

Creating Social Skill Lessons



Presented by

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Why Social Skills?



- Addresses Core Autism Deficits

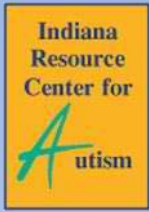
From the DSM-5

- Persistent deficits in social communication and social interaction across multiple contexts
 - Deficits in social-emotional reciprocity
 - Deficits in nonverbal communicative behaviors used for social interaction
 - Deficits in developing, maintaining, and understanding relationships
 - Narrow Interests and Repetitive Behaviors

Why Social Skills?

- Lifespan approach: Communication and social deficits are the biggest obstacle to successful employment of individuals with ASD (Hendricks, 2010)





How to Figure Out Which Social Skills Need to Teach

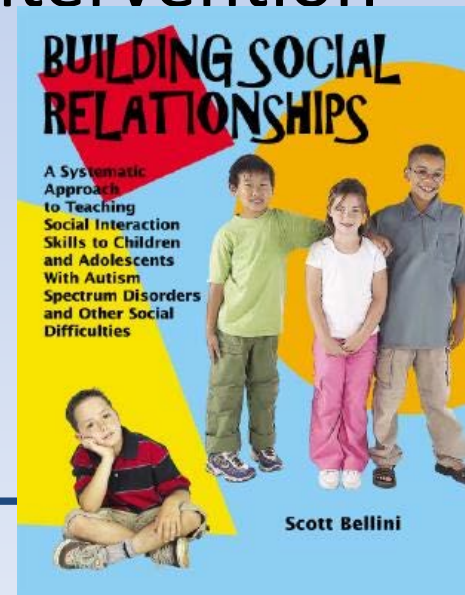
- Look at IEP
- Do an informal assessment
- Observe and talk to student
- Take data
- Talk to staff
- Talk to parents

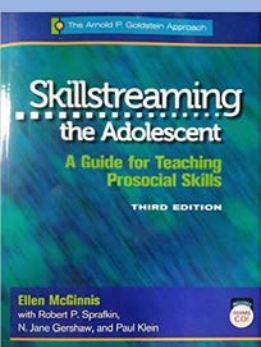


Informal Assessments: *Autism Social Skills Profile*

(Bellini, 2006)

- Designed specifically for ASD
- Looks at initiation skills, reciprocity, perspective taking, non-verbal communication intervention planning and intervention progress monitoring tool
- Ages 6 – 17
- Cost: about \$50



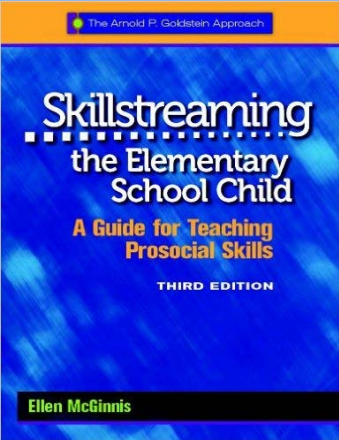


Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills, 3rd Edition (with CD)

(McGinnis, 2015)

- Designed to teach essential 50 prosocial skills to adolescents
- Supplements the curriculum Skillstreaming the Adolescent: Student Manual
- Lessons include modeling, role-playing, performance feedback, and generalization to teach the essential prosocial skills through step by step guidelines, suggested situations for modeling, and managing behavior problems.
- Ages adolescents
- Cost: \$47





Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills Revised Edition (McGinnis & Goldstein)

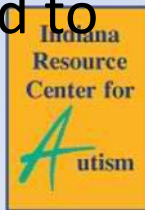
- 600 easy to use lesson plans for elementary age students
- Supplements the curriculum details in Skillstreaming the Elementary School Child
- Students will learn to goal set, problem solve, impulse control, cooperating, anticipating consequences, and thinking aloud.
- Cost: \$65

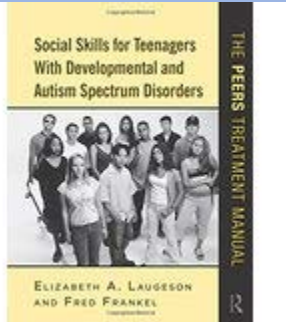




Superflex ... A Superhero Social Thinking Curriculum (Madrigal, Garcia Winner, & Knopp, 2008)

