

**ROCHESTER REGIONAL CENTER FOR AUTISM
SPECTRUM DISORDERS**

SELF-STUDY GUIDE

CD TRAINING SERIES – Volume 2

**TEACHING SOCIAL SKILLS USING THE
DIRECT INSTRUCTION METHOD
BY**

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INTRODUCTION

This CD is one in a series of informational CD's developed, produced and distributed by the Rochester Regional Center for Autism Spectrum Disorders, University of Rochester. This product is designed for community education specific to the assessment and treatment of individuals with an autism spectrum disorder. Information provided at the time of this production is based on the best available evidence for effective assessment and treatment practices in autism spectrum disorders. This CD is provided for informational purposes only.

PURPOSE

The purpose of this CD is to assist viewers caring for or treating individuals with an autism spectrum disorder to increase their knowledge of social skills training using a direct instruction methodology. This CD is designed for self-study by viewers.

DISCLAIMER

The CD and its associated materials ("Materials") are designed to help viewers to increase their knowledge about effective teaching strategies for individuals with an autism spectrum disorder. The technical application of any of the information or guidance contained in the Materials may vary widely based on the specific facts involved and are not an exhaustive resource on the topic covered in the Materials. Therefore, the Materials should not be used as a substitute for professional assessment and judgment. Although the information is believed to be accurate and reliable, all Material is provided "AS IS" WITHOUT WARRANTIES OF ANY KIND, EITHER EXPRESSED OR IMPLIED, INCLUDING BUT NOT LIMITED TO, MERCHANTABILITY, NON-INFRINGEMENT OR FITNESS FOR A PARTICULAR PURPOSE. The University of Rochester shall not be liable for any damages, including direct, indirect, special or consequential damages, which may arise out of the use of these Materials.

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Teaching Social Skills Using The Direct Instruction Method

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LEARNING OBJECTIVES

- Increase **knowledge** of how to use a direct instruction method to teach social skills to an individual with an autism spectrum disorder:
 - Learn the process for **assessing** the need for social skills training using direct instruction.
 - Learn the steps to **developing** a social skills training plan using direct instruction.
 - Learn how to **teach** social skills using a direct instruction method.
 - Learn how to **evaluate** the individual's response to the intervention.

NOTES:

Pre-Training Knowledge Questionnaire

Test Your Knowledge

- Turn to page 21, Appendix A, of your SELF-STUDY guide.
- Complete the PRE-TRAINING Knowledge Questionnaire.
- Pause the CD while you complete the questionnaire.

Pause CD

LEARNING OBJECTIVE

Identify why social skills training is essential for individuals with an autism spectrum disorder.

Why Do We Need to Teach Social Skills to An Individual with an Autism Spectrum Disorder?

- Social skills are complex and comprised of verbal and non-verbal behavior.
 - Coordinated and sequenced.
- Social interaction difficulties are one of the core clinical features of an Autism Spectrum Disorder (ASD).
 - Individuals with ASD have difficulty coordinating their verbal and non-verbal behavior, which can make them appear odd socially.
- Social interaction difficulties often persist into adulthood.
- Social interaction difficulties can interfere with an individual's quality of life:
 - Poor or unstable social relationships.
 - Poor or unstable co-worker relationships.
 - Compromise the development of social self-sufficiency.
 - Compromise the development of functional coping skills.

NOTES:

Key Points

- Individuals with ASD are likely to require social skills training, intervention, and support throughout their lifetime.
- The direct instruction method is effective and used widely in social skill treatment plans for individuals with ASD.

Tips

- Other methods of social skills training you may want to consider in addition to direct instruction include peer modeling and networking, social scripts, and social skill stories. Resources are included beginning on page 36 of your Self-Study Guide.

LEARNING OBJECTIVE

Learn how to assess the prerequisite skills for social skills training using a direct instruction method.

Assessing Prerequisite Skills & Level of Motivation for Social Interaction

Answer the Following Questions:

- Does he/she make eye contact?
- Does he/she respond to his/her name?
- Does he/she attend to someone when they speak to him?
- Does he/she make a simple request?
- Is he/she able to follow simple direction?
- Is he/she able to attend to instruction for at least several minutes?
- Does he/she show interest in interacting with others in a social way?

