"YOU'VE GOT A FRIEND IN ME"
Providing Effective Social Skills Training

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TX TODAY

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Objectives

1 Describe considerations for social skills training for autistic students

2 Determine what to teach in social skills training for students with autism

3 Identify how to teach social skills training for students with autism

3

01

Autism and Social Skills

4

Social Skills Definition

a set of learned abilities that enable an individual to interact competently and appropriately in a given social context

American Psychological Association

Importance of Social Skills

Academic Performance   Mental Health   Quality of Life

Social Skills Areas

- Play
- Conversation
- Emotional
- Problem-Solving

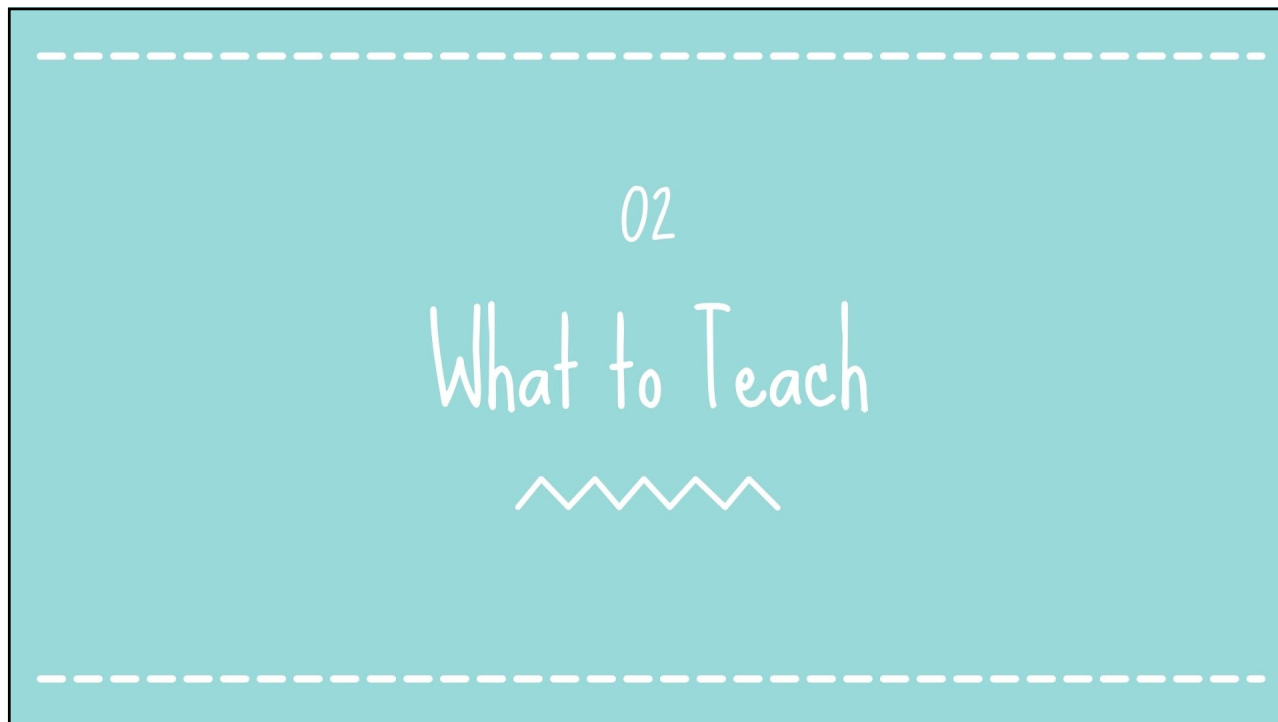# Social Skills are based on context

- People
- Setting
- Developmental Age & Abilities

02

What to Teach

Journal of Autism
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HOAJ
Herbert Open Access Journals

Review   **Open Access**

The Ingredients of Effective Social Skills Programming for Children and Adolescents on the Autism Spectrum: A Synthesis of Meta-Analytical Research

Scott Bellini[1][*] and Olivia Heck[2]

- Conduct a comprehensive social skills assessment
- Develop clear and measurable treatment objectives
- Match the intervention strategy with the type of skill deficit
- Facilitate the generalization of skills across settings and persons
- Ensure intervention fidelity and social validity
- Implement systematic social skills programming
- Provide instruction within the child's natural environment
- Increase the dosage of social skill interventions

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Formal

- Vineland-3
- Social Responsiveness Scale -2 (SRS-2)
- Social Skills Improvement System Rating Scale (SSiS-RS)
- Social-Emotional Assets and Resilience Scales
- Behavior Assessment Scale for Children 3rd Edition (BASC-3)

Informal

- Parent/teacher observation and data
- Student interview and observation
- Assessment of Social and Communication Skills, Revised (ASCS-2)

