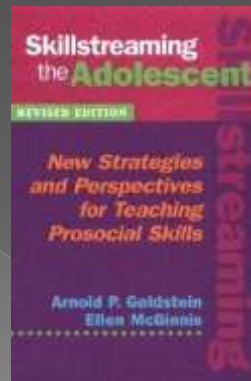
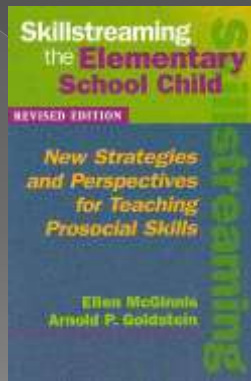
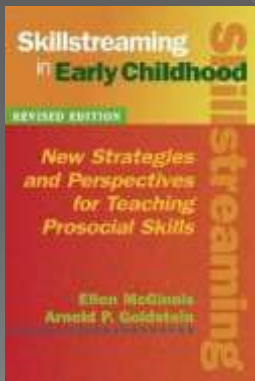


# Teaching Social Skills

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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

## 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**

Carbone Clinic, 2011

### 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)

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 teaching 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 graphs for each skill
  - > Each graph should contain a baseline, training level, generalization level and maintenance with phase changes for each.

Carbone Clinic, 2011

### Social Skills Lesson Plan

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

**SKILL AREA:** Identifying, Expressing, and Coping with Feelings

**FUNCTIONAL DESCRIPTION:** Brandon will be able to identify and express his feelings (sadness, disappointment, anxiety, tension, anger, frustration, etc.) with suitable appropriate words, facial, verbal statements, and body movements. After doing so, he will engage in appropriate coping techniques (deep breathing, asking for a break, removing himself to a quiet area, stretching, talking and seeking reassurance, etc.) to limit or prevent behavior (crying, perseverating on the situation, etc.)

Antecedent	Behavior	Consequence
A situation which evokes the feelings of sadness, disappointment, anxiety, etc. (being corrected during instruction, losing a game, etc.)	Brandon will identify and express his feelings in a socially appropriate manner as well as engage in an appropriate coping technique.	Reinforcement/feel less the feelings of sadness, disappointment, anxiety, etc.

**OBJECTIVE:** Brandon will identify, express, and cope with his feelings with 100% accuracy on each probe across 3 consecutive follow days. Accuracy will be determined based on the total possible points on the teacher social rating scale.

1. **Model the Situation for the learner**
  - Identify/act the feeling-provoking situation
  - Identify/act the feeling
  - Have hand cards to an adult
  - Ask the adult the situation and feeling
  - Choose and demonstrate (at permission) to engage in an appropriate coping technique
  - Engage in appropriate coping technique
  - Return to schedule



3. Tell Learner What to Do

- Stop and think about how you feel
- Say out loud to yourself, what happened and how you feel about it
- Note your hand as you go to an adult
- Tell the adult what happened and how you are feeling

4. Think about your choices

- Go to a quiet place
  - Take a break
  - Take 5 deep breaths
  - Tense and relax muscles
  - Stretch
  - Count to 10
  - Make positive statements to yourself (I will do better next time, I can do it again, I will be OK, etc.)
  - Talk to someone about how you feel
  - Write down how you feel
  - Ask to do something with someone else to help you forget about it
- Ask the adult for permission to do what you chose
- Do what you chose
- Return to the adult and tell them you feel better
- Return to your schedule

5. Tell Learner What not to Do

- Try not to
  - Do not leave your desk
  - Do not run out of the room
  - When one adult gives you directions, follow the directions without going to another adult
  - Do not argue
  - Do not ask to go to the nurse or the bathroom instead of using the one at your station

6. Demonstrate Responses for Learner

- Model the list above from what the learner should do and what the learner should not do