NOTES:

KEY POINTS

- Assess for pre-requisite skills and train any missing skills.
- Assess the individual's level of motivation for social interaction.

TIP

-Many individuals with ASD show little motivation to socialize. If this describes the individual you are caring for, consider other methods that slowly expose him or her to social interactions in familiar settings with preferred activities, before using a direct instruction method.

Pause the CD and review the *Assessing Prerequisites: Readiness Inventory* on page 22, Appendix B.

LEARNING OBJECTIVE

Learn methods for assessing social skills.

Once You Have Determined That The Individual Has the Prerequisite Skills.... What Do You Do Next?

- **Assess** the individual's current social skill repertoire.
 - Assessment *methods*
 - Direct Observation
 - Interview
 - Assessment *measures*
 - Direct Observation data forms
 - Checklists
 - Rating Scales
- **Identify the skills** you need to teach.
 - Prioritize those skills that are needed across a wide range of situations and people, and place them in the respective social skills categories.
 - Basic Social Skills (foundation skills such as listening, observing others)
 - Friendship Making Skills (sharing, conversation, turn taking)
 - Emotion Regulation/Coping Skills (dealing with emotions and problem solving)
- For each skill identified, **list out the verbal/non-verbal behaviors (or steps)** that comprise the skill.

NOTES:

KEY POINT

-The assessment data will guide the selection of skills to teach.

TIPS

-When choosing a method or measure you need to consider what information you need to inform your social skills training plan. Some methods or measures will give you general or global information on the individual's social functioning and others will give you specific information on one or more social skills.

-Social skills are comprised of verbal and non-verbal behaviors, so you may want to consider reviewing a commercially available resource for materials that can help you with identifying the steps in a particular social skill. Some resources, such as the *Skillstreaming Series* by Goldstein et al., are listed in your Self-Study Guide beginning on page 36.

Pause the CD and review the *Sample Direct Observation Form* and the *Social Skills Assessment Planning Form* on pages 23 & 24, Appendices C & D.

LEARNING OBJECTIVES

*Identify the two training phases of the direct instruction method.
Learn how to develop a social skills training plan.*

Now That I Have Identified The Social Skills I Want To Teach, What Do I Do Next?

- Develop a social skills training plan:
 - Two Social Skills Training Phases:
 - Skill Acquisition: Teach the skill.
 - Skill Application & Generalization: The individual practices the skill in various natural settings.
- Select The Training Format:
 - Individual, dyad/group, or combination
 - Location, day, and time
 - Instructional materials
 - Reinforcement system
- Select The Evaluation & Progress Monitoring Plan:
 - Collect performance data in both training phases

NOTES:

KEY POINT

-Training occurs in two phases: one to teach the skill (Skill Acquisition Phase) and the other to practice using the skill in natural settings (Skill Application & Generalization Phase).

TIPS

- Be as detailed as possible when selecting your training format.
- Data are needed to help you identify learning problems and to determine what modifications are needed to the training plan.
- Strongly consider using a formal reinforcement system during both phases of training to maximize learning and motivation.

Pause the CD and review the *Social Skills Training Planning Form & Sample Form* on pages 25-26, Appendices E & F. A sample *Reinforcement Chart* can be found on page 35, Appendix M.

LEARNING OBJECTIVE

Identify the steps in the direct instruction method.

I Am Ready to Teach, What Are the Steps in The Direct Instruction Method?

There are 5 steps in the Direct Instruction Method

1. INSTRUCT on the skill.
2. MODEL the skill.
3. The individual PRACTICES the skill.
4. Provide the individual with verbal FEEDBACK on his/her PERFORMANCE during and/or immediately after practice:
 - Correct errors
 - Reinforce correct responses
5. Assign application/practice exercise (Skill Application Phase).

NOTES:

KEY POINT

-Direct instruction is a structured method for teaching social skills. It is systematic and requires careful planning. Therefore, it is important that each step be applied in a deliberate manner so that the individual learns the social skill.

TIPS

- Ensure the individual is watching you perform the skill.
- It is important that the individual not engage in interfering or stereotypic behavior while learning and applying social skills.

Pause the CD and review the *Social Skills Application Exercise & Sample Form* on pages 27-28, Appendix G.

