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Social Skills Instruction in the Classroom

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Social Emotional Learning

We will explore:

- **Skills to teach**
- **Skill Deficits vs Performance Deficits**
- **How to teach them—
Evidence Based Strategies**
- **Examples and Resources**

What do we know about social interactions?



Components of Successful Social Interactions

- **Thinking**
 - Involves knowing what to do and how to do it
 - Involves taking another person's perspective and self-awareness
- **Feeling**
 - Involves regulating emotions (anxiety) that might otherwise hinder successful social performance
- **Doing**
 - Involves the execution (motor movements) of the social performance



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Common Social Skills Deficits

- **Nonverbal Communication**
- **Social Initiation**
- **Reciprocity and Terminating Interactions**
- **Social Cognition**
- **Behaviors associated with Perspective Taking and Self-Awareness**
- **Social Anxiety and Social Withdrawal**

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Factors Affecting Social Performance

- **Motivation**
- **Sensory Sensitivities**
- **Anxiety**
- **Attention and Impulsivity**
- **Memory**

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Limitations

- Individual has to commit to the process.
(A parent can help and advise only.)
- Have to participate regularly and be ACTIVE and practice the strategies in all settings.
- Have to realize that their behavior needs to change
- Confronting emotions and anxieties are not fun.
The initial period where they are more anxious or emotionally uncomfortable can be problematic so a detailed safety plan should be in place.



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Skill vs. Performance Deficits

The image part with relationship ID r1d2 was not found in the



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Food for Thought

A person who has never driven a car with a stick shift might be able to recite the necessary steps to successfully manipulate the clutch and stick shift but does that mean they can actually do it?



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Skill or Performance Deficit??

Type of Deficit:	Definition
Skill acquisition deficit	Student does not possess skill so cannot successfully perform the skill.
Performance deficit	Student possess the skill but does not perform the skill.

****It is important that we don't confuse the two****

WHY?

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We have to decide to focus on.....

Type of Deficit:	Focus of Intervention
Skill Acquisition Deficit	Promote acquisition of new skills (TEACH SKILLS)
Performance Deficit	Enhance performance of existing skills (REMOVE BARRIERS that impede performance)

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Let the instruction
begin!





MOST IMPORTANT SLIDE OF THE DAY

Mandatory Steps for Fidelity

Must include:

- **Direct Instruction**
- **Role-playing or practice
(Feedback to help learners)**
- **Plan for generalization**


<http://autismpdc.fpg.unc.edu/content/social-skills-groups>



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Embedding Social Skills


**Social skills can be taught
throughout the day as
opportunities arise!**




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Evidence Based Practices for Teaching Social Skills





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Strategies that...

Promote Skill Acquisition (skill deficit)	Enhance Social Performance (perf deficit)
<ul style="list-style-type: none"> Thoughts, feelings and interest activities Reciprocal Intervention Strategies Social Stories Role-Playing/Behavioral Rehearsal Video Modeling Social Problem-Solving Self Monitoring Relaxation Techniques Prompting Strategies Interaction/Conversation Planning 	<ul style="list-style-type: none"> Reinforcement Strategies Environmental Modifications Peer-Mediated Instruction Increased Social Opportunities/Live Practice Peer Support Strategies Self Monitoring Relaxation Techniques Prompting Strategies Video Modeling Social Stories

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Evidence Based Practices

Today we will explore....

- Social Scripts
- Social Problem Solving
- Cognitive Behavior Intervention



Evidence Based Practice

Social Scripts

A verbal and/or written description about a specific skills or situation that serves as a model for the learner.

