

Congratulations! You are Now a Card-Carrying Member of a Social Skills Group!

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ISHA April 2018

ISHA Membership Campaign



Post cards are available at the Registration Table!

Prizes awarded to top recruiters!

Legislative Advocacy!
Professional Networks!
Continuing Education!
Public Awareness!

www.isha.org
"Indiana Speech-Language Hearing Association"
@ishaindiana

Objectives today

1. Participants will identify a variety of evidence-based social skill interventions to run effective social skill groups.
2. Participants will identify at least 3 strategies to implement during social language intervention.
3. Participants will identify a variety of service delivery models to address social language needs.

So let's survey the room!

<https://kahoot.it/>

PIN number **8019127**

Scan here!



https://play.kahoot.it/#/intro?quizId=a9e13217_8c8d_41c6_b23a_a7a098f02e1

The "Wh's" of a Social Skills Group

WHO?
WHEN?
WHAT? WHY?
WHERE? How Often?

Why Social Skills?

WHY

- Social Skills Package is an evidence-based strategy
- Refers to a wide range of "social skills"
 - Eye contact
 - Using gestures
 - Reciprocating Information
 - Initiating or ending a conversation
- Goal is to give students skills to "meaningfully participate" in all environments

National Autism Center. (2015). Evidence-based practice and autism in the schools (2nd ed.). Randolph, MA: Author

WHAT?

What can Social Skills instruction look like?

- Intervention can be one-on-one; small group or peer-based
- Focus on targeted behaviors (reciprocity; recognizing/using affect, etc.)
- Social Skills Training (SST) module on AFFIRM website offers 1.5-2 hours of training focusing on
 - Basics of SST
 - Planning SST
 - Using SST
 - Monitoring SST

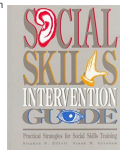
Griffin, W., Sam, A., & AFIRM Team. (2016). *Social skills training*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://affirm.fpg.unc.edu/social-skills-training>

What type of "programs" are available?

- www.socialthinking.com
 - We Thinkers (age 4-7)
 - Social Detective
 - Super Flex
 - Thinking About You, Thinking About Me
 - Think Social
 - Social Thinking and Me Thinksheets
 - Zones of Regulation
 - Social Behavior Mapping
- www.skillstreaming.com
 - Early Childhood
 - Elementary Age (5 Skill groups: Classroom Survival Skills, Friendship-Making Skills, Dealing with Feelings, Alternatives to Aggression, and Dealing with Stress)
 - Adolescent (Skill groups: Beginning Social Skills; Advanced Social Skills; Skills for Dealing with Feelings; Skill Alternatives to Aggression; Skills for Dealing with Stress; Planning Skills)
 - Children and Youth with High Functioning Autism (NEW!)

More Programs available

- www.projectachieve.info
 - The Stop and Think Social Skills Programs for Schools
 - Prek-1st
 - 2nd-3rd
 - 4th-5th
 - 6th-8th
 - Taught in developmentally sensitive and appropriate manner
 - Focus on problem-solving, interpersonal and conflict resolution skills
- Social Skills Intervention Guide
 - <https://www.amazon.com/Social-Skill-Intervention-Guide-Strategies/dp/0886714249>
 - 20 units
 - Skills identified from SSRS (Pearson Social Skills Rating System)
 - Communication
 - Cooperation
 - Assertion
 - Responsibility
 - Empathy
 - Engagement
 - Self-Control



Additional programs that are Evidence-Based



PATHS: Promoting Alternative Thinking Strategies (K-6) Kusche, C.A. & Greenberg, M.T. (1997). PATHS: Promoting alternative thinking strategies. South Deerfield, MA: Channing-Bete. www.channing-bete.com/prevention-programs/paths/

The ACCEPTS Program Walker, H., McConnell, S., et al (1988). The Walker Social Skills Curriculum: A Curriculum for Children's Effective Peer and Teacher Skills (ACCEPTS). Austin, TX: Pro-ed www.proedinc.com

Think first: Addressing Aggressive Behavior in Secondary Schools (7-12) Larson, J (2005). Think first: Addressing aggressive behavior in secondary schools. NY, NY: Guilford Press. www.guilford.com

Prepare Curriculum: Teaching Prosocial Competencies (7-12) Goldstein, A. P. (1999). The prepare curriculum: Teaching prosocial competencies. Champaign, IL: Research Press. www.research.press.com

The ACCESS Program Walker, H., Todis, B., Holmes, D., & Horton, G. (1988). The Walker Social Skills Curriculum: Adolescent curriculum for communication and effective social skills (ACCESS). Austin, TX: Pro-ed www.proedinc.com

WHO?

Who needs Social Skills interventions?

