Training Outcomes

- Explore strategies to:
  - help students in the development of social skills appropriate to their age
  - help students develop skills to help the student’s smooth transition into various social settings
  - that lead to the student’s increased social independence
  - increase the student’s confidence.
Preschool Property Laws

1. If I like it, it's **MINE**.
2. If it's in my hand, it's **MINE**.
3. If I can take it from you, it's **MINE**.
4. If I had it a little while ago, it's **MINE**.
5. If it's **MINE**, it must never appear to be yours in any way.
Preschool Property Laws

6. If I'm doing or building something, all the pieces are MINE.
7. If it looks just like MINE, it's MINE.
8. If I saw it first, it's MINE.
9. If you are playing with something and you put it down, it automatically becomes MINE.
10. If it's broken, it's YOURS.
Social Skill Development
Distinction Between Social Skills & Social Competence

- **Social skills**
  - Specific skills taught, learned, & used

- **Social Competence**
  - How these skills/behaviors are evaluated
  - Socially Valid outcomes
    - Important social outcomes
      - Prime example-
        - Peer acceptance and friendships
Social Skill Development

Students Must Negotiate Important Social Relationships:

These relationships are:

- Parent Related
- Teacher Related
- Peer Related
Social Skill Development

Young Students and Social Skills

- Minimal social competence is necessary by age 6
- Peer relationships contribute a great deal to both social and cognitive development

adapted from the article, "Assessing the Social Development of Young students. A Checklist of Social Attributes," which appeared in the Fall 1992 issue of DIMENSIONS OF EARLY CHILDHOOD (pp. 9-10).
“Single best childhood predictor of adult adaptation is Not IQ, Not school grades and Not classroom behavior, but the adequacy with which the student gets along with other students.”

adapted from the article, "Assessing the Social Development of Young students. A Checklist of Social Attributes," which appeared in the Fall 1992 issue of DIMENSIONS OF EARLY CHILDHOOD (pp. 9-10).
Interacting with peers is often not enough for a student to learn social skills. Like any other skill (academic or athletic), they need to be taught what to do - and when to do it!
Assessment & Classification

Three General Categories of Deficits

- **Acquisition (Can’t Do)**
  - Lack of knowledge in optimum conditions
  - Which skill to use in which situation (context)
- **Performance (Won’t Do)**
  - Knows skill but doesn’t apply (too much or little)
- **Fluency**
  - Know skill, use skill, but needs “fine tuning”
  - Require repeated practice with feedback

Adapted from (Gresham, 1998)
Social Skill Development

Not All Those With Disabilities Have Social Skill Deficits

Social skill deficits are more common among individuals with disabilities who

- Have language processing deficits
- Have cognitive limitations
- Have severe learning disabilities
- Are female
- Have ineffective impulse control
What Type of Social Skills Training Works Best?

- Some combination of modeling, coaching, and reinforcement
- Evidence for cognitive-behavioral (social problem solving) approaches much weaker
  - Action-oriented - Need to demonstrate & practice skills
- General lack of gains across settings (generalization) and maintenance over time
- Matching intervention strategies with specific deficits (used assessment data)
- Optimal age < 8 years old
- Relationship between the amount of SST and outcome
  - (“30 minute of counseling” not very effective)
Social Skills Training and FBA

“One size fits all” approach to SST
– Usually ineffective and inefficient

FBA can help provide a better SST “fit”
– Reduce competing behaviors
– Training in and use of replacement behaviors

Plan for *functional generalization*
– Social skills need to be used more frequently and also become more efficient and reliable
  • Requires close monitoring
  • Requires high rates of positive reinforcement in real-life settings
5-Step Model for Social Skills Training

(Dr. Scott Bellini, Indiana Resource Center for Autism)

1. Identify Social Skill Deficits
2. Distinguish Between Skill Acquisition and Performance Deficits
3. Select Intervention Strategies
4. Implement Intervention
5. Assess and Modify Intervention as Necessary
1. Assessment