- Scripts are practiced repeatedly before the skill is used in the actual situation.
- The scripts are gradually faded out.
- The individual can then interact with peers or adults without the script



COMMUNICATION BOARD

What's ?	your	favorite	special	?
My	favorite	special	is	
				gym
				art
				music
				speech

What's ?	your	favorite	movie	?
My	favorite	movie	is	

What's ?	your	favorite	TV Show	?
My	favorite	TV Show	is	

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Evidence Based Practice

Social Scripts

- Studies have shown that when using social scripts in conjunction with visual supports individuals develop phrases and conversation skills to use in certain situations.
- For example, during a game attaching the script saying, "Playing A Game With Friends"



Daily Living Skills

Social Script Example

Adult: Welcome to McDonald's. Can I take your order?
 Student: I would like a cheeseburger, please.
 Adult: Would you like to make that a meal today?
 Student: Yes, I want fries and a Dr Pepper.
 Adult: Ok. Your total is \$6.59. Will that be cash or card?
 Student: Cash please.
 Adult: Here is your change.
 Student: Thank you.



Social Responses

Social Script MS/HS Example

Peer #1: Dude, where did you get those jacked up clothes...Goodwill?

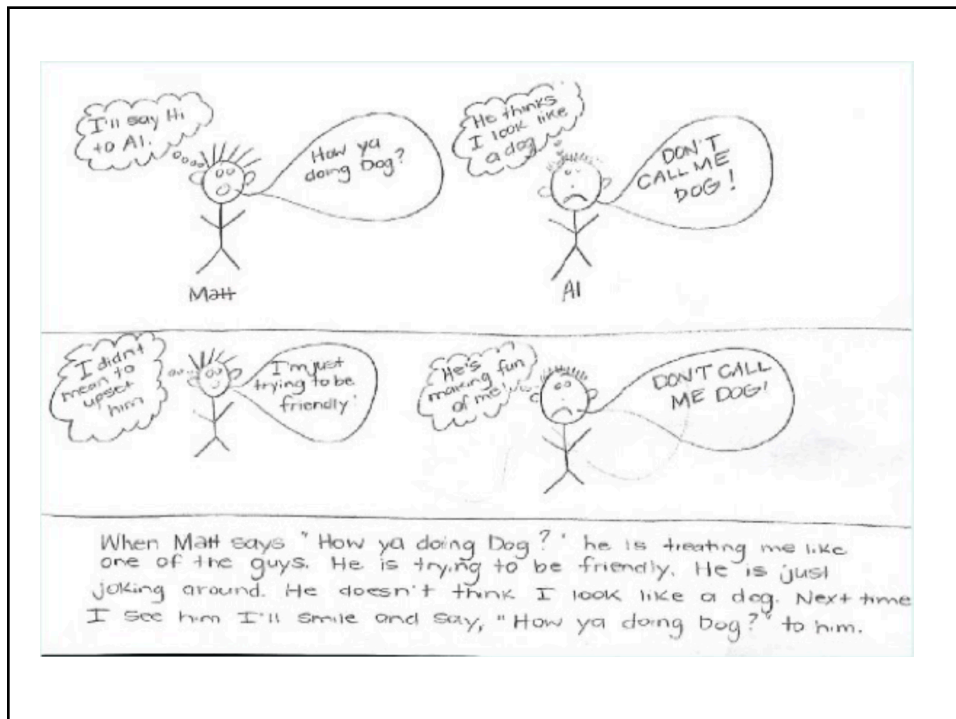
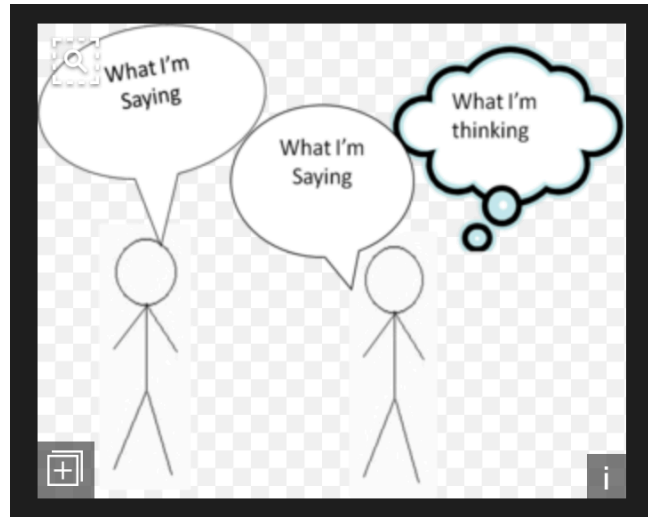
 Student: I happen to like these clothes.

