

Using Behavioral Skills Training to Jumpstart Social Skill Instruction

MSLBD Rich Simpson Autism Conference

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Workshop Objectives

- Identify Behavior Skills Training components
- Identify evidence-based practices for social skills instruction
- Identify how to incorporate evidence based practices into a behavior skills training framework.

Today's Agenda:

Instruction	Where do I start? What is Behavioral Skills Training (BST)? Why use Behavioral Skills Training (BST)? How can we use various evidence based practices to teach social skills in a BST framework?
Modeling	Sample BST lesson.
Rehearsal	Group collaboration to plan a BST lesson.
Feedback	Peer feedback
*Generalization	Planning a BST lesson for your classroom next week.

Where do I start? → Assessment

Informal Social Skills Checklists

TRIAD Social Skills Assessment

Specific Curricula-Based Assessments

Observation and Task Analysis

Required Learner
Prerequisite Skills:

- Attending
- Generalized Imitation
- Language and Comprehension
- Rule Governed Behavior

RATING SCALE

Almost always- the student consistently displays this skill in many settings and with a variety of people

Often- the student displays this skill on a few occasions, settings and with a few people

Sometimes- the student seldom displays this skill but may demonstrate it on infrequent occasions.

Almost Never- the student never or rarely exhibits this skill. It is uncommon to see this in their daily routine.

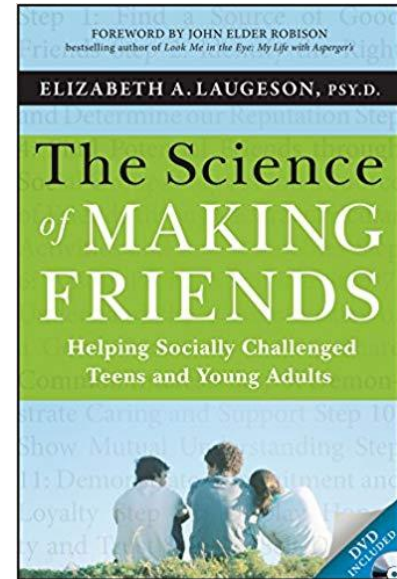
	Almost Always	Often	Sometimes	Almost Never
1. Conversational Skills (Verbal and Non-Verbal)				
1. Initiate conversation when it is appropriate to do so				
2. Initiates conversation around specific topic				
3. Asks "Wh" questions				
4. Responds to "Wh" questions				
5. Makes a variety of comments, related to the topic				
6. Introduces him/herself to someone new				
7. Introduces people to each other				
8. Ends conversations appropriately				
9. Waits to interject in a conversation				
10. Maintains appropriate proximity to conversation partner				
2. Problem Solving				
1. Seeks help from peers				

Task Analyzing Social Skills

- Once we have identified the specific skill we are going to target, it is important to consider how socially competent individuals perform that skill during everyday interactions.

Sample Task Analysis for Starting Individual Conversations:

1. Casually look over at the person.
2. Look for a common interest.
3. Make a reference to the common interest.
4. Trade information about the common interest.
5. Assess interest.
6. Introduce yourself.



What is Behavioral Skills Training (BST)?

- Evidence-based strategy for teaching new behaviors or skills that consists of: instruction, modeling, practice, and feedback.

Instruction

Modeling

Rehearsal

Feedback

Generalization

Description of the skill.

Demonstration of the skill in person or via video modeling.

Role play & practice

Positive feedback for correct demonstration of the skill and provide corrective feedback as needed.

Check for demonstration of the skill during naturally occurring situations in a variety of settings.

Why use Behavioral Skills Training (BST)?

- Evidence Based
- Behavioral Skills Training has been found effective to teach parents to be social skills trainers of their children with ASD (Dogan, et. al, 2017)
- Behavioral Skills Training has been used to effectively teach skills such as (Leaf et. al, 2015)
 - conversation skills
 - responding to peers
 - greetings
 - giving compliments
 - taking turns
 - abduction prevention
 - eye contact
 - appropriate affect

Behavioral Skills Training Steps: Instruction

Instruction

Description of the skill.

- Describe the social skill you will be working on.
- Describe why this skill is more successful than other behaviors students might be utilizing in social interaction.
- Highlight the most important components of performing this skill.

Evidence-Based Practices: Instruction

Instruction

Description of the skill.

- Social Narratives
- Scripting
- Functional Communication Training
- Task Analysis
- Visual Supports
 - Scales (emotion, rating)
 - Consequence Maps/Behavior Mapping
 - Visual Schedule/Routine Schedule

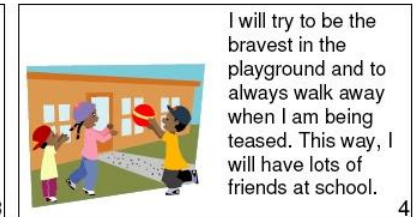
EBP: Social Narratives

Social Narratives Use text images to highlight certain aspects of social situations. They providing relevant cues, explanation of the feelings and thoughts of others in the social situation, and descriptions of appropriate behavior expectations

Social Narrative Tips

- Individualized
- Short
- Written from the perspective of the learner
- Story written for learner's comprehension level
- Language simple and developmentally appropriate
- If appropriate, include learners in helping to write it
- Use pictures
- Incorporate learner interest if appropriate

Being teased at school



EBP: Scripting

A visual or auditory cue that supports learners to initiate or sustain communication with others.

- Match script to the language level of the student
- Teach the learner the script
- Reinforce use of the script
- Fade any adult prompting and the script.

Questions for Small Talk Script:

It was such a nice day today. I'm so ready for fall.

How was your day today?

Do you have plans for the weekend?

How was your weekend?