- Designed specifically for educators, parents, and therapists working with students with Asperger Syndrome, high functioning autism, ADHD, and other diagnosed and undiagnosed social difficulties
- Superflex combines a book, comic book, and CD to teach students how to overcome their challenges in different social situations (unthinkables) to overcome their challenges by using the thinkables as possible strategies.
- Thinking About You Thinking About Me and You are a Social Detective are prerequisite books
- Ages: grades K-5 and immature older students who respond to visual books
- Cost: \$52



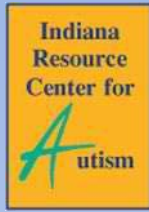


Social Skills for Teenagers with Developmental and Autism Spectrum Disorder: The PEERS Treatment Manual

(E. Laugeson, 2010)

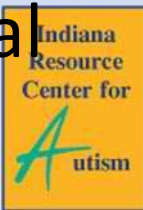
- Designed specifically for teenagers who are working on building friendships
- It is the core of two other books to use as a curriculum including The Science of Making Friends and The PEERS Curriculum for School Based Professionals
- Teen and parent directed parallel programs
- Cost is \$50



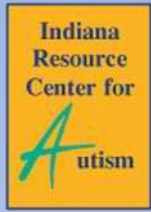


Then Interview the Student's Individually

- Possible Questions:
 - What do you think you need to work on regarding social skills? (ask parents and teachers too)
 - Do you have friends? What do you do together?
 - Do you play games? Do you know the rules of any games? Are you alright with loosing?
 - Do you know how to work in groups?
 - What do you do when your angry at school?
- Notice how the student responds (e.g., reciprocal conversation, body posture, etc)



Common Topics for Instruction of Lower Functioning Students



- General social life skills such as:
 - Waiting
 - Independent hygiene routines
 - Walking alongside someone
- Tolerating being next to others
- Responding to initiations
- Initiating interactions
- Repetitive social interaction routines (songs, actions etc.)
- Simple turn taking routines with objects
- Appropriate ways to communicate within the interaction (e.g. Using visual supports for greeting, saying no, saying goodbye)
- Replacing any socially inappropriate behaviors with more socially acceptable ones.



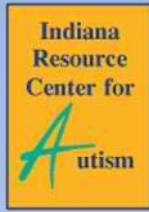
Common Topics for Instruction of Higher Functioning Students

- Initiating conversations
- Responding to initiations
- Taking turns talking
- Nonverbal communication skills: how to use and interpret facial expressions (especially subtle facial expressions) and body language
- Listening and noticing other people's communication when you are talking
- Changing topics
- Asking questions
- Disagreeing
- Inviting a third person
- Leaving a conversation
- Ending a conversation
- Recovering the conversation when something goes wrong (such as someone misunderstands what you are saying)
- Small talk – the purpose and the technique
- Acquaintances and friendships – definitions, why they are important and how to make and maintain them
- Rude behaviors
- Tolerating different viewpoints
- Understanding and interpreting more complex emotional issues such as empathy

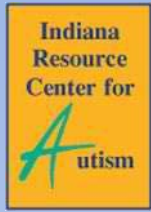
Let Me Introduce You to Ean

Concerns from FBA

- Freshman in high school
- ASD and OHI (epilepsy)
- On medication for seizures, anxiety, ADHD, and mood stabilizer
- Function of behavior is to escape the situation
- Antecedents include: need for justice/fairness, misinterprets social situations, asked to write, change in schedule or people working with him



LEVEL	BEHAVIOR
5	Ean is using profanity, yelling, clearing off desks/tables, walking out of class (not going to designated area), leaving building, being disrespectful
4	Ean is arguing, using mean sarcasm, refusing to do what is asked, saying/yelling, "something is not fair!" using profanity
3	Ean has a red face, grits his teeth, grimaces, says, "no one likes me" or "I'm not good enough" type of negative self-talk
2	Ean says, "I can't, I am an idiot or I am stupid", This work is hard, grunting
1	Ean is calm, fun, smiling, jokes around, fun sarcasm



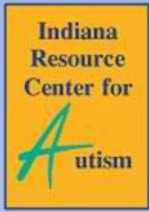
Where to Start?

