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Teaching Social Skills using a Behavioural
Skills Training (BST) Approach



Objectives

In this workshop you will learn how to
teach various social skills using the
Behavioural Skills Training (BST)
approach.

***The content of this presentation has been developed for
a parent audience, but the strategies that we will discuss
can be used by other caregivers such as support workers
and teachers.***

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Outline

1. Research
2. BST approach
3. Priming & generalization
4. Break
5. Choosing a target skill
6. Jacob and Melanie
7. Common challenges
8. Live demonstration
9. Resources



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What is BST?

- Behavioral Skills Training (BST) is a training package that is used to teach new skills
- Four components:
 - Instructions
 - Modeling
 - Rehearsal
 - Feedback

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Research

- Research supports the BST approach;
 - Teaching children safety skills
 - Abduction prevention skills
 - Assertiveness training
 - Teacher positive interactions with students
 - Parent training

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Research Cont.

- Recent research supports the addition of in situ training component to increase skill acquisition and maintenance
 - **Teaching safety skills** (*Gatheridge et al., 2004; Himle, Miltenberger, Flessner, & Gatheridge, 2004; Miltenberger et al., 2004*).
 - **Teaching abduction prevention skills** (*Gunby, Carr, & Leblanc, 2010; Johnson et al., 2005*).

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Teaching Abduction Prevention Skills

- Abduction prevention skills were taught to 3 children with Autism by teaching them to:
 - Say "no" when presented with abduction lure
 - Immediately leave and run to a safe area
 - Report event to familiar adult
- BST was effective
- Skill acquisition and maintenance at the 1 month follow-up
- In situ feedback enhances skill maintenance

Gunby, K.V., Carr, J.E., & LeBlanc, L.A. (2010). Teaching abduction-prevention skills to children with autism. *Journal of Applied Behaviour Analysis*, 43(1), 107-112.

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Teaching Social Skills to a Child with Asperger's Disorder

- Trained family members to use BST
- Targeted socially appropriate conversation skills
- Conversational skills improved after receiving BST training from **family members**
- Skill maintenance and improvement in other settings post treatment

Stewart, K., Carr, J., & LeBlanc, L. (2007). Evaluation of family-implemented behavioral skills training for teaching social skills to a child with Asperger's disorder. *Clinical Case Studies*, 6(3), 252-262.

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Teaching Conversation Skills to young adults with ASD

Task Analysis for Initiating and Maintaining an Appropriate Conversation

1. Stand/sit at least arms length away with body toward the other person	6. Make statement/question related to same topic
2. Look at persons face	7. Wait appropriately for person to respond
3. Say Greeting	8. Make statement related to same topic
4. Ask question related to appropriate topic	9. Wait appropriately for other person to respond
5. Wait appropriately for other person to respond	10. End conversation when interest is lost or when the other person ends the conversation.

Nuemburger, J., Ringdahl, J., Vargo, K., Crumpecker, A., Gunnarsson, K. (2013). Using a behavioral skills training package to teach conversation skills to young adults with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 7(2), 411-417.

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Teaching Conversation Skills to Adults with ASD

- Examined the effectiveness of using a role-play training package
- Immediately effective in teaching conversational skills to all three participants

Nuernberger, J., Ringdahl, J., Vargo, K., Crumpecker, A., Gunnarsson, K. (2013). Using a behavioral skills training package to teach conversation skills to young adults with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 7(2), 411-417.

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Component Analysis of the BST Approach

- Evaluated the independent effects of all components of BST
- Feedback was most effective

Ward-Horner, J., & Stummey, P. (2012). Component analysis of behavior skills training in functional analysis. *Behavioral Interventions*, 27, 75-92.