When someone is hurting or annoying me I will:



1. Look at them.



2. Put my hand up in a 'stop' sign.



3. Say to the person, "Stop it, I don't like it."



4. If it doesn't work I will get help from a teacher.

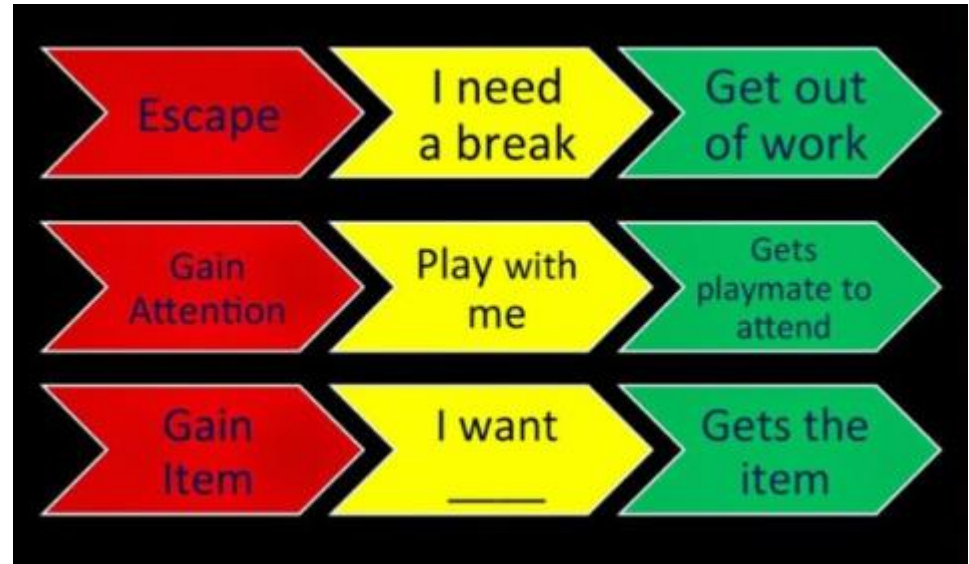
EBP: Functional Communication Training (FCT)

Functional communication training (FCT) is most frequently used to **replace interfering behaviors** (e.g., disruptive, repetitive/stereotypical) or subtle, less clear communicative forms (e.g., reaching, leading) **with more conventional communicative forms** (e.g., pointing, picture exchange, signing, verbalizations).



Replacement Behavior:

- functionally =
- efficient
- appropriate for environment & learner
- recognizable
- REINFORCE!



EBP: Task Analysis

Task analysis is the process of **breaking a skill down into smaller, more manageable components**.

- Once a task analysis is complete, it can be used to teach learners with ASD a skill that is too challenging to teach all at once through chaining.



Prompts:

P = Full Physical V = Full Verbal M = Model
 PP = Partial Physical PV = Partial Verbal PM = Partial Model
 + = Correct w/No Prompt NR = No Response - = Incorrect

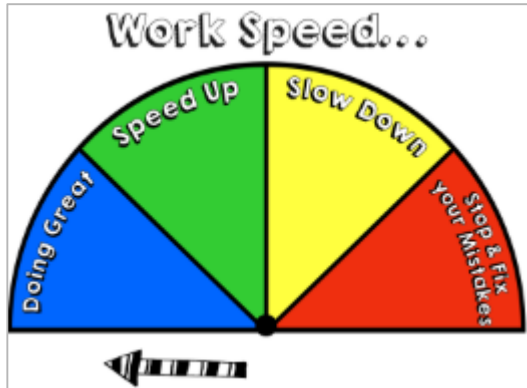
Date:

	9/20/27	9/21/27	9/21/27	9/21/27					
Turn on Water	+	+	+	+					
Hands in Water	+	+	+	+					
Pump Soap		P	P	PP					
Rub Hands		P	P	PP					
Rinse Hands		P	P	+					
Turn Off Water		P	P	P					
Get Paper Towel		P	P	PP					
Dry Hands		P	P	P					
Throw Away Paper Towel		P	P	+					
# of Steps Independent	2	2	2	4					
% Correct	22%	22%	22%	44%					

Visual Support: Emotion & Rating Scales

The Incredible 5 Point Scale -
Kari Dunn Buron
5pointscale.com

Size of Problem -
Social Thinking Curriculum
The Zones of Regulation
Socialthinking.com



5	Red voice = Yelling Outside	
4	Orange voice = Loud Outside	
3	Yellow Voice = Normal Inside voice public	
2	Green Voice = Quiet Inside voice private	
1	Blue Voice = Little Talking or Whisper Quiet!	
0	Gray Voice = No Talking Quiet!	

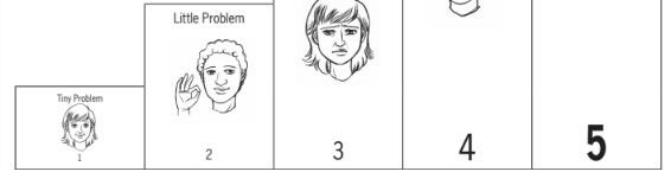
Is This a Big Deal?		
5	A Volcano Deal	 A Really Really Big Deal
4	A Big Deal	 Oh man, I'm getting kinda mad!
3	Medium	 Oh, I'm a little annoyed
2	A little Deal	 It's O.K.
1	Not A Big Deal	 No big deal