 Peer #1: Well, they make you look stupid. No one wears those kinds of clothes anymore.

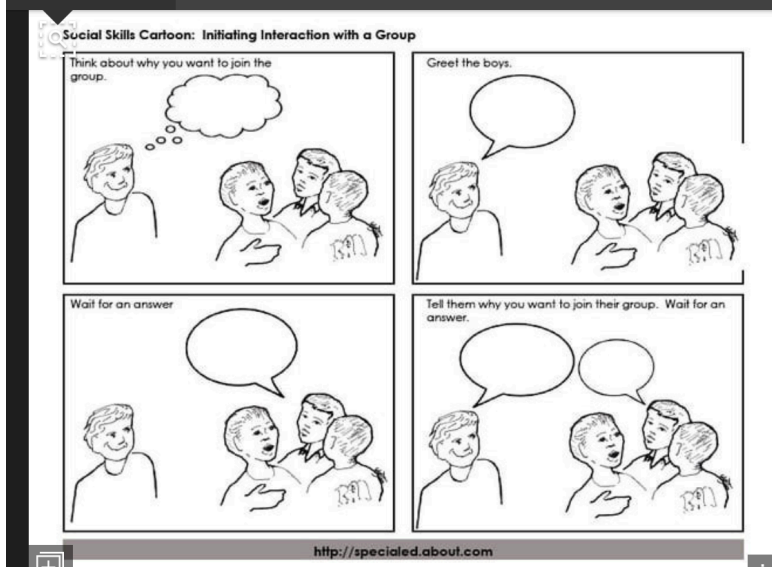
 Student: Sorry that you feel that way. (Walk away)



Comic Strip Conversations



Comic Strip Conversations



Teaching Social Problem Solving



SODA Method

1. **S**ituation - look at the situation. (Describe the problem.)
2. **O**ptions - list as many choices as you can. (Ways to solve the problem)
3. **D**isadvantages - list disadvantages (negative things that could happen) of each option.
4. **A**dvantages - list advantages (positive things that could happen) of each option.
5. **S**olution - based on the advantages and disadvantages, select the best option.

How Can I Solve My Problems Before They Become Problems?

1. Take a deep breath, count to 10, RELAX!
2. What is the problem? (Write it down)

1. What choices do I have to solve the problem?

1. A bad choice	2. A good choice	3. A good choice
-----------------	------------------	------------------



2. What are some consequences of each choice (Write them down)

1.	2.	3.
----	----	----

3. What choice or choices are best to pick? _____
4. What am I going to say, ask or do?

5. Do I need help from someone? If so, who? _____
6. Did I handle the problem well ____ yes ____ no
7. What would I do different next time? (Write it down)

Good Choices That I Can Make

1. RELAX! Do my relaxation routine
2. STOP AND THINK!!
3. Listen with your eyes and your brain BE A GOOD LISTENER
4. Be quiet
5. Ignore and walk away
6. Give an "I message" (i.e. "I don't like what you did, it hurt my feelings")
7. Raise your hand and ask for help
8. Consider the other person's perspective (ideas and thoughts)
9. Get back to work!!!
10. Concentrate on the situation so that I can figure out what people are talking about (Watch their face as they talk to you)
11. Apologize
12. Explain how I am feeling
13. Ask myself, "Is this a big deal?"
14. Think about the consequences of my behavior
15. Laugh about it! It's no big deal.
16. Say things to keep people cool, calm, and collected
17. Write your problem down and share it with someone
18. Look around at what other students are doing and see if you can figure out what you need to do.
19. Admit you are wrong
20. Be nice and tell someone thank you or no thank you
21. mind my own business (stay out of it)
22. Be helpful not "bossy"
23. Offer assistance to someone
24. share item with someone
25. be happy for someone else's good fortune
26. be a good sport
27. congratulate others



Teaching Social Skills

Cognitive Behavior Interventions



Cognitive Behavior Intervention

Who?

