

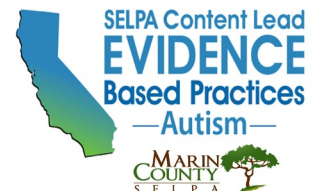
Evidence Based Practice Training:

Social Skills Training (SST)

Adapted from Sam, A., & AFIRM Team. (2015). *Social Skills Training*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina.
<https://afirm.fpg.unc.edu/social-skills-training>



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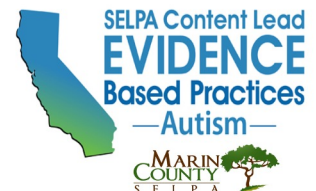


What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.



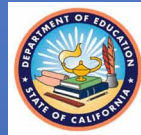
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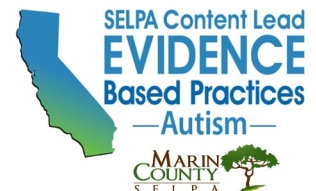
What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



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Levels of Professional Development to Reach Implementation



This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

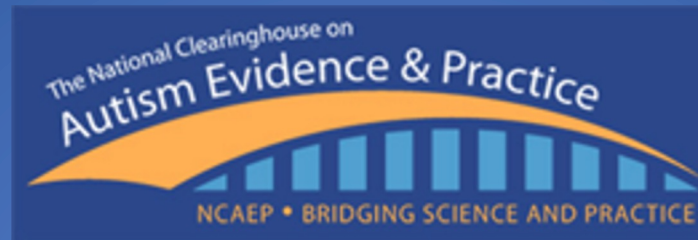
Before We Begin...

Please complete the **Pre-Training Survey**
sent to your email

Core Components Learning Objectives

- Describe Evidence-Based Practices (EBPs)
- What is Social Skills Training (SST)?
- Structure and Format
- Making Plans
- Getting Started
- Problem Solving- Data
- Resources

What are Evidence Based Practices?



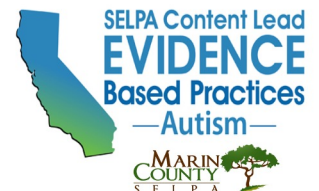
NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.



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Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories


Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/Pre-academic			Adaptive/Self-help			Challenging/Interfering behavior			Cognitive			Communication			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years			
ABI																																							
AAC																																							
BMI																																							
CBIS																																							
DR																																							
DI																																							
DTT																																							
EXM																																							
EXT																																							
FBA																																							
FCT																																							
MD																																							
MMI																																							
NI																																							
PII																																							
PBII																																							
PP																																							
R																																							
RIR																																							
SM																																							
SI																																							
SN																																							
SST																																							
TA																																							
TAII																																							
TD																																							
VM																																							
VS																																							

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps


1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
 - Consider the child and family characteristics
 - Consider the teacher and team characteristics
 - Consider other available resources


Selecting an EBP Checklist

 Autism Focused Intervention Resources & Modules

 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fg.uic.edu/>

---Selecting an EBP Checklist---







Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Target Goal/Behavior/Skill (short): _____
Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.

IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:


COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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 Selecting an EBP AFIRM Team, 2020-8 Page 1 of 3

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 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fg.uic.edu/>

CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Mastery (How/Criterion for learner progress/mastery)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics




Knowledge level:	Successfully used EBPs:
------------------	-------------------------

Clues found in the IEP Goal


Goal domain:	Potential EBPs (Refer to the Domain Matrix):
--------------	--

Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:

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 Selecting an EBP AFIRM Team, 2020-8 Page 2 of 3

 Autism Focused Intervention Resources & Modules

 Selecting an EBP Checklist
 For more information, please visit: <https://afirm.fg.uic.edu/>




SELECT AN EBP:

--

IF APPLICABLE, IDENTIFY ADDITIONAL EBPs TO BE USED WITH THE SELECTED EBP:

<input type="checkbox"/> Reinforcement (R+)	<input type="checkbox"/> Prompting (PP)	<input type="checkbox"/> Modeling (MD)
<input type="checkbox"/> Task Analysis (TA)	<input type="checkbox"/> Time Delay (TD)	<input type="checkbox"/> Visual Supports (VS)
<input type="checkbox"/> Functional Behavior Assessment (FBA)	<input type="checkbox"/> _____	<input type="checkbox"/> _____

