

alphabee PRO

Social Skills

Support Staff training

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This presentation is for informational purposes only and does not constitute clinical or legal advice. Follow up with a BCaBA/BCBA/BCBA-D is recommended to develop a specific plan for your child or student.

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Objectives

Main Objectives

- Why we do groups
- Group overview
- Prompting and reinforcement
- Managing challenging behaviour
- Data collection & Graphing
 - Selecting targets/programs
- Lesson plans & communication notes
- Facilitating a meaningful learning environment
- TICs' and Evaluations

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WHY DO GROUP PROGRAMMING?



- Generalize and maintain skills taught in 1:1
- Give structured opportunities for social engagement
- Gain group learning experiences (teach the child to respond to instructions given by a teacher in a group)

& to have fun!

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Social Skills

Goal:	Social Skills, conversation and improve play skills in a group!
Format:	1:1, 2:1, or 3:1
Structure:	One IT is the "teacher", everyone else is the "back prompter/data taker"

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Active Student Responding

Question #1

What is the ultimate goal of the group?

- a) To learn new play skills
- a) Participate and listen to the teacher without additional support
- a) Functional communication training
- a) None of the above

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Active Student Responding

Question #1

What is the ultimate goal of the group?

- a) To learn new play skills
- c) Participate and listen to the teacher without additional support
- a) Functional communication training
- a) None of the above

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Active Student Responding

Question #2

What is the ultimate goal of the Social skills?

- a) Generalize play skills to peers
- c) Participate and listen to the teacher without additional support
- a) Work on conversation skills with peers
- d) Enhance social skills with peers
- d) All of the above

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Active Student Responding

Question #2

What is the ultimate goal of the Social skills?

- a) Generalize play skills to peers
- c) Participate and listen to the teacher without additional support
- a) Work on conversation skills with peers
- d) Enhance social skills with peers
- d) All of the above

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Fun with Friends

- More advanced conversation skills with peers
- Facilitating conversation through interactive group games
- Following group instructions
- Play stations

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Operation Cooperation

- Decision strategies with peers
- Learning to cooperate with peers to accomplish a goal
- Tolerating setbacks
- Problem solving
- Advanced conversation skills

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Active Student Responding

Question #3

What groups are offered through AB social skills?

- a) Little Buddies
- a) We don't offer social skills
- a) Fun with friends
- a) Operation Cooperation
- e) a, c, & d

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Active Student Responding

Question #3

What groups are offered through AB social skills?

- a) Little Buddies
- a) We don't offer social skills
- a) Fun with friends
- a) Operation Cooperation
- e) a, c, & d

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Prompting & Reinforcement

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PROMPTING AS A SUPPORT

- 1 Model appropriate behaviour
- 2 Shadow the child and systematically fade back when appropriate
- 3 Use gestural prompts, positional prompts and modeling
- 4 Use subtle prompts from behind
- 5 Signal leader to have them give the child an instruction to participate if possible
- 6 Signal the leader for reinforcement!

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Active Student Responding

Question #4

Support staff should implement least-to-most prompting hierarchy.

- a) True
- b) False

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Active Student Responding

Question #4

Support staff should implement least-to-most prompting hierarchy.

- a) True
- b) False

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When to Prompt

- Stop inappropriate behaviour
- Follow the teachers verbal instruction
- Prompt learner back to group activity
- Prompt the learner to respond to social initiation

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Active Student Responding

Question #5

When should you as the support staff prompt your learner?

- a) Stop inappropriate behaviour
- a) To follow the leads instruction
- a) Prompt learner back to group activity
- a) To respond to social interactions
- a) All of the above

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Active Student Responding

Question #5

When should you as the support staff prompt your learner?

