

Components of Social Skills and Strategies to Foster Them



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Top Ten Skills Identified by Teachers for Success in School

Survey of 8000 Teachers
(Elliot and Grisham, 2006)

Any predictions or guesses?

List of Soft Skills that Employers Want ?

What We Will Talk about Tonight:

- The importance of social skills
- What skills are included in "social skills"
- Factors to consider when teaching social skills
- Evidenced-based procedures for teaching social skills
- Some examples of lessons

For Many, Social Skills are Learned at a Young Age

- Without explicit teaching
- Naturally acquired



For Others, Social Skills May Not Be Acquired Naturally:

- Attention Deficit Hyperactivity Disorder
- Non Verbal Learning Disability
- Learning Difference
- Autism Spectrum Disorder
- Developmental Delay
- Executive Functioning Disorder
- Anxiety Disorder
- No specific diagnosis

So Important Yet so Hard to Learn:

- Communication and interaction weaknesses found in some disorders.
- The skills involve more than one element.
- The skills require social judgment with many possibilities in social interaction within the natural environment.
- Consider saying "Hi."



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The Relationship between Social Skills and Behaviors:

What do you do if you lose work on the computer ?



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The Relationship between Social Skills and Behaviors:

What do you do if the math problem is challenging?



The Relationship Between Social Skills and Behaviors:

What do you do if your partner on a project does not do any of the work?



The Relationship Between Social Skills and Behaviors:

What do you do if your team loses a game?



The Relationship Between Social Skills and Behaviors:

- Remember to teach certain social skills as Replacement Behaviors/ Proactive Strategies in Behavior Intervention Plans if behavior interferes with learning
- Remember to include learning those skills in the IEP.

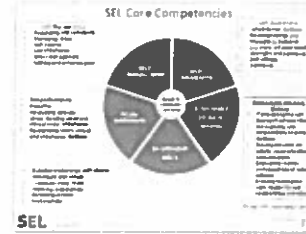


Underscores the Need to Learn Self Regulation Strategies:



What do Social Skills Encompass:

[from CASEL-Collaborative for Academic, Social, and Emotional Learning
<https://aisdsei.files.wordpress.com/2015/01/sel-competencies-wheel.png>]



Skillstreaming Curriculum: Structured Learning Approach: (McGinnis et al.)



Skillstreaming, McGinnis and Goldstein, 1984: Examples of Categories of Social Skills (Elementary School Child)

The curriculum covers 60 skills from 5 groups:

- Classroom Survival Skills
- Friendship-making Skills
- Skills for Dealing with Feelings
- Skill Alternatives to Aggression
- Skills for Dealing with Stress

Classroom Survival Skills: Examples

- Listening
- Asking for help
- Offering help to an adult
- Following instructions
- Saying thank you
- Bringing materials to class
- Asking a question
- Ignoring distractions
- Making corrections
- Deciding on something to do

Friendship-Making Skills: Examples

- Introducing yourself
- Beginning a conversation
- Ending a conversation
- Joining in
- Playing a game
- Asking a favor
- Offering help to a classmate
- Giving a compliment
- Sharing
- Apologizing

Skills for Dealing with Feelings: Examples

- Knowing your feelings
- Expressing your feelings
- Recognizing another person's feelings
- Showing understanding of another's feelings
- Dealing with your anger
- Dealing with another's anger
- Dealing with fear
- Rewarding yourself

Skill Alternatives to Aggression: Examples

- Using self-control
- Asking permission
- Responding to teasing
- Avoiding trouble
- Staying out of fights
- Problem solving
- Accepting consequences
- Dealing with accusation
- Negotiating

Skills for Dealing with Stress: Examples

- Dealing with boredom
- Deciding what caused a problem
- Making a complaint
- Answering a complaint
- Dealing with losing
- Dealing with being left out
- Accepting no
- Saying no
- Relaxing