LEARNING OBJECTIVE

Learn the first step of the Direct Instruction Method: 'Instruct.'

Instruct

- Introduce the name of the skill and provide a brief example of when to use the skill.
- Restate the name of the skill.
- Review the steps in the skill.
- Describe the teaching steps in the direct instruction method.

NOTES:

TIPS

- When explaining the steps and providing an explanation or example of when the skill should be used, keep it brief and relevant to the individual and the settings that he/she will be using the skill in. Use an appropriate level of language so the individual understands the instruction.
- Consider using a visual support and reinforcement system during both training phases. Examples can be found on pages 33-35, Appendices L & M.

LEARNING OBJECTIVE

Learn the second step of the Direct Instruction Method: 'Model.'

Model

- Show the individual how to do the skill.
- Describe each step of the skill just prior to modeling it.

NOTES:

KEY POINT

- This step is where you show the individual how the social skill should be performed.

TIPS

- Remember to keep your narration short and simple before you model the skill.
- Ensure that the individual is watching you throughout your entire demonstration.

LEARNING OBJECTIVE

*Learn the third and fourth steps of the direct instruction method:
'Practice with Performance Feedback and Reinforcement.'*

Practice with Performance Feedback & Reinforcement

- Coach the individual through the skill, step by step.
- Provide corrective feedback and reinforcement, based on his/her performance.
- Record data on his/her performance.

NOTES:

TIP

-It is essential that the individual learn how to perform the whole skill correctly. Therefore, if he/she makes a mistake on any step, you should correct him/her by reviewing the steps and modeling the skill again, and then coaching him/her through another practice trial.

Review the video examples on the next two slides. When you are through, turn to the next page.

LEARNING OBJECTIVE

Learn the fifth step of the direct instruction method: 'Assigning an Application/Practice Exercise.'

Assign the Application/Practice Exercise

- This step is the *Skill Application Phase*.
- Review the application exercise and any materials you are using to assist the individual in applying his/her skill outside of the training session.
- Identify opportunities in the various natural settings for the individual to practice his/her skill in.

NOTES:

KEY POINT

-Practice makes perfect! So, plan for multiple practice opportunities across different settings and people.

TIPS

- It is best to create as many opportunities as possible so the individual can practice in the various settings he/she is typically in.
- Consider including visual supports to assist the individual in using his/her skills in those natural settings.

Pause the CD and review the *Social Skills Application Exercise Forms*, located on pages 27-28, Appendix G. When you are through

Review the *video example on the next slide*. When you are through, turn to the next page.

LEARNING OBJECTIVE

Identify a method for evaluating progress.

How Do I Know When the Individual No Longer Requires Direct Instruction for a Particular Social Skill?

- Continuous performance evaluation is essential.
- Record data during each training session & on a sample of his/her social skills during the application/practice exercises.
- When the individual's performance reaches a predetermined criterion then consider the skill mastered. For example,
 - Skill Acquisition Phase: $\geq 90\%$ accuracy for 3 consecutive training sessions, AND
 - Skill Application Phase: $\geq 90\%$ accuracy across 3 different settings and 3 different people, for 2 different data probes.
- Once mastered, move on and begin training the next social skill.

NOTES:

KEY POINT

-Collect data on the individual's performance to determine if he/she is learning the skill and if not, what revisions you will need to make to the training plan.

TIPS

COMMON PROBLEM: the individual is not motivated to participate in the training session. Possible SOLUTION: you may need to add a reinforcement system or reassess the current reinforcement system.

COMMON PROBLEM: the individual does not use his skill outside of the training session; that is, he/she does not complete the application exercise. Possible SOLUTIONS: assess his/her level of motivation; revise the application exercise format to include visual supports in the practice settings; include a social skill story that provides information on the setting and when to use the skills; train peers to provide coaching and establish a network of support; and/or provide direct instruction training in different settings.

Pause the CD and review the *Social Skills Training Data Sheet* on page 29, Appendix H.

LEARNING OBJECTIVE

Review the training plan for teaching social skills using the direct instruction method.

Summary

Teaching Social Skills Using Direct Instruction

- Assess the individual's prerequisite skills and level of motivation to engage in social interaction.
- Assess the individual's social skill repertoire.
- Develop a training plan.
- Train using the direct instruction method.
- Evaluate the individual's response to the intervention.