- Identify individual strengths & weaknesses
- Includes three sources:
  - Observations
  - Interviews
  - Standardized Measures
- Determine type of deficit
  - Acquisition (skill), performance, or fluency
Assessment

- Student Identification (Data, System)
  - ODR, visits to ISS, teacher referral, number of “buddy room” visits

- Skill Selection (Data)
  - Teacher ratings
  - Ratings by others
  - Direct observation
Skill Selection Using Teacher Ratings

- The Walker-McConnell Scale of Social Competence and School Adjustment
- Social Skills Rating System (SRSS)
Social Skill Domains (identified on rating scales)

- Cooperative skills
- Assertion skills
- Friendship skills
- Empathy skills
- Self-control skills
- School & Classroom Skills
Skill Selection Using Direct Observation

- Needed social skills

- Problem type
  - Skill (acquisition) deficit
  - Performance deficit
  - Maintenance/generalization problems
2. **Skill or Performance Deficit?**

- Can the student use the skill with multiple people across multiple settings?
  - Adults and peers?
    - Analogy of slow pitch from Dad
- Deficits are usually skill acquisition deficits
  - Better to train again, if in doubt

Link interventions to student’s specific needs.
3. Select Intervention Strategies

- Key is to both *teach skills* and *modify the environment*
  - Helps to ensure the new skill is received by peers with understanding and acceptance

- Selected Strategies:
  - Should be concrete and context specific
  - Teach specific skills, not concepts. Ex-Friendship
4. Use Social Skills Training Interventions

- **Role Plays**
  - Based on assessment data, draw scenarios from real life-situations
  - Coach and provide feedback
  - Practice basic, scripted routines at first
  - Move towards speed and fluency
Teaching social skills follows the same format as teaching academic skills!
Social Skills Training Outline

I. Review of Previous Skill Taught

II. Teach New Skill of the Week
   A. Provide rationale - why it is useful
   B. Teach skill steps (Use dos and don'ts)
   C. Ask student for examples and real-life situations
   D. Model skill with student or other adult (Include non-examples)
   E. Student role plays
   F. Provide on-going feedback

III. Homework Assignment
   A. Provide homework sheet
   B. Discuss how reward can be earned
   C. Decide on what rewards can be earned
Skill Steps for Dealing with Failure/Losing

1. Take a deep breath and count to 5.
2. Ask yourself: "What is the problem?"
3. Think about your choices:
   - Practice more.
   - Try harder next time.
   - Ask for help.
   - Say something good about yourself.
   - Say something good about the other person.
4. Decide on your best choice
5. Ask yourself: "How did I do?"
## Social Skills Lesson Plan

### Skill:

### Steps:
1.
2.
3.
4.
5.
6.
7.

### Modeling/Role Play:
1.
2.
3.

### Materials:
1.
2.
3.
4.
5.

### Homework:

### Other Information:
**Benton Elementary School**

**Expectation: I Am Safe**

<table>
<thead>
<tr>
<th>Skill:</th>
<th>Keep bodies calm in line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context:</td>
<td>All settings</td>
</tr>
</tbody>
</table>

**Introduction:**
1. "Today we are going to talk about BEING SAFE at our school and how to keep our bodies SAFE when we are walking or waiting in line."
2. "Where does our class walk or wait in line in our school?" Discuss and post student responses; supply specific answers for all settings: cafeteria, halls, playground, and all other settings where students walk or wait in line.
3. Ask students to identify the best way to walk SAFELY, keeping bodies calm in line. Stay to the right, eyes forward to look where you are going, keep voices quiet, and keep body to self.
4. Have students repeat the following verbal rehearsal rhyme in unison:
   "When walking down the hall, I'll hold my head straight.
   When walking down the hall, I'll keep a steady gate.
   To my side my hands will stay, as I take the shortest way.
   When about the school I go,
   I'll keep my voice down low."
   Repeat the rhyme enough times until the group can perform rehearsal sentences fairly well.

