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Social Communication
Skills for Students'
Academic and
Community Success
Using the
Skillstreaming
Framework

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Objectives:

1. Participants will learn how to distinguish from an empirically validated social skills curriculum and a non-validated program.
2. Participants will task analyze social skills via the Skillstreaming framework, and how to plan for generalization of skills to real world situations.

Diagnostic Criteria for Autism Spectrum Disorder DSM V

Persistent deficits in **social communication and social interaction** across multiple contexts, as manifested by the following, currently or by history

- Deficits in **social-emotional reciprocity**, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
- Deficits in **nonverbal communicative behaviors used for social interaction**, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
- Deficits in **developing, maintaining, and understanding relationships**, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

Severity is based on social communication impairments and restricted, repetitive patterns of behavior.

Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by:

- Stereotyped or repetitive motor movements, use of objects, or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the



**LEVEL 1, 2 & 3 =
Intensity of services
required.**

- **With or without accompanying intellectual impairment**
- **With or without accompanying language impairment**
- **Associated with a known medical or genetic condition or environmental factor**

Inclusion of students with ASD in General Education

MAINE:

Percentage of students 6-21 by educational environment with ASD in 2019

<https://www.maine.gov/doe/data-reporting/reporting/warehouse/SpecialEdStateStats>

27% spend 40% of their time in classrooms with their typical peers.

28% spend 40-79% of their time in classrooms with their typical peers.

44% spend 80% or more of their time in classrooms with their typical peers.

NATION:

Percentage of students 6-21 by educational environment with ASD (USDOE National Center for Educational Statistics, 2019)

33.3% spend 40% of their time in classrooms with their typical peers.

18.1% spend 40-79% of their time in classrooms with their typical peers.

39.7% spend 80% or more % of their time in classrooms with their typical peers.

IDEA and ESSA Mandate EBP!

**How to
distinguish from
an validated
social skills
curriculum and a
non-validated
program??**

1. What Works Clearinghouse
2. The IRIS Center @ Vanderbilt: Free PD Module on Autism Spectrum Disorder: Evidence Based Practices
3. Behavior Analysis Certification Board
4. National Autism Center at May Institute
5. [National Professional Development Center on ASD](#)
6. [AFIRM Modules](#)

Objective #1:

How to distinguish from an validated social skills curriculum and a non-validated program?

Literature Search:

- Databases:
 - Social Skills Instruction AND Special Education AND Autism
 - 2013-2019
- Yield: 15 articles
 - 10 pertained to social skills programs in schools
 - **Only 3 pertained to general guidelines for social skills instruction**

Specific Search of Journal of Applied Behavior Analysis from 2013-2017

- Search Terms “Social Skills”
 - 9 articles regarding specific strategies for:
 - Perspective Taking
 - Responding to conversational partner’s interest
 - Teach to tell socially appropriate lies
 - Generalization of 3 social skills
 - Effects of script training on peer-to-peer communication
 - Teaching adolescents with ASD to “Help”
 - Increasing play-based commenting
 - Direct assessment of preferences for social interactions
 - Assessment & treatment of social avoidance
 - **NONE very practical for classroom teachers, as they require very intensive and individualized instruction.**

What KIND of Social Skills should we be teaching?

What are Ecologically valid social skills

Ability to generalize social skills to real life settings

What do we typically teach kids to do when they are teased?

What is a Pro-Social Behavior?

Voluntary

Behaviors that help and individual interact with others in effective, appropriate, and successful ways,

Ex: sharing, helping, letting someone go first in line

Consequences of Social Deficits for Teens with ASD

- **Social neglect and isolation**
 - Withdrawn
 - Seen as shy by others
 - Go unnoticed
 - Not engaging others socially
 - Anxious, depressed
- **Peer rejection**
 - Teased and bullied
 - Unsuccessful attempts to socially engage others
 - Bad reputation
 - ADHD, impulse control disorders
- **Peer conflict**
 - Arguments may result in termination of friendship
- **Lack of close reciprocal friendships**
 - Poor friendship quality

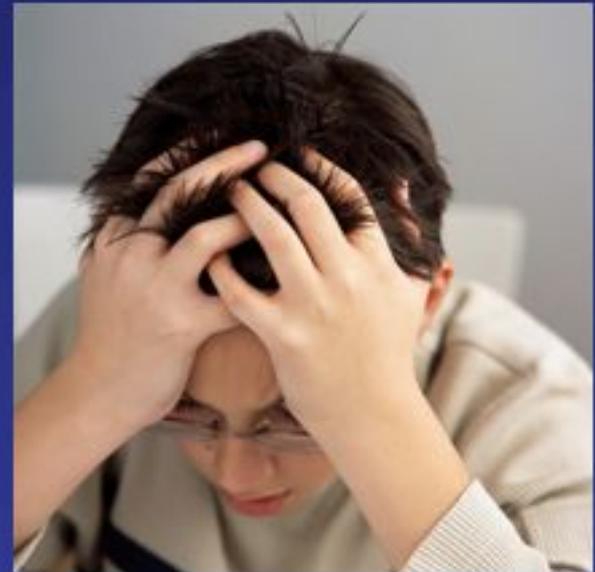
Photo of PEERS® courtesy of Associated Press