NOTES:

KEY POINT

-Teaching social skills requires planning.

TIP

-Follow the direct instruction method as described for the best training outcomes.

Post-Training Knowledge Questionnaire

- Turn to page 30, Appendix I of your SELF-STUDY guide and complete the POST-TRAINING Knowledge Questionnaire.
- Score your pre and post-training questionnaires using the Answer Key found on page 31, Appendix J of your SELF-STUDY guide and compare your scores.
- Review the CD again if needed.

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APPENDICES

APPENDIX B

Assessing Prerequisites: Readiness Inventory

Name: _____ Evaluator: _____ Date: _____

Directions: Read each question and answer based on your knowledge of the individual you are assessing. Follow teaching suggestions for determining the individual's prerequisite training needs and for improving his/her level of motivation for social interaction.

	SKILL PREREQUISITES	Y/N	Teaching Suggestions
1	Does he/she make eye contact for a few seconds during social interaction?		If N*=teach skill first If Y**=assess #2
2	Does he/she respond to name when called?		If N=teach skill first If Y=assess #3
3	Does he/she make simple requests (e.g., I need, give me, show me etc)?		If N=teach skill If Y=assess #4
4	Does he/she follow 1-step directions (e.g., stand here, watch me, etc)?		If N=teach skill If Y=assess #5
5	Does he/she attend to a speaker for at least 5 minutes without significant distraction?		If N=teach skill If Y=assess #6
6	Does he/she attend to instruction that includes simple verbal instruction and visually presented materials?		If N=teach skill and re-assess
LEVEL OF MOTIVATION		Indicate	Teaching Suggestions
7	Does he/she <i>show interest</i> in social interaction with others (peers and/or adults) without prompting? Circle the description that best applies: <i>No, never</i> <i>Somewhat</i> <i>Usually</i> <i>Yes, often</i>	Circle All that Apply: <i>Peer</i> <i>Adult</i>	If No, never =consider other methods that can assist with increasing interest (e.g., proximity to peers in familiar locations engaged in highly preferred activities). If Yes, often =assess #8 If Somewhat/Usually =may need to consider increasing motivation to participate through a reinforcement system.
8	Does he/she <i>initiate</i> social interaction (of any kind) toward peers and/or adults without prompting? Circle the description that best applies: <i>No, never</i> <i>Sometimes</i> <i>Usually</i> <i>Yes, often</i>	Circle All that Apply: <i>Peer</i> <i>Adult</i>	If No, never =consider the use of social scripts and other social skills training methods (such as peer models, prompt and reinforce methods, rule-based systems etc) and a formalized reinforcement system. If Yes, sometimes, usually, often =assess #9
9	Does he/she <i>apply or use</i> his/her social skills correctly ? Circle the description that best applies: <i>No, never</i> <i>Sometimes</i> <i>Usually</i> <i>Yes, often</i>	Circle All that Apply: <i>Peer</i> <i>Adult</i>	If No, never, sometimes, or usually =social skills training using direct instruction is likely indicated. If Yes, often =social skills training may not be needed OR you may want to assess specific skills/skill applications that might be targeted for training.

PERFORMANCE CRITERIA:

* N=less than 90% of the time sampled. **Y= demonstrates skills greater than or equal to 90% of the time sampled.

Return to CD

APPENDIX C

Sample Direct Observation Data Form

Name: _____ Date Time: _____ Place: _____ Activity: _____

Directions: Observe the individual for 5 minutes during a social situation. For each 10-second interval, score an **A** for **appropriate** initiations and responses or an **I** for **inappropriate** initiations and responses. *Score according to your definitions below.* If there is no social opportunity during the 10-second interval, score N/O. Calculate the proportion of time sampled the individual demonstrated an appropriate social initiation and social response.

Definitions: (***)*you will need to define social initiations and responses specific to the age and developmental level of the individual you are caring for and the settings that he/she will be using the social skills in* (***) **THESE ARE EXAMPLES ONLY**

SOCIAL INITIATION:

A. Appropriate Initiation (Score an ‘A’): Any verbal or non-verbal behavior that attempts to evoke/ elicit a verbal/non-verbal response or social engagement from a peer and/or adult. *Examples of verbal social behavior:* greeting someone, calling someone’s name, making a request, commenting, asking a question, sharing information. *Examples of non-verbal social behavior:* shaking hands, smiling, making eye contact, looking over at what a peer is doing, coming to sit or stand next to peer, touching a peer on the shoulder to gain attention.