**Teacher Model:**
Demonstrate BEING SAFE by walking in a line keeping body calm, thinking aloud each step.
Model BEING SAFE by walking in a line keeping body calm while repeating the verbal rehearsal rhyme.
Model again and ask students if you did it right. Have students identify all the skills demonstrated to BEING SAFE by walking in a line keeping body calm.

**Role Play:**
**Example:** Marquesha walked down the hall hugging her library book, keeping her feet and voice as quiet as possible.
**Non-Example:** Marcus jumped from the top of the step to the bottom making a loud noise and knocking into Kaitlin.
**Example:** James was still excited after playing basketball on the playground so he put his hands in his pant pockets to keep his body calm while walking into the cafeteria.
**Student Examples:** Ask students to role play a real-life example and discuss.

**Review:**
1. Tell students you are going to pretend the classroom is a hallway. Identify a route to travel. Provide feedback about BEING SAFE by walking in a line keeping body calm.
2. Travel the route in the classroom repeating the rhyme above. Provide feedback about BEING SAFE by walking in a line keeping body calm.
3. Take students into the hallways to practice BEING SAFE by walking in a line keeping body calm. Provide feedback and praise for BEING SAFE.
**Practice Throughout the Day:**
1. Before going into the hallways, provide this prerecorded “Remember to BE SAFE by walking in a line keeping body calm as you walk to the gym.”
2. Positive feedback to students: Give a thumbs up sign and quietly state “You are doing a great job of BEING SAFE and keeping your body calm. Way to go!”
3. Before leaving the classroom, repeat the rehearsal rhyme.
4. When students return to class ask them to report how they were BEING SAFE by walking in a line keeping body calm.

**Homework:**
1. Have students draw a picture of themselves BEING SAFE by walking in a line keeping body calm.

**Related Literature:**
- *The Very Quiet Cricket* by Eric Carle
- *Quick as a Cricket* by Audrey Wood

Retell the fable of the *Tortoise and the Hare* and discuss how the Tortoise won the race using his SAFE body.

**Other Activities:**

Hokey Pokey—use this game to have students practice controlling various body parts.

Head, Shoulders, Knees and Toes—this is a great activity for practicing controlling the speed of the actions as each labeled part is touched. Try going as slow as a sloth!

Mother-May-I—play this game and have the Mother only say “yes” to SAFE movement requests.

**Hall Line Up Song** (to the tune of If You’re Happy and You Know It)
- Put your toes in a row
- And then we’ll go (clap, clap)
- Put your toes in a row
- And then we’ll go (clap, clap)
- Put your toes in a row
- Turn your voice off and we’ll go.
- Put your toes in a row
- And then we’ll go. (clap, clap)

Establish stopping places along the route to different places in the building. The students walk to the designated spot and then stop until the teacher tells them to walk to the next spot. Teacher walk in the middle of the line and flow to the back and the front of the line as needed.
Facilitating Strategies for Teaching Social Skills

What’s the Best Way to Teach Social Skills?

- Incidental Teaching
  * Peer-initiation Strategies
  * Peer tutoring
- Direct Skill Instruction.
Facilitating Strategies for Teaching Social Skills

Ways to Teach Social Skills

- Modeling / Coaching
- Role Playing
- Feedback / Reinforcement
- Generalization
- Self Talk
Facilitating Strategies for Teaching Social Skills

Scaffolding Support

- An Adult-student interaction process in which the adult guides and supports the student’s learning by building on what the student is able to do.