- ALL AGES!!!!
 - ✓ Preschoolers with higher cognitive skills
 - ✓ Elementary School
 - ✓ Middle School
 - ✓ High School



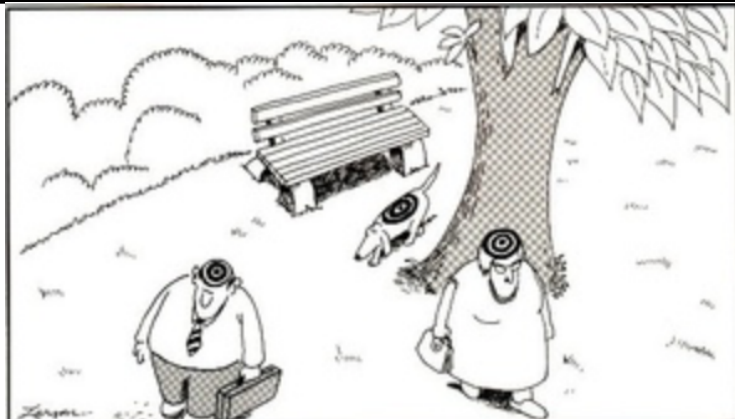
CBI Strategies

- Cognitive restructuring
 - Maladaptive thoughts leads to negative reactions; therefore, the goal is to replace them with more appropriate/adaptive beliefs
- Coping skills
 - Self-control, relaxation, stress inoculation training

Cognitive Restructuring

- Procedure
 - Assumes that maladaptive thoughts lead to negative reactions; therefore, these thought patterns are challenged and the goal is to replace the thoughts with more appropriate and adaptive beliefs.


There is always another point of view



Who's perspective could this be from?

TAKING SOMEONE ELSE'S PERSPECTIVE

Fill in the speech bubble with what you said, then imagine what was in the other person's thought bubble.

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“Re-train Your Brain”

Cognitive Restructuring

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Teaching Social Skills

Social Skills: Ideas and Resources



FREE RESOURCES

AutismTeachingStrategies.com

Here are dozens of free autism social skills teaching resources, most with free pdf downloads. The resources vary in difficulty and can be used for children between age 6 and age 18.





FREE RESOURCES

AutismTeachingStrategies.com

- Emotion Cards: <http://bit.ly/1cA6bBH>
- Simple CBT Picture Panels: <http://bit.ly/1cfcxWd>
- Poison Thought Bubbles: <http://bit.ly/KeRpps>
- CBT Worksheets: <http://bit.ly/1diuVym>
- Mint New Thoughts: <http://bit.ly/1lrS6Y5>
- Help Upset Kid Activity: <http://bit.ly/1ahgDKg>
- Filter Angry Thoughts: <http://bit.ly/19w6zNl>
- Worry Cards: <http://bit.ly/1jXl4Tg>
- Flexibility Cards / Panels: <http://bit.ly/1ek64Zl>



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AutismTeachingStrategies.com