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



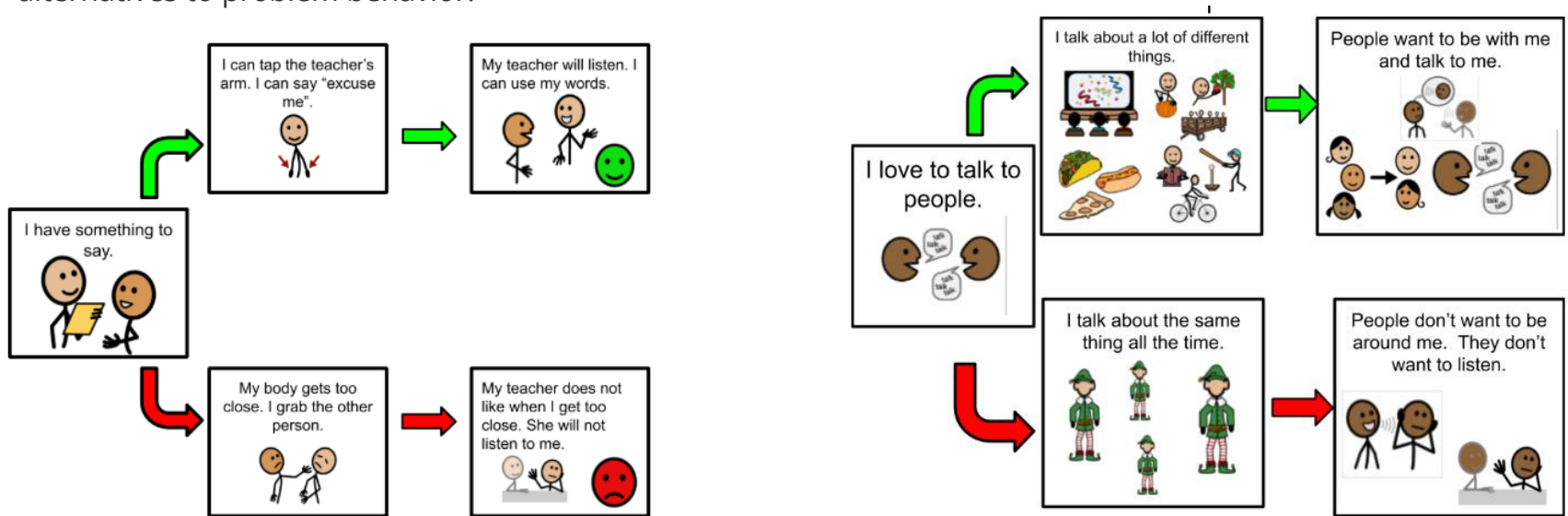
Visual adapted by Leah Kuypers, Donna Brittain and Jill Kazma for 'The Zones of Regulation' from the original work of Winne's Think Social (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' 'The Incredible 5-Point Scale (2003), www.5pointscale.com

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Visual Support: Consequence Maps/Behavior Mapping

Visuals used for teaching an individual to understand the consequences of behavioral choices - think graphic organizers for behavior!

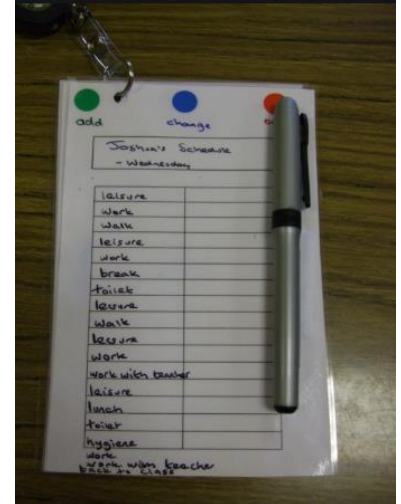
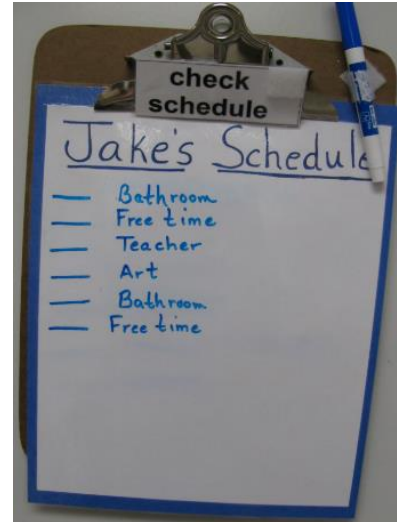
- Arranged so the student can see the consequence of the desired behavior and the consequence of the negative behavior.
- Particularly useful as a visual support when teaching individuals to use functionally equivalent behaviors as alternatives to problem behavior.



Visual Support: Visual Schedule

Visual Schedule: visual representation of order of events within a certain time frame (can be a sequence of events within a class period, order of activities throughout the day, etc.)

- Visual schedules can consist of representational objects, pictures, line drawings, or written words.
- Useful for increasing independence and awareness of when transitions are about to occur as well as when an activity is finished.



Instruction

Description of the skill.



Behavioral Skills Training Steps: Modeling



Modeling

**Demonstration of
the skill in person or
via video modeling.**

- Video Models
 - Everyday Speech
 - YouTube
 - Make them yourself
- Model the skills with another adult or another student.
- Consider having peer models as part of your groups to help with appropriate modeling.

Evidence-Based Practices: Modeling



Modeling

**Demonstration of
the skill in person or
via video modeling.**

- Video Modeling
- Modeling
- Task Analysis

EBP: Video Modeling

The learner watches a video of someone *modeling* a target behavior and then imitating what they saw.

- Make a task analysis of the steps that need to be completed to demonstrate the skill appropriately.
- Determine what point of view you will use.
 - **Basic video modeling**--where they watch someone else perform the skill
 - **Video Self-Modeling**--where the target student completes the skill and is videoed
 - **Point of view**--Video is done as if looking through the learner's eyes (tying shoes)
 - **Video Prompting**--Used to teach a sequence of skills. Each skill in a sequence is shown with
- Record video clips of each of the steps you need from your task analysis.
- Edit the video (iMovie)
 - Remove any errors or prompts used beyond naturally occurring ones.
 - Voice overs may be used to further support and increase learner comprehension.
 - Narration of the steps
 - Describe the target behavior