(Volkmar & Klin, 1998; Bauminger & Kasari, 2000; Orsmond, Krauss, & Seltzer, 2004; Koning & Magill-Evans, 2001; LeCouteur et al., 1989; Marks, Schrader, Longaker, & Levine, 2000; Ghaziuddin & Gerstein, 1996; Twatchman-Cullen, 1998; Hemphill & Siperstein, 1990; Church, Alisanki, Amanullah, 2000)

Poor Quality of Friendships Among Youth with ASD

- Poor overall quality of friendships
 - Less companionship
 - Less help from friends
 - Less security within friendships
- Greater loneliness



(Bauminger & Kasari, 2000)

Why Target Friendships?

Having one or two close friends:

- Predicts later adjustment in life
- Can buffer the impact of stressful life events
- Correlates positively with:
 - Self-esteem
 - Independence
- Correlates negatively with:
 - Depression
 - Anxiety



(Buhrmeister, 1990; Matson, Smiroldo, & Bamburg, 1998; Miller & Ingham, 1976)

Consequences of Peer Rejection

Peer rejection is one of the strongest predictors of:

- Mental health problems
 - Depression
 - Anxiety
- Juvenile delinquency
- Poor academic performance
- Early withdrawal from school
- Substance abuse
- Suicidal ideation and attempts



(Buhrmeister, 1990; Matson, Smiroldo, & Bamburg, 1998;
Miller & Ingham, 1976)

ONLY 3
Evidence
Based
Curriculums
That Have:
Task
Analysis of
Social Skills

1. Lopata, C., Thomeer, M. L., Volker, M. A., Nida, R. E., & Lee, G. K. (2008). Effectiveness of a manualized summer social treatment program for high-functioning children with autism spectrum disorders. *Journal of autism and developmental disorders, 38*(5), 890-904.
2. McGinnis, E., & Goldstein, A. P. (1997). *Skillstreaming the elementary school child: New strategies and perspectives for teaching prosocial skills*. Research Press.
3. Laugeson, E.A. et al., (2015). A randomized controlled trial to improve social skills in young adults autism spectrum disorder: The PEERS® program. *Journal of autism and developmental disorders, 45*(12),3978-3989

Evidence Based Social Skills Instruction:

Step 1:

Identify and define the target behavior to change

target behavior = behavior the teacher wants to change.



Describe the behavior in an observable manner !

Describe the behavior in measurable terms !

(i.e., instances of the behavior can be counted or timed)



Evidence Based Social Skills Instruction:

Step 1: Identify and define the target behavior to change



Identify the setting in which the behavior occurs!

NON-EXAMPLE:

Michelle violates other's personal space.

EXAMPLE:

When talking to someone, Michelle stands within a foot of that person.

Non-Example: Body Boundaries



Non-Example: Body Boundaries



Your Turn: Define a target social behavior that an individual you know needs to learn

