Meet me, Lauren Rich.

Undergrad at OUHSC: Undergraduate degree in Communications Sciences and Disorders

Graduate program at NCU: Master’s of Education emphasis on Special Education

I have worked with children with Autism for 12 years in Oklahoma and Texas. (Combining ABA and Speech)

Wife, aunt, dog, and cat mom

Worked as a Behavior Technician and SLP-Assistant for 5 years conducting individual behavior and speech therapy before pursuing BCBA

Is it that Simple? Not as Simple as it sounds.
Purpose of Social Skills

• Develop meaningful relationships
• Find commonality among groups
• Expand interest through others
• Learn from others to shape our own behavior

Initial Social Barriers

• Limited Expressive Language
• Communicative Intent
• Attend to Activity
• Attending to adult instead of peer
• See peers as demanding not reinforcing
• Failure to identify and use multiple cues
• Failure to select appropriate response

Video (the beginning: willing learner)
Steps to Initial Social Solutions

- Direct Skill Instruction
- Antecedent Prompting with Peer
- Peer Guidance
- Student Initiating

Direct Skill Interaction

- Practice opportunities outside social context
- Antecedent: review expectations of activity
- Directly Reinforcing social behaviors and labeling out loud

Video (Structured Social)
Antecedent Prompting with Peer

- Being a Pal, investigator
  - Rules to follow: wait, listen, focus
  - Set up expectations of the activity
  - Prepare for prompts

- Verbally prompting the peer
  - Whisper prompts
  - Write them down

- Praise the Peer using the rules
  - Be specific

Peer Guidance

- State the expectations of the Activity
- Suggest prompts the Learner may need
- Suggest reinforcers the Learner may like
- Interpret communicative intent of Learner if not clear
- Praise the Peer for using the rules
  - Be specific "I like how you are focused"

Video (Prep Peers)
The Roles of Being Social

Roles of Social Behavior:

• Responder: response is selected based on initiator’s cue

• Initiator (SD): appropriate non-verbal or verbal behavior is selected when motivated to initiate interaction

Tips for successful social interactions

• Fade your proximity systematically
• Whisper to Pal in the ear to prompt
• Use text when possible

• GO SLOW… don’t rush and never try to recreate a social moment just get ready for the next one!

Measurement Assessment

How do we measure social skill progress?

• Preliminary Datasheet
• Defining Social Skills Behaviorally
• 15-20 minute sample of behaviors
Interaction Measurement

Peer | Student
---|---
SD Verbal | R Verbal
“Pass the marker!” | "Action: Passes Marker"

SD-Initiator | R-Responder
### Interaction Measurement

<table>
<thead>
<tr>
<th>Peer</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Non-Verbal</td>
<td>SD Non-Verbal</td>
</tr>
<tr>
<td>Action: Passes Marker</td>
<td>Action: Hold hand out</td>
</tr>
</tbody>
</table>

SD: Initiator  
R: Responder

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### Video (Social Interaction)

![Image of social interaction video]

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