B. Inappropriate Initiation (Score an ‘I’): Any verbal or non-verbal behavior that is idiosyncratic, stereotypic in expression, and irrelevant to the immediate social context. *Examples:* echolalia, repetitive verbalizations, nonsense statements, stereotypic body movement (e.g., hand flapping). Do not score poorly applied social initiations (e.g., greets someone but mumbles the greeting and does not make eye contact).

SOCIAL RESPONSE:

A. Appropriate Responses (Score an ‘A’): Any verbal or non-verbal behavior that follows a peer and/or adult initiation, within 3 to 5 seconds. *Examples of verbal social responses:* stating name, answering requests, answering questions. *Examples of non-verbal social behavior:* making eye contact, shaking hand that is held out in greeting, walking together, taking turns in a game, sharing materials.

B. Inappropriate Responses (Score an ‘I’): Any verbal or non-verbal behavior that is idiosyncratic, stereotypic in expression, and irrelevant to the immediate social context. *Examples:* echolalia, repetitive verbalizations, nonsense statements, stereotypic body movement (e.g., hand flapping). Do not score poorly applied social responses (e.g., limply shakes the hand of another while looking down).

Intervals (10 seconds)

		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Initiate																			
Respond																			

Intervals (10 seconds)

		1	2	3	4	5	6	1	2	3	4	5	6
Initiate													
Respond													

Rater: _____ Total: Initiation: _____ Responses: _____

APPENDIX D
Social Skills Assessment Planning Form

Name: _____

Date: _____

Directions: Circle and write in the specific **methods** and **measures** you will be using to assess the individual's social skills. Once you have completed your assessment, review the data to determine what social skills you will need to train. Write the social skills in the appropriate category in priority order.

Assessment Methods/Measures		
Observation (circle all that apply): <i>home</i> <i>school (specify_____)</i> <i>work (specify_____)</i> <i>community (specify _____)</i>		
Interview (circle all that apply): <i>individual</i> <i>parent/caregiver</i> <i>teacher</i> <i>supervisor</i> <i>other (specify_____)</i>		
Checklist (specify):		
Rating Scale (specify):		
Social Skill Categories		
Basic Social Skills	Friendship Making Skills	Emotion Regulation/Coping Skills

APPENDIX E
Social Skills Training Planning Form: Session

Name: _____ Date: _____ Name of Instructor: _____

SKILL (write in)	STEPS (write in)		
TRAINING FORMAT (check all that apply) Individual _____ Dyad/Group _____ Other/Generalization: _____			
When (date/time)			
Where (location)			
How Often (frequency)			
Person(s) Responsible/Involved			
TRAINING MATERIALS/SUPPORTS (check all that apply)			
_____ Data Sheet _____ Visual Skill Card (includes social script) _____ Alternative/Augmentative Communication System _____ Reinforcement System _____ Peer Models (list: _____) _____ Social Skills Application Exercise _____ Other (write out: _____)			
TRAINING CONSIDERATIONS/NOTES			
DATA COLLECTION (check all that apply) Individual _____ Dyad/Group _____ Other/Generalization _____			
How Often?			
By Whom?			
Frequency of Data Review			