- Observe the student’s responses and determine what type and intensity of support the student needs.
Facilitating Strategies for Teaching Social Skills

Use a Variety of Strategies

Begin with the least intensive assistance and progressively provide more support as needed.
Facilitating Strategies for Teaching Social Skills

Greetings

Teachers Can:

✓ Model for students how to greet others
✓ Use another student’s name often when addressing that specific student
✓ Have students greet each other using names
✓ Show students how to shake hands
Facilitating Strategies for Teaching Social Skills

Conversations

Teachers can:

- Model and teach students to take turns speaking in a group
- Show students how to initiate a conversation with another person or group
- Have students practice appropriate subjects and methods of holding a conversation
Facilitating Strategies for Teaching Social Skills

Getting Attention

Teachers can:

✓ Model and have students practice appropriate ways to get attention when needing help with their work
  • Raise hand
  • Wait until teacher can come to you

✓ Develop signals to remind student of appropriate behavior
Facilitating Strategies for Teaching Social Skills

Working With Materials

Teachers can:

- Model appropriate uses of materials introduced into the classroom
- Help students use materials in an appropriate manner
- Model and have students practice turn taking and sharing
Facilitating Strategies for Teaching Social Skills

Sharing Materials

Teachers can:

✓ Model how to be cooperative when there aren’t enough supplies for all students to have their own.

✓ Let students role play how to take turns

✓ Discuss putting materials away in the proper place and condition for others to use.
Facilitating Strategies for Teaching Social Skills

Middle Schoolers:
Use many of the same strategies, except you begin to consider adolescent peer group importance.
Facilitating Strategies for Teaching Social Skills

Moving through high school and beyond........
Facilitating Strategies for Teaching Social Skills

“Normal” Teenager? Remember:

- Teenagers are social beings
- Peers more important than adults
- What is acceptable in front of peers ≠ acceptable in front of adults
- Ultimately they must fit in with both audiences
- Oh, and what you suggest will be rejected just because you suggested it
They tell us that when they were in high school:

- Many problems they had were related to social skills that were generally taken for granted by those without learning problems.

- They have had to learn these social skills by themselves after very painful social and work-related experiences and failures.
Facilitating Strategies for Teaching Social Skills

Social Skill Deficits

- Impulsivity
- Inability to read face and body language
- Invasion of personal space of others
- Inappropriate touching
- Ineffective methods of gaining attention
- Vocal monitoring
- Understanding unwritten rules
Facilitating Strategies for Teaching Social Skills

Impulsivity

- Act first / think later
- Ready......fire! ...... Aim.
- Use the teachable moment
  - Stop to evaluate what occurred
  - Discuss alternatives
  - Practice those alternatives
Teach common expressions
- Frown
- Narrowed eyes
- Pursed lips
- Hands on hip, tapping foot
- Raised eyebrow

Use role playing

Ask “what do you think my face is saying to you?”
Facilitating Strategies for Teaching Social Skills

Personal Space of Others

- Invisible field around each of us in which we do not want others to enter
- Includes standing too close, touching the other person too often, handling the other person’s property, etc.
- Unaware of other’s discomfort or negative response
- Role play both roles
Facilitating Strategies for Teaching Social Skills

Gaining Another’s Attention

- Also includes asking for help or information
- Learning not to interrupt, skip line, speak out of turn, awkward body movements, etc.
- Direct instruction followed by repetition
- Practice in real situations
Facilitating Strategies for Teaching Social Skills

Vocal Monitoring

- Knowing how loudly one is speaking
- Knowing how appropriate that level is for the situation
- Usually too loud, but occasionally not loud enough
- Goes back to ability to read body language
- Use hand signals, verbal cues
Facilitating Strategies for Teaching Social Skills

Those Unwritten Rules

✓ “Everyone” knows the table in the cafeteria that only certain seniors can use.
✓ “Everyone” knows you don’t walk into the employee lounge and sit in the best chair.
✓ “Everyone” knows rules EXCEPT those who lack social skill awareness.
Strategies to Use During Training (practice)

- Naturally occurring examples during role pays
- Naturally occurring reinforcers
- Use language of school-wide PBIS
- Pinpoint activities students are likely to engage
- Train in the targeted setting
- During training, include peers the target student(s) likely to encounter in the problem setting
- Use a number of trainers and other adults during training
- Continue training for a sufficient amount of time
Strategies to Use Within the Target Setting (system, policy)

- Prompt students to display skill (pre-correct)
- Reinforce displays of skills in generalized settings using language of school-wide PBIS
- Enlist a variety of others to prompt and reinforce skills in generalized settings
- Individual contracts and behavior intervention plans
- Group contingencies
In what setting?

