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# Classroom Based Social Skills Interventions

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## Disclosure Statement

- I have no **relevant financial or nonfinancial relationships** in the products or services described, reviewed, evaluated or compared in this presentation.
- I received an honorarium from speechpathology.com for my presentation today.

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## Learning Objectives

After this course, participants will be able to:

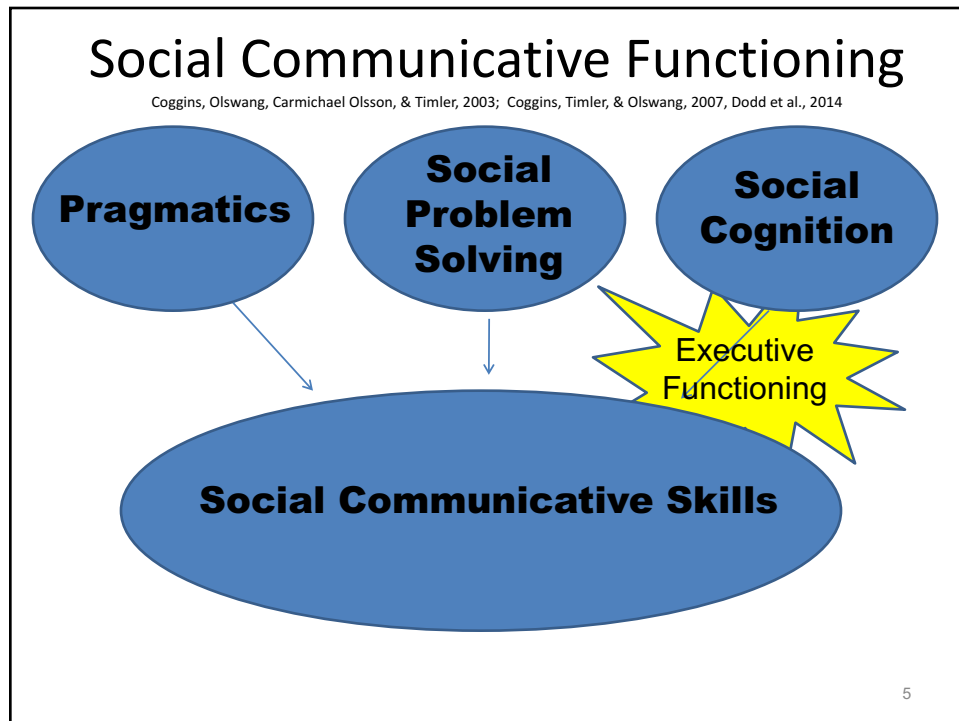
- Describe the impact deficits in social competence have on access to the Common Core State Standards.
- Describe the research supporting the implementation of classroom based social skills interventions.
- Describe strategies and considerations for implementing a successful classroom based social skills intervention.

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## Discussion Points

- 1** Introduction & Review of Terms
- 2** What is the impact of deficits in social skills on academic success?
- 3** What does the relevant research on social skill interventions really tell us?
- 4** How to implement classroom based social skills interventions?

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## Social Skills Deficits

Children with *ASD* have difficulty

- Initiating interactions
- Sustaining interactions
- Maintaining reciprocity
- Sharing enjoyment
- Taking another person's perspective
- Inferring the interests of others

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## Social Skills Deficits

Children with *Specific Learning Disabilities* have difficulty

- Establishing relationships with peers and teachers
- Maintaining positive peer relationships
- Exhibiting appropriate types of behaviors

Gresham, Sugai, & Horner, 2001

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## Social Skills Deficits

Children with *ADHD* have difficulty

- Exhibiting appropriate types of behaviors which results in negative perceptions by peers

Gresham, Sugai, & Horner, 2001

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## Social Skills Deficits

*Deficits in social competence are hallmark characteristics of diagnosing students with high incidence disabilities*

Gresham, Sugai, & Horner, 2001

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## Type of Skill Deficit

- Skill Acquisition Deficit
- Performance Deficit
- Fluency Deficit

Bellini, S., Peters, J., Benner, L., & Hopf, A. ,2007

Gresham, Sugai, & Horner, 2001

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## Types of Social Skills Interventions

(McConnell, 2002)

- Environmental modifications
- Child specific interventions
- Collateral skills interventions
- Peer mediated interventions
- Comprehensive interventions

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## Social Skills Interventions: Service Delivery Models

- One-on-one
- Push-in
- Pull-out
- Social Skills Groups (SSGs)
- Classroom based
- Consolation