APPENDIX F
Social Skills Training Planning Form: SESSION SAMPLE

Name: *Suzanne*

Date: *2/2010*

Name of Instructor: *Dr. Magyar*

SKILL (write in)	STEPS (write in)		
<i>Greeting Others</i>	<i>Look at the person</i> <i>Smile</i> <i>Say "hi"</i>		
TRAINING FORMAT (check all that apply) Individual <input checked="" type="checkbox"/> Dyad/Group _____ Other/Generalization <input checked="" type="checkbox"/>			
When (date/time)	<i>M-W-F 9 am-9:30</i>		<i>Arrival to school</i>
Where (location)	<i>Dr. Magyar office</i>		<i>Bus loop & classroom</i>
How Often (frequency)	<i>3x week</i>		<i>1x @ bus loop; 1x classroom</i>
Person(s) Responsible/Involved	<i>Dr. Magyar & colleague</i>		<i>Aide; teacher</i>
TRAINING MATERIALS/SUPPORTS (check all that apply)			
<input checked="" type="checkbox"/> Data Sheet <input checked="" type="checkbox"/> Visual Skill Card (includes social script) _____ Alternative/Augmentative Communication System <input checked="" type="checkbox"/> Reinforcement System _____ Peer Models (list: _____) _____ Social Skills Application Exercise <input checked="" type="checkbox"/> Other (write out: <i>colleague in therapy room to act as the greeter</i>)			
TRAINING CONSIDERATIONS/NOTES			
<i>Use visual cue card at the bus loop to remind Suzanne to use her skill.</i>			
DATA COLLECTION (check all that apply) Individual <input checked="" type="checkbox"/> Dyad/Group _____ Other/Generalization <input checked="" type="checkbox"/>			
How Often?	<i>Each session</i>		<i>2x week, Tu-Th</i>
By Whom?	<i>Dr. Magyar</i>		<i>Aide</i>
Frequency of Data Review	<i>Weekly</i>		<i>Weekly</i>

APPENDIX G
Social Skills Application Exercise Form: Older Individual

Name: _____

Week of: _____

SKILL	STEPS
When will you use the skill?	
Where will you use the skill?	
How often will you practice the skill this week?	
HOW DID YOU DO? (circle the statement that best describes how well you did at using your social skill)	
<div style="display: flex; justify-content: space-around;"> Not so good, need more practice OK, but still need more practice Great! </div>	

APPENDIX G
Social Skills Application Exercise Form: Younger Child

Name: _____

Week of: _____

SKILL	STEPS
When will you use the skill?	
Where will you use the skill?	
How often will you practice the skill this week?	
<p>HOW DID YOU DO? Circle the face that best describes how well you used your social skill.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Not so good, need more practice</p> </div> <div style="text-align: center;">  <p>OK, but still need more practice</p> </div> <div style="text-align: center;">  <p>I did GREAT!</p> </div> </div>	

APPENDIX H

Social Skills Training Data Form

Name: _____

Date: _____

Directions:

1. Write in the social skill & the corresponding steps in the appropriate box.
2. For each training session, place a + for each step correctly performed or – for an incorrectly performed step.
3. At the end of each training session, calculate the percentage of correct skill applications for each practice trial by summing the + and dividing by total teaching trials. Calculate the **Average Performance Score** by summing the practice trial scores and dividing by total practice trials.
4. Graph the percentage.
5. Track progress toward Mastery Criteria.

Example Mastery Criteria: completes skill with 90% accuracy for 3 consecutive training sessions OR completes skill with 100% accuracy for 2 consecutive training sessions.

6. Re-assess if the individual is not making progress. Use the data to determine if the individual is having difficulty with part of the skill (step) or the whole skill. If your observations indicate the individual can perform the skill, but is not doing so, assess level of motivation and/or re-assess verbal and/or physical ability to perform the skill (see Self-Study Guide for Tips).

Example:

	Skill/Steps	Practice Trials (+/-)				
		<i>Greeting Others</i>				
1	Look	+	+	+	+	+
2	Smile	-	-	-	-	-
3	Say Hello	+	+	+	+	+
	% Correct Application	66%	66%	66%	66%	66%
	Average Performance Score	66%				

Problem-solving: *In this example, the individual consistently has difficulty with smiling. Re-assess the individual's ability to coordinate looking with smiling and speaking. You may need to revise the skill to better account for any facial mobility issues or motor planning and/or coordination issues.*

DATA SHEET

	Skill/Steps	Practice Trials (+/-)				
	% Correct Application					
	Average Performance Score					

APPENDIX J
Test Your Knowledge: SOCIAL SKILLS TRAINING

Knowledge Questionnaire: Answer Key

Name: _____ Date: _____

Directions: Correct answers are **highlighted** or written in.