7. Role Play the Situation with the Learner

8. Teacher Provides Learner with Feedback Regarding Practice Situations

### Evaluation Criteria During Training and Real Life Situations

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

	Four	Three	Two	One	Zero
Appropriate Voice Volume	1	2	3	4	5
Appropriate Voice Tone	1	2	3	4	5
Proper Body Position and Movements	1	2	3	4	5

	None	Some	More		
Appropriate Social Responses	1	2	3	4	5
Appropriate Responses	1	2	3	4	5
TOTAL: _____ = _____%					

Appropriate Responses:

- Says out loud to self, the situation and how he/she is feeling +
- Uses hand or feet on adult +
- Tells the adult what happened and how he/she is feeling +
- Able to engage in coping technique +
- Engages in coping technique +
- Returns to the adult and reports change in feelings +
- Returns to schedule +

TOTAL: \_\_\_\_\_

## Evaluation Criteria (After Training)

**Evaluation Criteria During Training and Real Life Situations**

By: J.P. & C. Smith, Coaching Date: 3/21/14

	Four	Three	Two	One
Appropriate Voice Volume	4	3	2	1
Appropriate Voice Tone	4	3	2	1
Proper Body Position and Movement	4	3	2	1

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

TOTAL:  $(16+16) = 32/32$

**Appropriate Responses:**

- Look out loud, to self, the situation and how feeling is feeling + (✓)
- Raise hand or feet in input (✓)
- Talk the spot when happened and how I was feeling (✓)
- Ask to engage in a playing technique (✓)
- Engage in coaching technique (✓)
- Return to the social and reports change in feelings (✓)
- Return to schedule (✓)

TOTAL:  $(16/16) = 100\%$

## Treatment Integrity

**Social Skills: Skillstreaming Protocol Competency**

**Setting up Program:**

- Chooses an appropriate skill to target.
- Writes Social Skills Lesson Plan containing the following components:
  - Skill Area
  - Functional Definition (ABC Format)
  - Objective
  - What will be modeled for the learner
  - List of when to do so when performing the skill
  - List of what not to do when performing the skill
  - Framework plan
- Writes the Evaluation Criteria Rating Form, containing the following components:
  - Goal objectives listed for appropriate voice/volume, eye contact, etc.
  - appropriate social responses with check system
- Baselines skill at the appropriate level (adults, peers, novel situations) for 3 days prior to teaching lesson, using the Evaluation Criteria Rating Form.
  - Rates each goal objective (appropriate voice/volume, eye contact, etc.)
  - Indicates appropriate and inappropriate social responses using + and -
  - Rates appropriate and inappropriate social responses
  - Adds up score and calculates percentage

**Probe to Lessons:**

- Rates a valid probe of the skill at the appropriate level (adults, peers, novel situations) prior to teaching lesson
- Records the data for the probe using the evaluation criteria rating form.
  - Rates each goal objective (appropriate voice/volume, eye contact, etc.)
  - Indicates appropriate and inappropriate social responses using + and -
  - Rates appropriate and inappropriate social responses
  - Adds up score and calculates percentage

**Implementing the Lesson Plan:**

- Modeling: Acts out the situation for the learner
- Explain: what the learner should do.
- Explain: what the learner should not do.
- Demonstrate: the correct response.

# Treatment Integrity

- + Asks the learner to act out the situation.
- + Provides feedback to the learner:
  - Tells the learner what he did correctly during the role playing situation.
  - Tells the learner what he needs to improve.
  - Models appropriate responses (if needed).
  - Indicates what he should/shouldn't do.
- + Provides social praise and, if necessary, other forms of reinforcement (tokens, edkins, tangibles).

# Homework Example

## Skillstreaming Homework Report

Student \_\_\_\_\_ Date \_\_\_\_\_

### Skill Steps

1. Identify the 1-2 feelings preceding the action.
  2. Identify the feeling.
  3. Figure out or get to the intent.
  4. Use the word for emotion and feeling.
  5. Choose and demonstrate for partner or engage in role play.
- Copying Worksheet
6. Engage in appropriate coping techniques.
  7. Figure to what and think it.
  8. Repeat as appropriate.