Make a list of all of the skills student needs to learn and the details need to teach.

Anger/Profanity

- Identify triggers to my anger
- Altering or avoiding trigger to my anger
- Better ways to think about and deal with the triggers to my anger
- Calming myself when I am angry
- Talking versus acting out my feelings
- Tell a safe person I am angry
- Problem solve the issue to create a new solution
- Learn words to replace my profanity
- Learn to leave the area to use profanity in my safe spot
- Use my 5 point scale

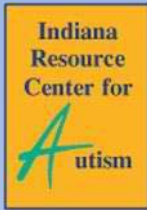




Google Docs Example

- *Dealing with My Anxiety*
- *Social Initiation*
- *Social Response Skills*
- *Getting Along with Others*
- *Dealing with School Demands*





Start Gathering Resources Available

- IRCA website (www.iidc.indiana.edu/irca) has article: Social Skills Curriculum for Individuals on the Autism Spectrum by Barb Fogarty and Kristie Lofland
- Contact our lending library at IIDC by calling (800) 437-7924 or emailing Sharon Soto (ssoto@indiana.edu)
- Explore websites (google you tube, social skills and autism)
 - Jill Kuzma - <https://jillkuzma.wordpress.com/>
 - Anna Vagin - http://www.socialtime.org/Socialtime/Welcome_1.html
- Then make a list of lessons to utilize (my google docs)



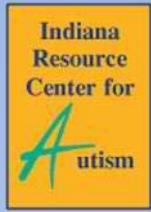
Figure Out How Going to Collect Data on the Skills Learning

- Systematic Observation
- Event or frequency recording
- Interval recording (every 2 minutes for 16 minutes block of time)



Create a Training Format

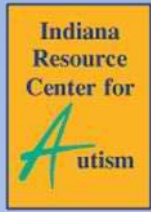
- Lessons: Specific topic and instruction
 - Give examples, provide visuals, review previous lessons that build on each topic
- Role-play/Practice: Students will need time to practice. First model the skill; then video model. Video the students practicing the skill.
 - Adult leaders coach students on how to improve skills
- Feedback: During the role-play, use self-reflection, and ask other students to give positive suggestions.
 - Give individualized feedback to students
 - Pair new skill with reinforcer to generalize the skill



Embedding Instructional Strategies or Materials

- How do you student's learn best?
 - Visual supports (power point, tablets)
 - Videos (for examples)
 - Reinforcements
- It is important to implement evidence based practices that work best for individuals on the autism spectrum
 - Free online modules to use as a tool





Autism Focused Intervention Resources and Modules (AFIRM)

<http://afirm.fpg.unc.edu/>

AFIRM Autism Focused Intervention Resources and Modules

Login | Sign Up

AFIRM Modules

Learn with AFIRM

Selecting EBPs

Username or e-mail

mdubie@indiana.edu

Password

.....

[Request new password](#)

Log in

Access free AFIRM online modules and resources for each of the 27 evidence-based practices

identified by the National Professional Development Center on Autism Spectrum Disorder (ASD)

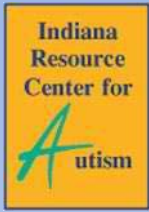
Sign Up

It's free and only takes a few minutes

Earn a free professional development certificate for completing each EBP module

Learn with AFIRM through engaging case examples, videos, and interactive assessments

Download resources and materials that support your use of EBPs



Autism Internet Modules (AIM)

www.autisminternetmodules.org

LOGIN
CREATE AN ACCOUNT



Module List

Help

POWERED BY OCALI

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INTRODUCING

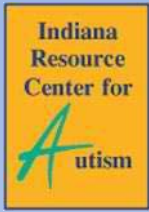
ASD STRATEGIES
→ **IN ACTION**

autism certification series

An innovative online video training program for anyone who knows someone with autism

The banner features a teal-tinted background image of a woman and a child working together at a table. The text is overlaid in white, with "ASD STRATEGIES" and "IN ACTION" enclosed in a white rectangular box with an arrow pointing from the first to the second.