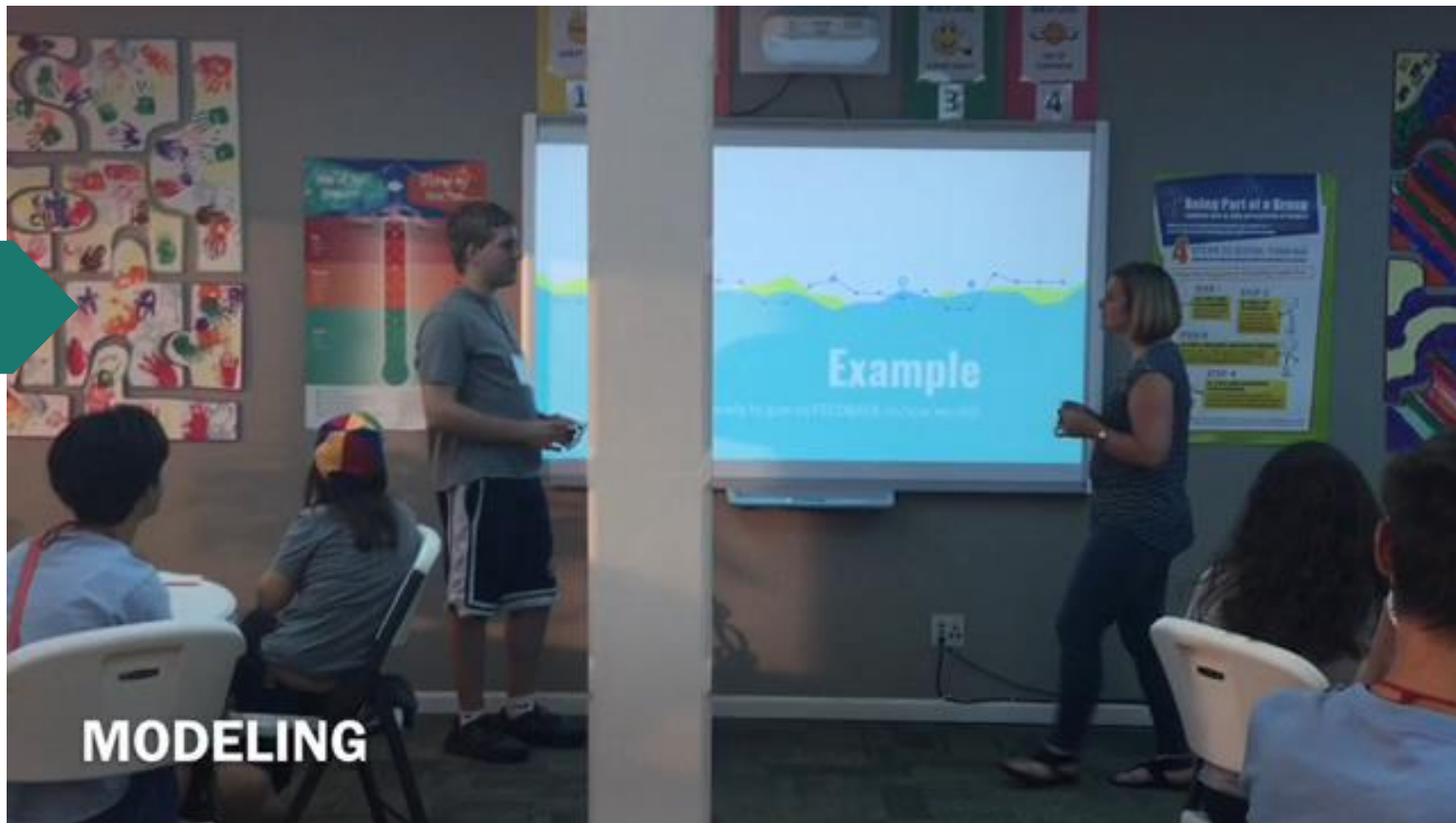


VM Example



Modeling

Demonstration of the skill in person or via video modeling.



Behavioral Skills Training Steps: Rehearsal



Rehearsal

Role play & practice

- Have students role play the skills.
- Tell them what you will be watching for and how you will be taking data on their performance.
- Have other students in the group look for specific display of skills.

