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HELLO!

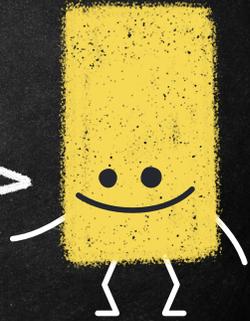
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## WHY SOCIAL SKILLS INSTRUCTION?

- ★ All environments are social
- ★ If a student learns incidentally, he/she would already have learned these skills (obviously, that is not the case!)
- ★ It provides strategies to prevent and replace problem behaviors
- ★ Social Skills instruction teaches students appropriate interpersonal communication skills, self-discipline and problem-solving skills.
- ★ Poor social-behavioral skills correlate highly with low academic achievement.



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## HOW TO START A SOCIAL SKILLS GROUP

- Identify the need
- Identify time of day/length of session/location/ service providers
- Talk with administration- share the research – building needs
- Identify target students and peer models
- Identify missing skills – IEP goals for students



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## SO I'VE GOT A SOCIAL SKILLS GROUP, NOW WHAT?

Go back and look at your needs

- ★ Needs help determine the choice of curriculum
- ★ There's no a "one size fits all" social skills curriculum
- ★ Set up a schedule of lessons and activities and stick to that schedule

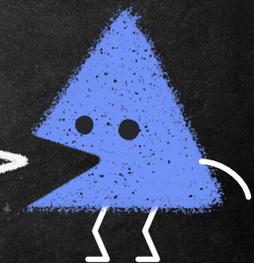


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## INSTRUCTIONAL FORMAT FOR SOCIAL SKILLS INSTRUCTION

- Identify the skill to be taught
- Explain the importance of the skill
- Model the skill
- Provide examples
- Allow for guided practice
- Provide opportunities for independent practice
- Continue to monitor student progress



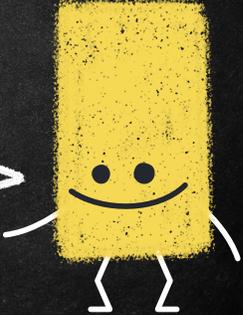
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## STEPS

### SKILLS TO ENCOURAGE POSITIVE SOCIALIZATION

#### SKILLS ADDRESSED

- ▣ Understanding emotions/ face and body
- ▣ Expressing feelings
- ▣ Recognizing emotions of others
- ▣ Rules of conversation
- ▣ Recognizing social cues
- ▣ Perspective taking
- ▣ Interpreting non-verbal cues
- ▣ Understanding size of problem and size of reaction

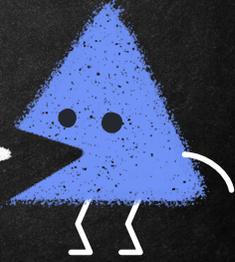
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## STEPS

### SKILLS TO ENCOURAGE POSITIVE SOCIALIZATION

#### Basic Schedule--example

- Check in with emotional state
- Jobs, calendar, visual schedule
- Skill of the week
- Role playing
- Song
- Snack
- Closing- 3-star reward



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# Check in with emotional state

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# Check in with emotional state

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# Visual schedule, jobs, calendar

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# Emotion Board What's that look on your face?

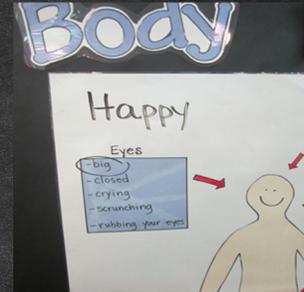
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# Emotions- body & face

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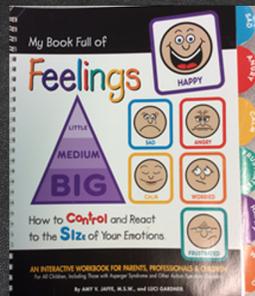


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# Size of my Feelings

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- Things that make us sad
- Can't play with friends
  - getting hurt
  - Someone is mean to us
  - the I-Pad turns off
  - toy broken / doesn't work
  - not getting a kiss from Mom and Dad
  - Very hungry
  - getting a "no" answer
  - miss somebody - like mom & dad
  - getting grounded
  - getting punished
- SAVE