- Students targeted through RTI for behavior
- Students with Social Communication Disorder
- Students with Autism Spectrum Disorder
- Students with ADHD/ADD
- Students with Anxiety



Social Communication Assessments

- Norm-referenced teacher and parent checklists
 - Children's Communication Checklist
 - Pragmatic Language Skills Inventory
- Autism Diagnostic Observation Schedule-2 (ADOS2)
- Informal Checklists/Rubrics related to conversation, pragmatic skills
- Observations across settings--include social times like Recess, Lunch, Specials
- Standardized Assessments
 - TOPL2
 - TOPS3
 - Pragmatic Judgment portion of the CASL2

A Few of MY Favorite "Assessment" Things!

Michelle Garcia Winner ILAUGH model

I-Initiation of Language to Ask for Help

L-Listening with Eyes and Brain

A-Abstract and Inferential Thinking

U-Understanding Perspective

G-Getting the Big Picture (Gestalt Processing)

H-Humor and Human Relatedness

A Few of MY Favorite "Assessment" Things

Informal Social Language Assessment- \$10 on

TPT Link to her blog:

<https://superpowerspeech.com/2014/10/the-social-language-informal-assessment.html>

K-2nd evaluates:

- Story retelling (Cinderella)
- Inferring information from a story
- Theory of mind
- Identifying and explaining feelings
- Social problem solving
- Paralinguistic and pragmatic observations

3rd-5th evaluates:

- Story retelling (The Crow and the Fox)
- Inferring information from a story
- Theory of mind (more complex tasks)
- Identifying tone of voice and sarcasm
- Social problem solving
- Paralinguistic and pragmatic observations

A Few of MY Favorite "Assessment" Things

Scott Bellini and Social Skills Profile

https://www.ocali.org/up_doc/Autism_Social_Skills_Profile.pdf

Assessing Social Communication or Pragmatics

Remember when relying only on a standardized assessment it can create a false negative! Take into account:

- Skill deficit or Acquisition Deficit—Child does not yet have the skill(s)
- Performance deficit- know how to do the skill but do not perform it in one or more settings or do not attempt the skill consistently
- Fluency deficit or Frequency Deficit- sometimes performs a particular skill but does not always execute it properly

Types of Intervention based on Deficit Type

- Acquisition Deficit
 - Focus on teaching new skill
 - Direct instruction on when, how and why
 - Modeling and feedback
- Performance Deficit
 - Classroom support strategies
 - Goal is to increase use of the skill
 - Visuals for prompts
 - Reinforced for using appropriate skill
- Fluency Deficit
 - Maybe a combination of direct and classroom support strategies
 - When and how to interrupt, provide a greeting, enter a conversation, etc.

Getting to GENERALIZATION

- MUST look at the nature of the children's deficits
- Intervention that takes into account the specific nature of a social communication problem are more likely to foster generalization.
- STOP relying on standardized tests and summarizing...they know the skill they just aren't applying it.

Social Skills Rubrics

From Theautismhelper.com

<http://theautismhelper.com/using-rubrics-take-data-social-skills/>

\$7.50 on TPT

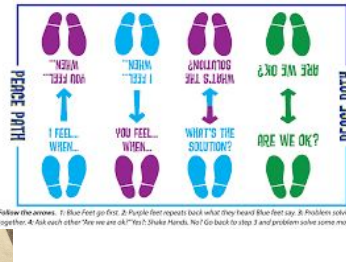
MANY great resources

From Socialthinking.com

<https://www.socialthinking.com/Research/How-We-Can-Help/Rubrics>

WHO provides social skills intervention?

- Collaborative Effort across Settings
 - Mindful group
 - Lunch Bunch
 - Recess Coach
 - Classroom Intervention (group work, etc)
- Clinician-mediated intervention-Model, Practice, Role-Play
- Teacher-Mediated Intervention—we may be consulting and providing strategies
- Peer-Mediated Intervention
 - Peace Path



Peace Path-visual to work on Conflict Resolution on the playground

WHERE?

Where should intervention take place??

School Wide--Community Circle, Morning Meeting--all students learn common language/vocabulary. They understand common expectations and "consequences."

Whole Class lessons--individuals or team rotate through classes

Small Group sessions with SLP, Counselor, SPED, team, etc.

Individual sessions

Think about WHERE does the child have the breakdown? Natural Environment

WHEN?

Frequency of Intervention

- Don't get stuck in a routine
- Social Skills intervention is not a "One-Size-Fits-All"
- Go back and reflect on what NEEDS are reported in IIEP
 - NEEDS drive goals
 - GOALS drive provision of service

QUESTIONS

Or Comments?

Resources

Assessing the Social Mind in Action: The Importance of Informal Dynamic Assessments, Winner, M. G. & Crooke P. J. (2009). *Autism News: Education/Therapy*, Vol. 5(2), pp. 12-16

Griffin, W., Sam, A., & AFIRM Team. (2016). *Social skills training*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/social-skills-training>

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Social Communication: A Framework for Assessment and Intervention; [Geraldyn Timler, PhD, CCC-SLP](#), *The ASHA Leader*, November 2008, Vol. 13, 10-13.

World Health Organization. (2001). *International classification of functioning, disability and health*. Geneva, Switzerland: Author.

CONTACT ME!!!

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