- Nonverbal Prompts: <http://bit.ly/Ke1ovE>
- Listening Prompt Sheets: <http://bit.ly/1cA4Met>
- Green Zone Worksheets: <http://bit.ly/19vSc10>
- Pie Chart Visuals: <http://bit.ly/19vSh4S>
- Using balance for reciprocity: <http://bit.ly/18SbZr0>
- All About Me Signs: <http://bit.ly/1lkKoz0>
- Chain & Building Visuals: <http://bit.ly/19UFkzF>
- Talk to Family Picture Sheets: <http://bit.ly/1ek4lhE>
- Conversation Box: <http://bit.ly/1eOv6EQ>
- Validating Word Cards: <http://bit.ly/19UFEyr>
- Compliment Maker: <http://bit.ly/1d1kl62>
- Words Hurt / Words Help Sheets: <http://bit.ly/1ek55J8>
- Self-Control Meters: <http://bit.ly/19vmBwE>
- Dealing with Losing Panels: <http://bit.ly/19ynl1t>





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Coping Skills



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Start the day with a yoga or exercise routine

- Cosmic Kids
- Brain Breaks/The Learning Station
 - “The Sid Shuffle”
- Dash’s Dance Party—PBS Kids



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Focus Techniques—Brain Gym



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In This Video

- Body Awareness
- Gross Motor Skills
- Call & Repeat



Go Noodle—www.gonoodle.com

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What is the Incredible 5-Point Scale?

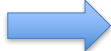
Buron, Kari Dunn (2012). The Incredible 5-Point Scale. Shawnee Mission, KS: AAPC Publishing.



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STRENGTHS:

- Once a scale is developed, situations can be addressed across settings and across peoples so there is common vocabulary for all.

GENERALIZATION  INDEPENDENCE

- This concept can be used with verbal AND non-verbal individuals.
- This concept can also be used in different sized steps also based on the skill being taught.





Incredible 5 Point Scale

- Breaks down a concept / behavior into 5 concrete levels, 1 - 5, often differentiated by intensity.
- There is mutual agreement to what each number represents.
- Helps the individual (& you) better understand what is being asked and how to adjust behavior accordingly

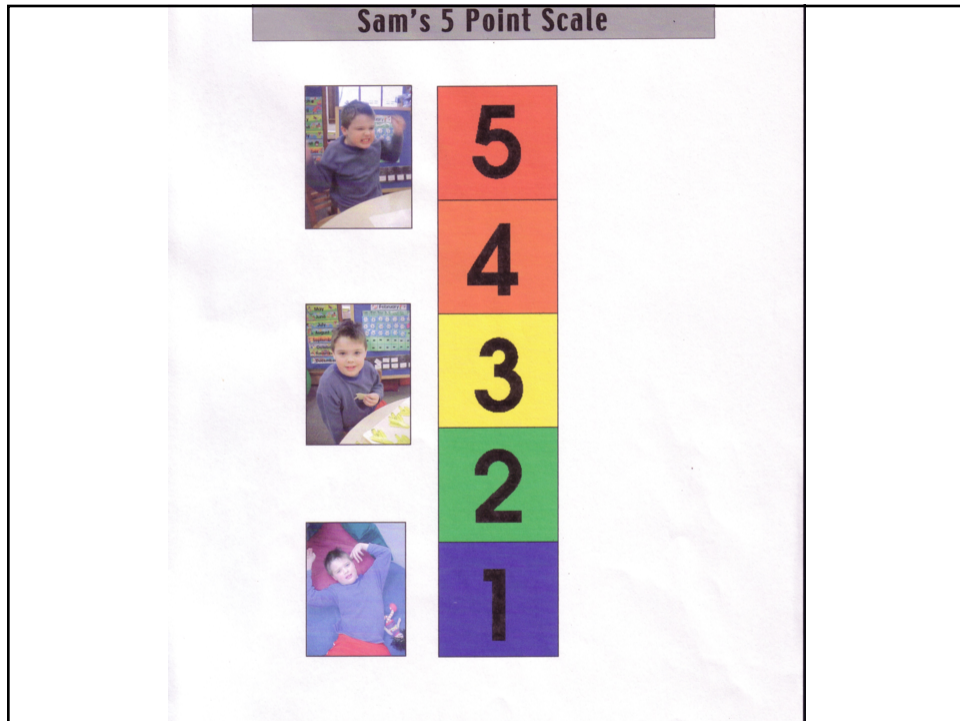


A 5 is
too Loud!

