

# Social Skills in a Distance Learning Environment

Community Advisory Committee  
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Kern County Consortium SELPA  
 Office of Mary C. Barlow  
 Kern County Superintendent of Schools  
 Advocates for Children  
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## Kern County Consortium SELPA

### • Who Are We?

- ✓ Kern County Consortium SELPA (Special Education Local Plan Area)
- ✓ A Multi-District/County Office SELPA
- ✓ 44 school districts, 5 charter schools and the Kern County Superintendent of Schools Office are members of this SELPA

### • What Do We Do?

- ✓ Provide special education programs and services to over 10,000 students from birth to age 22 years.
- ✓ All SELPA's have the same basic goal:
- ✓ To deliver high quality special education programs and services to students with disabilities in the most effective, efficient, and cost effective manner practicable.

## How Do We Help and Support Parents?

### • SELPAs:

- ✓ Facilitate high quality educational programs and services for students with special needs
- ✓ Provide training for parents
- ✓ Collaborate with county agencies and LEAs to develop and maintain healthy and enriching environments in which students with special needs can succeed
- ✓ Provide reliable resources for use in becoming more knowledgeable about the IEP team Process and Procedural Safeguards and Parents' Rights

## Today's Agenda

What are Social Skills and Why are They Important?

Social Skills Training

Modeling, Prompting and Reinforcing Social Skills

Visual Supports

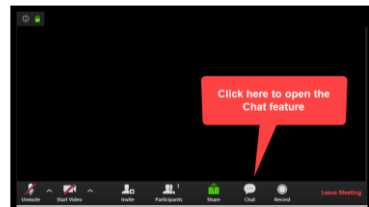
Resources for Parents

## Nice to meet you...

Type in the chat the following:

- Your First Name
- Your favorite Christmas Treat or Song

## You can find the chat box by clicking on the Chat Icon



## Nice to meet you...



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## Check-In Zoom Poll

How are you doing today?



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## What are Social Skills?

Socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist the person in avoiding negative responses.

(Elliott, Racine, & Busse, 1995, p. 1009).

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## Social Skills Examples

Communication	Problem Solving	Decision Making	Self-Management	Peer Relations
<ul style="list-style-type: none"> <li>Greetings</li> <li>Engaging in Conversation</li> <li>Making Requests</li> <li>Using Manners</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative Learning</li> <li>Completing Tasks</li> <li>Executive Functioning</li> </ul>	<ul style="list-style-type: none"> <li>Making Choices</li> <li>Deciding how to Respond</li> <li>Planning time</li> </ul>	<ul style="list-style-type: none"> <li>Asking for help</li> <li>Waiting</li> <li>Coping Skills</li> <li>Time Management</li> <li>Using Appropriate Voice Volume</li> </ul>	<ul style="list-style-type: none"> <li>Turn Taking</li> <li>Making Friends</li> <li>Respecting Personal Space</li> <li>Helping Others</li> <li>Sharing Materials</li> <li>Theory of Mind</li> </ul>

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## Let's Chat Why Are Social Skills Important?

Type in the chat the following:

- What social skills does your child need support in?
- Why do you feel social skills are important?

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## Why are Social Skills Important?

- Social Skills are needed for:
  - communication
  - to complete everyday activities
  - to participate in various groups or activities
  - to be employed
  - to create relationships with people
  - increased social competence

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## Social Skills Training



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## Social Skills Training Evidence-Based Practice

• **Social Skills Training** includes: **Direct Instruction**- including **Role Plays**, **Facilitated Practice with Feedback** and often includes many of the following EBPs:

- Modeling
- Video Modeling
- Prompting
- Reinforcement
- Visual Cues
- Social Narratives

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## Modeling and Practicing Social Skills



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## The Importance of Modeling

- The best way to teach appropriate behaviors is by modeling for your child.
- Modeling is used to visually demonstrate a skill or behavior for your child.
- Questions to consider:
  - ✓ Does my child imitate others?
  - ✓ Does my child have some of the necessary skills present to perform the target skill?
  - ✓ Can my child sustain his attention long enough to observe the modeled behavior?