The Autism Social Skills Profile, Second Edition (ASSP-2)

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The Autism Social Skills Profile, Second Edition (ASSP-2)

BUILDING SOCIAL RELATIONSHIPS 2

A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents on the Autism Spectrum

Scott Bellini, Ph.D.
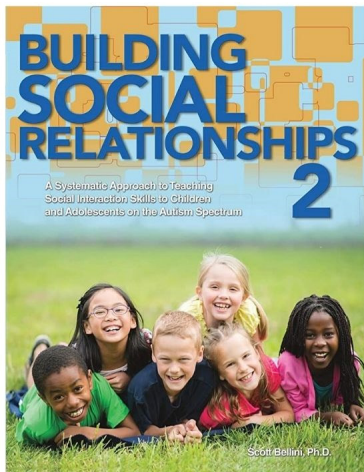
Bellini's Autism Social Skills Profile-2

Never	Sometimes	Often	Very Often
N	S	O	V

Component Skill	How Often?				With Prompting?	Scoring			
						SER	SPA	DSB	Total
Invites peers to join him/her in activities	N 1	S 2	O 3	V 4		■		■	
Joins in activities with peers	N 1	S 2	O 3	V 4		■		■	
Takes turns during games and activities	N 1	S 2	O 3	V 4			■	■	
Interacts with peers during unstructured activities	N 1	S 2	O 3	V 4		■		■	
Asks questions about a broad range of topics	N 1	S 2	O 3	V 4		■		■	
Asks questions to request information about a person	N 1	S 2	O 3	V 4			■		
Engages in one-on-one social interactions with peers	N 1	S 2	O 3	V 4		■		■	
Interacts with groups of peers	N 1	S 2	O 3	V 4		■		■	
Maintains the "give and take" of conversations	N 1	S 2	O 3	V 4			■	■	

Assess to Determine

01

Skill Deficit

Absence of a particular skill

02

Performance Deficit

Skill is present but not performed

Scott Bellini- "Building Social Relationships"

Determine Deficit

Ask, "Does the student perform the skill . . ."

Across settings and people?

Without prompts?

With environmental modifications?

Fluently and effortlessly?

Only when specific reinforcement is provided?

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Is Intervention Warranted?

Fox and Shep

Once there was a sheep named Shep, a squirrel named Squirrel, and a fox named Fox. They lived in a barn together. Fox had no friends. He tried being friends with Shep, but it didn't work. He tried Squirrel, but it didn't work. So Fox wore a Shep costume, and soon he was everyone's friend.

The End

The moral is: NEVER be you if you wanna have friends.

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Fox and Shep 2: Tribe of the Foxes

So after the events in the first book, Shep confronted Fox of faking Shep, so then, Shep decided to kick Fox out. Fox was very sad and he was kicked so hard that he ended up at a town called Foxtown. He found his family and even friends. Now, he's super happy because he found his tribe.

The End

So the moral is : Sometimes you can be yourself and have great friends!!!

