Social Competencies:
Implementation Across the Lifespan

Presented by: Gail Ferguson and Lisa Holt

This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

The content of this material was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.

The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.
About Us

geilf@tasnatbs.org  lisah@tasnatbs.org

Objectives

Participants will:
- understand the importance of instruction and intervention that supports social competencies for students with autism and other disabilities;
- discuss, describe, and understand social competencies;
- discuss available resources;
- use implementation cycle to plan instruction for individuals and/or groups.
Participants will understand the importance of instruction and intervention that supports social competencies for students with autism and other disabilities.
Kansas Social, Emotional, and Character Education Standards
Kansans Can Competency Framework

Cognitive
- creative thinking
- organization
- critical thinking
- problem solving
- learning schema
- content and technical skills

Interpersonal
- adaptability
- perseverance
- self-efficacy
- self-regulation
- empathy
- networking
- social awareness
- conflict management
- communication (oral, written, nonverbal)

Intrapersonal
- initiative
- assertiveness
- self-awareness
- self-care
- curiosity
- integrity
- ethics
- self-esteem
- sustained attention
- goal setting
- time management
- organizational skills

All means all
Elementary: School

Polling Question

☐ What competencies will be required for this experience to be engaging and successful?

_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
Polling Question

☐ Name the competencies that may require instruction for this young man to be successful in this role.

_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
Participants will discuss, describe, and understand social competencies.

Social and emotional learning enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges (CASEL, 2017).
Social competence

Social cognition
- Taking perspective of others

Social skills
- What to do and when to do it

(Carter et al., 2012)
Tri-State ASD Collaborative Webinar Series
2017-2018

Social competence

Social cognition

• Taking perspective of others

(Carter et al., 2012)

Social competence

Social skills

• What to do and when to do it

(Carter et al., 2012)
Social motivation

- **Social orienting**
  - Aware of others and potential for interaction

- **Social seeking**
  - Desire for interaction

- **Social maintenance**
  - Relationship preservation & impression management

(Benning et al., 2016)

---

Social motivation

- **Social orienting**
  - Aware of others and potential for interaction

(Benning et al., 2016)
Social motivation

Social seeking

• Desire for interaction

(Benning et al., 2016)

Social motivation

Social maintenance

• Relationship preservation & impression management

(Benning et al., 2016)
Social competencies

- Social competence
  - Skills
  - Cognition
- Social motivation
  - Orienting
  - Seeking
  - Maintenance

Outcomes

Research has identified teachable, transferable skills that positively impact behavior, academic achievement, graduation rates, and post-school outcomes (National Academy of Sciences, 2012).

- Intrapersonal
- Interpersonal
- Cognitive
Current Research

- 82 different interventions
- 97,000 students
- K-12
- Effects assessed 6 months to 18 years after programs ended

(Taylor, Oberle, Durlak, & Weissberg, 2017)

---

Current Research

<table>
<thead>
<tr>
<th>Higher rates</th>
<th>Lower rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Academic performance 13 percentile points higher</td>
<td>- Conduct problems, emotional distress, and drug use significantly lower</td>
</tr>
<tr>
<td>- Social-emotional skills, positive attitudes towards self, others, and school was higher</td>
<td>- Less likely to have clinical mental health disorders, be arrested, or be involved with juvenile justice system</td>
</tr>
<tr>
<td>- Increase in high school graduation rates</td>
<td></td>
</tr>
</tbody>
</table>

(Taylor, Oberle, Durlak, & Weissberg, 2017)
Current Research

- 2013 survey
- 704 employers

Applicants had the technical prowess, but lacked communication, adaptability, decision-making, and problem-solving skills needed to do the job.

(Sigmar, Hynes, & Hill, 2012)
Young adults with autism are less likely to work than those in other disability groups.

(Shattuck, Narendorf, Cooper, Sterzing, Wagner, & Taylor, 2012)

Current Research

Young adults with autism:
- are more likely to lose their employment for behavioral and social interaction reasons
- have much higher rates of complete social isolation

(Roux, Shattuck, Rast, Rava, & Anderson, 2015)
“...hope that students have friendships with people they care about and who care about them, work in jobs that provide them with a sense of contribution and satisfaction, live interdependently with people who care about and for them, pursue higher education courses, and report that they are basically happy with their lives” (Wehman, Smith, and Schall, 2009).

Participants will use implementation cycle to plan instruction for individuals and/or groups.
Implementation Cycle for Social Competency Instruction

**STEP 1:** Identify social competency strengths & needs

**STEP 2:** Identify social competency goals

**STEP 3:** Develop plans for instruction targeting social competency goals

**STEP 4:** Implement social competency instruction

**STEP 5:** Analyze results of progress toward social competency goals

---

Assess

**STEP 1:** Identify social competency strengths & needs

**STEP 2:** Identify social competency goals
Assessing Social Competence

- Standardized Assessment
- Eco-Behavioral Assessment
- Naturalistic Observation

(Conroy, Whalon, & Martinez, 2014)

Teach

STEP 1: Identify social competency strengths & needs
STEP 2: Identify social competency goals
STEP 3: Develop plans for instruction targeting social competency goals
STEP 4: Implement social competency instruction
Communication Considerations

- Use strategies that include the student’s communication system.
- Recognize relationship between communication and social competencies.