- General Education Setting (universal)
- General Education Setting (targeted)
  - Small group
  - Social skills club
- Individual Social Skills (targeted and/or intensive)
Flowchart for Social Skills Generalization

Opportunity for skill utilization

Was skill attempted?

NO

Cue

Was skill attempted?

YES

Reinforce attempt

Feedback and instruction

Was attempt effective?

NO

Model and practice

Was practice effective?

YES

Practice

Was practice effective?

NO

Reinforce effectiveness

STOP

YES

Reinforce practice and cue for future use

STOP

STOP
OTHER WAYS TO TEACH SOCIAL SKILLS
Video Modeling (VM)

- Involves the use of a video taped recording in which an individual is presented as correctly performing a given task.
- Students are able to learn the task by viewing a correctly executed example.
Why Video Modeling is Effective

- **Nonaversive** (Sturmey, 2003), and many parents and teachers view it as an acceptable intervention (see Buggey, Toombs, Gardener, & Cervetti 1999; Charlop & Milstein, 1989; Nikopoulos & Keenan, 2003).
- **Convenient** for parents and teachers because recorded videotapes/DVD’s can be reused. Furthermore, teachers may have better control over the type of behaviors that are presented to children; unwanted behaviors may be edited. (customization)
- **Economical** for teachers when instructing community living skills such as purchasing grocery items (Alcantara, 1994); these skills can be modeled and recorded on videotape or DVD and shown to children initially to provide a less invasive intervention.
- VM can be **incorporated** as one element within a broad package of positive behavioral support for children with disabilities
- **Novel** and expanding technology (Sturmey, 2003) for positive behavioral support. Because it is acceptable and widely used by typical adults and children for leisure, educational, and business activities, it has considerable potential as an effective, socially acceptable form of support. 
  Easily implemented and feasible from the perspective of the teachers
- **Minimal use of trained individual** to assist after program is initiated, and greater use of aides monitoring
- **Consistency** of targeted skills and training presentation from video and associated stimulus
- **Motivation** and enjoyment of the student
Video Modeling (VM)

http://ebi.missouri.edu/?cat=10

- VM Brief

- http://www.youtube.com/watch?v=ZMDQw-Z7BA
Tape recorder

Tape you or your student’s voice to illustrate tone of voice for things like sarcasm or emotion
Use T.V. shows to show interpersonal relationships and conflicts. Use AGE APPROPRIATE soap opera clips to illustrate emotions or intonation of voice.
Make videos or tape your student’s in social scenarios.

Pre-made videos
Interactive Technology Findings

- Predictable & therefore controllable
- Enable errors to be made safely
- Offer a highly perfectible medium
- Give possibilities of non-verbal and verbal expressions (Murray, 1999)
34-week program that uses video to help students learn problem-solving and decision-making skills; modules focus on topics such as conflict resolution, negotiating, and dealing with peer pressure.

Includes: Instructor's Manual Coordinator/Principal's Manual, a parent training component, and additional program materials. and four videos (VHS) $828
Computer program offers videos for adolescents primarily for behavior. Some online activities for kids about bullying, empathy and getting help.
Students write scripts with added sound effects. Once complete they can run their social scenarios and see them acted out.

$47.95
Online community where you create a character or identity and interact with others. Basic membership is free for teens. You can practice social interaction in real time with others in the “community”. Always operate with safe internet skills – free/subscriber.
Mind Reading

Interactive computer game that shows videos of different emotions. Breakdown of components, games and library of emotions.