- a) Stop inappropriate behaviour
- a) To follow the leads instruction
- a) Prompt learner back to group activity
- a) To respond to social interactions
- a) All of the above

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Managing Challenging Behaviour

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<p>Minor Behaviour</p> <ul style="list-style-type: none"> Behaviour that is easily redirected or does not cause a safety risk to peers or other staff 	<p>Major Behaviour</p> <ul style="list-style-type: none"> Behaviour that poses a safety risk to peers or other staff
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<p>Minor Behaviour</p> <ul style="list-style-type: none"> Allow the teacher to deliver verbal instruction If bx is becoming disruptive to group support IT can prompt learner through the behaviour <ul style="list-style-type: none"> ABC data may be taken depending on frequency, intensity and duration 	
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<p>Active Student Responding</p>	<p>Question #6</p> <p>If your client is engaging in minor problem behaviour (PB) during group activities you should...</p> <ul style="list-style-type: none"> a) Allow the teacher to prompt/follow through first. If the behaviour becomes more destructive and a verbal instruction is not effective, then support staff can work through the PB a) Support staff should immediately address PB using a verbal prompt a) Ignore minor PB, it's not a big deal
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Active Student Responding

Question #6


If your client is engaging in minor problem behaviour (PB) during group activities you should...

- a) Allow the teacher to prompt/follow through first. If the behaviour becomes more destructive and a verbal instruction is not effective, then support staff can work through the PB
- a) Support staff should immediately address PB using a verbal prompt
- a) Ignore minor PB, it's not a big deal

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Major Behaviour

- Support It should immediately implement safety measures
- ABC, Communication note and IR



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Active Student Responding

Question #7

If your client is engaging in major problem behaviour (PB) during group activities you should...

- a) Support staff should immediately remove client from group activity, away from peers and other staff, and implement appropriate safety measures. Safety always comes first!
- a) Allow teacher to prompt client through PB before removing him/her from the group
- a) Wait for teacher to give you instruction to remove client from group activity

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Active Student Responding

Question #7

If your client is engaging in major problem behaviour (PB) during group activities you should...

- a) Support staff should immediately remove client from group activity, away from peers and other staff, and implement appropriate safety measures. Safety always comes first!
- a) Allow teacher to prompt client through PB before removing him/her from the group
- a) Wait for teacher to give you instruction to remove client from group activity

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Data Collection & Graphing

All ITs are responsible for taking data, updating targets, and graphing for their client



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ERIC CODE	PROGRAM NAME	OBJECTIVE	ACTIVITY IDEAS
Eng Social 21a	Conditioning visual regard	The child will orient and maintain looking at their eyes and the target object without being cued	Pop the ping pong ball Tether flash Bingo (not taking game)
Eng Social 21b	Approval and disapproval in ambiguous situations	When a reinforcement could be in multiple places, the child will wait to pick up, look at the peer and wait for non-verbal signals to shift or stay to select the direction	Where is the home Where are you (child lead) Takeover from (child lead)
ESDM Level 3 Item 7	Takes turns with unique board games	The child will follow the rules of the game, take turns, keep their hands down, and help set up and take down the game	
ESMAP 22M	Spontaneously cooperates with a peer to accomplish a goal to task	The child will work cooperatively with a peer to complete an activity/and goal	
ESMAP 24M	Engages in un-structured play activities with peer for 5 minutes without adult prompt or redirection	The child will engage in un-structured social pretend play for at least 5 minutes without support from adult	
Aut Mand	Conversation basics	The child will maintain appropriate eye contact, distance, body posture and appropriate vocal volume and tone throughout the interaction	
Aut Mand 22	Verbal Antecedents Leads for Information	The child will ask questions to obtain information	
ESMAP 22M	Spontaneously responds to peers with a join question 5 times	The child will respond to peer using WH question for a variety of different task situations and settings. See information on language item to learn social join	
ESMAP 22M	Spontaneously responds to 5 different questions or statements from peers	The child will respond to questions and comments from peer	
ESDM Level 4 Item 13	Frequently draws, copies illustrations to	The child will draw or draw other's attention to drawing	

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9) 4-6
9) 8-10
9) 12-14

Active Student Responding

Question #8

How many correct probes do you need to master a target?

a) 4

a) Not sure

a) Either the first correct probe to MIP, 3 yes's or 2 (if you're in OC)