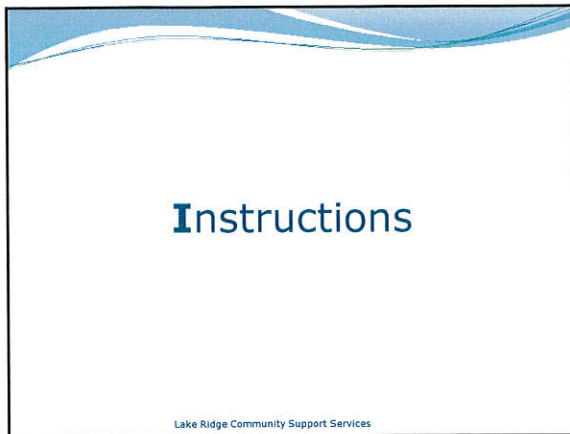
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Behavioural Skills Training

Four components of the BST approach:

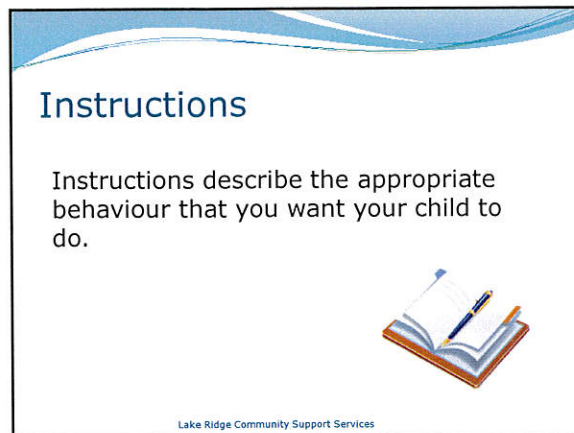
- I**- Instructions
- M**- Modeling
- R**- Rehearsal
- F**- Feedback

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Instructions

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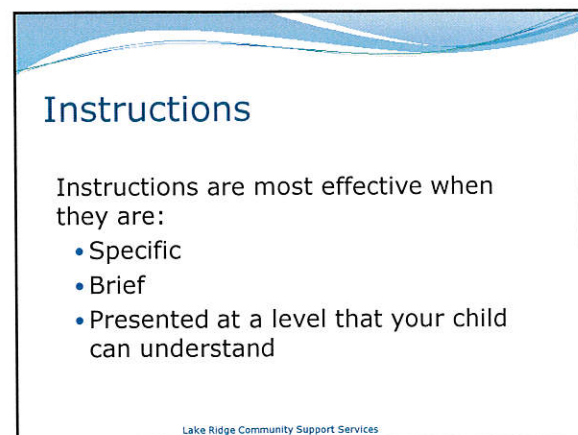


Instructions

Instructions describe the appropriate behaviour that you want your child to do.



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Instructions

Instructions are most effective when they are:

- Specific
- Brief
- Presented at a level that your child can understand

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Instructions Cont.

- Delivered by someone who has credibility with your child
- Presented when your child is paying attention
- Repeated by your child

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Getting Started

- Prepare materials
- Determine when and where you will run your teaching session
 - Provide choices
 - When
 - Where
 - How



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How to Provide Instructions

- Social stories
- Video instructions
- Verbal instructions
- Written instructions
- Picture books

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How to Provide Instructions

- Providing instructions through a social story:
 - Read the social story
 - Ask questions about the story
 - "Who do you see waving?"
 - "Let's pretend we are saying 'Hi' to Daddy"
 - "When your friend came in the door what did he do?"
 - Practice variations of the skill while reading the story

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Greeting my Friends



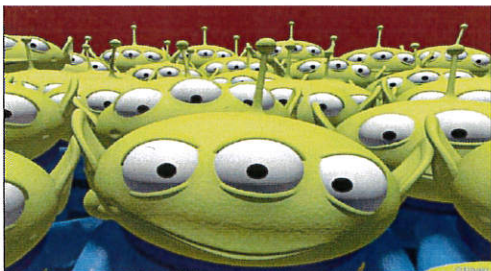
I have many friends that I can say "Hi" to and wave when I see them.



When I see my friends I should **stop** and
turn my body to face them



It is important that I **look** at my friends.



I don't want to get too close so I should
stand one arms length away

DO

DON'T



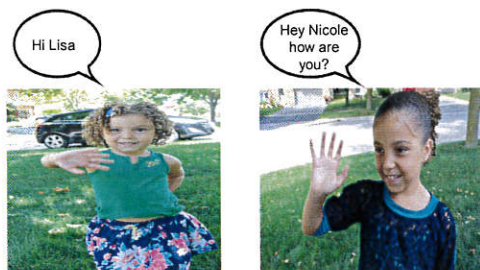
There are many different ways to greet a friend.