Goldstein, A.P. & McGinnis, E. (1997). *Skillstreaming the Adolescent (grades 7-12)*. New strategies and perspectives for teaching prosocial skills. Champaign, IL: Research Press. www.researchpress.com

The curriculum covers 50 skills from 6 groups:

- Beginning social skills
- Advanced social skills
- Skills for Dealing with Feelings
- Skill Alternatives to Aggression
- Skills for Dealing with Stress
- Planning Skills

Planning Skills: Examples

- Deciding what caused the problem
- Deciding on your abilities
- Gathering information
- Arranging problems by importance
- Making a decision
- Concentrating on a task

Assess Area of Need: Determine Why Students are not Successfully Using Social Skills:

- The child lacks the skill (*acquisition deficit*)
- The child has the skill but may not know when to use it or cannot modify it for different situations (*performance deficit*)
- The child has the skill but has not refined it, cannot use it quickly enough, for example (*fluency deficit*)



Assess Areas of Need: Why Students are not Successfully Using Social Skills:

- The child has the skill but may struggle to perform it in certain situations (*generalization deficit*)
- The child has the skill but other behaviors interfere with performing the behavior (*competing or interfering behaviors*)



Which Skills are the Priority?

- Is it an easier skill to change?
- Will the skill naturally result in reinforcement in the environment?
- Is it a prerequisite for learning another useful skill? (Furniss, 2009)
- Is it a skill that will promote access to new reinforcers, environments, other people (behavioral cusp)? (Learning to imitate peers)



Hints for Teaching:

- Hints from sports and fire drills



Hints for Teaching:

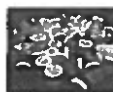
- Using appropriate social skills may not be intrinsically motivating
- Reinforce Appropriate Behaviors so that appropriate behaviors are reinforced more than the inappropriate behaviors
- "Catch Your Kids being Good"
- Be sure reinforcement does not lose its power
- Create positive association with the task and with the person delivering the reinforcement

Hints for Teaching:

- Hints from Would You Rather : Shovel snow or lie on a beach?



Practice: Make It Fun!



Guidelines for Key Components of Teaching Social Skills
(Elliott and Gresham, 2008)

- Use a systematic approach: Structured Learning
- Determine the skills to be taught
- Allow students to see the advantage of learning the skill
- Break the skill down into component parts
- Model the skill
- Have the student role play the skill
- Provide feedback on the role play (Coaching)
- Have child demonstrate the skill again after feedback (Cont'd)

Guidelines for Key Components of Teaching Social Skills
(Elliott and Gresham, 2008)

- Develop methods of self-reinforcement/ self monitoring
- Practice with different audiences, in different settings
- Specific, measurable, and observable objectives

Example Lesson: Listening (Name Game)

Be a Whole Body Listener



Example: When Jana (sibling) doesn't want to play what I want to play:

- I can
- (He holds up 1 finger and says), "I can ask Jana to play something else."
 - (He holds up 2 fingers and says), "I can ask Mom or Dad to play."
 - (He holds up 3 fingers and says), "I can find something else to play by myself like playing ball, drawing, or doing a puzzle."
- Video self modeling
Practice using it with feedback



Example: Dealing with Losing:

- Dealing with Losing
Prerequisite skill: Calming strategies
- 1) Watch ModelMeKids video on losing
 - 2) Practice the skill
 - 3) Practice the skill playing the same game as ModelMeKids, stopping the video (contrived)
 - 4) Critique learner
 - 5) Try again

Example Lesson for Losing:

- Follow Up
- Coaching
 - Pictures of calming strategies are used for some learners
 - Bait the skill with games that are short so there will soon be another opportunity to win
 - Lesson is reviewed before opportunity to use it
 - Learner can earn pom-poms in the bucket for remembering to follow the rules
 - Fade the prompts and reinforcement eventually



Evidenced Based Procedures to Teach Social Skills:

