Teaching Social Skills

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Skillstreaming
McGinnis & Goldstein
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- 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)
  - 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.

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

Social Skills Lesson Plan

Name: 
Date: 

SKILL AREA: 

FUNCTIONAL DEFINITION: 

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Evaluation Criteria During Training and Real Life Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill: ____________________________________________________</td>
</tr>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>Appropriate Voice Volume</td>
</tr>
<tr>
<td>Appropriate Voice Tone</td>
</tr>
<tr>
<td>Proper Body Posture &amp; Position</td>
</tr>
<tr>
<td>Appropriate Eye Contact</td>
</tr>
<tr>
<td>Appropriate Social Responses</td>
</tr>
<tr>
<td>Inappropriate Responses</td>
</tr>
</tbody>
</table>

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
3. Tell learners what to do:
   - Stop and think about how you feel
   - Say out loud to yourself, what happened and how youfell about it
   - Make a plan to go to an adult
   - Tell the adult what happened and how you are feeling
   - Help about your choices:
     - Go to a quiet place
     - Take a break
     - Take a deep breath
     - Take a slow number
     - Speak
     - Count to 10
     - Make positive statements to yourself (will do better next time, I can do it again, I'll 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 choose
   - Do what you choose
   - Return to the adult and let them know better
   - Return to your schedule

4. Tell learners what not to do:
   - Try not to cry
   - Do not hide your voice
   - 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 talking for one of your children

5. Demonstrate Response for Learners:
   - Model the skill learned from what the learner should do and what the learner should not do

6. Role Play the Situation with the Learner
   - Teacher Provides Learner with Feedback Regarding Practice Standards

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>Neutral</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Vocal Volume</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate Vocal Tone</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate Hand Position and Movements</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate Vocal Volume</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate Hand Position and Movements</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Practice Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Responses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Does not trust, to act, the situation how feeling is feeling +</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listens to or finds on adult +</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Takes the adult what happened and how feeling is feeling +</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Helps to engage in coping techniques +</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Engages in coping techniques +</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Returns to the adult and reports changes in feelings +</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Returns to schedule +</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**
### Evaluation Criteria (After Training)

<table>
<thead>
<tr>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Appropriate Social Responses

<table>
<thead>
<tr>
<th>Inappropriate</th>
<th>Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Some</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Appropriate Responses
- Stated out loud: "I felt upset and I was feeling upset." 2
- Replied honestly and related to self: "The last time I felt that way was the last time I felt sad." 2
- Told the truth of what happened and how they feel: 1
- Engaged in coping technique: 4
- Joke to the future: 2
- Reacted in the future: 2
- Return to schedule: 3

#### Treatment Integrity

**Social Skills: Skillstreaming Protocol Competency**

**Setting Up Program:**
- Develops appropriate skills first.
- Writes Social Skills Lesson Plan containing the following components:
  - Title
  - Functional Definition (ABC Model)
  - Objective
  - What will be modeled for the learner
  - List of what to do or not do when performing the skill
  - List of skill not to do when performing the skill
  - Framework plan
- Writes the Evaluation Criteria Rating Form containing the following components:
  - Goal statements (e.g., appropriate social responses (eye contact, etc.))
  - Appropriate social responses (check sheet)
  - Breaks the skill at the appropriate level (adults, peers, novel situations)

**Pacing:**
- Rates the skill at the appropriate level (adults, peers, novel situations)
- Rates the skill objective (appropriate social responses) 3
- Indicates appropriate and inappropriate social responses 3
- Rates appropriate and inappropriate social responses 3
- Adds up scores and calculates percentages

**Implementing the Lesson Plan:**
- Modeling or role modeling for the learner
- Explains what the learner should do
- Explains what the learner should not do
- Demonstrates the correct responses
Treatment Integrity

Homework Example
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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References


THANK YOU!

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