Evidence-Based Practices: Rehearsal



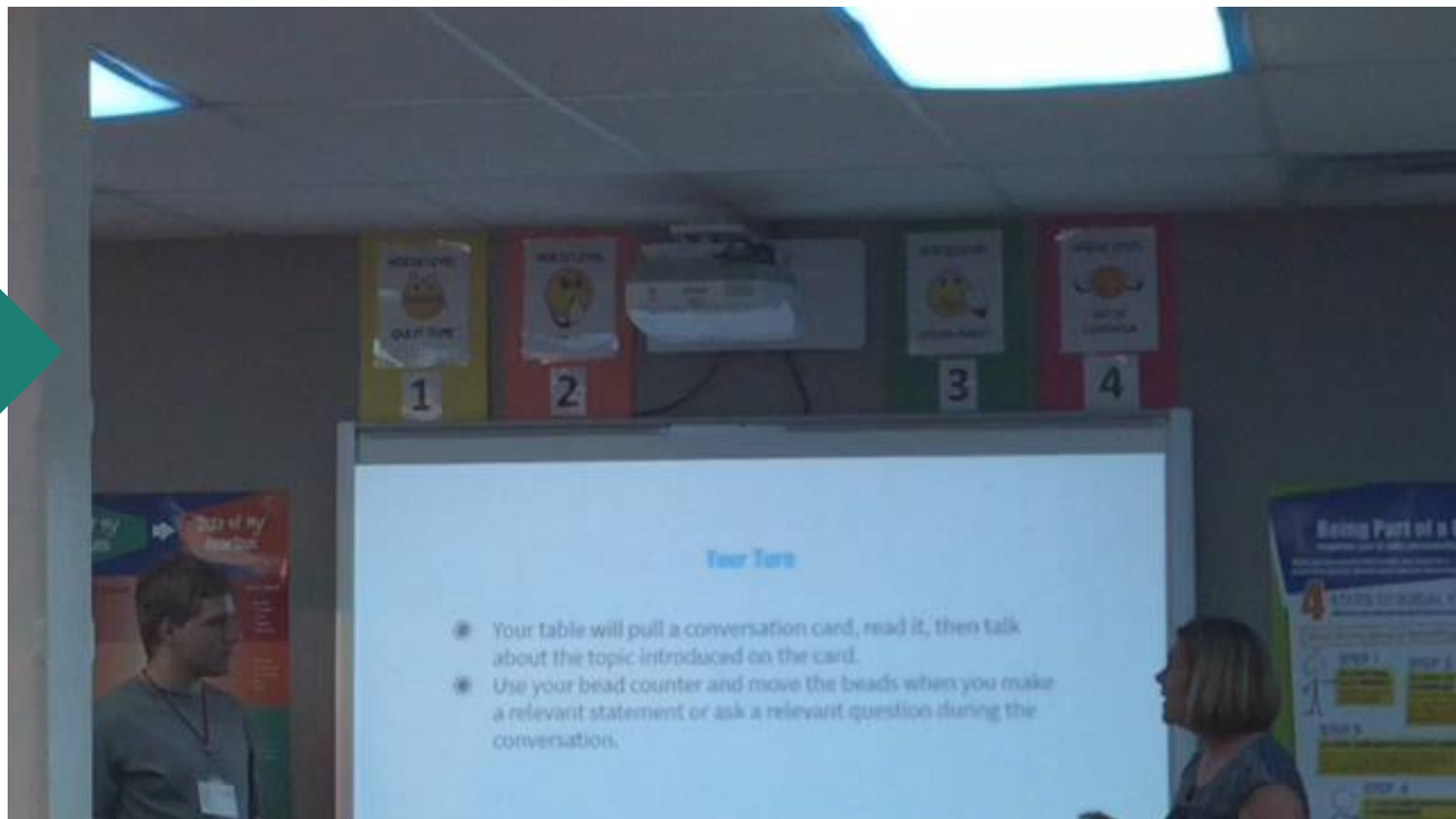
Rehearsal

Role play & practice

- Role Play
- Prompting

Rehearsal

Role play & practice



Behavioral Skills Training Steps: Feedback



Feedback

Positive feedback for correct demonstration of the skill and provide corrective feedback as needed.

- Provide specific positive praise for the things they did well.
- Consider having peers provide feedback within controlled parameters. Practice giving and receiving feedback as needed.
- Consider using a rubric or rating scale to provide feedback and have the student rate their own performance.

Evidence-Based Practices: Feedback



Feedback

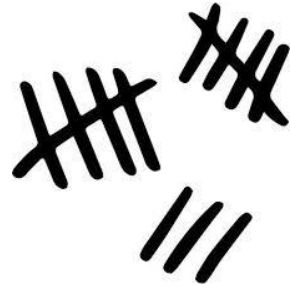
Positive feedback
for correct
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the skill and provide
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as needed.

- Self-monitoring systems
- Differential Reinforcement
- Data collection/analysis (rubrics, event recording, percent opportunity)

EBP: Self-Monitoring Systems

Self-monitoring involves teaching students how to independently observe and record whether they are engaging in appropriate behavior at a particular time.

- Identify the behavior
- Collect baseline data
- Establish a goal or outcome



Teach the student to:

- Discriminate between appropriate and inappropriate behavior.
- Accurately monitor and record behavior.
- Reward self for appropriate behavior or use of a skill.



Types of Systems:

- Interval
- Frequency

EBP: Self-Monitoring Apps

- [i-Connect](#)--Free through University of Kansas
- [Score It](#) --Apple App \$5.99

EBP: Differential Reinforcement

Differential reinforcement → **only providing reinforcement for the appropriate response** (the behavior you want to increase) while **withholding reinforcement from the undesired response** (the behavior you want to decrease)

There are four forms of differential reinforcement:

- Differential Reinforcement of Incompatible behavior (DRI)
- Differential Reinforcement of Alternative behavior (DRA)
- Differential Reinforcement of Other behavior (DRO)
- Differential Reinforcement of Low Rates (DRL)

EBP: Differential Reinforcement

Incompatible Behaviors (DRI)

Reinforcing behaviors that are incompatible with the problem behavior while withholding reinforcement for problem behavior.

Example: Reinforcing hands in pockets as the student is walking in a line down the hall so that he is unable to touch others.

Alternative Behaviors (DRA)

Reinforcing a behavior that is a viable alternative for the problem behavior, not necessarily incompatible. Should be functionally equivalent.

Example: Reinforcing tapping someone on the arm to get their attention instead of yelling. Withholding attention (reinforcement) for yelling.

Other Behaviors (DRO)

Delivering reinforcement if the problem behavior does not occur for a predetermined amount of time.

Example: Reinforcing a student for not using profanity within a 5 minute period.

Lower Rates (DRL)

Reinforcing if the behavior occurs below a set criteria. Useful for behaviors that are socially acceptable but occur too often.

Example: Reinforcing a high school student for talking out less than 2 times in a class period. It is more socially acceptable for students to talk without raising their hand, however excessive amounts are inappropriate.

EBP: Data Collection/Analysis

- Likert Scales
- Rubrics
- % of Observed Opportunities
- Latency/Interresponse Time
- Frequency Count
- Momentary Time Sample

Rate Yourself

0-I didn't do this.







1-I did it some.

2-I did a great job at this!

<u>Conversation Rule</u>	<u>How well did I do?</u>
Did I ask open ended questions?	0 1 2
Did I answer my own questions?	0 1 2
Did I check my humor?	0 1 2
Did I listen?	0 1 2
Did I have just right eye contact?	0 1 2
What was the interaction like for the other person?	
What did the other person think of you?	
Are they going to want to talk to you again?	

Visual Group Play Rubric

Student: _____
Date: _____

Skill	1	0	Student Score
Body Language	 sitting together	 bodies too close	
Turn Taking	 sharing	 only taking turns for yourself	
Being a Good Friend	 listening	 being mean	

Basic Conversation Skills Rubric

Student: _____
Date: _____

Skill	3	2	1	Student Score
Body Language	Faces and looks towards peer(s) and does not engage in off task behavior.	Requires less than 3 prompts to engage in appropriate body language.	Requires more than 3 prompts to engage in appropriate body language.	
Commenting	Independently comments at appropriate times more than 3 times.	Independently comments at appropriate times less than 3 times.	Does not independently comment. Comments when prompted.	
Answering Questions	Usually (more than 3) independently answers questions within 3 seconds.	Sometimes (less than 3) independently answers questions; requires prompts to answer additional questions.	Does not independently answer questions. Answers questions when prompted.	
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.	