[Weiss, Early Childhood Investigation Webinar, 10-4-17]

- Antecedent –based interventions
- Role plays
- Visual supports
- Prompting and prompt fading
- Reinforcement
- Rule cards
- Scripts
- Video modeling
- Video self modeling

Rule Cards:

[Weiss, Early Childhood Investigation Webinar, 10-4-17]

- Helpful in teaching learners to follow social rules associated with a particular activity
- Clearly states the behavioral expectations for a specific activity
- Can be textual or picture-based, or both
- Should be brief
- Can be used in combination with behavioral rehearsal

Rules for Working in a Group:

(Practice what each rule looks like beforehand- rehearse.)

- Get the materials that I am assigned to get for the session.
- One person talks at a time.
- Write down on the group worksheet what the group decides for each question.

Power Card

[Gagnon, 2001]

- Uses a special interest of the learner
- Superman says that if I feel upset, I can:
 - Take three deep breaths
 - Tell myself to keep on going
 - Ask a classmate for help
 - Ask my teacher for help



Evidence Based Approaches for Teaching Social Skills:

[Wong et al, 2013]

- Prompts- Verbal, gestural, visual, or physical *assistance* given to learners to help them in acquiring or engaging in a targeted behavior or skill. Prompts are generally given by an adult or peer before or as a learner attempts to use a skill.
- Reinforcement - An event, activity, or other circumstance occurring after a learner engages in a desired behavior that leads to the increased occurrence of the behavior in the future.

Evidence Based Approaches for Teaching Social Skills:

[Wong et al, 2013]

Scripts- A verbal and/or written description about a specific skill or situation that serves as a model for the learn. Scripts are usually practiced repeatedly before the skill is used in the actual situation.

Self-management (SM)- Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring and recording their own behaviors, and rewarding themselves for behaving appropriately.

Script:

- “___ do you want to play on the swings with me?”
- “Can I please use your red crayon?”
- Use of scripts recorded on phones to remind
- Fade the words in the script over time

Self-Monitoring:

Monday	Tuesday	Wednesday	Thursday	Friday
Did I initiate a conversation with someone today?	Did I initiate a conversation with someone today?	Did I initiate a conversation with someone today?	Did I initiate a conversation with someone today?	Did I initiate a conversation with someone today?
Yes No	Yes No	Yes No	Yes No	Yes No
Did I respect personal space at lunch today?	Did I respect personal space at lunch today?	Did I respect personal space at lunch today?	Did I respect personal space at lunch today?	Did I respect personal space at lunch today?
Yes No	Yes No	Yes No	Yes No	Yes No
Did I respect personal space at meeting time today?	Did I respect personal space at meeting time today?	Did I respect personal space at meeting time today?	Did I respect personal space at meeting time today?	Did I respect personal space at meeting time today?
Yes No	Yes No	Yes No	Yes No	Yes No

Self Monitoring:

I can color a balloon if I asked someone to play with me today during recess



Evidence Based Approaches for Teaching Social Skills:

[Wong et al, 2013]

- Video Model-A visual model of the targeted behavior or skill (typically in the behavior, communication, play, or social domains), provided via video recording and display equipment to assist learning in or engaging in a desired behavior or skill.
- Visual support - Any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, and timelines.

Visual Support: Recess Schedule



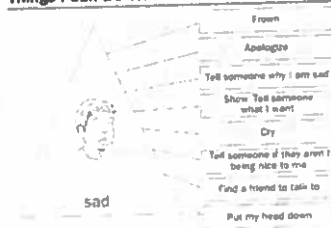
Resources to help with Visuals:

- Actual pictures using a digital camera
- Kratz and McClannahan - scripts
- Linda Hodgdon's books on using visuals, (usevisualstrategies.com)
- www.do2learn.com has free visuals and activities to teach schedules, emotions, and safety
- www.teacch.com
- Social Stories, (Gray, 2008)
- Pyramid Educational Products (PECS Communication Systems)

Self Regulation



Managing Emotions Things I Can Do When I'm Sad



The Incredible 5 Point Scale (Buron)

- Use as a check-in.
- Use to show how characters in a book or movie feel.
- Make a feelings dictionary.