$129.99
Videos that highlight social scenarios and teach appropriate behaviors and language

School, Playdate, Friendship, Conversation & I Can Do It Videos

$29.95 per video
Self-Regulation

- How to control your own behavior
Self-Regulation

Benefits for Students

- Students learn to work independently and develop flexibility skills.
- Students gather assignments, complete the expected task(s), review the completed work, and continue on to the next assignment.
- Students experience success because they stick with challenging problems in order to find solutions.

(Reid & Lienemann, 2006; Winne, 1997)
<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th>Students who have the necessary skills but are unable to improve their behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td>To create change in classroom performance and behavior</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>Instances in which the behavior is frequent and the student has the capacity to bring the behavior under control</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>In the environment in which the skill should be used</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>Because these strategies are effective, motivating, and useful with students, with or without disabilities</td>
</tr>
</tbody>
</table>
Self-Regulation

- Is the student able to control the problem behavior (or is it impulsive or out-of-control)?
- Are the problem behavior and the target behavior easily observed?
- Does the student have the necessary skills to perform the target behavior?
- Does the problem behavior occur frequently during a given time period?

The answer to all of these questions must be yes in order for a self-regulation strategy to be appropriate and successful.
Here are some sample situations:

John gets into a fight almost every day at school. Is he a good candidate for a self-regulation strategy?

<table>
<thead>
<tr>
<th>John</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Are the problem behavior and the target behavior easily observed?</td>
<td>X</td>
</tr>
<tr>
<td>Does the student have the necessary skills to perform the target behavior?</td>
<td>X</td>
</tr>
<tr>
<td>Does the target behavior occur frequently during a given time period?</td>
<td>X</td>
</tr>
</tbody>
</table>
Here are some sample situations:

Sam is an enthusiastic student. He constantly raises his hand in class in response to his teacher’s questions. Sam’s teacher would like to reduce the number of times Sam raises his hand during class. Is Sam a good candidate for self-regulation?

<table>
<thead>
<tr>
<th>Sam</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the student able to control the problem behavior?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Are the problem behavior and the target behavior easily observed?</td>
<td>X</td>
<td></td>
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<tr>
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<td>X</td>
<td></td>
</tr>
</tbody>
</table>
SELF-MONITORING
Self-Monitoring

- Self-monitoring is a strategy that teaches students to self-assess their behavior and record the results.

- Does not create new skills or knowledge
Benefits for All Students

- Self-monitoring provides more immediate feedback to students than is possible when teachers evaluate the behavior.
- The strategy clearly depicts improvement over time in behavior for both the student and the teacher.
- The self-monitoring process engages students.
- Self-monitoring facilitates communication between students and their parent.
- Students can avoid competition because of the individual nature of the strategy.
- Self-monitoring incorporates academic and social skills (e.g., counting, reading, classifying, cooperating).
- The strategy increases students’ awareness of their own behavior.
- Self-monitoring produces positive results.

(Moxley, 1998; Rock, 2005)
Benefits for Students With Disabilities

- Social behaviors and completion of written classroom work at the high school level
- The ability to follow directions in middle school classes
- Less aggressive behavior
- Academic engagement and fewer disruptive behaviors for elementary-age students
- On-task behavior, less disruptive behavior, and listening skills for grades 7 through 9
- Math fluency

(Gumpel & Shlomit, 2000; Hughes, Copeland, Agran, Wehmeyer, Rodi, & Presley, 2002; McDougall & Brady, 1998; Rock, 2005; Wehmeyer, Yeager, Bolding, Agran, & Hughes, 2003)
SELF-MONITORING OF ATTENTION

- SMA is great for students who might be easily distracted, get up from their seats, bother other students, or fiddle with objects. The student can monitor the frequency or duration of these behaviors.

