

Identify Appropriate Social Skill Evidence Based Practices

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Process to Determine Best Practice Social Skills Instruction:

1. Assess current level of social skills
 - Interview
 - Rating Scales
 - Student Self-Assessment
 - Direct Observation
 - Performance Based Measures
 - Progress Monitors
 - Self-Monitoring
2. Distinguish between type of deficit
 - Skill Acquisition Deficit
 - Performance Deficit
 - Fluency Deficit
3. Select an intervention
 - Intervention Central (www.interventioncentral.org/)
 - What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>)
 - Evidence Based Intervention Network (<http://ebi.missouri.edu>)
 - Autism Focused Intervention Resources and Modules (<http://afirm.fpg.unc.edu/>)
4. Implement the intervention
 - Ensure fidelity is maintained
 - Provide feedback and reinforce targeted skills
 - Support generalization of target skills
 - Map out assessments to be completed during and after intervention
5. Evaluate and monitor progress
 - Monitor progress regularly to provide an accurate snapshot with quantifiable data
6. Use data to modify intervention
 - If the skill is not increasing as expected, ask yourself:
 - Is the target skill well defined?
 - Can you measure and observed the target skill?
 - Are you implementing the intervention with appropriate dosage and fidelity?
 - Are appropriate reinforcement strategies being used?

Resources for Social Skill Games and Activities:

- FACIAL EXPRESSIONS
 - Do 2 Learn: <https://www.do2learn.com/>
 - Autism Games: http://www.autismgames.com.au/game_memotion.html
 - Let's Face It Games: <http://web.uvic.ca/~letsface/letsfaceit/?q=activities>
 - Facial Expressions for Kids: <https://www.parentingscience.com/facial-expressions-for-kids.html>
 - Board Game: Guess Who? and Faces
 - Have students only ask questions about the facial expression
 - For additional information on teaching facial expressions using the TSM see:
 - Lierheimer, K., & Stichter, J. (2011). Teaching facial expressions of emotion. *Beyond Behavior*, 21(1), 20-27. Retrieved from <http://proxy.mul.missouri.edu/login?url=https://search.proquest.com/docview/1037907270?accountid=14576>
- SHARING IDEAS
 - Edutopia: <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>
 - The Center for Teaching & Learning: <http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/activities-and-games.html#ScrollHere>
 - Games: Heads Up, Headbands, Taboo, Catch Phrase, etc.
 - These games are naturally setup that there has to be one speaker and one listener
- CONVERSATION
 - The Center for Teaching & Learning: <http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/activities-and-games.html#ScrollHere>
 - Can use peer models
 - Busy Teacher: <http://busyteacher.org/14077-improve-conversational-skills-5-best-ways.html>
 - Games: Jenga, Connect 4, Checkers, Kerplunk, etc.
 - Have students take a turn in the conversation while taking their turn in the game
- FEELINGS AND EMOTIONS
 - Do2Learn: <http://do2learn.com/activities/SocialSkills/EmotionAndScenarioCards/EmotionAndScenarioCards.html>
 - Inside Out Mixed Emotions Improv: <http://bkfeducation.com/wp-content/uploads/2015/08/Mixed-Emotions-Improv.pdf>
 - Games: Pie Face, Wet Head, Kerplunk, Operation, Heads Up, Sorry, etc.
 - Have students play a game that naturally causes changes in emotion so students need to use self-control strategies
- PROBLEM SOLVING
 - Wrike Problem Solving Activities: <https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/>
 - Icebreaker Ideas: <https://icebreakerideas.com/problem-solving-activities/>
 - Room 241 Problem Solving Activities: <https://education.cu-portland.edu/blog/classroom-resources/5-problem-solving-activities-for-the-classroom/>
 - Games: Clue, Ticket to Ride, Monopoly, Cashflow, Would You Rather etc.
 - For additional information on teaching problem solving see:

- PROBLEM SOLVING (cont.)
 - O'Connor, K. V., & Stichter, J. P. (2011). Using problem-solving frameworks to address challenging behavior of students with high-functioning autism and/or asperger syndrome. *Beyond Behavior*, 20(1), 11-17. Retrieved from <http://proxy.mul.missouri.edu/login?url=https://search.proquest.com/docview/964189182?accountid=14576>

The Autism Speaks website offers several autism specific apps and technology. This list is searchable based on the skill you want to work on. See: <https://www.autismspeaks.org/autism-apps>