I can also give my friends high fives



If my friend says "hi" to me first I can say "hi" back.



There are many different places I
can greet my friends

At my friends
house



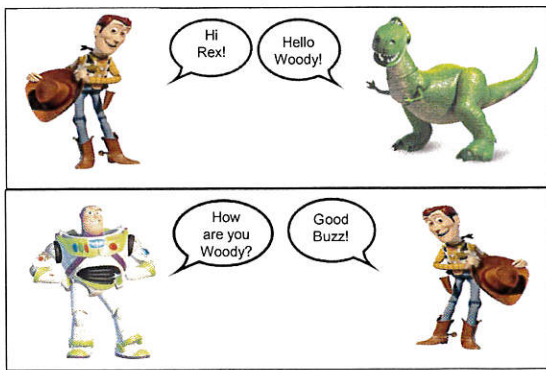
At the park



In the morning, when I arrive at the bus stop
I can greet my friends by saying hello!



Let's practice!



How to Provide Instructions

- Providing instructions through verbal/written skill steps:
 - Read the skills steps
 - Ask questions about the skill steps
 - "What is one way that you can greet your friend?"
 - Practice variations of the skills

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Greeting Others

1. Stop
2. Turn body to the person
3. Make eye contact
4. Stand an arms length away
5. Say, "Hello," or "Hi"
6. Say, "How are you?"

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Modeling

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Modeling

During modeling, the correct skill is demonstrated for your child.



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Modeling

Modeling is most effective when:

- Demonstrated correctly
- Live or symbolic
- Taught in the proper context
- Followed by an opportunity to rehearse immediately

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How to Model

- Make it Fun!
- Examples of Modeling:
 - Social Stories
 - Video Modeling
 - Play

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How to Model

- Providing modeling through video:
 - Watch Model Me Kids®: Conversation Cues
 - How to start conversations
 - Ask questions

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Rehearsal

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Rehearsal

Rehearsal is the opportunity for your child to practice the skill after receiving your instructions and watching your model.



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Rehearsal

Rehearsal is most effective when:

- Your child can demonstrate the skill
- You can provide the opportunity to give feedback to your child

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How to Rehearse the Skill

Have your child practice the skill, using a variety of materials

- **Role-plays**
 - Video tape
 - Role-reversal
 - Correct and incorrect



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Feedback

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Feedback

Feedback includes descriptive praise for correctly displaying the skill and includes suggestions for how they can improve if they did not display the skill correctly.

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Feedback

Feedback is most effective when:

- Given immediately
- Descriptive
- Includes praise or other rewards

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How to Provide Feedback

- ▶ For **correct** responses/attempts provide descriptive praise with enthusiasm
 - "Wow great job practicing saying 'hello' to your friend at the bus stop"
 - Social positive attention (e.g., hugs, high fives, pat on the back)

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How to Provide Feedback

- ▶ For **incorrect** responses provide neutral praise and model a correct response
 - "That was a good try saying 'hi' to grandpa, how about you try it like this next time..."

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Good vs. Poor Feedback

	Good	Poor
Specific	"Great job sharing your toy with Suzy!"	"Good job"
Brief	"Wow! I love how you said 'hi' to your teacher!"	"Wow! I love how you walked up to your teacher, stopped, looked at her, waved your arm, and said 'hi' to your teacher this morning when you walked into the school!"
Immediate	Immediately following response (e.g., less than 30 seconds)	Delayed (e.g., "Remember yesterday when you...")

Greeting Checklist

	Yes ✓	No X
Stop		
Turn Body to the person		
Make eye contact		
Stand an arms length away		
Say, "Hi"		
Did I say anything else?		
Did I use an appropriate tone of voice and volume?		

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Priming and Generalization

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Priming

Priming = Providing your child a cue/hint to show them what they need to say or do

- "Remember, when you see Billy at the bus stop today you can say 'Hey Billy!' and give him a high five like this!"

