency of prompted and unprompted mands

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## Curriculum Based Social Skills Instruction

- Assessment data indicate
  - VB-MAPP operants are within or have exceeded level three
  - Placement is beyond VB-MAPP or other assessment and continues to demonstrate skill deficit
- Possibly ready for curriculum based social skills instruction

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## Skillstreaming

- First introduced in 1973 (i.e., Structured Learning Therapy – Goldstein, 1973)
  - Latest edition (i.e., 2012) includes all the changes research has found over the past 10 years
- Earlier approaches to social skills assumed all individuals “had” effective “behaviors” and they were not demonstrated
- Skillstreaming was derived from a psychoeducational approach
  - No therapy!
  - Active teaching!

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## Skillstreaming – Maximizing Effectiveness

- Group Leader/Trainer Selection
  - General teaching skills
    - Group-processor
    - Management of problem behavior
    - Overall – demonstrate good teaching skills
  - Knowledge of Skillstreaming
    - Suggested list of nine skills
  - Managing the Group
    - One teacher is sufficient but two is better

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## Maximizing Effectiveness cont.

- Student Selection
  - Data based selection based on ...
    - Direct observation
    - Skills Checklists
- Student Grouping
  - 2 criteria
    - Shared skill deficiency
    - Generalization-enhancing principle of identical elements

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TEACHER/STAFF CHECKLIST	PARENT CHECKLIST
Student _____ Class/age _____	Name _____ Date _____
Teacher/staff _____ Date _____	Child's name _____ Birth date _____
<p><b>INSTRUCTIONS:</b> Listed below are a number of skills that children are more or less proficient in using. This checklist will help you evaluate how well each child uses the various skills. For each child, rate his/her use of each skill, based on your observations of his/her behavior in various situations.</p> <p>Circle 1 if the child is <i>almost never</i> good at using the skill.            Circle 2 if the child is <i>seldom</i> good at using the skill.            Circle 3 if the child is <i>sometimes</i> good at using the skill.            Circle 4 if the child is <i>often</i> good at using the skill.            Circle 5 if the child is <i>almost always</i> good at using the skill.</p> <p>Please rate the child on all skills listed. If you know of a situation in which the child has particular difficulty using the skill well, please note it briefly in the space marked "Problem situation."</p>	
<p>1. <b>Listening:</b> Does the student appear to listen when someone is speaking and make an effort to understand what is said?            Problem situation: _____</p> <p>2. <b>Asking for Help:</b> Does the student decide when he/she needs assistance and ask for this help in a pleasant manner?            Problem situation: _____</p> <p>3. <b>Saying Thank You:</b> Does the student tell others he/she appreciates help given, favors, and so forth?            Problem situation: _____</p> <p>4. <b>Bringing Materials to Class:</b> Does the student remember the books and materials he/she needs for class?            Problem situation: _____</p> <p>5. <b>Following Instructions:</b> Does the student understand instructions and follow them?            Problem situation: _____</p>	<p><b>INSTRUCTIONS:</b> Based on your observations in various situations, rate your child's use of the following skills.</p> <p>Circle 1 if the child is <i>almost never</i> good at using the skill.            Circle 2 if the child is <i>seldom</i> good at using the skill.            Circle 3 if the child is <i>sometimes</i> good at using the skill.            Circle 4 if the child is <i>often</i> good at using the skill.            Circle 5 if the child is <i>almost always</i> good at using the skill.</p> <p>1. <b>Listening:</b> Does your child listen when you or others talk to him/her?            Comments: _____</p> <p>2. <b>Asking for Help:</b> Does your child decide when he/she needs assistance and ask for this help in a pleasant manner?            Comments: _____</p> <p>3. <b>Saying Thank You:</b> Does your child tell others he/she appreciates help given, favors, and so forth?            Comments: _____</p> <p>4. <b>Bringing Materials to Class:</b> Does your child remember the books and materials he/she needs for school?            Comments: _____</p> <p>5. <b>Following Instructions:</b> Does your child understand instructions and follow them?            Comments: _____</p> <p>6. <b>Completing Assignments:</b> Does your child complete his/her homework assignments?            Comments: _____</p>
<p>almost never seldom sometimes often almost always</p> <p>1 2 3 4 5</p>	<p>almost never seldom sometimes often almost always</p> <p>1 2 3 4 5</p>
<p>317</p>	<p>38</p>