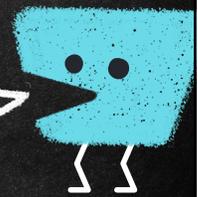
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# DON'T HAVE 30 MINUTES? CONSIDER ONE OF THESE OPTIONS

**“Morning meeting”** - Special education teacher goes into general ed. classroom & co-teaches social skills 1st thing in the morning with entire class (2-3x a week)...regular ed. teacher would still have “morning meeting” the other days with her class for community building.

**“Lunch Bunch”** - meet with target students and a few model students over lunch 1 or 2 times a week .

This usually works better with older students. (3rd grade and up)



# SALLYE'S - “GO TO” SOCIAL SKILLS RESOURCES

My Book Full of Feelings (Little, Medium, Big) – Jaffe & Gardner

Think Social! A Social Thinking Curriculum for School-Age Students - Winner

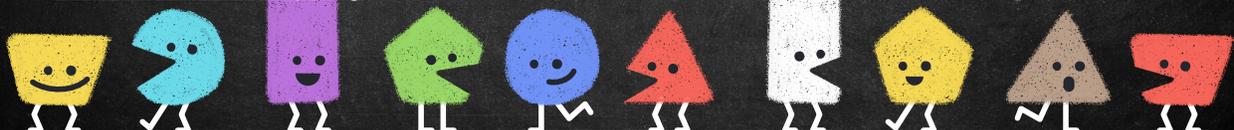
You are a Social Detective – Winner

SuperFlex – Winner

The Social Skills Picture Book – Baker

Social Skills Training – Baker

Social Behavior Mapping – Winner



## SALLYE'S – "GO TO" SOCIAL SKILLS RESOURCES CONTINUED

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Thinking about You Thinking about Me – Winner

The Incredible 5-Point Scale – Buron & Curtis

The Zones of Regulation – Winner

Social Rules for Kids (Top 100 Social Rules Kids Need to Succeed – Diamond & Gordon

Whole Body Listening Larry at Home- Wilson & Sautter

Whole Body Listening Larry at School- Wilson & Sautter



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## BARB'S – "GO TO" SOCIAL SKILLS RESOURCES

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Second Step - I always go with this first as all of our districts have it

- Always talk to guidance counselor first if they are already using it
- Discuss ways to connect extended activities to current lesson
- Guidance rarely has time to use all of the activities!
- We are all PBIS, so connect back to school-wide expectations
- Establish universal language

Zones of Regulation - takes time to set up

AIM (Accept, Identify, Move) curriculum - Dr. Mark Dixon

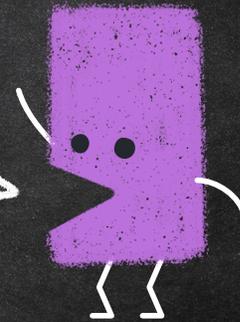
PEERS Curriculum for Adolescents and Young Adults



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“  
REINFORCEMENT  
SYSTEMS  
&  
INCENTIVES



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## FROM KAYE'S PRESENTATION

### FBT Guiding Principles-Reinforcement

- Reinforcement is something that happens *after* the behavior resulting in the behavior *maintaining or increasing* in the future.
- Behavior does NOT continue or increase if there is not some type of reinforcer present.
- Reinforcement can be something added the individual values/desires (positive) or something removed the individual does not value/desire (negative).
- Attention is one of the most common reinforcers
- ANY attention can be reinforcing - negative attention is better than being ignored.
- Give as much attention as possible to appropriate behavior.
- Give as little attention as possible to inappropriate *behavior* - but don't ignore the student-look for positives to reinforce!
- No such thing as a universal tangible reinforcer-everyone likes/dislikes different things
- What is reinforcing is always changing and keeping systems effective and powerful is an ongoing process