total: _____ / 12

Target Skill:	Learners															
	Learner 1: Anthony					Learner 2: Jack					Learner 3: Matt					
Attempts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1/7	0	P	V	0	0	V	V	V	+	0	+	+	0	P	P	
1/8	+	0	P	P	P	0	P	P	+	+	0	P	V	+	+	
1/9	P	V	+	+	0	+	V	0	P	P	P	+	+	0	+	
Summary Data: Unprompted	Day 1	0 unprompted					1 unprompted					2 unprompted				
		0% unprompted					20% unprompted					40% unprompted				
	Day 2	1 unprompted					2 unprompted					2 unprompted				
		20% unprompted					40% unprompted					40% unprompted				
	Day 3	2 unprompted					1 unprompted					3 unprompted				
		40% unprompted					20% unprompted					60% unprompted				

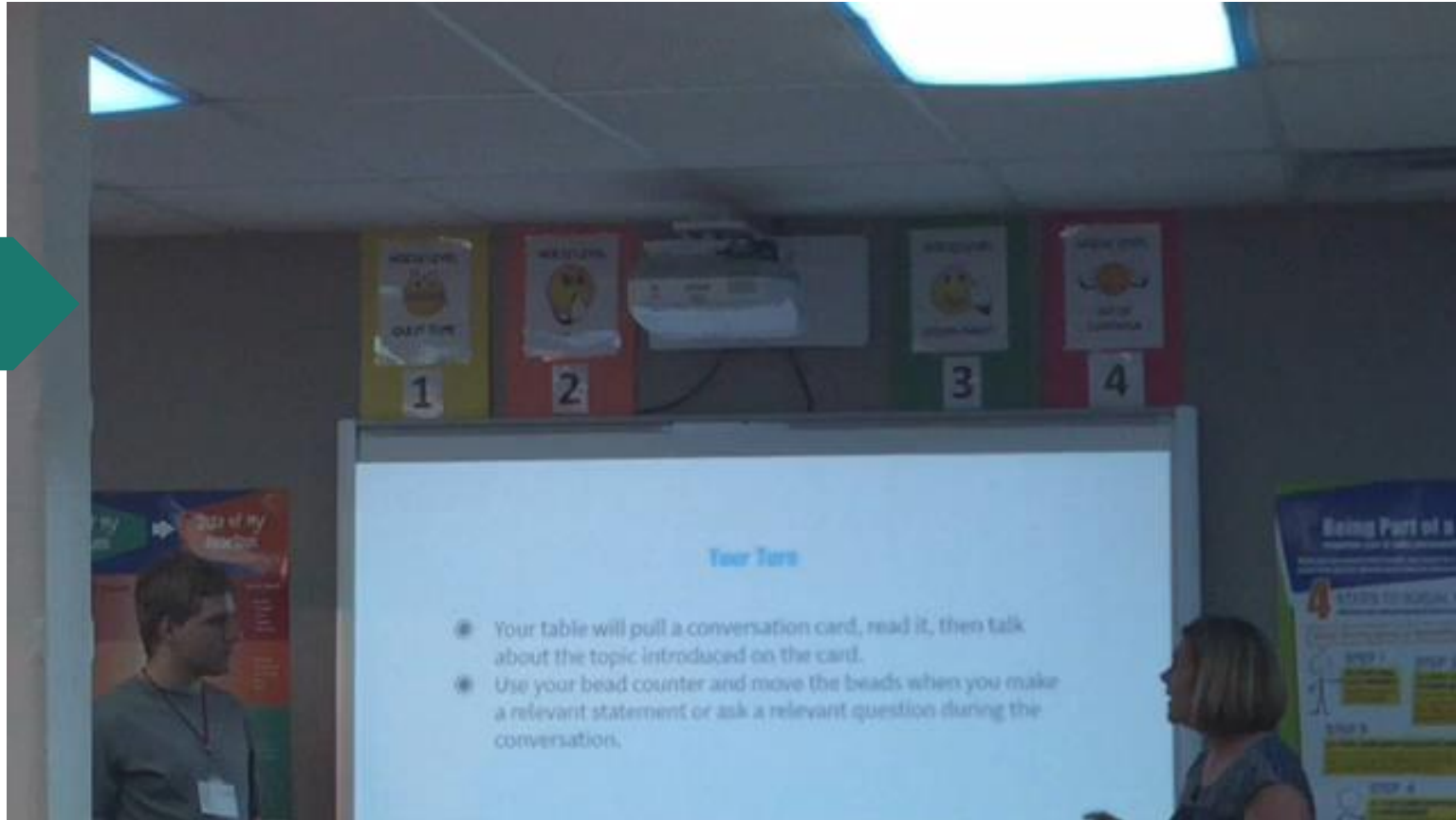
Key: + = unprompted; P = picture prompt; V = verbal prompt; 0 = no response

Example of a Event Recording Data Collection Sheet

Date	Target Behavior: "Asking a question"	Total
4/3	X	1
4/4	X X	2
4/5	X	1
4/6	X X X	3
4/7	X X X	3