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9) 4-6
9) 8-10
9) 12-14

Active Student Responding

Question #8

How many correct probes do you need to master a target?

a) 4

a) Not sure

a) Either the first correct probe to MIP, 3 yes's or 2 (if you're in OC)

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FILE CODE	PROG/UNIT NAME	GRADE LEVEL	APPLICABLE STANDARDS
18010001 18010002 18010003 18010004 18010005 18010006 18010007 18010008 18010009 18010010 18010011 18010012 18010013 18010014 18010015 18010016 18010017 18010018 18010019 18010020 18010021 18010022 18010023 18010024 18010025 18010026 18010027 18010028 18010029 18010030 18010031 18010032 18010033 18010034 18010035 18010036 18010037 18010038 18010039 18010040 18010041 18010042 18010043 18010044 18010045 18010046 18010047 18010048 18010049 18010050 18010051 18010052 18010053 18010054 18010055 18010056 18010057 18010058 18010059 18010060 18010061 18010062 18010063 18010064 18010065 18010066 18010067 18010068 18010069 18010070 18010071 18010072 18010073 18010074 18010075 18010076 18010077 18010078 18010079 18010080 18010081 18010082 18010083 18010084 18010085 18010086 18010087 18010088 18010089 18010090 18010091 18010092 18010093 18010094 18010095 18010096 18010097 18010098 18010099 18010100	<p>18010001: ...</p> <p>18010002: ...</p> <p>18010003: ...</p> <p>18010004: ...</p> <p>18010005: ...</p> <p>18010006: ...</p> <p>18010007: ...</p> <p>18010008: ...</p> <p>18010009: ...</p> <p>18010010: ...</p> <p>18010011: ...</p> <p>18010012: ...</p> <p>18010013: ...</p> <p>18010014: ...</p> <p>18010015: ...</p> <p>18010016: ...</p> <p>18010017: ...</p> <p>18010018: ...</p> <p>18010019: ...</p> <p>18010020: ...</p> <p>18010021: ...</p> <p>18010022: ...</p> <p>18010023: ...</p> <p>18010024: ...</p> <p>18010025: ...</p> <p>18010026: ...</p> <p>18010027: ...</p> <p>18010028: ...</p> <p>18010029: ...</p> <p>18010030: ...</p> <p>18010031: ...</p> <p>18010032: ...</p> <p>18010033: ...</p> <p>18010034: ...</p> <p>18010035: ...</p> <p>18010036: ...</p> <p>18010037: ...</p> <p>18010038: ...</p> <p>18010039: ...</p> <p>18010040: ...</p> <p>18010041: ...</p> <p>18010042: ...</p> <p>18010043: ...</p> <p>18010044: ...</p> <p>18010045: ...</p> <p>18010046: ...</p> <p>18010047: ...</p> <p>18010048: ...</p> <p>18010049: ...</p> <p>18010050: ...</p> <p>18010051: ...</p> <p>18010052: ...</p> 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...</p> <p>18010096: ...</p> <p>18010097: ...</p> <p>18010098: ...</p> <p>18010099: ...</p> <p>18010100: ...</p>	

Selecting programs & targets

- 8-10 programs in at all times
- "must have programs" that are already on data sheet
- Select programs from each domain (colour coded program in curriculum)
- As they master programs add in new ones from same colour coded category

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Active Student Responding

Question #9

How many programs should you have in at a time?

- a) 4-6
- a) 8-10
- a) 12-15

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Active Student Responding

Question #9

How many programs should you have in at a time?

- a) 4-6
- a) 8-10
- a) 8-10
- a) 12-15

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Activity Time!

PAUSE VIDEO HERE!

- Look at the data sheet provide in the handouts, the corresponding target list as well as the graph
- Identify which targets are mastered, update the target list and graph accordingly

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Activity Time!