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## Opportunities to Model and Practice Social Skills at Home

### Making requests

- What game to play
- What to eat for a meal or snack time
- What clothes to wear

### Taking turns

- Board games
- Virtual opportunities (hangman)
- Video games

### Following directions

- Games (in person or virtually)
- Recipes
- Completing chores

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## Steps to Model Social Skills at Home

### Explicitly state what you will be doing

"Let's take turns with the toy"

I am going to show you how to fold the laundry

### Model behavior

"My turn" (engage in activity)  
Prompt: "Now your turn"

Model folding 1-3 items

### Allow child to try

Have child request "My turn"  
Reinforce/praise  
Allow the child to play with the toy

Allow the child to practice  
Reinforce/praise

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## Games to Play

**CANDYLAND**



**ZINGO**



**GUESS WHO?**



Match
Task Taking
Following Directions
Listening When Others Speak
Asking for Help
Waiting
Self-Advocacy
Communication

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## Games to Play

**UNO**



**APPLES TO APPLES JUNIOR**



**PICTIONARY**




Matching
Turn Taking
Following Directions
Listening When Others Speak
Asking for Help
Waiting
Self-Advocacy
Communication


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## Social Skills Role Play Ideas



**Restaurant Scenarios**  
Manners  
Greetings  
Practice ordering  
Have your child be the server



**Social Scenarios**  
Use visual cards  
Role play the correct responses  
Guided questions and model your responses



**Emotions**  
What they look like  
Role Play how respond to people in different emotional states

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## Practice Transitions from Preferred Activities/Items

Preferred Activity



Set a timer



Reinforce

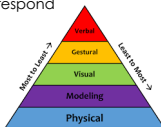


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## The Importance of Prompting





- Prompting is a cue or signal provided to guide and assist a child with performing a specific skill or behavior.
- Things to consider:
  - Start small
  - Be patient
  - Try not to over prompt
  - Give enough time to respond
- Prompts can be verbal, gestural, physical, visual, or a model.



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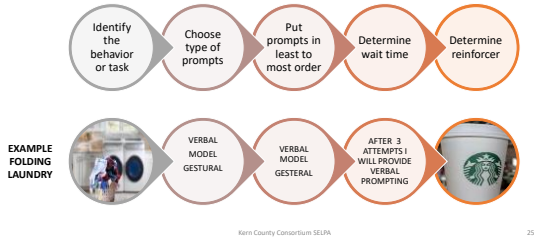
## Prompting Social Skills at Home

-  Completing chores
-  Brushing teeth
-  Getting dressed
-  Feeding a pet

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## Steps to Prompt Social Skills at Home



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## Reinforcing Social Skills



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## The Importance of Reinforcing

- Reinforcement (R+) is a foundational practice that is used with other evidence-based practices.
- Reinforcement is the relationship between a behavior and a consequence.
- A reinforcer as a consequence increases the likelihood the learner will perform the skill or behavior in the future.
- Things to consider:**
  - Reinforcer must be meaningful to the learner and age appropriate
  - Reinforcer must be provided immediately following the targeted skill/behavior
  - Have a variety of reinforcers available

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## Bribery vs. Reinforcement

<b>Reinforcement</b>  <ul style="list-style-type: none"> <li>Adult driven</li> <li>Planned</li> </ul>
<b>Bribery</b>  <ul style="list-style-type: none"> <li>Child driven</li> <li>Happens in the moment-not planned</li> </ul>

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## Reinforcement: Example



- For example, a child might have difficulty staying at the dinner table at home.
- However, when the child is allowed to participate in a favorite activity after staying the entire meal time, the child is much more likely to remain at the dinner table for the desired length of time.
- In this example, the parent/teacher has increased the likelihood that the child will remain in the designated area by offering a reinforcing activity after dinner time is finished.

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## Meal Time Conversation Practice



- Yes/no question cards
- Topic cards
- Picture Responses

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## Visual Cues to Support Social Skills



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## The Importance of Visuals

- Visual cues are concrete objects used to increase the learner's ability to complete a target skill or behavior.
- Visual Directions
- Instructional Cues
- Choice Boards
- Labels/Environmental Cues
- Communication Cues
- Behavior Cues
- **Things to consider:**
  - ✓ Does your child have difficulty completing tasks
  - ✓ Does your child need help understanding expectations
  - ✓ Does your child become easily distracted
  - ✓ Does your child need support communicating with others
  - ✓ Does your child need to increase independence

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## Visual Cue Examples

		<h3>William's Choices</h3> <p>Watch 1 TV show</p> <p>20 minutes on the trampoline</p> <p>Walk the dog</p> <p>Play a game with a friend online</p> <p>10 minutes of video games</p>

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## Visual Cue Examples

**Sharing with My Friends**

I have a lot of friends at school. We do lots of things together.