Explore Modules Covering a Variety of Topics



Using EBP Fidelity Checklists

<http://autismpdc.fpg.unc.edu/evidence-based-practices>



**The National Professional Development Center
on Autism Spectrum Disorder**

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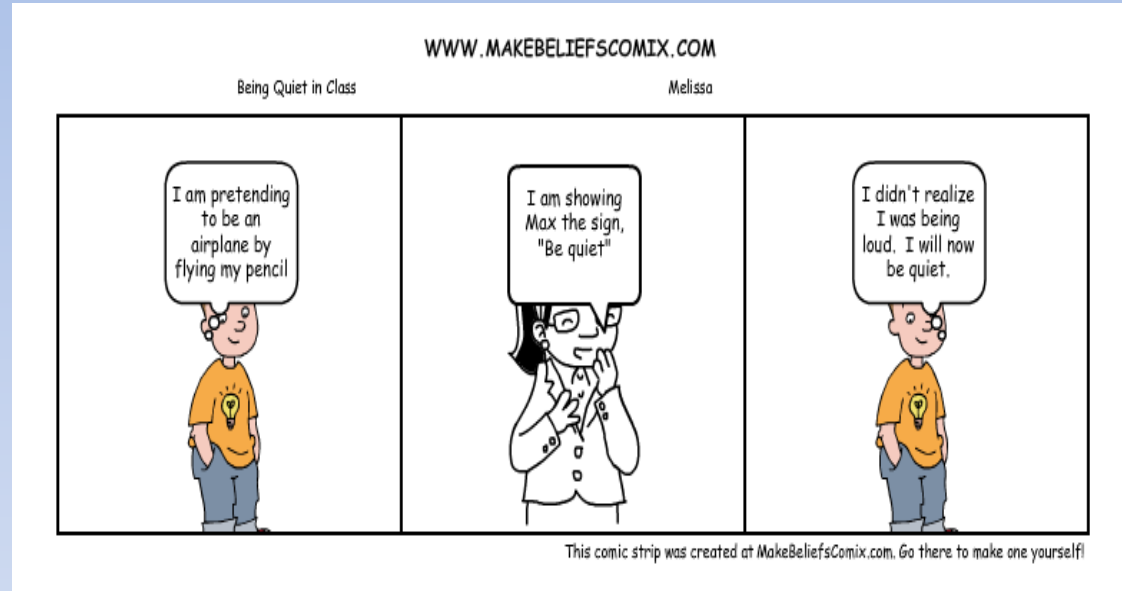
[EVIDENCE-BASED PRACTICES](#)



Since 2007, the National Professional Development Center on Autism Spectrum Disorder (NPDC) has worked to develop free professional resources for teachers, therapists, and technical assistance providers who work with individuals with ASD. Resources include detailed information on how to plan, implement, and monitor specific evidence-based practices.

Implement Evidence Based Practices

- Peer Mediated Instruction
- Social Narratives
- Comic Strip Conversations
- Behavior Mapping
- Power Cards



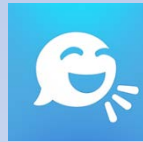
Using Educational Apps to Create Animated Videos

- Take student's interest to teach social skills

– Plotagon app



– Tellagami app



– Bitstrips



– Make iMovie



Comic Strip: Max Talking With Peers

Max: Zooming
Pencil Loudly

Peer: Show Visual
to Be Quiet

Max: Look at visual
and give quiet
gesture to his lip

Peer: Smile to
show yes

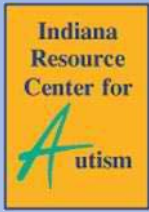
WWW.MAKEBELIEFSCOMIX.COM

Being Quiet in Class

Melissa



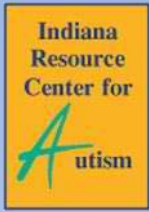
This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!



Tips for Implementing EBP's for Social Skills

- All students with ASD need time to work on social skills. It is as important as academic skills
- Take baseline data before starting an EBP
- Use materials appropriate to student's age
- Use students in “real movie” whenever possible
- Use frequent reinforcements to teach social skills





Thanks!

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