1. Individuals with ASD often benefit from social skills training because:
 - a. They may have difficulty communicating their needs.
 - b. They may not know how to start a conversation with another person.
 - c. They may not be able to take the perspective of someone else.
 - d. All of the above are true statements.**

2. *All* individuals with ASD can be taught social skills using a direct instruction method?
True **False, if they do not yet possess the prerequisite skills, they will need to be taught those skills first**

3. What is the first step to determining if an individual with ASD is ready to participate in a social skills intervention using the direct instruction method?
 - a. Sequential analysis of the skills to be learned.
 - b. Assess for prerequisite skills such as eye contact and attending.**
 - c. Planning out social routines.
 - d. None of the above.

4. What are some methods of assessing an individual's social skill repertoire?
 - a. Interviewing others about how the individual socializes and where he/she shows training needs.
 - b. Observing the individual interacting with others and looking at how he/she initiates and responds to others.
 - c. Completing a checklist of social skills based on whether the individual demonstrates one or more of the skills listed.
 - d. All of the above are acceptable methods of assessing an individual's social skill repertoire.**

5. What are the steps in the direct instruction method?
 - a. Instruct**
 - b. Model**
 - c. Practice or rehearse**
 - d. Corrective feedback and reinforcement**
 - e. Assign application/practice exercise**

APPENDIX K
Social Skills Training Tracking Form

Name: _____

Directions: Write down each skill targeted for social skills training and the start date and date mastered.

SKILL	START DATE	DATE MASTERED	NOTES/COMMENTS

APPENDIX L

Sample Visual Support

Greeting Others

- Look at the person
- Smile at the person
- Say 'hi' or 'how's it going', 'hello', 'what's up?'



Greeting Others

- Look (*at the person*)
- Smile (*at the person*)
- Say 'hi' ('hello')



APPENDIX M
Sample Reinforcement Chart

Social Skills Training Reward Chart

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Resources

SOCIAL SKILLS ASSESSMENT MEASURES

Standardized Rating Scales

* **Social Responsiveness Scale (SRS)**

Constantino, J. N. (2002). *The Social Responsiveness Scale*. Los Angeles: Western Psychological Services.

* **Social Skills Improvement System: Rating Scales (SSIS)**

Gresham, F.M. & Elliott, S.N. (2008). *Social Skills Improvement System: Rating Scales*. Bloomington, MN: Pearson Assessments.

* **Vineland Adaptive Behavior Scales-II (Communication & Socialization)**

Sparrow, S.S., Cicchetti, D.V., & Balla, D.A. (2005). *Vineland Adaptive Behavior Scales: Second Edition (Vineland II)*. Livonia, MN: Pearson Assessments.

The Walker-McConnell Scale of Social Competence and School Adjustment

Walker, H. M., & McConnell, S. R. (1995). *The Walker-McConnell Scale of Social Competence and School Adjustment: Adolescent Version*. Florence, KY: Wadsworth Publishing.

Curriculum Based Measurement Tools

Skillstreaming Curriculum

*Goldstein, A.P. (1997). *Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press.

*Goldstein, A.P. (1997). *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press.

*McGinnis, E., & Goldstein, A.P. (2003). *Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press.

Do-Watch-Listen-Say

*Quill, K.A. (2000). *Do-Watch-Listen-Say: Social and Communication Intervention for Children With Autism*. Baltimore, MD: Paul H Brookes Publishing Company.