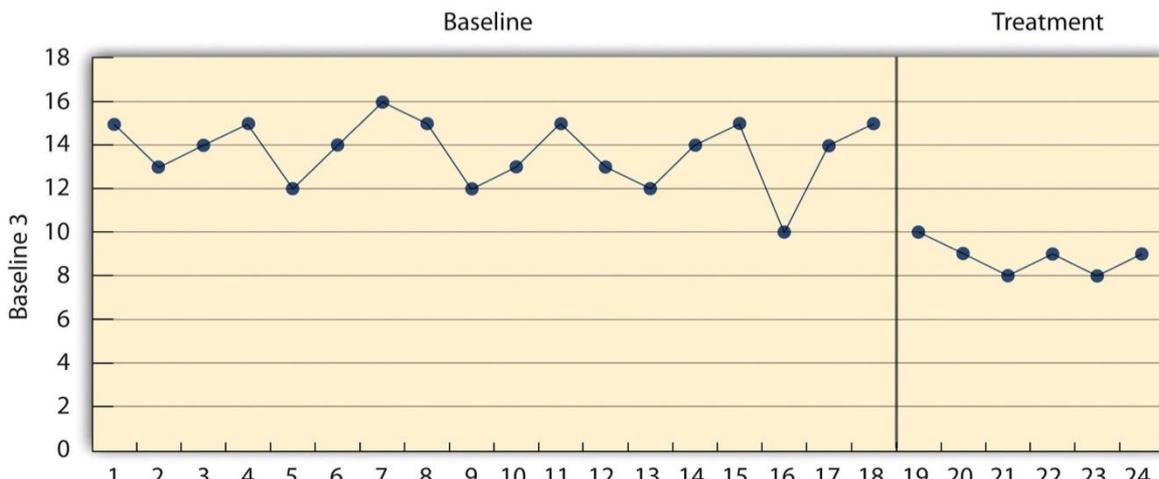
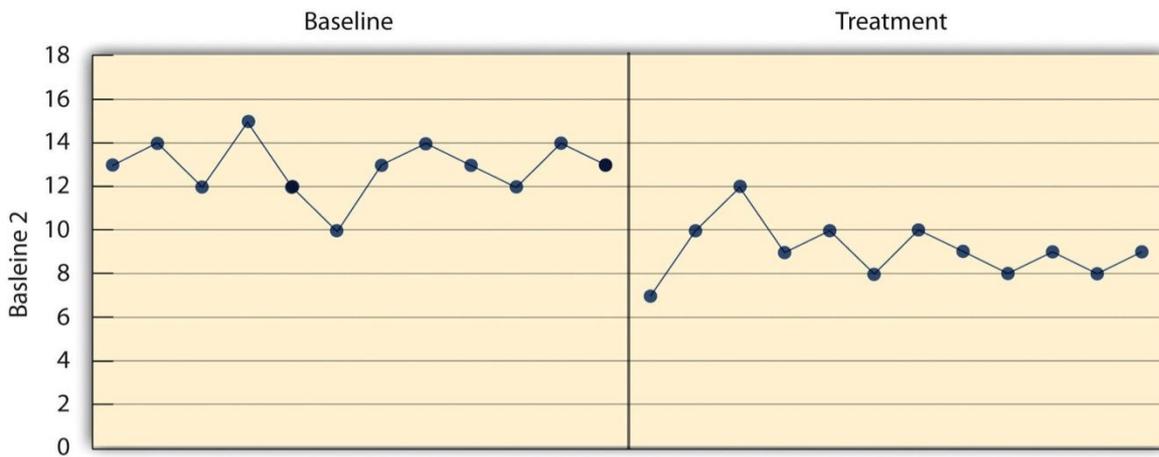
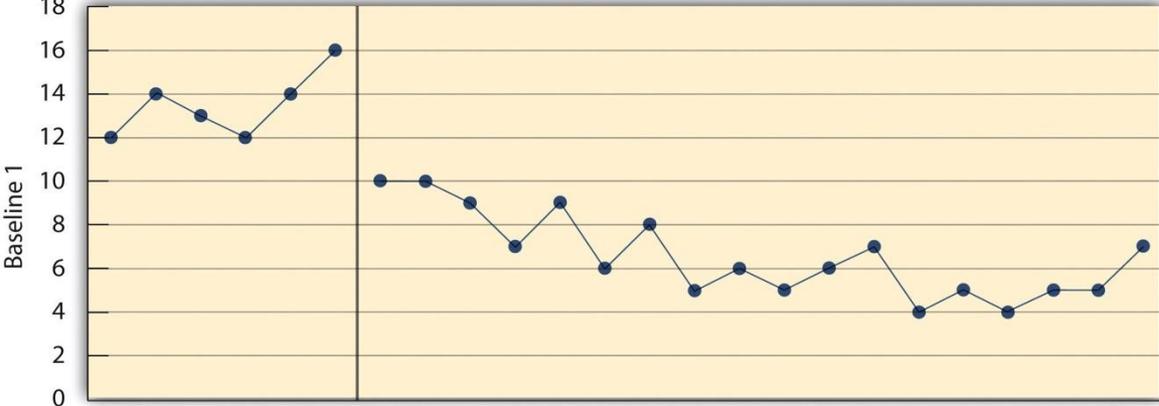
- ❑ Describe the behavior to be taught in an observable manner.

Ex: When speaking to another person, the student stands within an arm's length of that person.

- ❑ Describe the behavior to be taught in measurable terms.

(i.e., instances of the behavior can be counted or timed)

Ex: When speaking to another person, the student stands within an arm's length of that person, on 3 out of 5 interactions.