## Maximizing Effectiveness cont.

- Student Preparation
  - Individual at first, then again when group gets together
    - Purpose of skills targeted
    - Procedures used within curriculum
    - Incentives
    - Rules/expectations

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## Maximizing Effectiveness cont.

- Support Staff or “transfer coaches”
  - Crucial piece!!
    - **Parents**, siblings, peers, community workers, other school staff, etc.
  - If familiar with the program can help with ...
    - Prompting
    - Encouraging
    - Reassuring
    - Rewarding

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## Concerns to Consider

- Skill Selection
- Placement in School Curriculum
- Instructional Setting
- Time
  - Frequency of sessions = 3-5 times per week
  - Length of sessions = about 20-40 minutes
- Material
  - Skill cards and posters
  - Student manual and program form booklets

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## Teaching Procedures

- Core Teaching Procedures
  - Modeling
  - Role-Playing
  - Performance Feedback
  - Generalization Training

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## 9 Steps Within a Session

1. Define the skill
2. Model the skill
3. Establish trainee skill need
4. Select role-play
5. Set up the role play
6. Conduct the role-play
7. Provide performance feedback
8. Select next role-player
9. Assign skill homework

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## I. Define the Skill

- Very brief, teacher lead, activity
- Necessary step
- Goal → provide some information to students so they can understand the skill to be taught

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## 2. Model the Skill

- Effective Modeling
  - Behaviors are clear, detailed and concise
  - Behaviors are systematic in effort and difficulty
  - Enough repetition to 'overlearn'
  - Performed by several models
- Effective Observing
  - Can relate to model
  - Likes the model
  - Can imitate what was observed
  - Rewarded for performing behavior observed

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## 2. Model the Skill

### 3 Stages of Modeling

1. Attention
2. Retention
3. Reproduction

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## 2. Model the Skill

- Pre-plan demonstration as part of prep work for lesson – focus on ‘real-world’ demonstrations
- Most effective when ...
  - Use at least two examples
  - Use relevant circumstances
  - Model portrayal
  - Model should “think aloud”
  - Display positive outcome
  - Follow the correct behavioral steps of target skill
  - One skill at a time

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## 3. Establish Student Skill Need

- Behavior rehearsal is KEY to role-play
- Prior to role-play establish the level of practice need for each student

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## 4. Select the First Role-Player

- Everyone WILL participate!
- Start with volunteers

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## 5. Set Up the Role-Play

- Main actor determines and describes the real-life situation
- Main actor chooses co-actor
- Make as realistic as possible

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## 6. Conduct the Role-Play

- Remind all participants of roles and responsibilities
  - Main actor follow behavioral steps and “think aloud”
  - Co-actor: stay in role
  - Other students: observe and give feedback
- Always start each session with 2 modeling vidnettes – even for review skills

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## 7. Provide Performance Feedback

- Brief feedback should follow each role-play
- Feedback guidelines:
  - Provide reinforcement ONLY after role-play follows the behavioral steps
  - Provide reinforcement as immediately as possible
  - Always reinforce both the actor and co-actor
  - Vary reinforces
  - Provide enough opportunities for reinforcement
  - Provide substantial reinforcement for improvements

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## 8. Select the Next Role-Player

- Everyone should have at least ONE opportunity
- Repeat practice as often as possible
- Remember - OVERLEARN

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### ***Skill 10: Ignoring Distractions***

#### **SKILL STEPS**

1. **Count to five.**  
Discuss that counting to five will give the student the time to calm down if frustrated and to recall the rest of the skill steps.
2. **Say to yourself, "I won't look. I'll keep on working."**  
Statements should be spoken aloud during modeling and role-playing.
3. **Continue to work.**
4. **Say to yourself, "Good for me. I did it!"**  
Discuss ways of rewarding yourself.