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Social Goals and Objectives

Define short-term, immediate behaviors

Be connected directly to the intervention strategies

Describe specific levels of performance

Continue to be monitored for progress
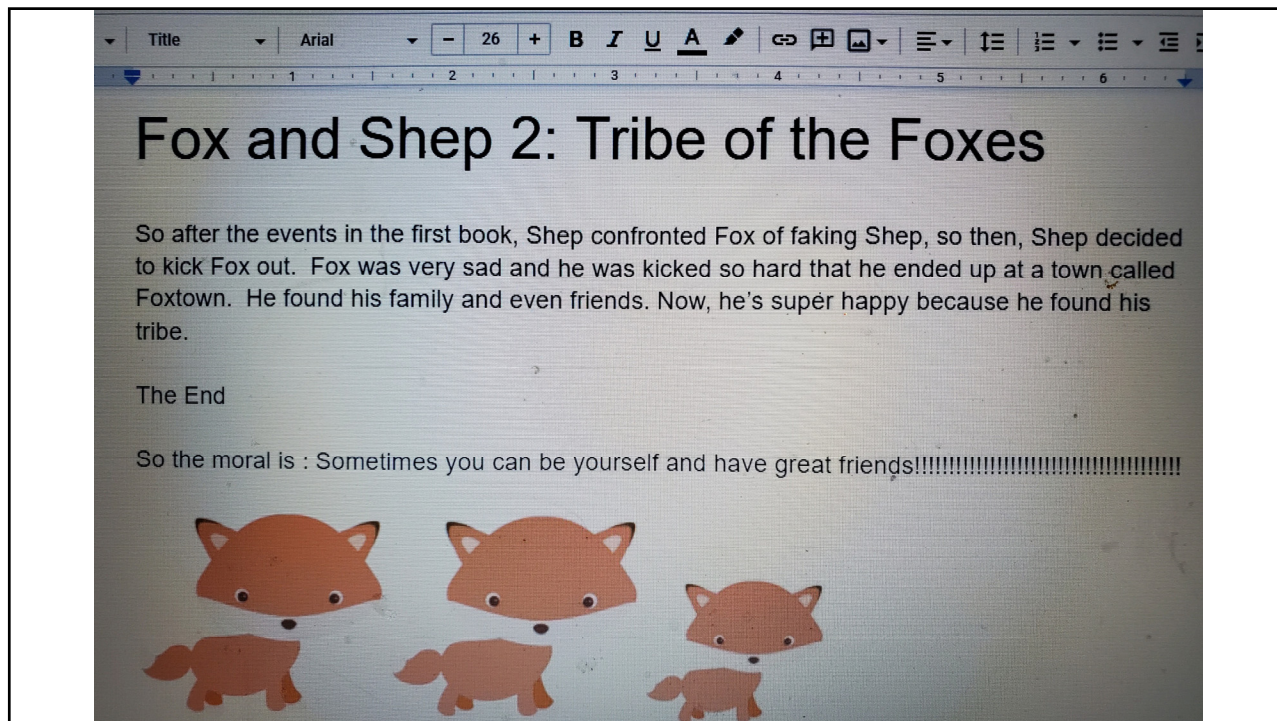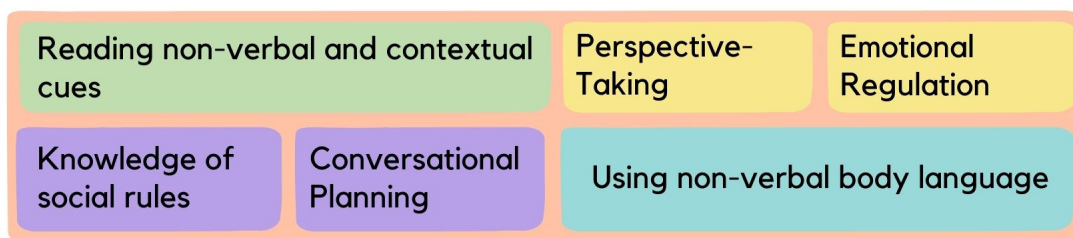
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Social Objectives are Made of Component Skills

Following a verbal prime, the student will join an activity when motivated to engage with peers or appropriately reject the invitation when invited by a peer during a structured play group for 1/1 opportunity across 5 observational periods.

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Social Objectives are Made of Component Skills

Reading non-verbal and contextual cues	Perspective-Taking	Emotional Regulation
Knowledge of social rules	Conversational Planning	Using non-verbal body language

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Where to Focus Intervention

01

Skill Deficit

Promote acquisition of new skills- TEACH skills and build repertoire

02

Performance Deficit

Promote performance of existing skills- REMOVE barriers that impede performance

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Determine Strategies

Ask, "Does the strategy . . ."

Match the skill deficit?

Have a relationship with targeted skill?

Have support in research?

Match the developmental level of the student?

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Skill Acquisition

- Social Stories
- Role-Playing/Behavioral Rehearsal
- Video Modeling
- Social Problem-Solving
- Social Scripting
- Thoughts, feelings, and interest activities
- Reciprocal Intervention Strategies
- Prompting Strategies
- Interaction/Conversation Planning

Social Performance

- Priming
- Self-Monitoring
- Behavioral Rehearsal
- Peer-Mediated Instruction
- Peer Support Strategies
- Social Stories
- Video Modeling
- Reinforcement Strategies
- Environmental Modifications
- Increased Social Opportunities/Live Practice

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Social Validity

- Important to who?
- When social skills intervention appears successful, what does that mean?
- By what measure do we define success?

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How to Teach

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Skill Acquisition

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Social Story with Behavioral Rehearsal

- Presents social skills and rules in the form of a brief story
- Use to teach a number of component skills
- Behavioral rehearsal allows for the positive practice of skills

Personal Space
by: theautismhelper.com

When I talk to other people, sometimes I stand too close.

I need to remember to step back and leave some space.

People don't like it when I stand too close.

It's not polite to stand too close. It's polite to respect other's personal space. I leave an arm's length between people when we talk.

Peer Mediated Interventions

- Select peers based on developmental ability, interests, history of interaction with student, needs and objectives, and match with group
- Peer mentors allows adults to be facilitators
- Peer mentors also facilitate generalization of skills
- Prepare peers to support the use of social skills (peer education)

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WE MAY ALL BE DIFFERENT FISH, BUT AT THIS SCHOOL WE SWIM TOGETHER.

WE ARE TEACHERS

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THANK YOU!

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