ADDITIONAL NOTES:

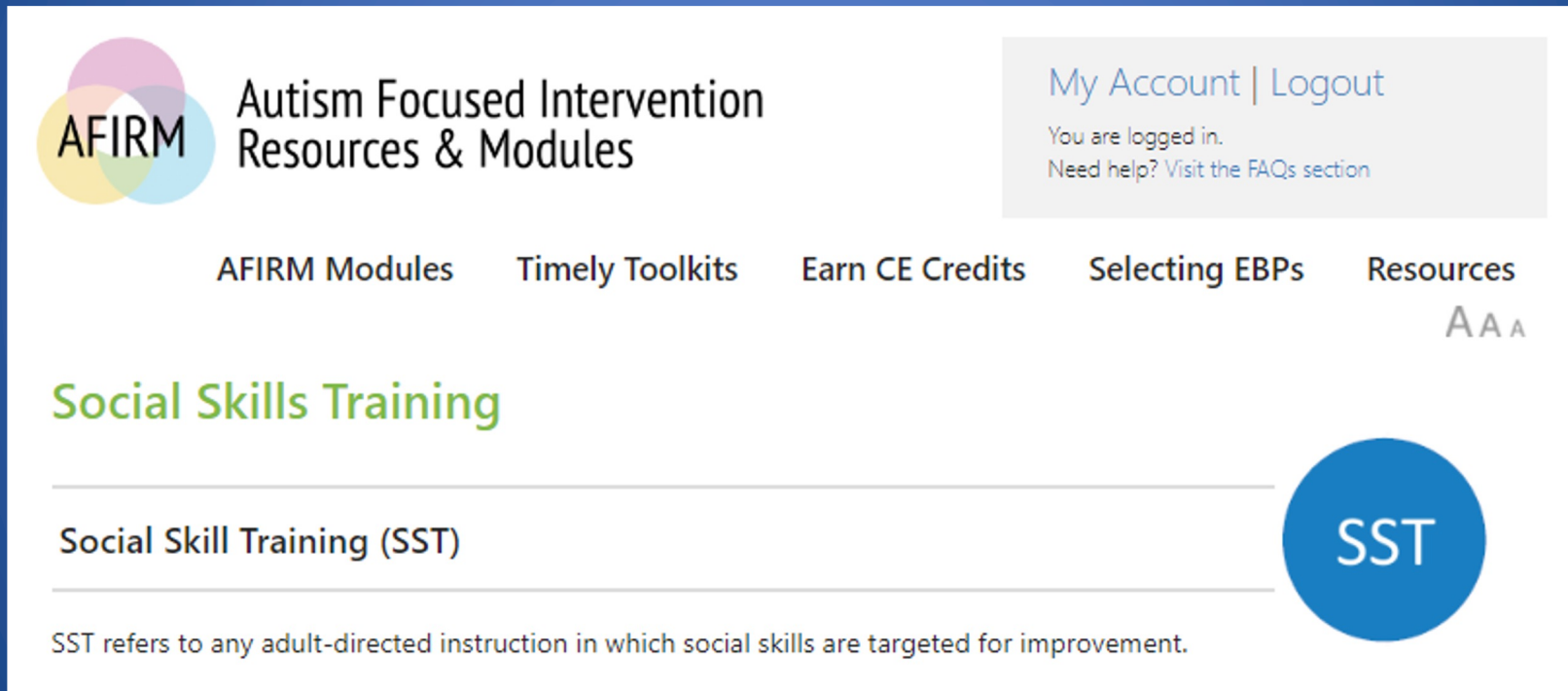
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 Selecting an EBP AFIRM Team, 2020-8 Page 3 of 3