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Priming

Priming can be done anywhere before there is an opportunity to demonstrate the skill.

For example;

- In the car before arriving to Grandma/Grandpa's house
- At the bus stop
- Before a birthday party

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Generalization

A teaching process that is used to ensure that a new skill can be performed in different places, with different people or at different times.

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Create Opportunities

Set up learning opportunities

For example:

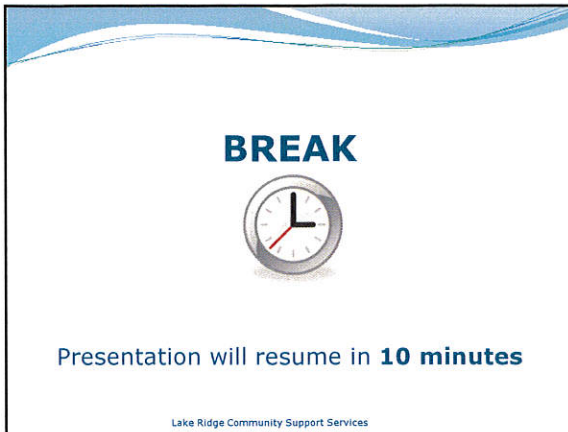
- Have a friend call on the phone and your child has to answer it and greet the person

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In-Situ Training

- What is it?
 - A situation is set up in the natural environment without the child's knowledge. If the target skill is not observed, a training session occurs on the spot
- Why?
 - Provides opportunities
 - Promotes generalization

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BREAK



Presentation will resume in **10 minutes**

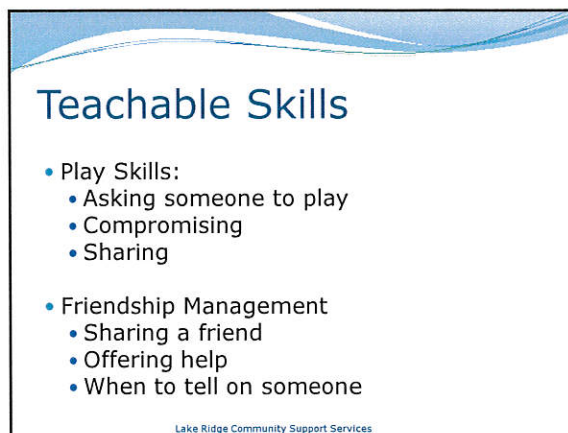
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Teachable Skills

- Conversational Skills:
 - Maintaining appropriate physical distance from others
 - Tone of voice
 - Greetings
 - How and when to interrupt

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Teachable Skills

- Play Skills:
 - Asking someone to play
 - Compromising
 - Sharing
- Friendship Management
 - Sharing a friend
 - Offering help
 - When to tell on someone

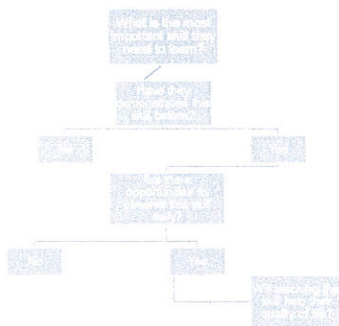
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Where to Start

- What is the most important skill?
- Will you be able to incorporate your child in the process?
- Do they have the pre-requisite skills?
- Will there be daily opportunities to demonstrate the skill?
- Will teaching this skill help quality of life?

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Choosing a Skill



Gather Information

- **Interview** people that work directly with your child
 - Determine strengths and potential skills to address
 - Ask specific questions

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Gather Information

Example:

- Does your child verbally respond to his peers when they greet him at school by saying "Hello", or variant?
- Does your child demonstrate non-verbal gestures in response to his peers (waves hello)?
- How often does your child reliably demonstrate this skill (daily, 80% of opportunities)?
- Does your child respond to more than one peer?
- Does your child respond to his peers in more than one environment?