When I am with my friends, I need to share.

I can give them a turn on the computer, let them play with my toys, or give them a turn on the swing.

I say, "Here you go, your turn." This makes my friends feel happy.

When my friends and I are happy, I am happy too. We have fun keep playing together.

**LAUNDRY CHECKLIST**

This week, Laundry Day will be **Tuesday**.

**KID DUTIES (PRE-WASH)**

- Bring dirty clothes to the laundry room
- Separate Colored and White Clothes into Piles

**MOM'S LAUNDRY PROGRESS**

- White Clothes in Wash (Everyone's Job)
- White Clothes in Dryer
- Colored Clothes in Wash (Everyone's Job)
- Colored Clothes in Dryer

**KID DUTIES (POST-WASH)**

- Laundry COMPLETE is ready to be folded
- Fold as Many as I Can
- Put my Clean Clothes NEATLY in drawers/closets

**SUCCESS LAUNDRY DAY COMPLETE!**

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## Visual Cue Examples

- Children may also be disappointed about planned activities being cancelled.
- Consider making a poster listing activities you plan to reschedule so they know you're not going to forget about them and doing virtual tours through places that offer them, like the zoo or local museum.



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## Visual Cue of Available and Not Available Activities

Yes we can do this activity today	No we can not do this activity today
We can order takeout from favorite restaurant and eat at home as a family	Eat inside our favorite restaurant as a family
Take turns bouncing on a mini/large trampoline at home, or on an exercise ball	Go to Rush Air or other favorite activity place
Set up a video chat with a friend	Go to a friend's house

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## Zoom Social Ideas

- **Play games**
  - Fictionary
  - Scattergories
  - Simon Says
  - Guess Who? (if your friend has the game at home too)
  - 20 Questions
  - Bingo
  - Trivia
  - Alphabet Challenge

- **Scavenger hunt**  
<https://youtu.be/nckEknTvjIU>

- **Cook with a friend**

- **Read with a friend**



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## Recap

Model
Practice
Prompt
Role Play
Reinforce
Provide Visual Support
Have Fun!

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## Resources for Parents



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- <https://www.handyhandouts.com/search.aspx?searchstr=Social+Skills>

Scripts for parents in English and Spanish to build social skills

- <https://www.semel.ucla.edu/peers/resources/role-play-videos>

These are videos of different social scenarios from the EBP PEERS training.

- <https://www.iidc.indiana.edu/doc/resources/social-skills-resources-for-online-learning.pdf>

Lots of resources for educators and parents on social skills.

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- <https://www.pbisworld.com/tier-1/teach-social-skills/>

Resources for social skills for elementary and middle school children

- <https://www.thewatsoninstitute.org/resources/social-skills-powerpoint-curriculum/>

- Resources for visual powerpoints on various social skills

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## Resources

- 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>.
- [http://afirm.fpg.unc.edu/social-skills-traininghttps://res.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_socialskills\\_020513.pdf](http://afirm.fpg.unc.edu/social-skills-traininghttps://res.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_socialskills_020513.pdf)
- [https://greatergood.berkeley.edu/article/item/how\\_parents\\_can\\_support\\_children\\_with\\_special\\_needs\\_during\\_distance\\_learning](https://greatergood.berkeley.edu/article/item/how_parents_can_support_children_with_special_needs_during_distance_learning)
- [https://www.iidc.indiana.edu/iidc/articles/evidence-based-practices-for-effective-communication-and-social-intervention.html#:~:text=the%20evidence%2Dbased%20practices%20\[EBP,%2C%20echolalia%2C%20or%20idiosyncratic%20language](https://www.iidc.indiana.edu/iidc/articles/evidence-based-practices-for-effective-communication-and-social-intervention.html#:~:text=the%20evidence%2Dbased%20practices%20[EBP,%2C%20echolalia%2C%20or%20idiosyncratic%20language)

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