SELF-MONITORING OF PERFORMANCE

- SMP is appropriate for students who need to monitor some aspect of academic performance, such as the rate at which they correctly complete class work or the overall accuracy of their performance. It is especially useful for building fluency.
Alexandra has difficulty paying attention during instruction. Ms. Torri has decided to teach Alexandra the strategy known as *self-monitoring of attention*. 
Zach has trouble completing his class assignments, so Ms. Torri has decided to implement *self-monitoring of performance* with him.
Steps in self-monitoring process:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Select a behavior to self-monitor</td>
</tr>
<tr>
<td>Step 2</td>
<td>Collect baseline data</td>
</tr>
<tr>
<td>Step 3</td>
<td>Obtain willing cooperation</td>
</tr>
<tr>
<td>Step 4</td>
<td>Teach the procedures</td>
</tr>
<tr>
<td>Step 5</td>
<td>Monitor independent performance</td>
</tr>
</tbody>
</table>
5. Evaluate & Modify Social Skills Training As Needed

- Evaluation plan/methods should be planned as soon as interventions are introduced
  - Requires *baseline data* and on-going data collection
  - Should frequently monitor degree of change and its *social validity*
  - Should be included as *part of IEP* development
Facilitating Strategies for Teaching Social Skills

Monitoring Progress

Data needs to be collected and evaluated in order to track progress and make modifications in instructional strategies in social skills.

- Collecting data can be formal and informal
- Progress can be tracked on a daily, weekly or biweekly basis
- Evaluating data can identify progress or lack of progress quickly, which will help ensure that the student will meet annual goals.
BASELINE
Arguing with teacher - Mon. to Fri.

- Monday 11
- Tuesday 17
- Wednesday 23
- Thursday 29
- Friday 35
### Event Recording Data Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th># of times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>9-9:15</td>
<td>1111111111</td>
<td>13</td>
</tr>
<tr>
<td>1-16</td>
<td>9-9:15</td>
<td>1111111111</td>
<td>11</td>
</tr>
</tbody>
</table>
Present Level & IEP Goal

Out of Seat Behavior: Shauna has difficulty spending much time in her seat. During instruction she will crawl around her classmate’s legs, get up and go to the classroom sink for a drink, she will rock her chair until she falls over, and she will throw her pencil or scissors so she needs to leave her seat. Currently Shauna remains in her seat 20% of five minute intervals in a 90 minute observation. Her behavior functions to get her the teacher and her peers attention. Her behavior plan will include social rewards such as being line leader for earning stars during instruction. The environment will be structured with visual cues which will make it clear when instruction is happening, and breaks will be built into the schedule so Shauna can sit on the pilates ball or take a message to the office.

- During instruction, Shauna will remain in her seat for 80 percent of five minute intervals during 3 of 4 consecutive 90 minute data collection periods.
12:00-1:30
5-minute intervals

<p>| | | | | | | |</p>
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<td>✗</td>
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Questions???
Resources: Social Skills Programs

"Stop and Think" Social Skills Program
http://www.coedu.usf.edu/projectachieve/

The EQUIP Program
http://www.researchpress.com/scripts/product.asp?item=4848#5134

The PREPARE Curriculum
http://www.researchpress.com/scripts/product.asp?item=5063

The ACCEPTS Program

For further resources go to www.nasponline.org.
Internet Resources on Social Skills

National Association of School Psychologists
www.naspcenter.org/factsheets/socialskills_fs.html

Learning Disabilities On-Line www.ldonline.com

American Guidance Service www.agsnet.com

Mass. Community Gateway
www.communitygateway.org/faq/social_skills/

Internet Resources for Special Children
www.irsc.org/

About Special Education newsletter
<http://specialed.about.com/>
Great Websites

http://tp053.k12.sd.us/special_education_sites.htm
-a great compilation of several social skills websites

http://www.kellymckinnonassociates.com/neurotypicaldevelopment.html
-Kelly McKinnon is an expert at social play skills. Look for articles and video samples here.

http://www.behavioradvisor.com
-site that discusses strategies for behavior management

http://www.tinsnips.org
-special education resource site

http://www.symbolworld.org
-stories, jokes and current event literature with symbols for early readers.

http://www.autismhangout.com
-great resource for parents and educators about many ASD topics

http://www.ageofautism.com
-daily web newspaper about autism
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