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Gather Information

- Social Skill Assessments
 - The social skills checklist
 - Autism social skills profile
 - Skillstreaming checklist

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SECTION III - SKILL RATING SCALE					
Check the box that best describes the individual's skill.					
	Does not exhibit this skill	Exhibits this skill poorly	Exhibits this skill as well as others	Exhibits this skill somewhat better than others	Exhibits this skill better than others
Conversation Skills					
Makes statements					
Asks questions					
Takes turns speaking					
Listens without interrupting					
Stays on topic					
Changes topic with flow of conversation					
Talks at appropriate volume					
Talks at appropriate speed					
Talks clearly					
Maintains appropriate social distance (1-1.5m)					

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	Does not exhibit this skill	Exhibits this skill poorly	Exhibits this skill as well as others	Exhibits this skill somewhat better than others	Exhibits this skill better than others
Shares with Others					
Will allow others to use possessions					
Will offer others access to possessions					
Will ask to borrow possessions of others					
Will return borrowed items					
Manners					
Introduces self					
Introduces others					
Will say "please" and "thank you"					
Will say "excuse me"					
Will offer assistance to others in need of help					

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	Does not exhibit this skill	Exhibits this skill poorly	Exhibits this skill as well as others	Exhibits this skill somewhat better than others	Exhibits this skill better than others
Activities					
Engages in parallel activities with 1 other peer					
Engages in parallel activities with more than 1 other peer					
Unstructured Activities					
Engages in cooperative unstructured activities with 1 other peer					
Engages in cooperative unstructured activities with 2-4 other peers					
Engages in cooperative unstructured activities with more than 4 peers					
Structured Activities					
Engages in cooperative structured activities with 1 other peer					
Engages in cooperative structured activities with 2-4 other peers					
Engages in cooperative structured activities with more than 4 other peers					

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	Does not exhibit this skill	Exhibits this skill poorly	Exhibits this skill as well as others	Exhibits this skill somewhat better than others	Exhibits this skill better than others
Responds to Others					
Makes eye contact with others					
Smiles in response to smiles of others					
Responds to verbal initiations					
Responds to invitations to participate in activities					
Initiations					
Makes eye contact					
Initiates smiling at others					
Initiates verbal interaction					
Initiates invitations for others to join an activity					

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The Social Skills Checklist — Level 1

Student: _____

Module 3: Social Play (continued)

	YES	NO	NOT SURE
Takes a turn for 5 times w/concrete toys i.e. blocks, potato head, rings, etc.			
Sustains imaginative play i.e. restaurant, doctor, trucks, etc. for 15min w/adult			
w/other child			
Shares toys			
Trades toys			
Stops when peers say "stop"			
Ends play appropriately			
Cleans up toys when done			
Joins in small group free play			
Plays functionally with playground equipment/sustains peer play			
Can sit and play single game with adults directing			

Krempp, J., & McKinnon, K. (2002).

Moving forward

You have:

- Identified deficits and strengths
- Identified skill(s) of priority

Next steps:

- Decide how you will teach the skill

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Jacob and Melanie

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Jacob

Target: Asking to join in an activity

- 7 year old boy
- Autism Spectrum Disorder (ASD)
- Grade one in an Associated Class placement
- EA support for two periods per day
- Participates in a Peer Buddy program
- Playing alone during free time and recess
- Often plays alone during play dates and family get-togethers

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Jacob Cont.

- Jacob's parents and Mrs. Smith observed Jacob during free play
- Frequent spontaneous comments to his peers while he played directly beside them
- The information she gathered indicated that Jacob asked other children to play 0%

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Goal:	Students request to join in an activity.
When, Where, What:	<p>By when:</p> <ul style="list-style-type: none"> • Using one word at a time • Using one word at a time • Using one word at a time <p>By what:</p> <ul style="list-style-type: none"> • By using one word at a time • By using one word at a time • By using one word at a time
Instructional:	<ul style="list-style-type: none"> • Read each story (asking my friend to play) to them
Measuring:	<ul style="list-style-type: none"> • People to stick to the
Reinforced:	<ul style="list-style-type: none"> • Use the same story using people to stick to the
Feedback:	<p>Reinforced responses: For the words (you are the best boy)</p> <p>Reinforced responses: (Independent) people words (you are, high five, time with you)</p>

Goal:

Increase request to join in an activity.