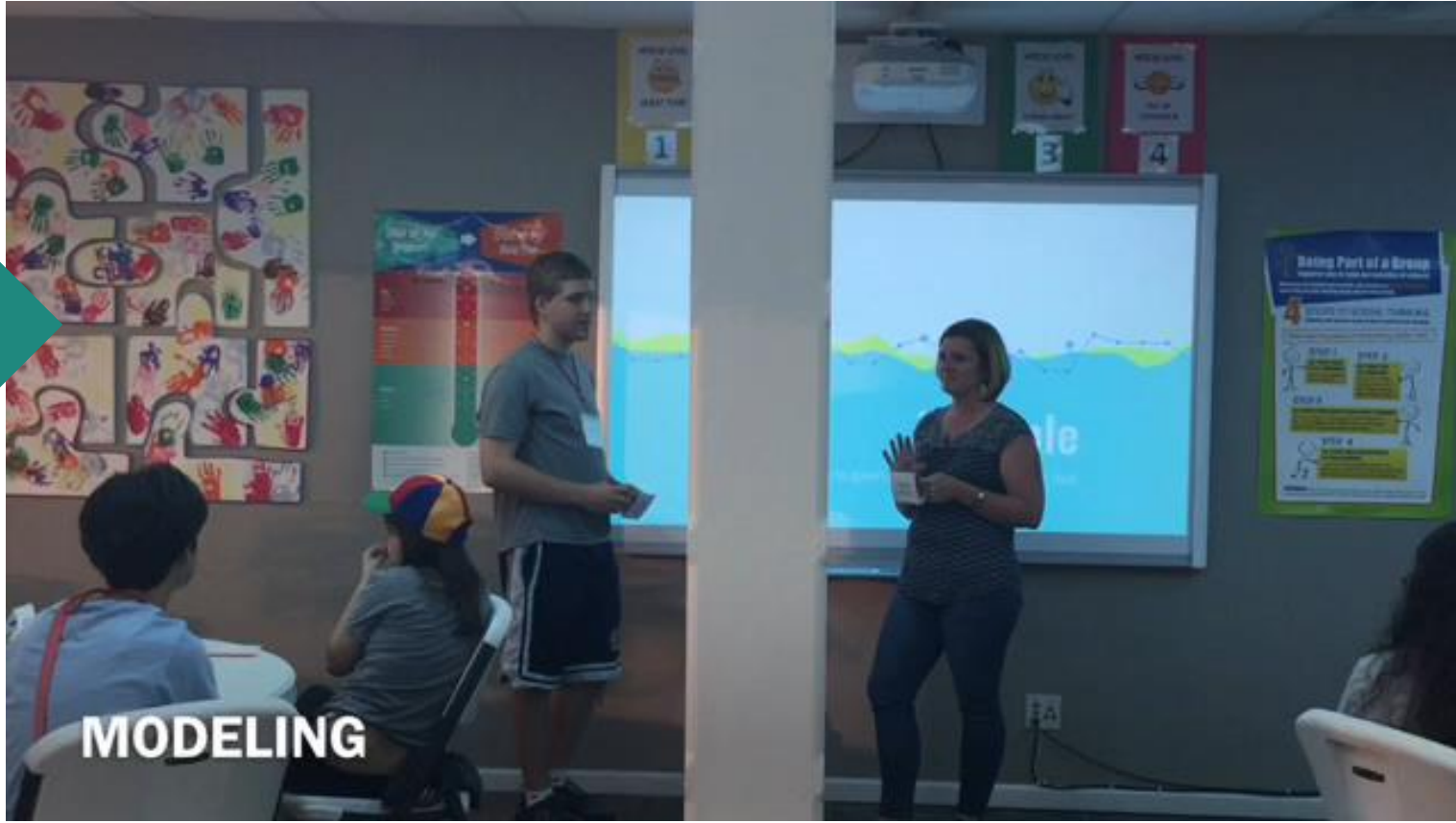
Feedback

Positive feedback for correct demonstration of the skill and provide corrective feedback as needed.



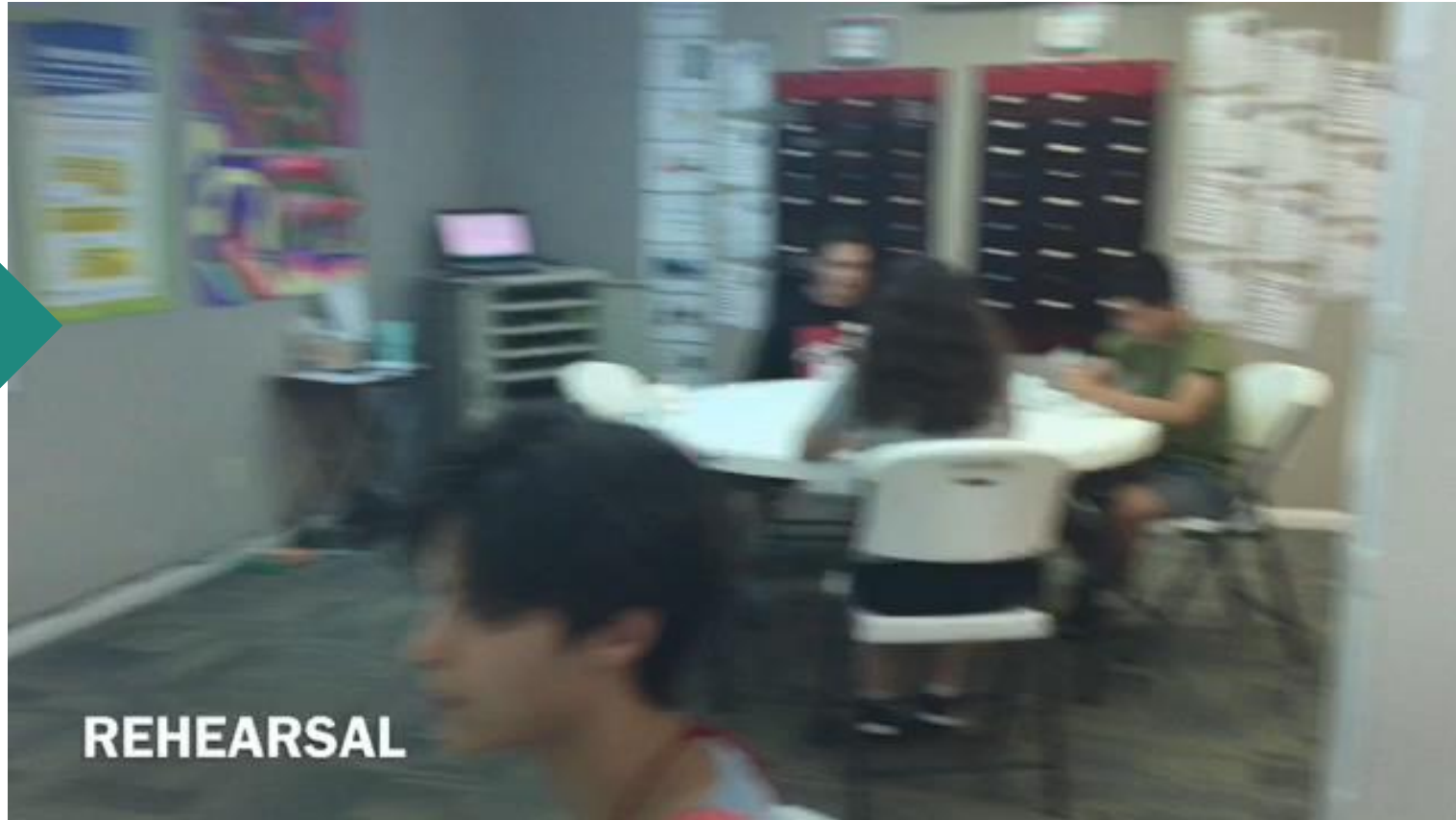
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Positive feedback for correct demonstration of the skill and provide corrective feedback as needed.