High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



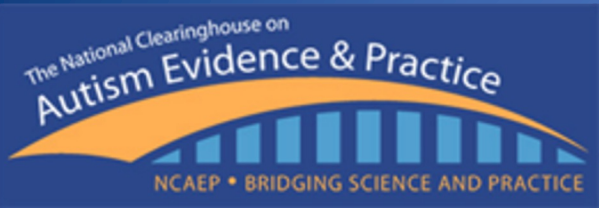
The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo, which consists of three overlapping circles in pink, yellow, and blue, with the text 'AFIRM' in the center. To the right of the logo is the text 'Autism Focused Intervention Resources & Modules'. In the top right corner, there is a grey box containing the text 'My Account | Logout', 'You are logged in.', and 'Need help? Visit the FAQs section'. Below this, there is a navigation menu with the following items: 'AFIRM Modules', 'Timely Toolkits', 'Earn CE Credits', 'Selecting EBPs', and 'Resources'. To the right of the 'Resources' item are three small 'A' icons. Below the navigation menu is the text 'Social Skills Training' in green. Below this is a horizontal line, followed by the text 'Social Skill Training (SST)'. To the right of this text is a large blue circle containing the text 'SST'. Below the horizontal line is the text 'SST refers to any adult-directed instruction in which social skills are targeted for improvement.'

What is Social Skills Training (SST)

Social skills training refers to any adult-directed instruction in which social skills are targeted for improvement.

SST typically occurs in either a group or individual format, and may also include facilitated practice in classroom settings.

SST sometimes may co-occur with peer-based instruction and intervention (PBII) or some related use of peer models or tutors to support practice of targeted skills.



Name of EBP
Definition of EBP

Social Skills Training (SST)

Social Skills Training (SST) is group or individual instruction designed to teach learners ways to appropriately and successfully participate in their interactions with others. This may include relationships with peers, family, co-workers, community members, and romantic partners. Most instructional sessions include direct instruction of basic concepts, role-play or practice, and feedback to help learners acquire and practice communication, play, or social skills to promote positive interactions with others. SST techniques often include other EBPs such as reinforcement, modeling, prompting, cognitive strategy interventions, social narratives, scripting, and visual supports.

- Manualized Interventions Meeting Criteria: PEERS® (Laugeson & Frankel, 2010).

Outcome Areas

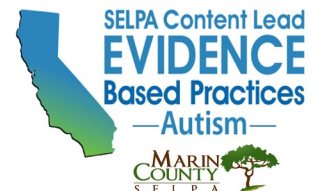
	Communication
	Social
	Joint attention
	Play
	Cognitive
	School readiness
	Academic/ Pre-academic
	Adaptive/ self-help
	Challenging/ Interfering behavior
	Vocational
	Motor
	Mental health
	Self-determination

Age Ranges

	0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
Communication	✓	✓	✓	✓	✓	
Social	✓	✓	✓	✓	✓	✓
Joint attention						
Play	✓	✓	✓	✓	✓	
Cognitive		✓	✓	✓		
School readiness			✓	✓		
Academic/ Pre-academic						
Adaptive/ self-help			✓	✓	✓	
Challenging/ Interfering behavior		✓	✓	✓	✓	
Vocational						
Motor						
Mental health			✓	✓	✓	
Self-determination			✓	✓		



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Why do we use SST?

Learners with ASD often struggle with social impairments.

Understanding the back-and-forth of a social interaction is difficult for learners with ASD

Social skills training can be used to address foundational social skills such as imitation, initiating interactions, play skills, and understanding and regulating emotions.

AFIRM Video Examples

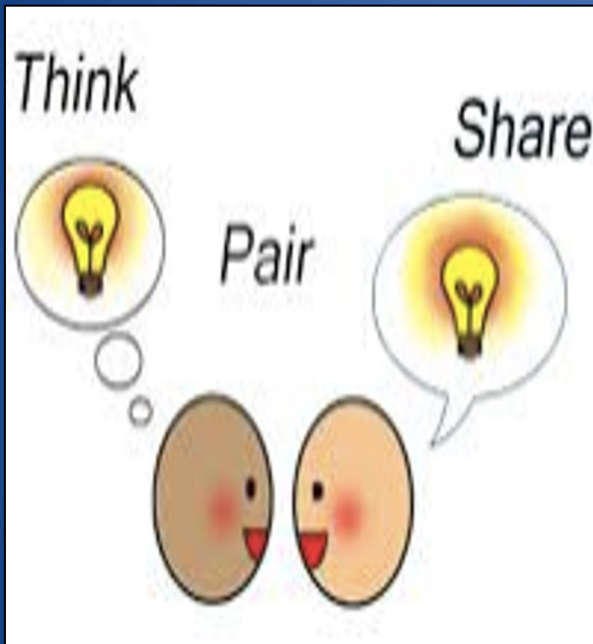


AFIRM

Autism Focused Intervention
Resources and Modules



Think - Pair - Share



- Think about one student with whom you work that you believe would benefit from SST.
- How is the student struggling?
- What 1-2 goals would you consider addressing?
- Use SST Goals Handout as needed to determine your answer (link on next slide)



Autism Focused Intervention Resources & Modules

---SST Goals---

Social skills training can target a variety of goals related to improving social skills. Here are some of the major categories and sub-topics of social skills goals that have been targeted through social skills training. Note that some of these skills could be placed in more than one category.