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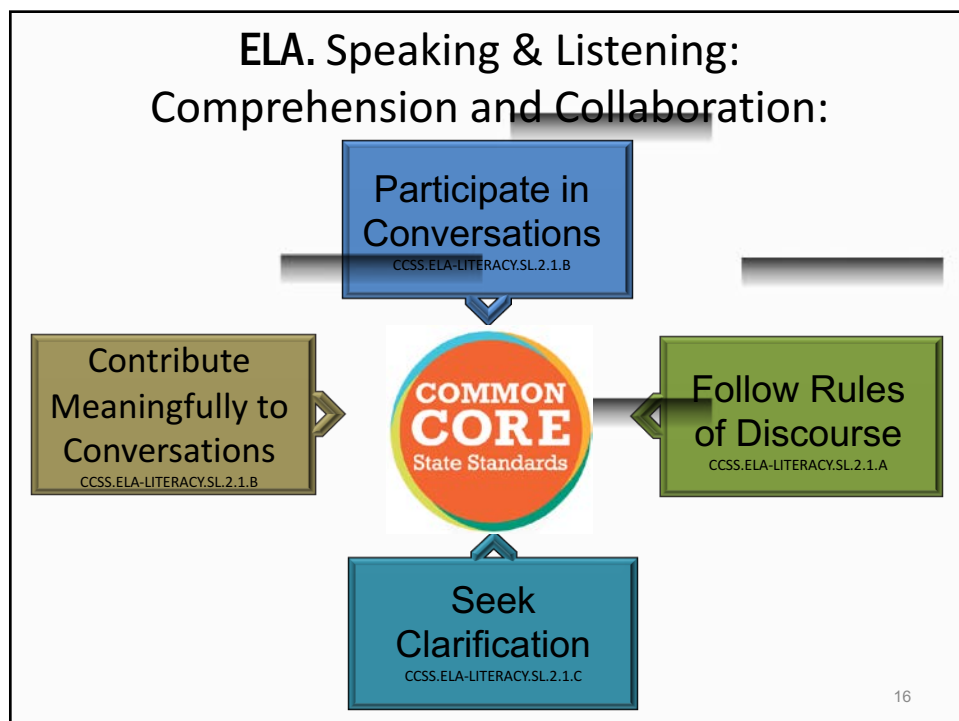
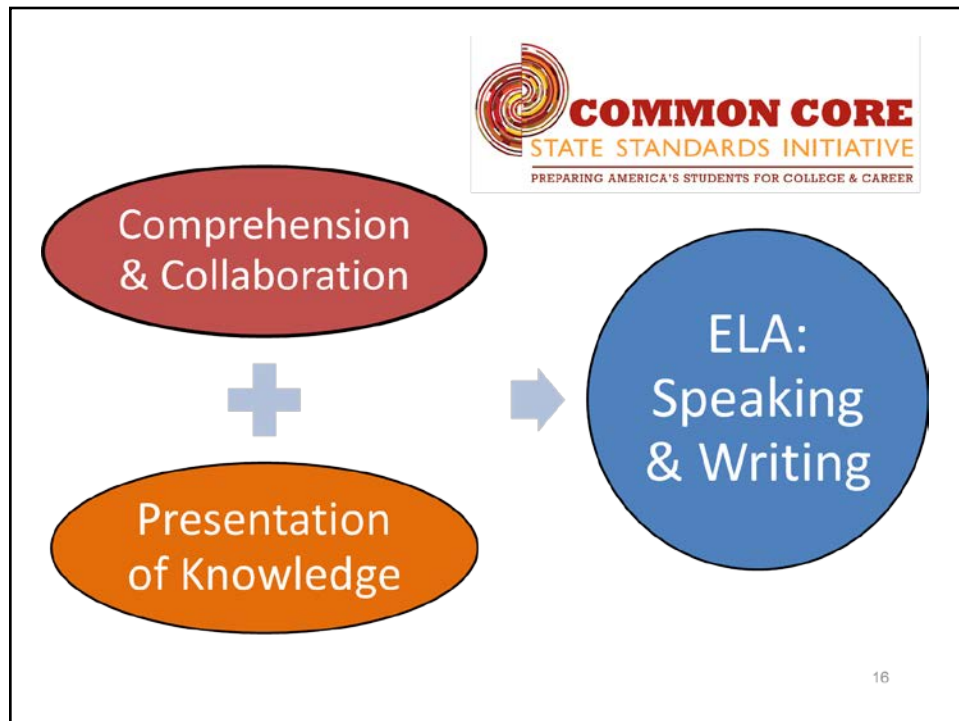
## Who Benefits?

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The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects.

Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

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## ELA. Speaking & Listening: Comprehension and Collaboration:

What skills  
are  
required  
for a  
student  
to....

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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## More Application of Social Skills on CCSS



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## Research on Social Skills

Bellini, Peters, Brenner & Hoff (2007)

- Interventions targeting collateral skills relative to those targeting specific social behaviors promote the greatest maintenance and generalization.
- Interventions that occur in the child's naturalistic setting (e.g., classroom) resulted in greater maintenance and generalization

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## Instructional Strategies that Work

- ✓ **Role Play**
- ✓ **Modeling**
- ✓ **Coaching**
- ✓ **Reinforcement**
- ✓ **Behavioral Rehearsal**
- ✓ **Performance Feedback**

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## More on Research Related to Social Skills Interventions

Gresham, Sugai, & Horner (2001)






- Dosage
- Intervention setting
- Matching strategy with type of skill deficit

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How can we increase the amount/frequency of intervention?