* ***Indicates highly recommended.***

SOCIAL SKILLS CURRICULUMS/MANUALS

- Baker, J.E. (2003). *Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communications Problems*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Bareket, R. (2006). *Playing it Right! Social Skills Activities for Parents and Teachers of Young Children with Autism Spectrum Disorders, including Asperger Syndrome and Autism*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- Dunn, M.A. (2005). *S.O.S. Social Skills in Our Schools: A Social Skills Program for Children with Pervasive Developmentally Disorders, Including High-Functioning Autism and Asperger Syndrome, and Their Typical Peers*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- *Elliot, S.N., & Gresham, F.M. (2009). *Social Skills Improvement System: Performance Screening Guide*. Bloomington, MN: Pearson Assessments.
- *Elliott, S.N., & Gresham, F.M. (2007). *Social Skills Improvement System: Class-wide Intervention Program*. Bloomington, MN: Pearson Assessments.
- *Elliott, S.N., & Gresham, F.M. (2009). *Social Skills Improvement System: Intervention Guide*. Bloomington, MN: Pearson Assessments.
- *Goldstein, A.P. (1997). *Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press.
- *Goldstein, A.P. (1997). *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press.
- *Goldstein, A.P. (1999). *The PREPARE Curriculum: Teaching Prosocial Competencies*. Champaign, IL: Research Press.
- Jackson, D.A., Jackson, N.F., & Bennett, M.L. (1998). *Teaching Social Competence to Youth and Adults with Developmental Disabilities*. Austin, TX: PRO-ED.
- Laugeson, E.A., & Frankel, F. (2010). *Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS Treatment Manual*. Florence, KY: Routledge
- *McAfree, J. (2002). *Navigating the Social World: A Curriculum for Individuals with Asperger's Syndrome, High Functioning Autism and Related Disorders*. Arlington, TX: Future Horizons.
- *McGinnis, E., & Goldstein, A.P. (2003). *Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press.
- McKinnon, K., & Krempa, J.M. (2002). *Social Skills Solutions: A Hands-on Manual for Teaching Social Skills to Children With Autism*. New York: DRL Books.

- Mougey, M.O., Dillon, J.C., & Pratt, D. (2008) *More Tools for Teaching Social Skills in School*. Boys Town, NE: Boys Town Press.
- *Quill, K.A. (2000). *Do-Watch-Listen-Say: Social and Communication Intervention for Children With Autism*. Baltimore, MD: Paul H Brookes Publishing Company.
- Reese, P.B., & Challenner, N.C. (2001). *Autism and PDD Social Skills Lessons*. East Moline, IL: Lingui Systems, Inc.
- Shapiro, L.E., & Holmes, J. (2008). *Let's Be Friends: A Workbook to Help Kids Learn Social Skills & Make Great Friends*. Oakland, CA: New Harbinger Publishers.
- Waksman, S., & Waksman, D.D. (1998). *The Waksman Social Skills Curriculum for Adolescents*. (4th ed.). Austin, TX: PRO-ED, Inc.
- *Walker, H.M., Todis, B., Holmes, D., & Horton, G. (1987). *The Walker Social Skills Curriculum: The ACCESS (Adolescent Curriculum for Communication and Effective Social Skill) Program*. Austin, TX: PRO-ED, Inc.

* ***Indicates highly recommended.***

SOCIAL SKILLS BOOKS

- Baker, J.E. (2003). *The Social Skills Picture Book*. Arlington, TX: Future Horizons.
- Baker, J.E. (2006). *The Social Skills Picture Book for High School and Beyond*. Arlington, TX: Future Horizons.
- Bellini, S. (2006). *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism and Other Social Difficulties*. Shawnee Mission, KS: Autism Asperger Publishing Company.
- *Gray, C. (1994). *Comic Strip Conversations*. Arlington, TX: Future Horizons.
- *Gray, C. (2000). *The New Social Story Book: Illustrated Edition*. (2nd ed.) Arlington, TX: Future Horizons.
- *Gray, C., White, A.L., & McAndrew, S. (2002). *My Social Stories Book*. New York: Jessica Kingsley Publishers.
- *McClannahan, L.E., & Krantz, P.J. (2005). *Teaching Conversation to Children with Autism: Scripts and Script Fading*. Bethesda, MD: Woodbine House.
- *Weiss, M.J., & Harris, S.L. (2001). *Reaching Out, Joining In: Teaching Social Skills to Young Children with Autism*. Bethesda, MD: Woodbine House.

* ***Indicates highly recommended.***

OTHER SOCIAL SKILLS RESOURCES:

Videos

Model Me Kids: Videos for Modeling Social Skills. Rockville, MD: Model Me Kids, LLC. <http://www.modelmekids.com>

Watch Me Learn. Green Lawn, NY: Watch Me Learn, Inc.
<http://www.watchmelearn.com>

Games

*Berg, B. (n.d.). *The Social Skills Game*. Los Angeles, CA: Creative Therapy Store.

Caselman, T., & Cantwell, J. (n.d.). *Boundaries Baseball*. Westport, CT: Franklin Learning Systems.

Mitlin, M. (n.d.) *Mumble Jumble: A Social Conversation Game*. Los Angeles, CA: Creative Therapy Store.

* *Indicates highly recommended.*