For more information visit:
www.afirm.fps.unc.edu

Foundational skills	<ul style="list-style-type: none"> Imitation Paying attention Following instructions Knowing own and other's name; Recognizing own and other's belongings; Knowing own and other's gender
Initiation of Interactions	<ul style="list-style-type: none"> Seeking play partners Introducing self/greeting Peer entry and exit skills Showing interest in others
Maintaining interactions	<ul style="list-style-type: none"> Playing cooperatively Taking turns Sharing Choosing the same friend Solving a problem together Developing friendship networks
Other play skills	<ul style="list-style-type: none"> Parallel play Partner/pretend play Appropriate use of play stations Good sportsmanship
Language and Communication	<ul style="list-style-type: none"> QUESTION-ASKING Expressing own preferences Listening to one another Conversation skills Interpreting non-literal language Choosing topics that interest others Giving compliments Asking for help
Understanding and Regulating Emotions	<ul style="list-style-type: none"> Recognizing emotions on faces Recognizing own and other's feelings Tolerating frustration and change
Other related social communication skills	<ul style="list-style-type: none"> Changing bad reputations Handling teasing, bullying, and arguments Interest expansion Perspective-taking and theory of mind skills

List of Social Skills Goals

<https://drive.google.com/file/d/13ZttDWCPDKClj360uXaIU7DLbYhDZiU/view?usp=sharing>

How Does SST Help?

- Increases social competency
- Provides opportunity for skills to generalize outside of teaching session
 - This may include across settings, people, with peers and family members
- Provides a clear structure and systematic way to teach:
 - Skills needed to complete everyday activities
 - Skills needed to participate in various groups or activities

Instructional Strategies

SST includes Direct Instruction, Role Plays, Facilitated Practice with Feedback and often includes many of these EBPs for Autism:

- Modeling
- Video Modeling
- Prompting
- Reinforcement
- Visual Cues
- Social Narratives
- Peer-Based Instruction & Intervention

Who Can Participate?

- SST can be 1:1 or small group
- SST can be “like” needs or can have differing ability levels



Who Can Implement SST?

- Teachers
- Speech- Language Pathologists
- Parents
- Paraprofessionals
- Counselors
- Psychologists
- Social Workers
- Others???



Where Can SST Be Used?

- School
- Home
- Clinics
- Classrooms
- Community
- Others???



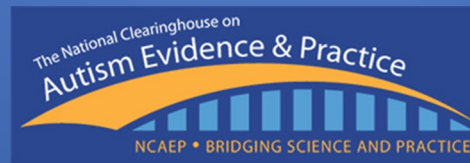
PEERS

Manualized Intervention Meeting Criteria for EBPs (MIMC)

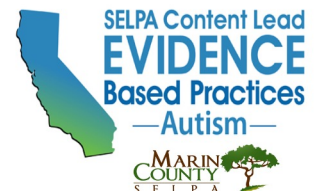
“Interventions that clearly fit the EBP categorical definitions but had themselves enough evidence to be classified as an EBP.”

MIMCs are operationally defined as interventions that:

- a) are manualized,
- b) have unique features that create an intervention identity, and
- c) share common features with other practices grouped within the superordinate EBP classification.