In Response to Dosage Gresham, Sugai, & Horner, 2001

✓ Feasible  
✓ Cost Effective  
✓ Solves the Problem  
✓ Practical  
✓ Acceptable

- |          |   |   |
|----------|---|---|
| <b>1</b> | Increase sessions (e.g., 5x/week)?                |  |
| <b>2</b> | Offer before/after school social skills club      |  |
| <b>3</b> | Provide the student with a 1:1 aide               |  |
| <b>4</b> | Create a common language used across environments |  |
| <b>5</b> | Enlist support of peers and teachers              |  |

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## Location-Location-Location

Bellini, Peters, Brenner & Hoff , 2007; Gresham, Sugai, & Horner, 2001

“He can do it.....but he’s not doing it”

Matching Deficit Type to Intervention

Acquisition  
Performance  
Fluency

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## Social Skills Intervention

## Social Skill Deficits

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### Why Classroom Based Intervention

- Create a common language
- Deliver intervention in naturalistic setting
- Enlist peers as skills supporters
- Increase opportunities for practice
- Better generalization

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## Implementing a Classroom Based Intervention

Getting  
Started

Schedule a  
Time

Decide What  
Skills to Teach

Implement a  
Classroom  
Based Social  
Skills Intervention

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Getting  
Started

## Making it Happen!

- Share the benefits
- Start small
- Schedule it
- Have a plan

Schedule a  
Time

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## Implementing a Classroom Based Intervention

How do you  
decide what  
to teach?

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### Assessment of Social Skills:



Eligibility  
Educational Planning

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## Key Social Behaviors for Developing Successful Friendships

Indices of Friendship Observation Schedule (Attwood)



## Friendship Checklists

socialdetectives.com

- Sharing
- Not interrupting
- Helping others
- Entering a conversation
- Initiating social interactions
- Timing in a conversation
- Requesting help
- Coping with frustration
- Giving compliments
- Taking turns
- Saying please and thank you
- Demonstrating good sportsmanship
- Paying attention to what others are saying and doing
- Handling conflict
- Following the flow of a conversation
- Having anger management skills
- Identifying the major theme of a conversation
- Having social problem solving skills
- Having a sense of humor
- Having empathy for others
- Using good body language
- Using good voice tone and intonation
- Being able to read body language and facial expressions
- Being able to understand social context

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## Implementing a Classroom Based Intervention

Implement a  
Classroom  
Based Social  
Skills Intervention

Structure Your  
Lesson

Match Intervention  
Goals with  
Curriculum &  
Activities

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REVIEW

DEMO

PRACTICE

REVIEW

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- Conducted in K-5<sup>th</sup> grade classes
- Lessons are approximately 30 minutes in length
- Lessons are conducted over a 9 week period.
- Children learn communication skills through guided practice, role playing, modeling, self-evaluation, and observation

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## Good Communicators....

- Use Eye Contact
- Use & Recognize Body Language
- Listen
- Talk
- Take turn
- Listen
- Observe
- Use a good volume
- Not too close, Not too Far
- Use a good rate

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Good Communicators....

# Listen

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Good Listeners.....

- Make Eye Contact
- Make listening noises
- Lean Forward
- Nod their heads
- Do one thing at a time
- Remain still
- Ask questions and make comments

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Good Communicators....

# Greet Their Friends

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## Morning Meeting

Greeting 

Sharing     

Group Activity 

News & Announcements 

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Start Each Morning with a  
Friendly Greeting

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Good Communicators...  
Give (& Receive) Compliments

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www.Kimochis .com  
<https://www.youtube.com/watch?v=MXqalRKrf60>

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## Kimochis™ Keys to Communication



**Call someone's name, wait for eye contact, and give a communication tap, if necessary, before you speak.**



**Use a talking tone of voice instead of a fighting tone of voice.**



**Use a talking face and relaxed body language instead of a fighting face and tense body language.**



**Choose words that help instead of hurt. ("I feel mad because ..." instead of "I hate it when ...")**



**Be brave and redo hurtful moments.**



**Be kind and let people try again.**



**Assume the best. ("He probably isn't mad at me, maybe he is mad because he lost the game.")**

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Involve the teacher

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Get into Character  
Compliment Kids

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Keep Kids Moving  
Change Configuration

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Follow a predictable routine  
Assign “Homework”

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What are some of the benefits of a collaborative intervention delivered within the classroom?

- Delivers intervention within the student's naturalistic environment.
- Models a common language that can be used across settings.
- Teaches teachers and peers strategies to support student's social-emotional development.
- Increases the number of opportunities to practice learned strategies

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