#### **SUGGESTED MODELING SITUATIONS**

- *School:* Another teacher comes into the room to talk with your teacher.
- *Home:* Your brother or sister tries to distract you from your chores or homework.
- *Peer group:* A classmate tries to get your attention in class or to distract you from a game at recess.
- *Community:* Kids are making noise in the movie, in the library, or in another community place.

#### **COMMENTS**

Each time students ignore a distraction, they may make a check mark on an index card or color a space on one of the self-recording forms (Appendix A). Self-recording efforts can then be reinforced if needed. Rewarding Yourself (Skill 35) is a part of this skill (Step 4). Self-reinforcement may be necessary until the skill can be reinforced by teachers or parents.

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# Skillstreaming Examples

- Videos

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Name: Tyler

Task Analysis for \_\_\_\_\_ Skill 8: Ignoring \_\_\_\_\_ (skill)

DATE:	8/1	8/2	8/3	8/4								
Look away	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V
Close your mouth	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V
Be quiet	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V	FP PP G I V
Total Initial trials	1/2	2/3	4/5	3/5								
%	33	66	80	60								
INITIALS:	AB	AB	AB	AB								

Prompting levels: Record the following letter abbreviation in the data blocks:  
 FP = Full Physical (prompt from wrist)  
 PP = Partial Physical (prompt from upper arm)  
 G = Gestural  
 I = Independent  
 V = Verbal

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Name: Olivia

Task Analysis for            Skill 8: Ignoring            (skill)

DATE:	8/16/13	8/16	8/17	8/18	8/19	8/20	8/21	8/22	8/23	8/24	8/25	8/26	8/27	8/28	8/29	8/30	8/31
Look away	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V
Close your ears	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V
Be quiet	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V	FP PP G V
Total I/total trials	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3	0/3
%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
INITIALS:	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO

Prompting levels: Record the following letter abbreviation in the data blocks:  
 FP = Full Physical (prompts from waist)  
 PP = Partial Physical (prompt from upper arm)  
 G = Gestural  
 I = Independent  
 V = Verbal

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## 9. Assign Skill Homework

- Necessary for success!
- Only assigned following successful role-play
- Simple at first
- Reinforce success!
- Stages of homework
  - Homework reports 1, 2 & 3

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**HOMEWORK REPORT 1**

Name \_\_\_\_\_
Date \_\_\_\_\_




Skill \_\_\_\_\_

**SKILL STEPS**


**FILL IN NOW**  
 With whom will I try this? \_\_\_\_\_  
 When? \_\_\_\_\_

**FILL IN AFTER YOU PRACTICE THE SKILL**  
 What happened? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How did I do?  
 Why did I circle this? \_\_\_\_\_  
 \_\_\_\_\_

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**HOMEWORK REPORT 2**













Name \_\_\_\_\_
Date \_\_\_\_\_


Skill \_\_\_\_\_

**SKILL STEPS**

**FILL IN NOW**  
 With whom will I try this? \_\_\_\_\_  
 When? \_\_\_\_\_

When did I practice?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How did I do?  


  


  


  





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# Implementation Integrity

- Competence of interventionist
- Quality of intervention delivery
- Quality of intervention
- Process of intervention delivery
- Simple use of short checklists can be effective

