Teaching Social Skills

A Framework for using Behavior Skills Training

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Introductions… (It’s a social skill!)

Who are you?

- Educator
- Parent
- Community member

What are social skills and why teach social skills?

Social Skills

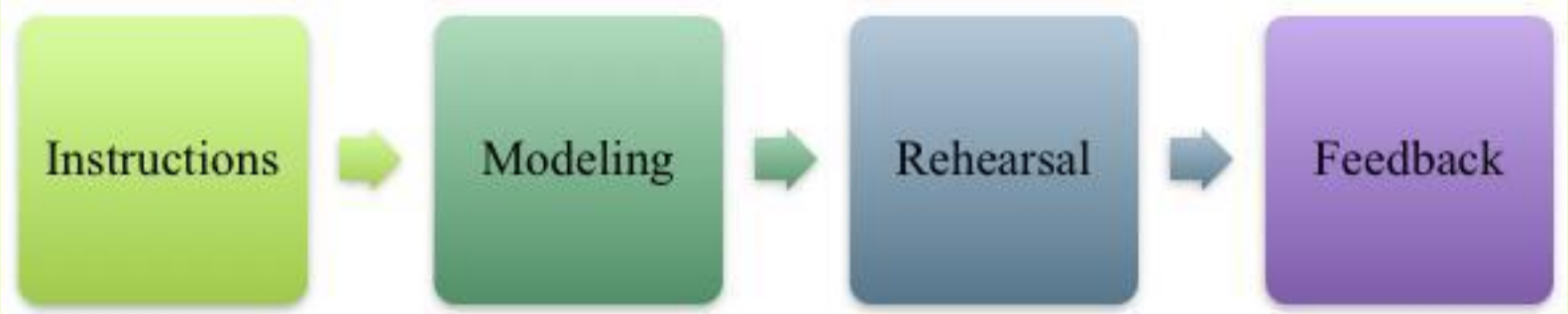
taking turns
praising (no put downs)
sharing materials
asking for help
using quiet voices
participating equally
staying on task
saying kind things
using names
encouraging others
patient waiting
communicating clearly
accepting differences
active listening
resolving conflicts
following directions
paraphrasing
managing materials
staying with the team
sharing ideas
recording ideas
sharing tasks
celebrating success
helping others

What is Behavior Skills Training?

"Behavior Skills Training (BST) is an Applied Behavior Analysis technology. It is highly researched and effective strategy to teach a new skill using instruction, modeling, rehearsal and feedback."

Behavioral Science in the 21st Century

The Steps of BST or Behavior Skills Training



Step One: Instructions -TEACH

Teaching Social Skill Instructions Using Task Analysis:

Step 1: Define the social skill by observation, survey or IEP goals.

Step 2: Identify the prerequisite skills of the student.

Step 3: Break down the social skill into manageable components.

Step 4: Determine how the social skill will be taught.

Szidon, K., & Franzone, E. (2009). *Task Analysis*

Task Analysis: Breaking the Social Skill Down

Step One:

Observe the student, give parents/teachers/students surveys and/or use student goals to determine the social skill to analyze.

- *What skill are you teaching?*

Step Two:

Identify any prerequisite skills needed to learn the social skill.

- *What skills do they need to know first to be successful with this skill?*

Szidon, K., & Franzone, E. (2009). *Task Analysis*

Task Analysis: Breaking the Social Skill Down

Step Three

Break down the social skill into manageable components.

1. *Identify and write down all steps in the task. (vocabulary and skill level)*
2. *Describe steps in a checklist the learner can understand. (visuals)*
3. *Positive outcome!*

Step Four

Determine how the social skill steps will be taught.

- *Think: prompts, total task, backwards, or forward chaining and when to reinforce.*

Szidon, K., & Franzone, E. (2009). *Task Analysis*

Breaking Down the Social Skill

Step one:

Turn to the person on your right.

Step Two:

Decide together on a social skill to break down into three or four steps.

Step Three:

Write down the steps you identify for the social skill.

Step Four:

Get ready to share!