Now we can take it up together

Mastered targets:

- Responds to greetings target (a)
- Takes turns with peers target (a)
- Spontaneously imitates peer target (a)

Steps you would take:

1. Write the mastered date in the target list
2. Write an introduction date on the next target in the target list (b)
3. Write the NEW target in the data sheet under session 5
4. Write the mastered targets on the Y axis on the graph

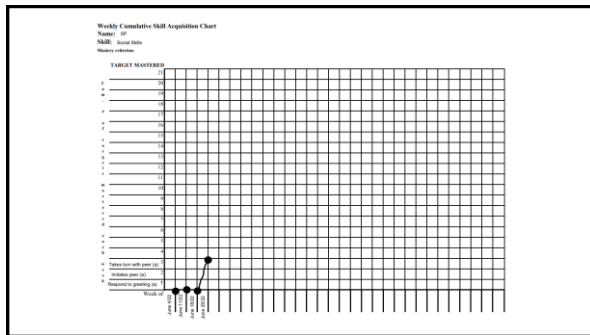
Extra points:

1. Complete the graph after session 4

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Target	Target Date	Date Mastered	Date Re-mastered
1. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
2. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
3. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
4. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
5. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
6. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
7. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
8. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
9. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
10. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
11. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
12. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
13. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
14. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
15. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
16. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
17. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
18. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
19. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
20. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
21. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
22. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
23. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
24. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
25. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
26. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
27. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022
28. Responds to greetings target (a)	7/7/2022	7/7/2022	7/7/2022
29. Takes turns with peers target (a)	7/7/2022	7/7/2022	7/7/2022
30. Spontaneously imitates peer target (a)	7/7/2022	7/7/2022	7/7/2022

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Week: _____		
Lead it: _____		
Activity	Lesson	Materials needed
Drop off/free play	n/a	2 tables set up with free play toys
Group Circle	2 songs	
	2 games	
Craft		
Table top games		
Fitness and Fun		
Bathroom and snack	n/a	n/a
Science Experiment		
Group game		
Bathroom, free play	n/a	2 tables set up with toys

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School Group Communication Log
Date: _____

What I did and Who I played with today:

What I did well on:

What I'm learning:

Things to Practice at Home:

Comments:

Notes From Parents:

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Active Student Responding

Question #10

How can you set up an opportunity for your client to mand to peers

- a) Get them engaged in an activity
- b) Give one peer items you know your client has MO for
- c) Comment or draw attention to the peer with the items
- d) Model an appropriate behaviour
- e) Provide higher prompt level if needed
- f) All of the above

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Active Student Responding

Question #10

How can you set up an opportunity for your client to mand to peers

- a) Get them engaged in an activity
- b) Give one peer items you know your client has MO for
- c) Comment or draw attention to the peer with the items
- d) Model an appropriate behaviour
- e) Provide higher prompt level if needed
- f) All of the above

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TIC's and Evaluations

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TIC's and Evaluations

- Treatment integrity checklist
- Random TIC
- Verbal feedback
- Verbal feedback + training
- Verbal feedback + training + individualized goals

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Skill	Predictors	Needs/Engagements	Follow-up Required Y/N
Providing Client Support and Active Participation 1. Ready for client at arrival time; ready to provide TIC and/or other TICs (as directed by LMSW) 2. Active and 70% behavior as needed (BNC) and 70% compliance for allowing all target areas (compliance) and 70% compliance for allowing all target areas (compliance) before and during the session, to allow promoting social and emotional connectivity throughout. 3. Checks the intervention fidelity, checks if client follows directions in activities in a manner that the children and caregiver can participate in the session through the use of visual supports.			
Using Assessment/Progressing 1. Use skills and tools to assess, progress, and report on the client's progress in the session, including the use of visual supports and data collection tools to monitor and manage, and to track the client's progress and to report on the client's progress.			
Integrate behavior opportunities 1. Identify specific number of opportunities for each skill during the session. 2. Data support from TIC and video-ABC data when appropriate. If applicable: 3. Checks at least 20 learning opportunities to target their specific learning goals.			

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In Summary

- Facilitate learning in a group setting
- Provide least-to-most prompting
- Safety to client and others
- Data collection, updating, graphing and communication notes
- Set up your environment
- Evaluations and training
- Have fun!

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Thank you!

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Stay Connected

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