Behavioral Skills Training Steps: *Generalization



*Generalization

Check for demonstration of the skill during naturally occurring situations in a variety of settings.

- Look for display of the skill in less structured areas like recess, lunch, down times in the classroom.
- Consider allowing free play/interaction time in your classroom and look for the skills that you have been targeting.

Behavior Skills Training Lesson Format

Social Skill of Focus: _____

Participant Rehearsal

Within your group, use the BST Lesson Template to plan out a social skills lesson:

- Select a social skill to teach.
- Identify the instruction, modeling, rehearsal and feedback that will be used to teach this skill.
- Identify how and where you will plan for generalization.

15 minutes work time

Behavior Skills Training Step	Lesson Activity
Instruction <small>Description of the skill and why it is important.</small>	
Modeling <small>Demonstration of the skill in person or via video modeling.</small>	
Rehearsal <small>Role play & practice</small>	
Feedback <small>Positive feedback for correct demonstration of the skill and provide corrective feedback as needed.</small>	
Generalization <small>Check for demonstration of the skill during naturally occurring situations in a variety of settings.</small>	

Participant Feedback → Peer Feedback

10 minutes Use the sticky notes and visit each lesson leaving feedback for each of the following:

I like	Something that you like about the lesson.
Consider	Something they could add or adjust.

5 minutes Review your lesson plan for feedback from your peers.

Participant Generalization

Think about students
you serve and a skill
one or more need to
learn.

Think about what you
will use in each of the
BST steps.

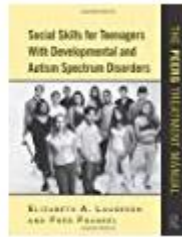
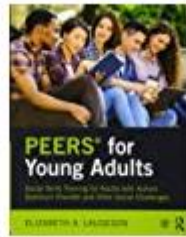
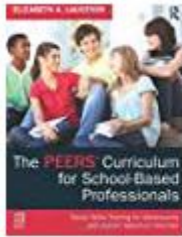
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Resource List-Curriculum

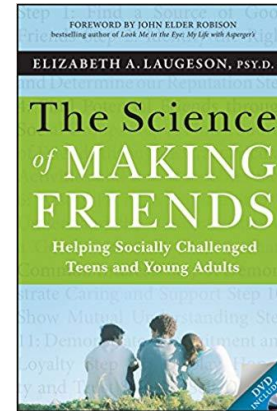
PEERS



Crafting Connections



Science of Making Friends



Resource List-Electronic

[Everyday Speech](#)-Many video models and lesson supports with accompanying worksheets. Subscription for full access. Many free items.

[Autism Teaching Strategies](#)-Free

[AFIRM](#)

[PBIS World-Social Skills](#)-Free

[Social Stories and Visuals Wikipage](#)

[Do2Learn Social Skills](#)-Free

[Consequence Maps/Visuals](#)

[Boys Town Social Skills](#)-Free

[Positively Autism](#) - Free & cost effective

[Teachers Pay Teachers](#)-Cost effective [Mission Cognition](#)

[SHARED Participants Folder](#)

References

Dogan, R. K., King, M. L., Fischetti, A. T., Lake, C. M., Mathews, T. L. and Warzak, W. J. (2017), Parent-implemented behavioral skills training of social skills. *Jnl of Applied Behav Analysis*, 50: 805-818. doi:[10.1002/jaba.411](https://doi.org/10.1002/jaba.411)

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AFIRM, afirm.fpg.unc.edu/afirm-modules.

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Evidence-Based Practices within a Behavioral Skills Training Framework

Behavioral Skills Training Step	Evidence Based Practice Resources
<p>Instruction Description of the skill and why it is important.</p>	<p>Social Narratives Functional Communication Training Scripting Scales (emotion, rating) Task Analysis Consequence maps/behavior mapping Visual Schedule/Routine Schedule</p>
<p>Modeling Demonstration of the skill in person or via video modeling.</p>	<p>Video Modeling Modeling Task Analysis</p>
<p>Rehearsal Role play & practice</p>	<p>Prompting Role Play</p>
<p>Feedback Positive feedback for correct demonstration of the skill and provide corrective feedback as needed.</p>	<p>Self-monitoring systems Differential Reinforcement Data collection/analysis (rubrics, event recording, percent opportunity) Consequence Maps/behavior mapping</p>
<p>Generalization Check for demonstration of the skill during naturally occurring situations in a variety of settings.</p>	<p>Power Cards Visual Cues for Target Skills and Replacement Behaviors</p>

Consider asking the following reflective questions of your student following practicing social interactions to increase perspective taking:

- **What was the interaction like for the other person?**

- **What did they think of me?**

- **Are they going to want to talk to (play, hang out with) me again?**

Behavioral Skills Training Lesson Template

Social Skill of Focus: _____

Behavioral Skills Training Step	Lesson Activity
Instruction Description of the skill.	
Modeling Demonstration of the skill in person or via video modeling.	
Rehearsal Role play & practice	
Feedback Positive feedback for correct demonstration of the skill and provide corrective feedback as needed.	
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