Evidence Based Social Skills Instruction

Step 2: Collect Baseline Data

**Evidence
Based Social
Skills
Instruction:
Step 3:
Establish
Goal
Behaviors to
Teach**

Group I: Relationship Skills

Listening Without Interrupting ;
Staying on Topic ; Sharing; Ending a
Conversation; Communicating
Preferences

Group II: Social Comprehension

Reading Others; Giving Information
Nonverbally; Respecting Another's
Boundaries ; Taking Another's
Perspective

Group III: Self-Regulation

Regulating Your Attention; Dealing
with Anxiety; No Means No; Dealing
with Boredom; Affirming Yourself

**Evidence
Based Social
Skills
Instruction:
Step 3:
Establish
Goal
Behaviors to
Teach**

Group IV: Problem Solving

Determining Private Information;
Planning for Stressful Situations;
Considering Alternatives; When a Rule
Doesn't Work; Making a Complaint

Group V: Understanding Emotions

Knowing Your Feelings; Feeling
Different; Showing Affection;
Recognizing Another's Intentions

Group VI: School-Related Skills

Ignoring Distractions; Taking a Break; Following
Adult Directions; Organizing
Materials; Dealing with Transitions

Evidence Based Social Skills Instruction: Step 4: Skillstreaming

1. Assessment of target behavior to replace
2. Choose the Curriculum (i.e. Skillstreaming)
3. Modeling of behavioral skills involved to accuracy and automaticity
4. Explicit and direct instruction of new skills in naturalistic setting for generalization and mastery
5. Reinforcement of the new behavioral skill
6. Teach a script/ task analysis of the steps involved in the social skill.
7. Promote self management strategies
8. Create social narratives for when to use the new skill

Wong, Odom, Hume, Cox, Fettig, Kucharczyk, Brock, Plavnick, Fleury & Schultz, 2014. Retrieved from http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/table7_working_definition_ebp.pdf

Social Skill Lesson Plan

[Skillstreaming Framework]

1. Define the skill
2. Show them (“I do”)
3. Provide “Guided practice” (“We do”)
4. Provide feedback (with lots of encouragement and specific praise)
 1. From self
 2. From peers
 3. From the teacher
5. Practice, practice, PRACTICE via homework assignments, review sessions, assignment in real-life settings, and surprise “tests” (“You do”)

Skillstreaming Preview: Behavioral Example

- Define the skill, and list examples of when you have used this skill.
 - List the steps involved in the skill
 - “Think Aloud” to verbally model the steps.
 - Practice the steps.
- Have students give examples of when they have used the skill.
 - Choose 2 students role play the steps of the skill
 - Elicit teacher and peer feedback.
 - Choose 2 more students to role play the steps of the skill
 - Elicit teacher and peer feedback.
- Practice the skill in other settings



Skillstreaming Preview: Behavioral Example

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 - Choose 2 students role play the steps of the skill
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 - Choose 2 more students to role play the steps of the skill
 - Elicit teacher and peer feedback.
- Practice the skill in other settings

Objective #2:

How to conduct a task analysis of social skills via the Skillstreaming framework, and how to plan for generalization of skills to real world situations?

Create a Task Analysis of the Social Skill:

Listening:

- wait turn
- show respect to the speaker
(only positive verbal sounds uttered)
- give eye contact
- lean forward
- keep your head up
- be able to paraphrase the speakers message and comment upon it respectfully

Create a Task Analysis of the Social Skill:

Following Directions:

- listen carefully to the directions
- restate the directions either out loud or to myself
- clarify the directions if necessary
- attempt to follow the directions
- ask for assistance if necessary (this behavior may also need to be taught)

Let's try together:

Evidence-Based Social Skills Instruction

Step 2: Collect Baseline Data

Steps		Level of Prompting (optional)				Total Points
	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Ind. 4	Verbal 3	Model 2	Physical 1	___/5
	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Ind. 4	Verbal 3	Model 2	Physical 1	___/5
	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Ind. 4	Verbal 3	Model 2	Physical 1	___/5
	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Ind. 4	Verbal 3	Model 2	Physical 1	___/5
	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Ind. 4	Verbal 3	Model 2	Physical 1	___/5

Your turn!

Create a task Analysis of the behavior you described earlier...

- ❑ Define a target social behavior: Describe the social behavior in measurable terms.

(i.e., instances of the behavior can be counted or timed)

- ❑ What are the steps of this behavior?



Once you know the steps...
you practice them in many settings!