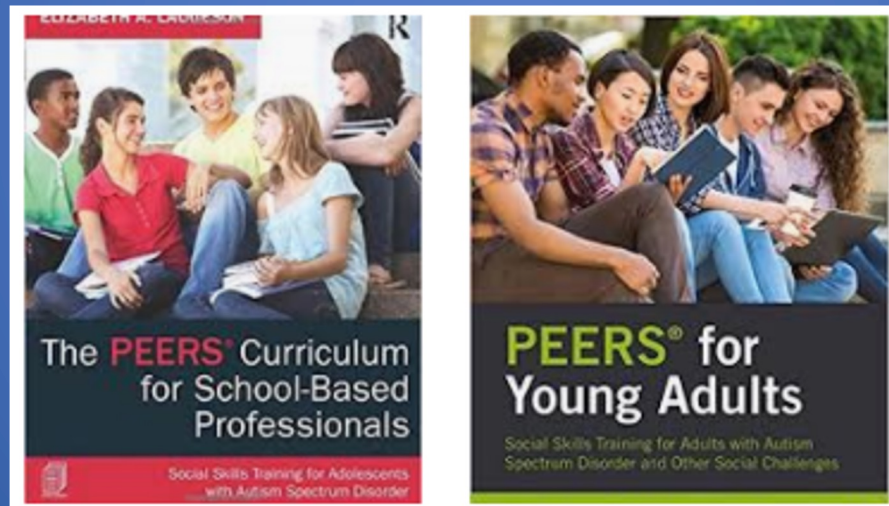


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PEERS is a MIMC

- PEERS is the only curriculum that has been validated with students with Autism



Practice with Feedback

Your student with Autism can sometimes become aggressive with other students out on the playground. The student will push others down when they are in his way, yell at peers when he doesn't like the game they chose to play and/or take play equipment away preventing others from playing the game or being able to take a turn.



- **With what skill is the student struggling?**
- **What goal(s) could be the focus of SST?**
- **How and where could SST take place and with whom?**

Example- Lunch Buddies

Student sits alone at lunch table and wanders the perimeter of the school during lunch. Student has a hard time answering questions asked by other students and doesn't initiate any conversations.

Ex.1 – Peers of the student want to be a lunch buddy. The peers sit with the student, ask questions and attempt to get the student to participate in any games/activities they play.

Ex.2 – Peers of the student want to be a lunch buddy. SLP shares with the peers specific ways to get the students attention before asking questions. SLP also works 1:1 with student 2x a week on how to answer questions peers may ask and to understand the rules of various games peers are playing.

Plan!!!

Use the AFIRM Planning Guide

Now you are ready to start...

Step 1: SST Planning

The planning step explains initial steps and considerations involved to prepare for and develop a training plan for a learner with ASD.

1.1 Determine if training will be 1-on-1 or a group

Decide if the training will be conducted in an individual or group format based upon various factors including the skills and developmental level of the learner with ASD, the availability of the trainer, availability of space, and scheduling constraints.

1.2 Select peers for participation

To select peers for participation, consider if the grade level and needs of other potential participants. Also, determine if peer models will be included.

1.3 Conduct social skills assessment

Use informal and/or formal assessment methods to obtain more information about a learner's current social competence as well as areas of need.

1.4 Select content of lessons

Consider the needs of the learner with ASD and group members (if a group format was selected). Remember large topics of instruction might include underlying components to the skill that will need to be addressed as well.

1.5 Determine format structure

SST should have a common format for each session. At a minimum, the lesson format should include a check in, introduction and teaching of a new skill, practice of the new skill, feedback, and opportunities to practice new skill outside of lesson format.

1.6 Select instructional strategies to use

A variety of instructional strategies can be used to teach social skills including direct instruction of skills, modeling, video modeling, role play, prompting, reinforcement, facilitated practice, and use of visual cues.

1.7 Prepare materials

Before you begin social skills training, you will need to prepare the materials. If you have selected any curriculum to support instruction, you will need to obtain those materials.

Social Skills Training
STEP-BY-STEP

Step 1: SST Planning (continued)

1.8 Prepare instructors and adults to assist with training

Before beginning to use SST make sure all adults who will be leaders are familiar with the lesson plans and the reward system planned for participants.

1.9 Determine meeting place and schedule

A meeting time and place for the training needs to be selected that is convenient for both the learners with ASD, other members, and the leader.

 The **SST Planning Worksheet** in the Resource section will help you plan for SST.

Step 2: Using SST

This step describes the process of using social skills training.

2.1 Implement the training as planned

Refer back to the plan for instruction or the Planning Worksheet. Consider creating session guides to plan for individual lessons.

 The **Session Guide** in the Resource section will help you plan for specific training sessions.

2.2 Reinforce learner use of target skills

Reinforce learner's use of new target skills or behaviors. Select items or activities that are reinforcing to the learner with ASD.

2.3 Support generalization of target skills

Make a plan to support a learner in generalizing skills learning in the training session to other settings, people, and activities.