With whom will I try this? \_\_\_\_\_

When? \_\_\_\_\_

How did I do? (circle one)



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

\_\_\_\_\_

# Homework Example

**Skillstreaming School-Home Note**

Student \_\_\_\_\_ Date 2.18.2014

Your child's class has been working on the skill of \_\_\_\_\_

This skill has the following steps:

1. Identify task, the setting, processing, stimulus
2. Identify task of the setting
3. Repeat request or go on to next step
4. Ask the student the question and leading
5. Change card/transported by permission to engage in an appropriate coping task/step
6. Engage in appropriate coping technique
7. Monitor to check and check in
8. Return to activities

Please help your child learn this skill by: . . .

- Recognizing and responding positively when your child uses this skill. Say "Good work" and "Keep on trying."
- Asking questions about when and with whom your child can use this skill.
- Reminding your child to use this skill when the skill could be helpful.
- Signing and returning this School-Home Note by \_\_\_\_\_ (with any comments or questions you might have. Thank you!)

Teacher signature \_\_\_\_\_ Parent/guardian signature \_\_\_\_\_

Comments \_\_\_\_\_

From: Skillstreaming in the Elementary School Lesson Plans and Activities, by Ellen McEvoy, © 2004, Champaign, IL, Research Press, ISBN # 0-7674-2101-0, www.researchpress.com.

# Homework Example

**Skillstreaming Homework Report**

Student Brendan Date 3-25-14

**Skill Steps**

1. Identify task, the setting, processing, stimulus
2. Identify task of the setting
3. Repeat request or go on to next step
4. Ask the student the question and leading
5. Change card/transported by permission to engage in an appropriate coping task/step
6. Engage in appropriate coping technique
7. Monitor to check and check in
8. Return to activities

With whom will I try this? mom

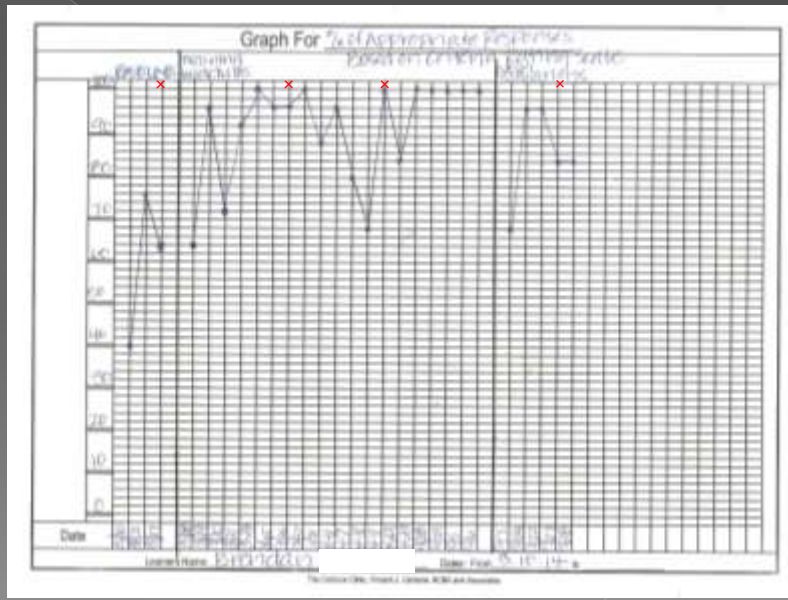
When? when Gavin gives my game

How did I do? (circle one)

Why did I do this? because my brother apologized to me and said that's ok.

From: Skillstreaming in the Elementary School Lesson Plans and Activities, by Ellen McEvoy, © 2004, Champaign, IL, Research Press, ISBN # 0-7674-2101-0, www.researchpress.com.

## 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

# Questions?

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