Social Skill Lesson Plan

[Skillstreaming Framework]

1. Define the skill
2. Show them (“I do”)
3. Provide “Guided practice” (“We do”)
4. Provide feedback (with lots of encouragement and specific praise)
 1. From self
 2. From peers
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5. Practice, practice, PRACTICE via homework assignments, review sessions, assignment in real-life settings, and surprise “tests” (“You do”)

Modeling of Expected Behavior



Social Skill Lesson Plan

[Skillstreaming Framework]

1. Define the skill
2. Show them (“I do”)
3. Provide “Guided practice” (“We do”)
4. Provide feedback (with lots of encouragement and specific praise)
 1. From self
 2. From peers
 3. From the teacher
5. Practice, practice, PRACTICE via homework assignments, review sessions, assignment in real-life settings, and surprise “tests” (“You do”)

Write a lesson plan for this behavior:



Social Skill Lesson Plan

1. Define the skill
2. Show them **("I do")**
3. Provide "Guided practice" **("We do")**
4. **Provide feedback** (with lots of encouragement and specific praise)
 1. From self
 2. From peers
 3. From the teacher
5. **Practice, practice, PRACTICE** via homework assignments, review sessions, assignment in real-life settings, and surprise "tests" **("You do")**



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Why Use video modeling?

Evidence Video modeling meets evidence-based practice (EBP) criteria with eight single-subject studies.

With what ages is video modeling effective? The evidence-based research suggests that video modeling can be effectively implemented with learners from early childhood through high school.

What skills or intervention goals can be addressed by video modeling? In the evidence-based studies, the domains of communication, social, academic/cognition, and play were represented. It may be useful in the behavior domain as well;

How to make a video model

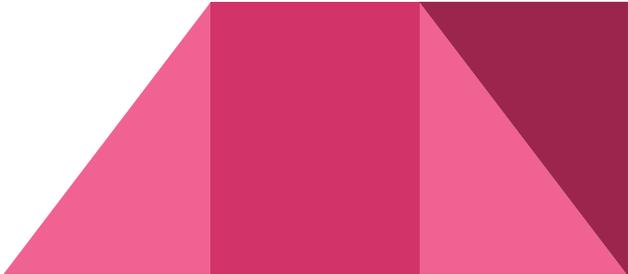
- ❑ Target a skill to teach

We did this in the morning session

- ❑ Obtain the Equipment

smart phone, iPad, etc.

Write a task analysis



How to make a video model

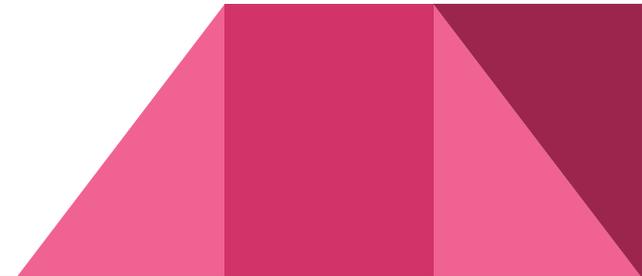
- ❑ Collect baseline data

Try it out on your friend

How many steps can the complete without instruction?

- ❑ Make the video!

Model all of the steps of the task analysis.



Entering a Conversation: completed sheet in folder

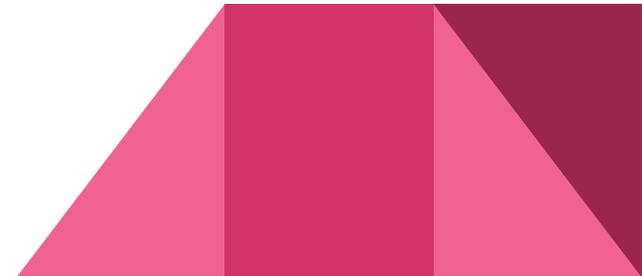


Your turn!
Record a video model of
how to Enter a Conversation...



How did it go?

- ❑ What worked well?
- ❑ What challenges did you have?



Bringing it All Together

1. What did you learn regarding how to distinguish from a validated social skills curriculum and a non-validated program.
2. What did you learn regarding task analysis of social skills via the Skillstreaming framework, and how to plan for generalization of skills to real world situations.
3. What did you learn regarding video modeling to support social skills instruction.

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Online Resources

- <http://www.pacer.org/publications/pdfs/all-68.pdf>
The What Works Clearinghouse is housed at the U.S. Department of Education's Institute of Education Sciences. What Works Clearinghouse produces practice guides and reports with recommendations for schools on interventions in various topical areas. <https://ies.ed.gov/ncee/wwc/>
- <https://iris.peabody.vanderbilt.edu/module/asd2/cresource/q1/p02/#content>
- <http://www.nationalautismcenter.org/resources/for-educators/>
- <https://www2.ed.gov/fund/data/report/idea/partbspap/2013/ny-acc-stateprofile-11-12.pdf>
- Institute for Autism Research www.canisius.edu/iar