2.4 Provide support to peer models if applicable

Adult leaders should provide time for peers to become familiar with the learner with ASD, review the goals and format of the training session with peers, and provide specific suggestions of what is expected from peer.

STEP-BY-STEP


Step 3: Monitoring SST

The following process describes how the use of social skills training can be monitored and how to adjust your plan based on the data.

3.1 Collect data on learner use of target skills

Team members should collect data on target skills and behaviors. Use event recording to collect frequency data at every instance the behavior occurs. When using a group format for SST, consider collecting data using one data form.

 The **Event Recording Form** in the Resource Section will help you monitor behaviors with low frequency.

 The **Group Data Form** in the Resource Section will help you collect data on multiple learners.

3.2 Determine next steps based on learner progress

If a learner is making progress based upon data collected, team members should continue to use SST and consider using it to address additional goals.

If the target skill or behavior is not increasing, ask yourself the following questions:

- Is the target skill or behavior well defined?
- Is the target skill or behavior measurable and observable?
- Has enough time been devoted to using SST?
- Was SST used with fidelity? (Use the SST Implementation Checklist to determine fidelity.)
- Is a consistent format used for each session?
- Are instructional strategies being used consistently?
- Are reinforcers used that are motivating to the learner?

If these issues have been addressed and the learner with ASD continues not to show progress, consider selecting a different evidence-based practice to use with the learner with ASD.

Items on the Planning Form

What to consider:

1.1 Determine if training will be 1-on-1 or a group

Decide if the training will be conducted in an individual or group format based upon various factors including the skills and developmental level of the learner with ASD, the availability of the trainer, availability of space, and scheduling constraints.

1.2 Select peers for participation

To select peers for participation, consider if the grade level and needs of other potential participants. Also, determine if peer models will be included.

1.3 Conduct social skills assessment

Use informal and/or formal assessment methods to obtain more information about a learner's current social competence as well as areas of need.

Assessment methods may include:



- Review of records and previous assessments. In particular, one source of information to explore is previous speech-language assessments when pragmatic language is assessed. Other assessments such as those addressing cognitive and academic functioning, may provide some insight into the capabilities of the learner. Finally, assessments of adaptive behavior may include information about social skills.
- Interviews with parents and current or recent providers including speech language pathologists, general education teachers, special education teachers, and counselors.
- Talking with the learner
- Observations
- Use of formal assessment tools. Some examples include: Social Skills Improvement System (SSIS),¹⁹ Vineland Adaptive Behavior Scales, Second Edition (VABS-II),²⁰ Test of Pragmatic Language – Second Edition (TOPL-2)²¹
- Completion of skill inventories

Items on the Planning Form

What to consider:

1.4 Select content of lessons

Consider the needs of the learner with ASD and group members (if a group format was selected). Remember large topics of instruction might include underlying components to the skill that will need to be addressed as well.

1.5 Determine format structure

SST should have a common format for each session. At a minimum, the lesson format should include a check in, introduction and teaching of a new skill, practice of the new skill, feedback, and opportunities to practice new skill outside of lesson format.

1.6 Select instructional strategies to use

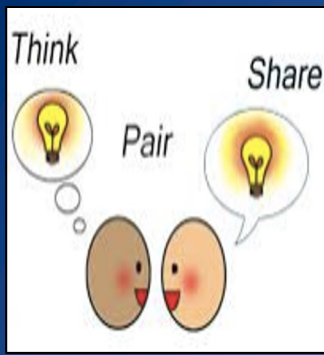
A variety of instructional strategies can be used to teach social skills including direction instruction of skills, modeling, video modeling, role play, prompting, reinforcement, facilitated practice, and use of visual cues.

Common Format for Every Session*

- Check In/Warm Up
- Introduction and teaching of new skill
- Modeling
- Practice
- Feedback
- Generalization/Opportunity to practice outside lesson format

*See SST AFIRM module for description of each of these components

Think-Pair-Share Practice with Feedback Generalization



One downfall of social skills instruction is often that learners do not generalize those skills outside of the training setting to other settings, people, and activities.

