

## Social Skills Menu

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_

(Check Items Relevant to Student)

### Communication Skills

#### Conversational Skills

- 1. Maintaining Appropriate Physical Distance from Others  
("Don't Be a Space Invader")
- 2. Listening Position
- 3. Tone of Voice
- 4. Greetings
- 5. How and When to Interrupt
- 6. Staying on Topic
- 7. Maintaining a Conversation
- 8. Taking Turns Talking
- 9. Starting a Conversation
- 10. Joining a Conversation
- 11. Ending a Conversation
- 12. Asking a Question When You Don't Understand
- 13. Saying "I Don't Know"
- 14. Introducing Yourself
- 15. Getting to Know Someone New
- 16. Introducing Topics of Interest to Others
- 17. Giving Background Information about What You Are Saying
- 18. Shifting Topics
- 19. Don't Talk Too Long
- 20. Sensitive Topics
- 21. Complimenting Others
- 22. Use Your H.E.A.D. (Happy Voice, Eye Contact, Alternating Turns, Distance)
- 23. T.G.I.F. (Timing, Greeting, Initial Question, Follow-Up Questions)

### Cooperative Play Skills

- \_\_\_24. Asking Someone to Play
- \_\_\_25. Joining Others in Play
- \_\_\_26. Compromising
- \_\_\_27. Sharing
- \_\_\_28. Taking Turns
- \_\_\_29. Playing a Game
- \_\_\_30. Dealing with Losing
- \_\_\_31. Dealing with Winning
- \_\_\_32. Ending a Play Activity

### Friendship Management

- \_\_\_33. Informal Versus Formal Behavior
- \_\_\_34. Respecting Personal Boundaries
- \_\_\_35. Facts Versus Opinions (Respecting Others' Opinions)
- \_\_\_36. Sharing a Friend
- \_\_\_37. Getting Attention in Positive Ways
- \_\_\_38. Don't Be the "Rule Police"
- \_\_\_39. Offering Help
- \_\_\_40. When to Tell on Someone
- \_\_\_41. Modesty
- \_\_\_42. Asking Someone Out on a Date
- \_\_\_43. Appropriate Touch
- \_\_\_44. Dealing with Peer Pressure
- \_\_\_45. Dealing with Rumors
- \_\_\_46. Calling a Friend on the Telephone
- \_\_\_47. Answering the Telephone

## Emotion Management Skills

### Self-Regulation

- \_\_\_ 48. Recognizing Feelings
- \_\_\_ 49. Feelings Thermometer
- \_\_\_ 50. Keeping Calm
- \_\_\_ 51. Problem Solving
- \_\_\_ 52. Talking to Others When Upset
- \_\_\_ 53. Dealing with Family Problems
- \_\_\_ 54. Understanding Anger
- \_\_\_ 55. Dealing with Making a Mistake
- \_\_\_ 56. Trying When Work Is Hard
- \_\_\_ 57. Trying Something New

### Empathy

- \_\_\_ 58. Showing Understanding for Others' Feelings: Preschool-Elementary
- \_\_\_ 59. Showing Understanding for Others' Feelings: Preadolescent-Adulthood
- \_\_\_ 60. Cheering up a Friend

### Conflict Management

- \_\_\_ 61. Asserting Yourself
- \_\_\_ 62. Accepting No for an Answer
- \_\_\_ 63. Dealing with Teasing – K-4th Grade
- \_\_\_ 64. Dealing with Teasing – 5th Grade and Up
- \_\_\_ 65. More Words to Deal with Teasing
- \_\_\_ 66. Dealing with Being Left Out
- \_\_\_ 67. Avoiding Being "Set Up"
- \_\_\_ 68. Giving Criticism in a Positive Way
- \_\_\_ 69. Accepting Criticism
- \_\_\_ 70. Having a Respectful Attitude

## Sample Skill Rating Form

School: Lincoln Date: 2-24-02 (pretraining)

Teacher: Mrs. Smith

Directions: Based on your observations in various situations, rate each child's use of the following skills according to the following scale:

- 1 = the child **almost never** uses the skill      4 = the child **often** uses the skill  
 2 = the child **seldom** uses the skill            5 = the child **almost always** uses the skill  
 3 = the child **sometimes** uses the skill