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## TYPES OF REINFORCEMENT

	Ratio	Interval
Fixed	Deliver reinforcement after an EXACT number of correct responses	Reinforces the first response after a CONSTANT amount of time
Variable	Deliver reinforcement after a CHANGING number of correct responses	Reinforces the first response after a CHANGING amount of time



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## REINFORCEMENT, REWARDS, BRIBERY

### Reinforcement

- Increases behavior
- Could be negative (aversive) or positive

### Rewards

- May or may not impact behavior

### Bribery

- Given BEFORE the desired behavior in hopes they comply

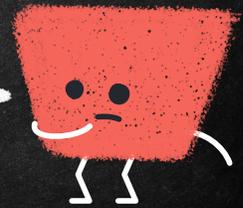


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## BEHAVIOR PLANS AND TARGETED INTERVENTIONS

1. What is the skill we want the student to learn?
1. Provide reinforcement to encourage practice
1. Fade over time using natural reinforcement



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## IN THE BEGINNING...

- \*Provide **frequent** reinforcement
- \*Get **student's input** on what he/she likes
- \*Let the student get a taste of the "good stuff" **early** and **often**
- \*Don't lose them before you get up and running
- \*Get **early buy in** from the student's team
- \*Make it almost a "**no fail**" situation" where the student gets the "**good stuff**" immediately
- \***Celebrate** big and small wins
- \*As the student gains skills, **slowly fade** the frequency of the reinforcers with more natural reinforcers



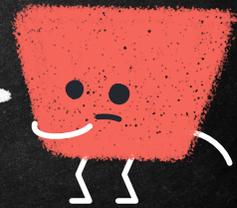
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# “ALL FOR ONE AND ONE FOR ALL” INCENTIVES

## CATCH’EM BEING KIND!

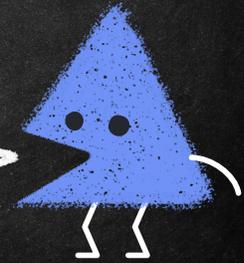


Fill in a star for every act of kindness. Earn a BIG reward when the class/group reaches 100 stars. Could do “mini” rewards for every 20.



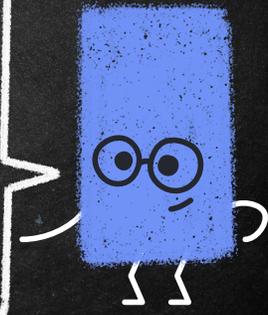
# WHOLE CLASS FISH GOAL

Every day that a child doesn’t go to the “Safe Room” (this could be changed to any behavior you are working on as a class), they put a fish in the bottle. There is a reward at every line. 1st line is small reward (ie: chew gum, candy), 2nd line is a little bigger reward (ie: 20 min. free time, 15 min. extra recess), top line is the BIG reward (ie: popcorn party, video, ice cream party. Each reward is for the entire class/group, even if a student only contributed a few fish.



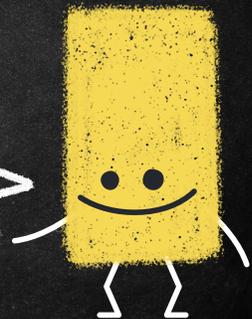
# MONTHLY CLASS GOAL THERMOMETER

Set a class goal and document on class thermometer. Each child contributes individually, but class is working together to reach the overall goal together.

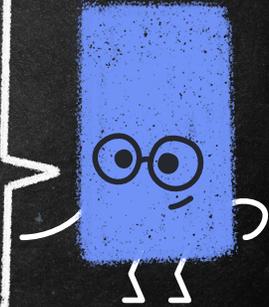
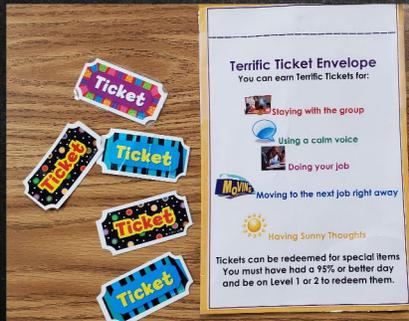