Think of a student who is now able to greet others upon arrival to the Social Skills group:

- **How might you generalize this new skill?**
- **Write down the steps you would take to do this.**
- **Your trainer will discuss this plan with you**

Select Instructional Strategies to Use

A variety of instructional strategies can be used to teach social skills such as:

- direct instruction of skills
- modeling / video-modeling
- role-play
- prompting
- reinforcement
- visual cue/supports
- social narratives (Social Stories/Power Cards)
- facilitated practice/practice with feedback,
- use of a concept mastery routine
- practicing with trained peers (PBII)



Items on the Planning Form

What to consider:

1.7 Prepare materials

Before you begin social skills training, you will need to prepare the materials. If you have selected any curriculum to support instruction, you will need to obtain those materials.

1.8 Prepare instructors and adults to assist with training

Before beginning to use SST make sure all adults who will be leaders are familiar with the lesson plans and the reward system planned for participants.

1.9 Determine meeting place and schedule

A meeting time and place for the training needs to be selected that is convenient for both the learners with ASD, other members, and the leader.



The SST Planning Worksheet in the Resource section will help you plan for SST.



Training Others to Support SST

Free Training Modules Just for Paraeducators



Autism Focused Intervention
Resources & Modules

<https://afirm.fpg.unc.edu/afirm-modules>

AFIRM for Paraprofessionals: Simulated E-Learning

Reinforcement: Introduction & Practice
• Hide description
Reinforcement is used to increase the chances a learner with autism spectrum disorders (ASD) will use a target skill or behavior.
Time to complete:
This module will take approximately 1.5 - 2 hours to complete. [Select Module](#)

Prompting: Introduction & Practice
• Hide description
Prompting is used to help the learner with autism spectrum disorders (ASD) successfully use a target skill or behavior.
Time to complete:
This module will take approximately 1.5 - 2 hours to complete. [Select Module](#)

Supporting Peer Interactions: Introduction & Practice
• Hide description
Supporting peer interactions is a critical component of the learner's ability to engage socially with peers.
Time to complete:
This module will take approximately 1.5 - 2 hours to complete. [Select Module](#)

Time Delay: Introduction & Practice
• Hide description
Time delay is used to systematically fade the use of prompting for a target skill or behavior.
Time to complete:
This module will take approximately 1.5 - 2 hours to complete. [Select Module](#)

Visual Cues: Introduction & Practice
• Hide description
Visual cues are concrete objects used to increase the learner with ASD's ability to complete a target skill or behavior.
Time to complete:
This module will take approximately 1.5 - 2 hours to complete. [Select Module](#)

Social Skills Training (SST) —Implementation Checklist—

Before you start:

Have you...

- Identified the behavior
- Collected baseline data through direct observation
- Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

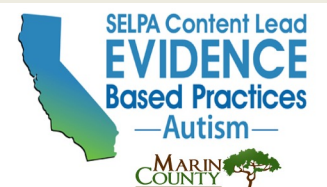
If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

	Observation	1	2	3	4
Date					
Observer's Initials					
Step 1: Planning					
1.1 Determine if training will be 1-on-1 or a group					
1.2 Select peer(s) for participation if applicable					
1.3 Conduct social skills assessment					
1.4 Select content of lessons					
1.5 Determine format structure					
1.6 Select instructional strategies to use					
1.7 Prepare materials					
1.8 Prepare instructors and adults to assist with training					
1.9 Determine meeting place and schedule					
Step 2: Using					
2.1 Implement the training as planned					
2.2 Reinforce learner(s) use of target skills					
2.3 Support generalization of target skills to other settings/people/activities					
2.4 Provide support to peer models if applicable					
Step 3: Monitoring					
3.1 Collect data on learner use of target skills					
3.2 Determine next steps based on learner progress					

Use the Implementation Checklist to ensure fidelity!



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AFIRM

Autism Focused Intervention
Resources & Modules

---SST Session Guide---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior(s): _____

Session Guide:

It might be helpful to plan specifically for each session. The session guide below provides a starting point.


Item	Training plan	Completion status	Changes/notes
Date		<input type="checkbox"/>	
Session Topic		<input type="checkbox"/>	
Skills addressed		<input type="checkbox"/>	
Content		<input type="checkbox"/>	
Structure		<input type="checkbox"/>	
Behavior management		<input type="checkbox"/>	
Instructional strategies		<input type="checkbox"/>	
Materials needed		<input type="checkbox"/>	

For more
information visit:
www.afirm.fpg.unc.edu

**Use the
Session
Guide to
Help You
Plan!**

Monitor and Collect Data Group Recording Form

Social Skills Training



---SST Data Collection---

Group _____

Date/Time: _____ Observer(s): _____

For more information visit:
www.afirm.fgg.unc.edu

Group Target Skill:

Learner 1: _____ Target Skill: _____
 Learner 2: _____ Target Skill: _____
 Learner 3: _____ Target Skill: _____

Data Collection:
 When using a group format for social skills training, it might be useful to collect data on multiple learners using one data form.