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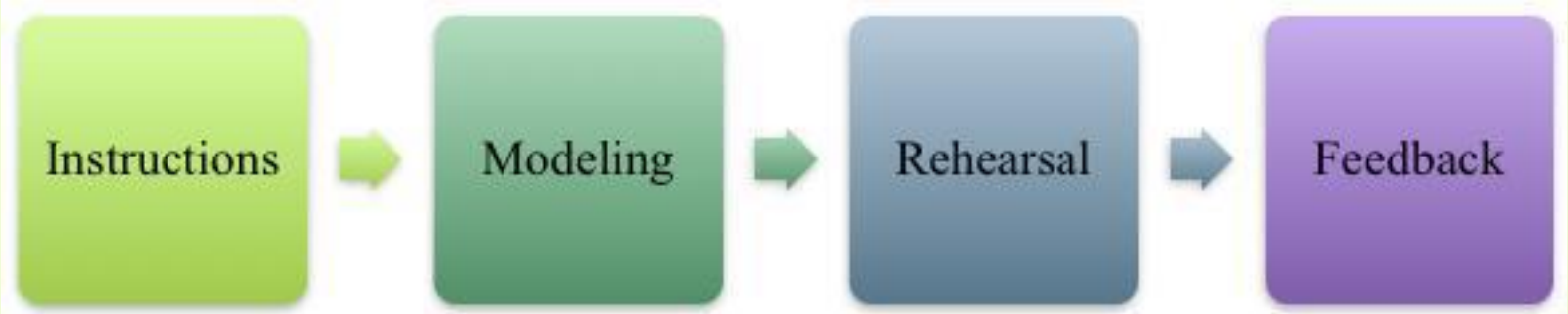
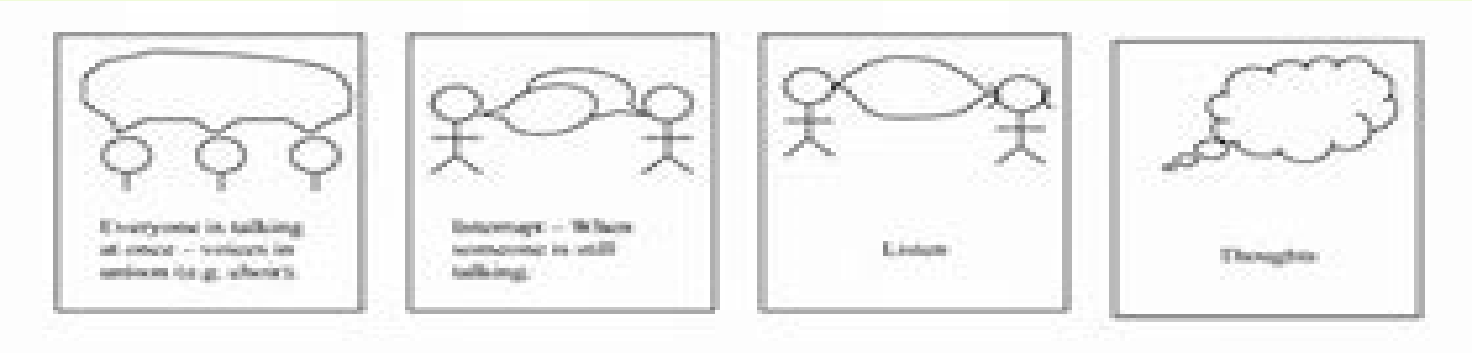


Step Two: Modeling -Activities

Show them examples of how the steps are followed.

- Show a video -https://www.youtube.com/watch?v=mSdlxIcYEaw
- Practice the steps with another student (peer models)
- Have them create a comic strip of the steps –



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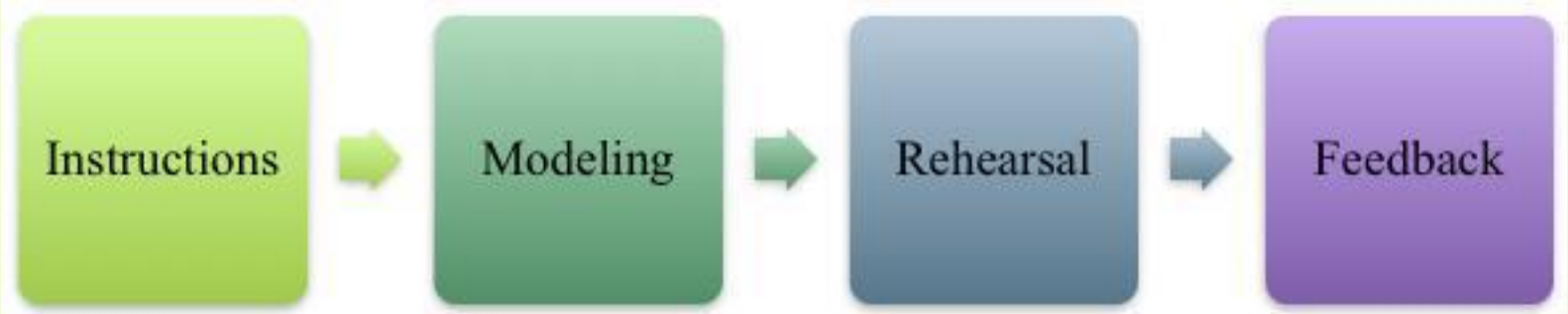
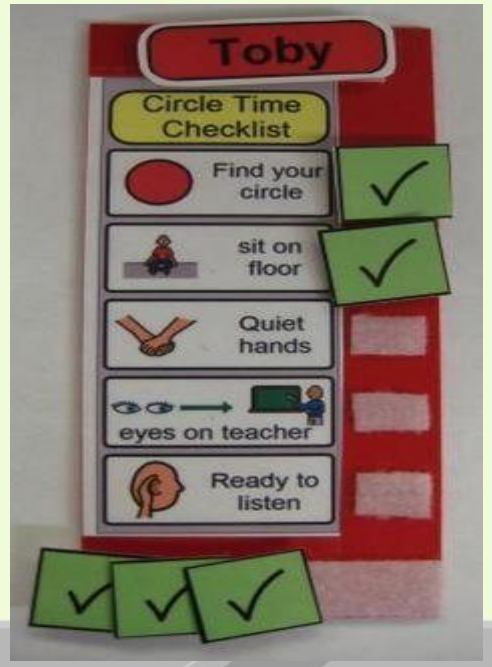


