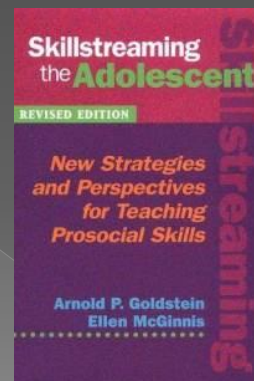
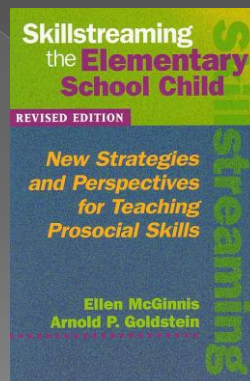
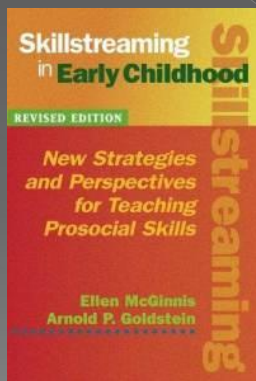


Teaching Social Skills

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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 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

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
- 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)
 - > Mand 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.

Carbone Clinic, 2011

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.

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 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

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Social Skills Lesson Plan

Name: _____
Date: _____

SKILL AREA: _____

FUNCTIONAL DEFINITION: _____

Antecedent	Behavior	Consequence
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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
7. Assign Homework (TASK ANALYSIS – Y/N CHECKLIST)

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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

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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: ____					

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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?

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