

LET'S GET SOCIAL!

How we can help improve social skills

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01

**BASIC COMPONENTS
OF SOCIAL SKILLS**

DEFINING SOCIAL SKILLS

- Social skills are the skills we use to **communicate and interact** with each other, both vocally and non-vocally, through gestures, body language and our personal appearance.
- Some social skills that ABA therapy can improve on are:
 - Interactive play
 - Initiating conversation
 - Turn-taking
 - Following directions
 - Social communication
 - Rule following
 - Coping skills
 - A reduction of problematic behaviors
 - Appropriate eye contact
 - Identifying and understanding social cues



WHY ARE THEY IMPORTANT?

- Human beings are sociable creatures and we have developed many ways to **communicate** our messages, thoughts and feelings with others.
- Developing social skills is about **being aware** of:
 - how we communicate with others
 - the messages we send
 - Improving communication skills
- Better **Relationships** #connection
 - Identifying well with individuals leads to more engaging relationships and, which can lead to **developing friendships**.





02

**FACTORS AFFECTING
SOCIAL DEVELOPMENT**

FACTORS AFFECTING SOCIAL DEVELOPMENT

- **Family and Home Environment**

- The status of family has great impacts on a child.
- As according to Franks: “Home & family is the only institution for child’s socialization and transmission of cultural heritage which shapes the basic structure of child’s personality”.
- Different cultures also stress cordial working relationship among the members of family to bring up children and make them useful citizens of society.

- **School and Teacher Roles**

- Most of social development takes place is school and the influencing role of a teacher.

- **Peer Groups**

- In peer group a child gets social independence and can make some decisions to define their role.
- Here a child shares their feelings and emotions independently and develops relationships.

- **Media**

- The most commonly available informational machines are internet, TV and Mobile phones.

WHAT YOU DO

matters ⚡





03

**DEVELOPING SOCIAL
SKILLS**

PRE-REQUISITE SKILLS

Prior to starting work towards more complex social behaviors children should be able to:

- Communicate needs and desires
- Follow one-step instructions from adults
- Imitate one-step actions of adults
- Imitate one-step sequences with objects
- Respond to delayed contingencies (i.e., reinforcement is delivered following a period of time, rather than immediately following the target behavior)
- Wait quietly
- Transition from one activity to another and from one area to another with minimal assistance
- Keep disruptive behavior at a minimum in a controlled environment

PRE-REQUISITE SKILLS

SKILLS TAUGHT IN A BEGINNER PROGRAM

- Requesting items from peers
- Reciprocating greetings with peers
- Giving and receiving items from peers
- Imitating simple and complex actions of peers
- Imitating peer play
- Following peers' directions
- Taking turns with toys and simple games
- Tolerating toys being shared
- School readiness skills (e.g., attending, waiting, transitioning, following group instructions, raising hand, etc.)

PRE-REQUISITE SKILLS

SKILLS TAUGHT IN AN INTERMEDIATE PROGRAM

- Requesting assistance from peers
- Requesting attention from peers
- Eye contact
- Interactive play (involving commenting to peers, etc.)
- Sharing toys and other items
- Pretend play
- Joining in play already in progress
- Peer games
- Offering toy items to peers
- Initiating simple conversation

PRE-REQUISITE SKILLS

SKILLS TAUGHT IN AN ADVANCED PROGRAM

- Initiating and maintaining conversation
- Staying on topic
- Using appropriate transition statements to change the topic
- Talking about appropriate subject matter only
- Interrupting appropriately
- Role playing appropriate social behavior in a variety of situations
- Initiating play
- Personal space
- Cooperation skills
- Dealing with bullying
- Perspective taking)
- Watching and commenting on a movie and/or video game



04

**WAYS TO TEACH
SOCIAL SKILLS**

TEACHING SOCIAL SKILLS

A comprehensive curriculum based on key elements of teaching social skills to students with ASD includes:

- Structure, **routine**, and predictability
- Explicit and individualized **instruction**
- **Visual presentation** of topics (social stories)
- **Repetition** of key concepts and vocabulary
- **Guided practice** during the learning process
- Role play and **discussion**
- Contingent reinforcement
- Ongoing assessments to **analyze and update** teaching and test learning



USING ABA TO TEACH SOCIAL SKILLS

IDENTIFY THE DESIRED SKILL

- In order to know what skills are important to teach
- Be sure to document data
- Create specific and measurable goals to address
- If they are an active participant in the process they may be more responsive to the prompting when it is needed.

TEACH/MODEL THE BEHAVIOR

- Be sure you instruct the child on how to achieve the desired behavior.
- Discuss and demonstrate the expected behavior through role-playing or use a behavioral script.

PRACTICE & FEEDBACK

- Create opportunities where the child can practice the behavior.
- Provide reinforcement when the skill is completed successfully to strengthen the skill
- Practice one-on-one until the skill is mastered with the adult, and then test the skill among peers.



RESOURCES

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THANK YOU!

Do you have any questions?

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