# INDIVIDUAL INCENTIVES

## INDIVIDUAL REWARD CHARTS



# TERRIFIC TICKETS

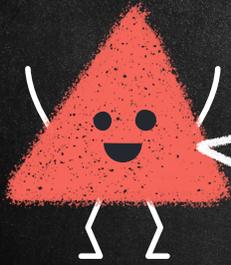


# MYSTERY COIN



# LOLLIPOP DRAW

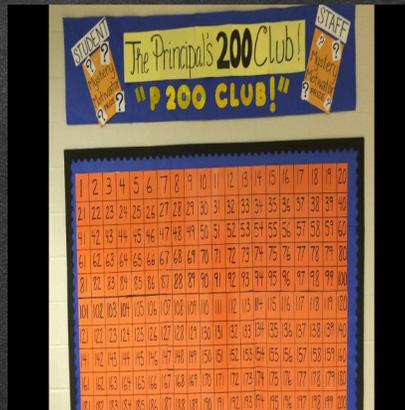
Student can earn or work for a lollipop through any "reward system". Student gets to eat lollipop, but if the lollipop has a **black mark** on the bottom of the stick, they get an additional prize (ie: extra tickets, extra money, etc.)



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# BINGO BOARDS

"EASY-READ"				
B	I	N	G	O
14	20	32	52	71
10	27	42	55	64
7	23	FREE <small>0075</small>	58	69
11	28	34	56	72
15	25	33	53	66



(Fluke, 2020)

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# VARIABLE



(Fluke, 2020)

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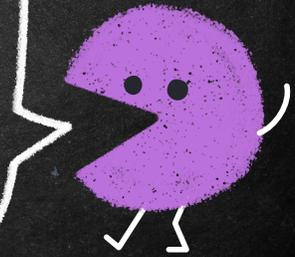
# CHART MOVES



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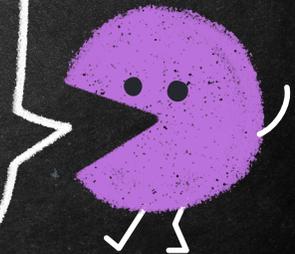
# MYSTERY MOTIVATOR

The image shows two 'Mystery Motivator' worksheets and a 'Secret Writer' Crayola product. The first worksheet, titled 'What I'm In for a MYSTERY MOTIVATOR', features a yellow helicopter illustration and a weekly grid with columns for MON, TUE, WED, THUR, FRI, and BONUS. It includes a 'Name:' field and a 'Comments:' section. The second worksheet, titled 'WORKING A JOB FOR A MYSTERY MOTIVATOR', features a cartoon dog illustration and a similar weekly grid. It also includes a 'Name:' field and a 'Comments:' section. To the right is a box of Crayola 'SECRET WRITER' crayons, which are designed to reveal hidden messages when used. Handwritten notes in the background include 'For everyone who earned all of their points today... Pizza Lunch!' and 'Mystery Motivator'.

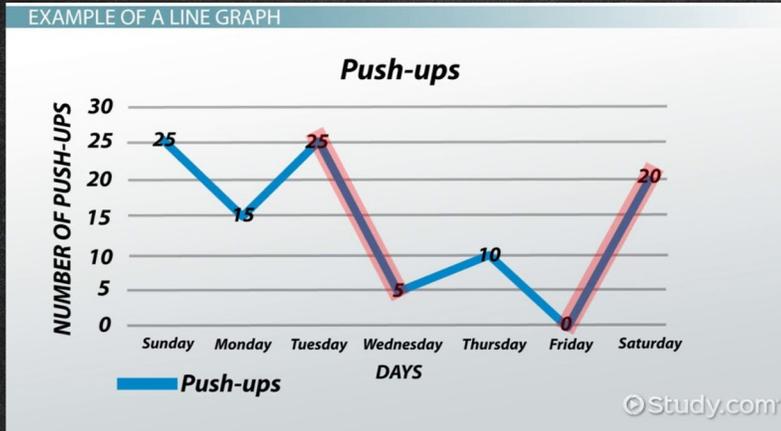


# MATCHING GAMES

The image shows a 'MEMORY GAME' board and a 'FARM' matching card. The memory game board is a 4x4 grid of blue squares with yellow borders, set against a background of various farm-related icons. Below the grid are two rows of numbers from 0 to 12. The 'FARM' card is a white card with a red header and a grid of farm animal illustrations, including chickens, horses, pigs, and cows.