Skills	Names				
	John	Gary	Sam	Lisa	Carla
1. Listening Position	2	3	1	3	2
2. Maintaining a Conversation	2	2	2	2	2
3. Starting a Conversation	3	3	2	2	2
4. Joining a Conversation	1	1	1	2	2
5. Sensitive Topics	4	4	2	4	4
6. Playing a Game	3	2	2	3	3
7. Asking Others to Play	3	3	3	3	3
8. Compromising	3	3	2	3	2
9. Keeping Calm	3	3	1	4	3
10. Dealing with Mistakes	3	3	1	3	2
11. Understanding Others' Feelings	3	3	4	3	3
12. Dealing with Teasing	2	2	1	2	2

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Skills	Names				
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

UHCL Center for Autism and Developmental Disabilities  
**Brief Social Skills Assessment**

Please estimate the learner's ability to perform these skills **without your assistance**.

	Never	Sometimes	Usually
Looks when called			
Turns and orients toward person when making requests			
Imitates hand movements			
Waves			
Says "hi" in response to greetings			
Walks up to others to greet			
Says "bye"			
Holds eye contact 1-3 sec during greeting			
Takes turns			
Shares toys when asked			
Trades toys			
Follows instructions to play with peers			
Joins in small group free play			
Requests preferred items			
Requests information			
Can answer 1-3 social questions			
Provides help to others when asked			
Asks peers to join in their play			
Reciprocates comments about objects			
Requests attention/acknowledgement of adults or peers			
Asks social questions during conversations			
Offers assistance to adults or peers			
Comments about play activities			
Uses appropriate gestures			
Recognizes and labels emotions			
Takes turns when conversing			
Uses appropriate tone of voice and volume control			
Resolves conflicts			
Demonstrates sportsmanship skills			
Gives compliments			

## Using and Fading Prompts

### What are Prompts?

Hints or cues that help the learner respond correctly

### When are Prompts Used?

- At the same time as the instruction ("errorless learning")
- During the learner's response to help minimize errors
- After an incorrect response or no response

### Types of Prompts:

Ordered from least to most amount of assistance:

verbal: hints, clarifications, reminders

gestural: any physical movement, such as pointing, motioning, nodding

model: partial or full demonstration of correct response

physical: touch or physical assistance

### Ways to Fade Prompts

#### ➤ "Least-To-Most" Prompting Technique:

Deliver the instruction (e.g., "hand me the cup") and wait 3 to 5 seconds for a response

Incorrect Response    → Gesture  
   → Model  
   → Physical

Give increasingly more assistance until correct response occur

#### ➤ "Most-To-Least" Prompting Technique:

Combine instruction with most amount of assistance needed

"Hand me the cup" while modeling  
Incorrect Response → Physical

Gradually reduce prompt over time

Fade from model to gesture to verbal

➤ “Prompt Delay” Technique:

Gradually delay presentation of the prompt

“What's your name?” “John”

“What's your name?” → 1 sec → “John”

“What's your name?” → 3 sec → “John”

“Point to Blue” while modeling

“Point to Blue” → 1 sec → model

“Point to Blue” → 3 sec → model

Continue to increase delay interval

Correct response will begin to occur before the prompt



# Potential Reinforcer Checklist



Instructions: Highlight items your child enjoys most.

## I. Visual Reinforcers

T.V./movies  
Computer games  
Video games  
Wind-up toys  
Tops/spinners  
Flashlight  
Toys that light up  
Hologram stickers  
Kaleidoscope  
Mirrors  
Picture books  
Pop-up books  
Toys with wheels  
Car or marble ramps  
Train & train track  
Pop-up toys  
Jack-in-the-Box  
Balloons  
Puppets  
Glittery or shiny stickers  
Crayons or markers  
Party poppers (contain confetti)  
Chalk & chalkboard  
Markers & marker board  
Etch-a-sketch or Magnadoodle  
Egg timer  
Waterwheels  
Stamps & stamp pad  
Painting  
Paint with water books

Parachute men  
Glow-in-the-dark objects  
Viewfinder  
Themed Figurines  
Snow globes  
Shadow play  
Disc shooter  
Stop  
Beads  
Masks  
Dress-up clothes/costumes  
Hats  
Pouring liquids  
Making photo copies  
Cameras/taking photographs  
Videocameras  
Puzzles

## II. Auditory Reinforcers

Music tapes/CD's  
Books with sound effect strips  
Whistles  
Bells  
Drum & drum sticks  
Triangle  
Rhythm sticks  
Cymbals  
Piano  
Toys that talk or sing