Step Three: Rehearsal- Watch them do it!

Small Setting to Rehearse

- **Rehearse using a checklist.**

Students need a safe place to practice these types of skills. They need to feel safe and know it is ok to make a mistake. This may be a setting with only a few peers.



Step Three: Rehearsal- Watch them do it!

Small Setting to Rehearse

- **Identify times to use the skill.**

Pick a different scenario to practice using the skill together, giving the student a chance to practice each step.

- **Contrive scenarios or activities to rehearse the social skill**.

For some students, you may need to contrive a scenario in your class or safe place to help them practice. Creating a list of scenarios, board games and activities help students rehearse in a small group before generalizing the skill to their general education classroom.

- **Rehearse, in front of others (peers) and/or use video modeling to rehearse the social skill.** (Must get permission to use video.)

- **Video modeling:**

https://www.youtube.com/playlist?list=PLDCAACE2C2BF5733F

Step Three: Rehearsal- Watch them do it!

Rehearse in a larger setting:

- Rehearse using a visual checklist.
- Peer models and mentors
- Natural consequences
- Self monitoring and reflection

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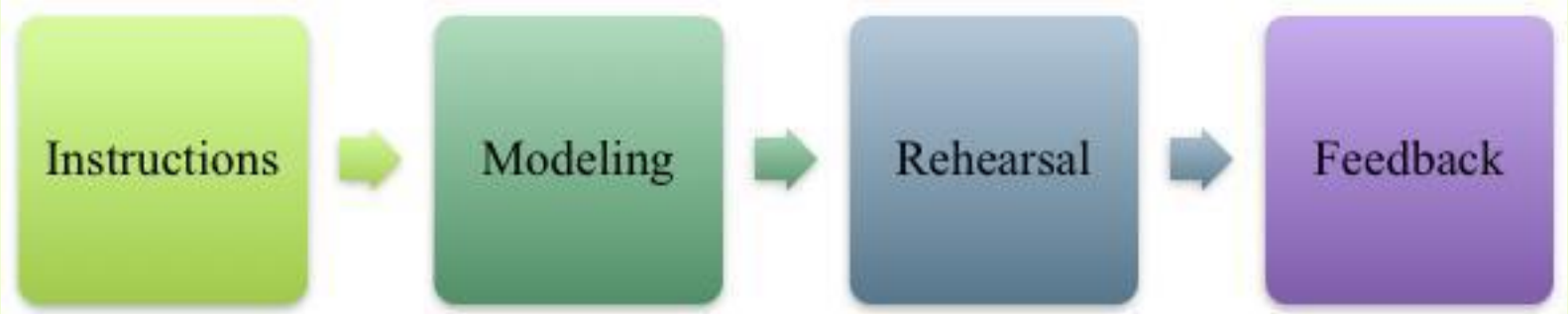
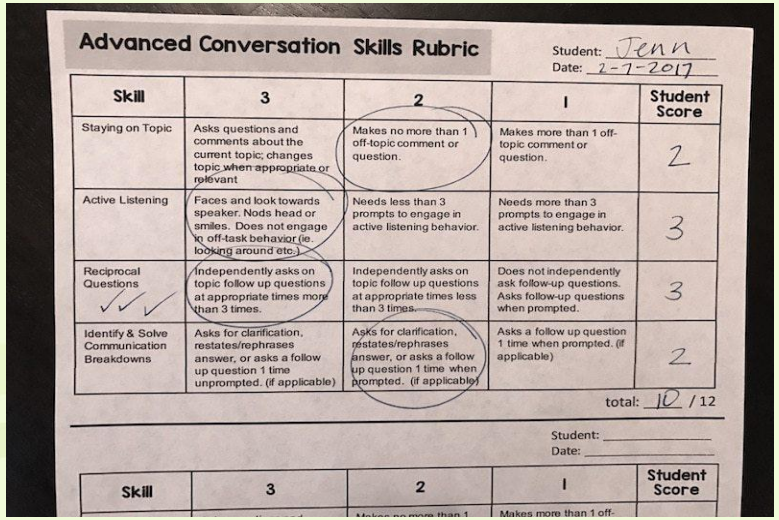


Step Four: Feedback -Tell them how they did!