Target Skill:	Learners														
	Learner 1					Learner 2					Learner 3				
Attempts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Day 1:															
Day 2:															
Day 3:															
Day 4:															
Day 5:															
Summary Data: Unprompted	Day 1	# unprompted	# unprompted	# unprompted											
		% unprompted	% unprompted	% unprompted											
	Day 2	# unprompted	# unprompted	# unprompted											
		% unprompted	% unprompted	% unprompted											
	Day 3	# unprompted	# unprompted	# unprompted											
		% unprompted	% unprompted	% unprompted											
	Day 4	# unprompted	# unprompted	# unprompted											
		% unprompted	% unprompted	% unprompted											
	Day 5	# unprompted	# unprompted	# unprompted											
		% unprompted	% unprompted	% unprompted											

Key: # = unprompted; P = picture prompt; V = verbal prompt; 0 = no response

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Monitor and Collect Data

Example: Event Recording Data



Social Skills Training

---Event Recording Data Collection---

Learner's Name: TORI Date/Time: 1/12/19 4pm

Observer(s): JENNIFER

Target Behavior(s): Invite friend to do an activity

Event Recording:
Use event recording to monitor behaviors with low frequency.

Date	Target Behavior	Total
1/12	+	1
1/13	+	1
1/14	+ + +	3
1/15	+ + +	3
1/16	+ + + + +	5
1/17	+ + + + + + +	6

Anecdotal Notes:

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
1/12	JR	Reminded to ask a friend, discussed who friend could be, shared what could say. Tori had a difficult time trying but did eventually.
1/13	JR	same as day before.
1/14	JR	same process as before but student now more willing to try.

For more information visit:
www.afirm.fpg.unc.edu

Monitoring Tips

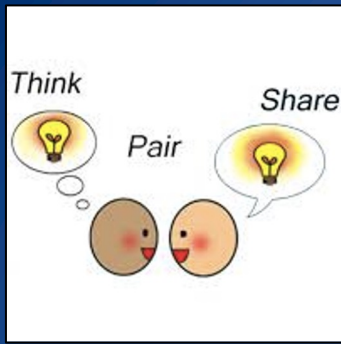
- Look over the data collection sheets being presented
- Is the student making progress?
- Practice completing data sheets:
 - Event recording
 - Group data



Monitoring Tips

When a student is not making progress ask these questions:

- Is the target behavior clearly defined?
- Is it measurable and observable?
- Is enough time being spent on teaching and practicing?
- Is it being conducted with fidelity?
- Is there consistency with the format and instructional strategies being used?
- Is the reinforcer motivating?



My Takeaways

1. What are 4 things you remember from today's training?
1. What are 2 things you see yourself doing?
1. What is the 1 thing you can implement tomorrow?

Next Steps: Implement SST

Social Skills Training (SST)
—Implementation Checklist—

	Observation			
	1	2	3	4
	Date			
<i>Before you start:</i>	Observer's Initials			
<i>Have you...</i>				
<input type="checkbox"/> Identified the behavior				
<input type="checkbox"/> Collected baseline data through direct observation				
<input type="checkbox"/> Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.				
<i>If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.</i>				
Step 1: Planning				
1.1 Determine if training will be 1-on-1 or a group				
1.2 Select peer(s) for participation if applicable				
1.3 Conduct social skills assessment				
1.4 Select content of lessons				
1.5 Determine format structure				
1.6 Select instructional strategies to use				
1.7 Prepare materials				
1.8 Prepare instructors and adults to assist with training				
1.9 Determine meeting place and schedule				
Step 2: Using				
2.1 Implement the training as planned				
2.2 Reinforce learner(s) use of target skills				
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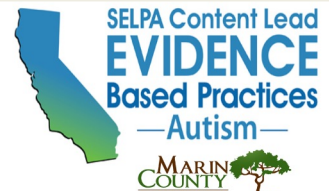
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After the Training...

Please complete the **Post Training Survey**
that will be sent to your email



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