Calming Schedule:



Social Stories

(Gray, 2008)

- Brief descriptions of expectations
- Explained in the context of a story
- Created for an individual to describe a specific scenario the learner will encounter
- Told in perspective of the child

Sharing the Computer:

(LinguSystem, 1999)



The Use of Other Sources for Models and Lessons:

- <https://wedolisten.org/> Engaging animated lessons with songs to help remember the steps and rules.
- <https://wondergrovelearn.net/> animated lessons
<https://www.youtube.com/watch?v=8TPPh1d2j8&t=2s>
- www.Modelmekids.com
- Have kids write their own "lessons" using Scratch, etc.
- Use of Puppets
- www.GoNoodle.com

Wedolisten.org:

Sample Lessons from Howard B. Wigglebottom

- Managing anger
<https://wedolisten.org/Lessons>
- Being a better listener
- Follow your heart and do your best
- How to deal with bullying
- Making the most of things
- Telling the truth
- The benefits and importance of sharing
- Follow food and screen watching rules
- Belonging, special needs
- Fair play, teamwork & winning isn't everything
- Manners matter



Social Autopsy: To analyze an interaction that went awry

(Dwyer, 1994)

- Done when the student is not upset.
- Supportive and constructive- a learning experience
- When?
- Where?
- Who was there?
- What happened?
- Who was hurt by the error?
- What would you do differently next time?

Importance of Social Problem Solving:

- Your mom does not pick you up from school like she said she would
- Your dad told you not to jump on the bed. You and your friend were jumping on your bed and broke the lamp next to your bed.

Problem Solving Steps:

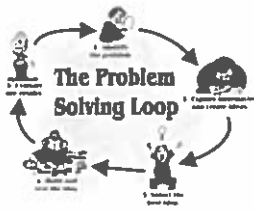
- State the problem
- State possible solutions
- List possible consequences of each solution
- Pick a solution and try it
- Decide how it worked and what you will do next time

Social Problem Solving:

Problem Solving Steps



Problem Solving Loop:



Integrative Decision Making/ Problem Solving/ Conflict Resolution Strategy Worksheet
 (from Maurice Elias, www.seedlab.org)

- F) I am feeling:
- G) My problem is:
- H) My goal is:
- I) Let's think of many things we can do to reach the goal.
- J) Let's envision the outcomes:
- K) Let's select a solution to reach our goal:
- L) Let's plan the procedure, anticipate pitfalls, practice, and pursue it.



Other Considerations for Skills to be Taught:

- Other components of social competence
- The Hidden Curriculum



Bridget Taylor's Components of Social Competence:

- What you do:



Bridget Taylor's Components of Social Competence:

• What you do:



Bridget Taylor's Components of Social Competence:

• How you look:

- Torn pants
- Messy hair
- Messy area
- Food on face



Bridget Taylor's Components of Social Competence:

• What you say:



The Hidden Curriculum

When a teacher wants to know if those are any questions she doesn't mean any question. She wants to be asked about the thing she's teaching. So if she's teaching you about Mexico, don't ask if "Bubble" is a good name for a hamster.



Teach the Hidden Curriculum: (Brenda Smith Myles)

- If you like a boy or girl...
- If you are with your parents in public...
- If someone has acne...



Teach the Hidden Curriculum: (Brenda Smith Myles)

• The Rule in the School Library:



Teach the Hidden Curriculum:

- Don't stare at people in the locker room
- Even though you think someone's hair is pretty, do not touch it or smell it



Teach the Hidden Curriculum:

- Don't wear the same thing every day
- When you leave people, say goodbye



.....Ask for Help When You Need It:



Thank You!

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