When, Where, What:

Home:

- Living room on the floor
- Daily, after dinner.
- Jacob, mom, and brother

School:

- Daily, during peer buddy program
- Classroom on the circle carpet
- Jacob, teacher, EA

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Instructions:

- Read social story (Asking my Friend to Play) to Jacob

Modeling:

- Popsicle stick buddies

Rehearsal:

- Live demonstration using popsicle stick buddies

Feedback:

Prompted responses: Positive verbal praise (corrective feedback)

Unprompted responses (independent): positive verbal praise, high fives, time with iPad

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Live Demonstration

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Summary: Jacob

Component	Summary of Teaching Steps
Instructions	<ul style="list-style-type: none"> □ Mrs. Smith read the social story and asked questions
Model	<ul style="list-style-type: none"> □ Teacher and EA demonstrated incorrect and correct versions of the target skill □ Model #1 (incorrect version) = Mrs. Smith failed to ask the other children to play □ Model #2 (correct version) = Mrs. Smith walked up to the children and asked them to play within 3-5 seconds of watching them play.
Rehearsal	<ul style="list-style-type: none"> □ Mrs. Smith and Jacob role-played asking a friend to play by using popsicle stick people □ Jacob chose to act as himself and ask friends if he could join them in playing cars
Feedback	<ul style="list-style-type: none"> □ Role play session (incorrect): Jacob did not ask his friends to play immediately; therefore, Mrs. Smith provided him with the following prompts until she demonstrated a correct response: <ul style="list-style-type: none"> • Partial verbal (reminded Jacob of steps and said "Can I go") • Full verbal (reminded Jacob he can say "Can I play too?") □ Positive corrective feedback was given and a correction session was run immediately after to allow Jacob to try again □ Role play session (correct): Jacob asked his friends to play within 3-5 seconds □ Mrs. Smith provided Jacob with descriptive praise

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Melanie

Target: Recognize non-verbal cues

- 9 year old girl
- Diagnosed with ASD
- Grade 7
- Difficulties recognizing non-verbal cues when she is talking to them
- Will often talk about topics she enjoys, for example, comic books for long periods of time and will continue even if the person doesn't seem interested
- Melanie's brother has started to yell at Melanie when she does not recognize these cues and her neighbourhood friend has left mid-conversation

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Melanie Cont.

- Completed a 10 week Social Skills Group
- Data sheet was provided to the family to gather information on the following:
 - How often Melanie is presented with an opportunity to recognize non-verbal cues (e.g., rolls eyes)
 - The amount of time it takes Melanie to recognize the cue
 - How often she demonstrates an appropriate response to the cue(s) provided (e.g., changes the topic, asks a question)
- Observation data indicated that Melanie recognized 0% of non-verbal cues and responded appropriately to these cues for 0% of opportunities provided.

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Goal:	Recognize cues or the focus during conversations.
Objectives, Success, Notes:	Notes: <ul style="list-style-type: none"> Living room on the floor Daily, after dinner Mom, dad, brother
Instruction:	<ul style="list-style-type: none"> We'll read written instructions.
Modeling:	<ul style="list-style-type: none"> Mom and dad will practice the skill for Melanie.
Rehearsal:	<ul style="list-style-type: none"> Role-play various situations and record to watch together later.
Feedback:	<p>Prompted responses: Positive verbal praise (corrective feedback).</p> <p>Unprompted responses (Independent): positive verbal praise, hugs, extra 20 minutes of free-time before bed.</p>

Goal:	Recognize non-verbal cues during conversations.
Objectives, Success, Notes:	Notes: <ul style="list-style-type: none"> Living room on the floor Daily, after dinner Mom, dad, brother

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Instructions:	<ul style="list-style-type: none"> Verbal and written instructions.
Modeling:	<ul style="list-style-type: none"> Mom and dad will practice the skill for Melanie.
Rehearsal:	<ul style="list-style-type: none"> Role-play various situations and record to watch again later.
Feedback:	<p>Prompted responses: Positive verbal praise (corrective feedback).</p> <p>Unprompted responses (Independent): positive verbal praise, hugs, extra 20 minutes of free-time before bed.</p>