Voice Scale

5	Screaming/emergency only
4	Recess / outside voice
3	Classroom voice / talking
2	Soft voice / whisper
1	No talking at all

from: The Incredible 5 Point Scale, by Burren, Kari Dunn and Curtis, Mitzel, 2002




Name: _____ My _____ Scale

Rating	Looks like	Feels like	I can <i>try</i> to
5			
4			
3			
2			
1			

Danny's Self-Management Scale






Rating	What might make me feel this way?	How does my body or brain look?	What can I do now?
5	Nothing is working! I am out of control! I can't think!	Like being in a tidal wave. Screaming and maybe throwing things. I don't hear people talking to me.	Shut my eyes. Try to close mouth. Try to slow down my breathing.
4	Someone says something that makes me angry. This is usually about politics or history facts.	Swearing. I sometimes shake. I feel mean.	Stop talking. Slow down your breathing to slow down your brain. Try to walk to a safe place.
3	There is a change I am not expecting. Someone tells me I am wrong.	Stomach starts to hurt. I start to have negative thoughts about someone or something. I feel mistreated.	Excuse myself and go to a safe place. Maybe go get a drink of water. Look through my photos.
2	Things are going along as planned. I am getting my work completed.	My body is where it should be. I am in control of what I say. I prefer to be alone.	Hang in there. This is good. I can get some work done. I don't need to be social.
1	This is almost perfect. I got a good grade. Someone complimented me.	I am very calm and happy. I feel like being with other people. My brain is full of good thoughts about people and things.	Relax. Smile. Enjoy the moment. Compliment people back.


Kari Dunn Buron, 2010


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Example

My 5 point scale


Feels like:		What it looks like:
MAD	5	
FRUSTRATED	4	
JUST RIGHT	3	
QUIET	2	
SLEEPY	1	

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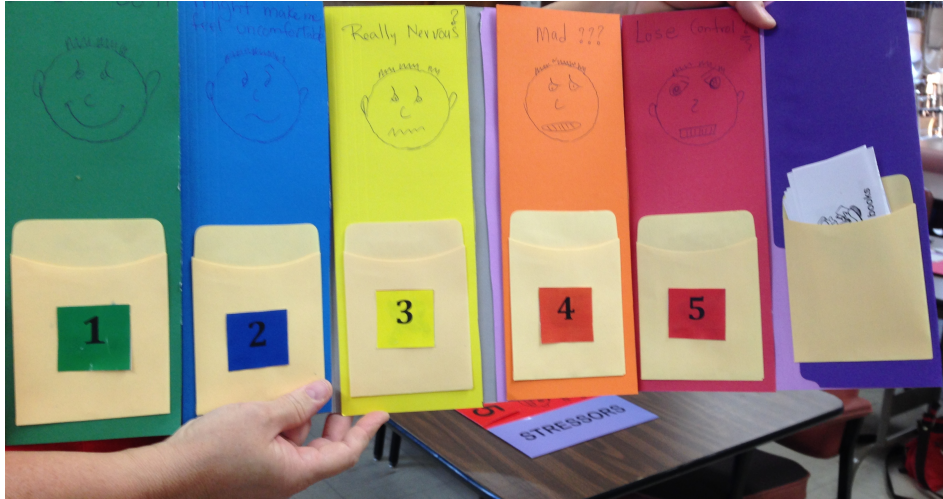
Additional Resources

5	<p><small>NEW! Picture word cards for younger children and those with more severe communication needs</small></p> <p>A "5" Could Make Me Lose Control!</p> <p><small>An activity-based method for evaluating and supporting highly anxious students</small></p> <p>Karl Dunn Buron</p>
4	
3	
2	
1	

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Buron, K. D. "A 5 Can Make Me Lose Control."



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