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LEADER'S CHECKLIST		OBSERVER'S CHECKLIST	
<p>INSTRUCTIONS: Leader(s) may complete this checklist at the conclusion of the Skillstreaming group by marking "yes" or "no" relative to each procedure implemented.</p> <p>Group leader(s) _____</p> <p>Date of group _____ Time of group _____</p>		<p>INSTRUCTIONS: A highly skilled observer may complete this observation checklist as the Skillstreaming group is taking place. The observer will note whether leader(s) completed each procedure with a low level of competence (score 1), medium proficiency (score 2), or a high level of skill (score 3). At the conclusion of the observation, the observer may provide leader(s) with recommendations for specific steps needing improvement.</p> <p>Group leader(s) _____ Observers _____</p> <p>Date of group _____ Time of group _____</p>	
<p><b>Step 1: Define the skill</b></p> <p>1. The skill to be taught was defined, and the group understood its meaning. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Skill steps were presented and discussed (via poster or skill cards). <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>(For all sessions after the first)</i></p> <p>3. Group members' skill homework was discussed. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4. Appropriate reinforcement was provided for group members who completed homework. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Step 2: Model the skill</b></p> <p>5. Two examples of the skill were modeled. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>6. Each skill step was identified as the modeling unfolded. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>7. Modeling displays were relevant to group members' real-life circumstances. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>8. Group members were directed to watch for the steps being modeled. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>9. The model was friendly and helpful. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>10. A coping model was presented if indicated. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>11. The model used self-talk to illustrate the steps and thinking about skill performance. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>12. The modeling display depicted positive outcomes. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>13. The model was rewarded for skill performance (following the skill steps). <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Step 3: Establish student skill need</b></p> <p>14. Each group member's need for skill use was defined (when, where, and with whom) and listed. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Step 4: Select the first role-player</b></p> <p>15. The main actor was selected for role-play (e.g., "Who would like to go first?") <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Step 5: Set up the role-play</b></p> <p>16. Main actor selected a coactor who reminded him/her most of the real-life person with whom he/she has the skill need. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>17. Main actor described the physical setting, events preceding the problem, mood/manner of the person, and any other relevant information. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p><b>Proficiency Level</b></p> <p>1 2 3</p> <p><b>Step 1: Define the skill</b></p> <p>1. 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## Helpful Hints for Implementation

- Skills are NOT listed in sequential order
  - BUT some are related and require some sequencing
- Some steps could be considered “thinking” step – crucial to “say-aloud”
- At times, single skill responses are inadequate
- Skill combinations or skill sequencing may be necessary over time
  - Example: Dealing w/accusation then Apologizing

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## Troubleshooting Resistance and Motivation

- Resistance
  - Showing up for session
  - Lack of participation
  - Inconsistent use of skill on continuing basis
- Motivation
  - Extrinsic potential reinforcers
  - Intrinsic potential reinforcers

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## Managing Problem Behavior: 3 Ways

1. Identify why problem behavior is occurring
  2. More effective use of reinforcement
  3. Capture teachable moments
- May be necessary to conduct an Functional Behavioral Assessment prior to placement in group and develop an effective Positive Behavior Support Plan

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## Rules: Could Off-set Problem Behavior

- Define and communicate rules clearly and explicitly
- Tell students what to do rather than what not to do
- Rules should be communicated in a way that can facilitate memorization
- Increase compliance is group works together to create and set the rules
- First thing the group should work on together

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## Effective use of Reinforcement to Off-set Problem Behavior

- Set contingencies
- Immediacy
- Consistency
- Frequency
- Amount
- Variety

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## When Problem Behavior Occurs...

- Withhold reinforcement → Extinction
- Timeout → use with caution!
- Response Cost → will need support from PBSP

\* Responses to problem behavior may need to be defined via a PBSP

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## Generalization

- Crucial component!
- Transfer-Enhancing Procedures
  - Provision of general principles (good grasp of concept)
  - Overlearning (repeating successful trials)
  - Stimulus variability (training sufficient exemplars)
  - Identical elements (common stimuli)
  - Mediated generalization (self-recording, self-instruction)

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## Generalization cont.

- Maintenance
  - Thin reinforcement
  - Delay reinforcement
  - Fade prompts
  - Provide booster sessions
  - Prepare for real-life nonreinforcement
  - Program for reinforcement in the natural environment
  - Use natural reinforcers

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## Summary

- Social skills require specific teaching and should not be left up to chance
- Specific prerequisite skills are necessary prior to starting a structure curriculum
- Social Skills instruction is necessary and should start early BUT it is never too late!

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