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Live Demonstration

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Summary: Melanie

Component	Summary of Teaching Steps
Instructions	<ul style="list-style-type: none"> ❑ Mom briefly read/reviewed skill steps and asked questions (attending skills)
Model	<ul style="list-style-type: none"> ❑ Mom + Aunt (father absent) demonstrated incorrect and correct versions of the target skill ❑ Model #1 (incorrect version) = Mom failed to recognize Melanie's Aunt repeatedly looking away/checking iPhone while rambling on about Wonderland ❑ Model #2 (correct version) = Mom noticed that Melanie's Aunt was demonstrating cues that suggested she was bored within 10 seconds from the onset of the cue and provided a correct response by wrapping up her conversation and changing the topic
Rehearsal	<ul style="list-style-type: none"> ❑ Mom + Melanie practiced correct responses to non-verbal cues through role play ❑ Melanie chose to act as herself and discuss the topic: Niagara falls
Feedback	<ul style="list-style-type: none"> ❑ Role play session (incorrect): Melanie did not recognize cues immediately; therefore, her mom provided her with the following prompts until she demonstrated a correct response: <ul style="list-style-type: none"> • Exaggerated prompt (emphatic cues) • Reminder prompt (reminded Melanie to think about her skill steps) ❑ Positive corrective feedback was given and a correction session was run immediately after to allow Melanie to try again ❑ Role play session (correct): Melanie noticed cue within 10 seconds, quickly finished talking, and then changed the subject ❑ Mom provided Melanie with descriptive praise

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Common Challenges

Challenge	Suggestion
"I don't have time to do this"	Keep it brief! <ul style="list-style-type: none"> • Instructions should only be 2-4 minutes and a teaching session should only last for 10 minutes • If you don't have a lot of time, provide feedback when you observe the skill
"My child will find this boring"	Make it fun! <ul style="list-style-type: none"> • Provide choices • Get the child involved
"It isn't working!"	Reevaluate <ul style="list-style-type: none"> • Ensure the goal is meaningful to the child • Ensure they have the pre-requisite skills
"My kid doesn't want to do this!"	Motivate <ul style="list-style-type: none"> • Provide incentives for participating in training • Praise them when they cooperate



Resources

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Resources

The Original Social Story Book
 Gray, C. (1993). The original social story book. Arlington, TX: Future Horizons Inc.

The New Social Story Book
 Gray, C. (2000). The new social story book. Arlington, TX: Future Horizons Inc.

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Website Resources

Carol Gray
<http://www.thegraycenter.org/social-stories/carol-gray>

Jill Kuzma
<http://jillkuzma.wordpress.com/>

Model Me Kids
<http://www.modelmekids.com/>

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Social Skill Checklists

Krempa, J., & McKinnon, K. (2002). The social skills checklist. *Social Skills Solutions: A Hands-On Manual for Teaching Social Skills to Children with Autism*. New York, NY: DRL Books.

Bellini, S. (2006). Autism social skills profile. *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties*. Shawnee Mission: AAPC Publishing.

Goldstein, A., & McGinnis, E. (1997). Skillstreaming checklist. *Skillstreaming the Elementary School Child*. Champaign, IL: Research Press.

Quil, K. (2000). Assessment of Social and Communication Skills for Children with Autism. *Do-Watch-Listen-Say: Social Communication Intervention for Children with Autism*. Baltimore, MD: Paul H. Brooks Publishing Co.

Novotni, M. (2002). Novotni Social Skills Checklist. *What Does Everyone Else Know That I Don't*. Plantation, FL: Specialty Press, Incorporated.

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Miltenberger, R.G. (2008). *Behaviour modification: principles and procedures*. (4th ed.) Belmont, CAL: Thomson Wadsworth.

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Social Skill Target Sheet

Goal:

--

When, Where, Who:

--

Instructions:

--

Modeling

--

Rehearsal

--

Feedback

--