# CHARTING PROGRESS VISUALLY



# COMMON ISSUES

→ Students game the system



→ Stuck on behavior plan forever



→ Resource room becomes an escape



(Fluke, 2020)

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## WHICH ONE DO I USE?



- High rates of behavior
- Easiest to fade
- Most resistant to students NOT responding to it (extinction)

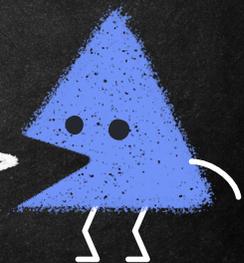


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## GROUP REINFORCEMENT

- Pick a group goal - increasing or decreasing a behavior?
- What kind of contingency?
- Set criterion
- Choose effective rewards
- Show visual progress if long-term goal
- Evaluate
- Group Contingencies Tip Sheet



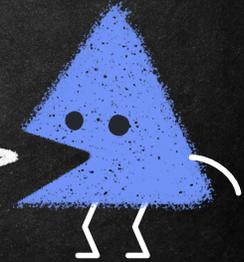
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## CW-FIT GAME



[Research on CW-FIT Game](#)

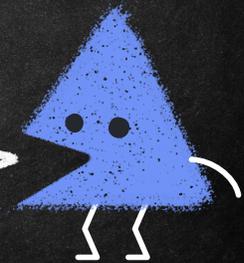


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## FADING

- Plan for Fading from the Start
- Wait for Sustained Success
- Fade Gradually
- Inform the Student

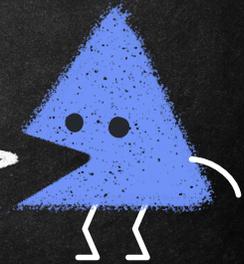


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## WHAT CAN WE FADE?

- How often we reinforce the student
- The criteria to be reinforced
- Strength of reinforcement
- Self monitoring
- Prompts
- Go from external to internal

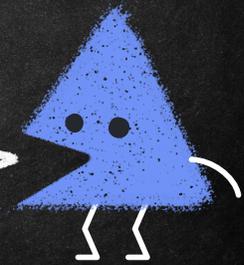


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## BARB'S REINFORCEMENT RULES

- ★ All reinforcement must be paired with positive, specific praise (public or private, verbal or non-verbal)
- ★ External reinforcers should be faded over time
- ★ Reinforce skills, not feelings
- ★ Reinforce skill attempts or approximations of skills



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# THANKS!

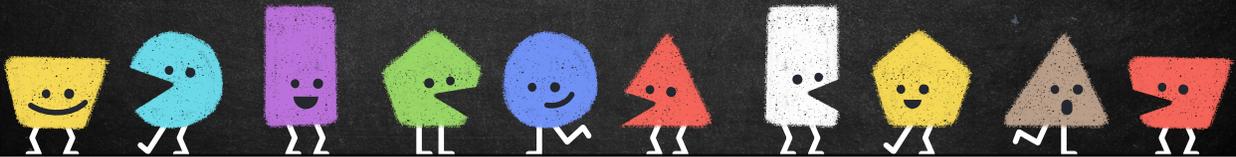
## Any questions?

You can find us at

[bgross@esu5.org](mailto:bgross@esu5.org)

or

[slee@esu3.org](mailto:slee@esu3.org)

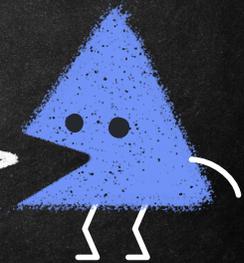


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## CREDITS

- Presentation template by [SlidesCarnival](#)
- Fluke, S. (2020). Advanced techniques in reinforcement and fading [PowerPoint slides] Olathe Public Schools



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