Singing songs  
Microphone  
Party blowers  
Canisters that make animals sounds  
Clackers  
Toys that beep or buzz  
Nursery Rhymes  
Music Box  
Clapping  
Kazoo

## III. Tactile (Touch) Reinforcers

Stress balls  
Lotion  
Shaving cream  
Play-doh  
Clay  
Putty  
Silly-string  
Sand play  
Water play  
Bubble wrap  
Books with textured illustrations  
Pipe-cleaners  
Toys that bend or stretch  
Toys that are rubbery  
Koosh-balls  
Finger painting  
Bumble ball  
Vibrating pen

Pom-poms  
Puffy paint  
3-D glue  
Glitter  
Magnets  
Water balloons  
Bean bags  
Feathers/feather duster  
Pillows  
Soap bubbles  
Tickling  
Ball pit  
Fan  
Crumpling/tearing  
paper  
Massage

#### **IV. Kinetic (Movement)**

##### **Reinforcers**

Trampoline  
Bouncing on therapy  
ball  
Rolling on floor  
Being held upside down  
Spinning  
Sock'em Boppers  
Moon Shoes  
Sit & Spin  
Crawling on floor  
Running  
Jumping/hopping  
Skipping  
Bicycle or tricycle  
Wagon rides  
Piggy-back rides  
Rocking chair/horse  
Dancing  
Climbing  
Crashing into pillows  
Twister  
Swinging  
Rolling down a hill

Being rolled up inside a  
blanket  
Crawling through tunnel  
Building a fort out of  
sofa cushions  
Rolling on stomach over  
large ball  
Scooter board  
Skate board  
Skates/roller blades  
Throwing/kicking  
objects at targets  
Sliding down sliding  
board/ramp  
Knocking down objects  
Hitting objects with bat  
or racquet  
Batting at hanging  
objects  
Bowling  
Golf  
Air hockey  
Being thrown in the air  
Hide & seek  
Tug-o-war

#### **V. Edibles Reinforcers**

Candy  
Cookies  
Chips  
Cracker  
Pretzels  
Popcorn  
Marshmallows  
Icing  
Ice Cream  
Fruit  
Soda  
Juice  
Milk

# Reinforcement



What is a reinforcer?

- A reinforcer is any object, activity, or verbal statement that increases the occurrence of the targeted behavior when it follows the behavior.

How do you identify reinforcers?

- Observe the individual during free time. The items that the individual interacts with the most can be used as a reinforcer.
- Ask the individual to choose one item out of an array of several items.
- Does the individual appear excited when presented with the item?

When should you reinforce?

- When the individual shows improvement on a targeted skill. For example, if the individual had in the past been requiring physical guidance to complete the skill, but instead only needed a model prompt.
- When the individual does something without any help.
- ALWAYS reinforce within 3 seconds of the desired response

When should you withhold reinforcement?

- When the learner needs more help than normal. For example, if the learner needs physical guidance today but typically only needs a gesture to follow your instruction.
- When problem behavior occurs while completing a targeted skill

Ensure reinforcers remain powerful!

- Vary the reinforcers used
- Always pair reinforcement with praise (refer to 101 ways to praise handout)
- Restrict access to reinforcers (i.e. only allow access to items when the learner is working on the targeted skill)
- ALWAYS reinforce within 3 seconds of the desired response

# **Teaching Social Skills**

## **Resources**

### **Books (includes assessments)**

*Social Skills Solutions: A Hands-on Manual for Teaching Social Skills to Children With Autism* by Kelly McKinnon and Janis Krempa. DRL Books, Inc.

*DO-WATCH-LISTEN-SAY: Social and Communication Intervention for Children w/ Autism* by Kathleen Ann Quill. Paul H. Brookes Publishing Co

*Crafting Connections: Contemporary Applied Behavior Analysis for Enriching the Social Lives of Persons with Autism Spectrum Disorder* by Mitchell Taubman, Ron Leaf, and John McEachin. Autism Partnership.

*VIDEO MODELING: A Visual Teaching Method for Children with Autism, A Guide for Parents and Educators (2nd Edition)* By Lisa Neumann [www.ideasaboutautism.com/video.html](http://www.ideasaboutautism.com/video.html)

### **Video Modeling DVDs**

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

[www.Youtube.com](http://www.Youtube.com)