- Create a rubric as a checklist varied by different settings.



Advanced Conversation Skills Rubric

Student: Jenn
Date: 2-7-2017

Skill	3	2	1	Student Score
Staying on Topic	Asks questions and comments about the current topic; changes topic when appropriate or relevant	Makes no more than 1 off-topic comment or question.	Makes more than 1 off-topic comment or question.	2
Active Listening	Faces and look towards speaker. Nods head or smiles. Does not engage in off-task behavior (ie. looking around etc.)	Needs less than 3 prompts to engage in active listening behavior.	Needs more than 3 prompts to engage in active listening behavior.	3
Reciprocal Questions	Independently asks on topic follow up questions at appropriate times more than 3 times.	Independently asks on topic follow up questions at appropriate times less than 3 times.	Does not independently ask follow-up questions. Asks follow-up questions when prompted.	3
Identify & Solve Communication Breakdowns	Asks for clarification, restates/rephrases answer, or asks a follow up question 1 time unprompted. (if applicable)	Asks for clarification, restates/rephrases answer, or asks a follow up question 1 time when prompted. (if applicable)	Asks a follow up question 1 time when prompted. (if applicable)	2

total: 10 / 12

Student: _____
Date: _____

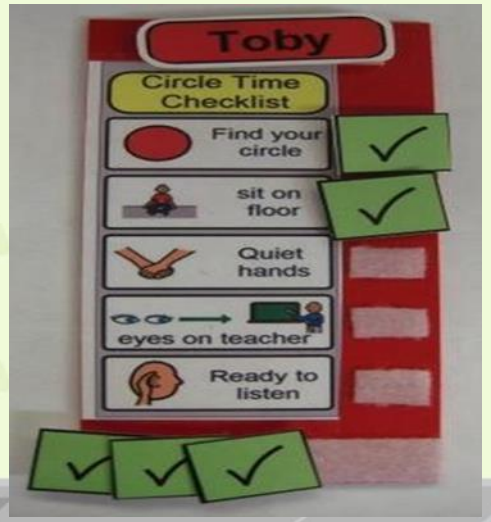
Skill	3	2	1	Student Score

- Tell them what they did correctly and give them credit for taking baby steps!

- https://www.pinterest.com/marinewife83/social-stories-and-task-analysis/?lp=true

Step Four: Feedback -Tell them how they did!

- Help them practice the steps that are the hardest for them. Have them tell you what is hard for them and then brainstorm how to improve.
- **Celebrate their effort with a reinforcement system.** Catch them practicing the social skills they are working on! Use the reinforcement system data for progress monitoring data.
- Natural consequences: Set them up for success and support them when they do not have a positive outcome.



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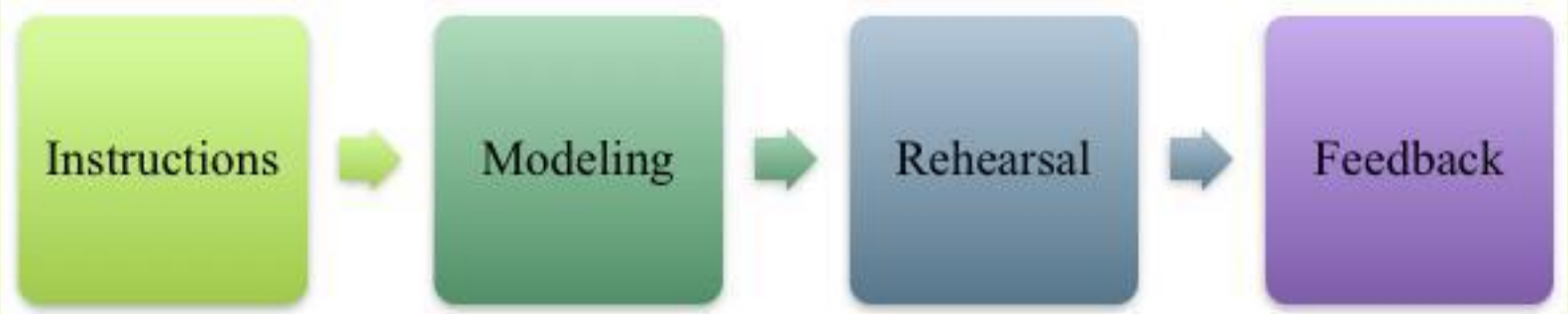

Our mission as educators in teaching social skills…

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