Selecting Strategies

1. Does the selected strategy have a functional relationship with the targeted skill(s)?
2. Does the strategy match the type of skill deficit (for each skill)?
3. Does the selected strategy match the developmental level of the individual (i.e. language and cognitive functioning)?
4. Is the strategy supported by research?

(Bellini, Benner, & Peters-Myszak, 2009)
Instructional Strategies

- Peer-mediated interventions
- Priming
- Prompting
- Reinforcement
- Self-monitoring
- Social narratives
- Social-skills groups
- Video-modeling
- Visual supports

Peer-mediated Interventions

Interventions that identify and systematically train peers to be models for and buddies to individuals with special needs

- Peer modeling
- Peer initiation training
- Direct training for target student and peer
- Peer networks
- Peer supports

(Bellini, 2016)
Using peer supports

Assertiveness

Even when it’s difficult, express my wants, needs, and thoughts.

Even when it’s difficult, respect what others want, need, and think.

Student Perspectives

https://www.ksdetasn.org/resources/1776
Social Narratives

Using narratives that describe social situations by highlighting relevant cues and offering examples of appropriate responses

- Comic strip conversations
- Power cards
- Social autopsy
- Scripting/social scripting
- Social narratives
- Cartooning

(Wong, et al)

Using cartooning
Social Skills Groups

Small-group instructional practice in which participants can learn, practice, and receive feedback that target social skills

- Instruction on targeted social skills
- Modeling
- Role-playing
- Coaching and feedback

Video Modeling

Using videotapes of an individual performing a target behavior or sequence of behaviors.
Visual Supports

Using any visual display that supports the learner engaging in a desired behavior or skills independent of prompts

Rules for Board Games

- Only touch your own pieces.
- Hands away from board unless it is your turn.
- Wait patiently for your turn.
- Win politely - “Good game, thanks for playing.”
- Lose politely - “Good game, thanks for playing.”
- Have fun with your friends.

(Wong, et al., 2013)
Considerations

- Prioritize social skills instruction
- Student characteristics
  - Social
  - Communication
  - Repetitive activities & interests
- Frequency, location, duration
- Quality and consistency of implementation

The Role of Communication

Speech Pathologist:
Communication and Social Competencies

https://www.ksdetasn.org/resources/1777
STEP 1: Identify social competency strengths & needs

STEP 2: Identify social competency goals

STEP 3: Develop plans for instruction targeting social competency goals

STEP 4: Implement social competency instruction

STEP 5: Analyze results of progress toward social competency goals

Analyze results

Data

Monitoring progress and analyzing results are key to modifying instruction.
## Data

Use appropriate data collection procedures to monitor student progress.

- Frequency recording
- Momentary time sampling
- Average duration
- Opportunity recording
- Latency

## Generalization

Avoid “Train and Hope”

- Settings
- People
- Contexts

Say: I like green eggs and ham! I do! I like them, Sam-I-am! And I would eat them in a boat. And I would eat them with a mouse.
Generalization

Lauren Luchow (2014)

Polling Question

☐ How might you generalize this skill with different contexts OR in different settings?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Implementation Guide**

Evaluate

Assess

Teach

---

**Meet William**

6th grade

Age 12

Diagnosis of Autism

Emerging Language Communicator (SEE-KS)
- Uses single words and a few combinations of words
- Uses some scripted phrases

Participates in general and special education classes
Meet William

Strengths and interests:
- Enjoys peer interactions
- Likes music
- Likes basketball

Meet William

Standardized Assessment  Eco-Behavioral Assessment  Naturalistic Observation
Meet William

Assessed skills and performance in settings and with people

Structured observations
- General and special education classrooms
- School routines
- Family routines and activities
- Leisure activities with peers
Observation Note: Left classroom during small group project

That’s because we were using the Kagan jigsaw strategy and we move to the right when the timer goes off. Some people were moving to the left!!!

Observation Note: Eloped from P.E.

We were playing H-O-R-S-E. Everyone knows if you miss you get to try again!!!!
Observation Note: Yelled at brother

Everyone knows the household rules! You take your shoes off when you come in and you don’t eat cereal in the living room!!!

Implementation Guide

https://www.ksdetasn.org/resources/1711
Implementation Guide

Assess: Step 1: Identify social competency strengths and needs:

- Enjoys interactions with peers, music, and basketball
- Few strategies for coping with frustrations
- Lack of skills when responding to wins and losses
- Limited vocabulary

Assess: Step 2: Identify social competency goals:

- Structured observations in school, home, and community
- Selects, learns, and uses calming strategy in order to gain skills in the social competency of self-regulation
- Selects, learns, and uses problem-solving approach in order to gain skills in the social competency of problem-solving

Implementation Guide:

Develop Plans

Teach: Step 3: Develop plans for instruction targeting social competency goals:

- Teach 4-step breathing technique for calming, visual on lanyard
- Teach 4-step problem-solving strategy, visual on lanyard
- Social narrative for responding to wins/losses
- Cartoon conversation for reflection
Implementation Guide: Implement Plans

Teach: Step 4: Implement social competency instruction:

- One-on-one instruction with teacher:
  - Frequency: Daily
  - Location: Resource classroom
  - Duration: 15 minutes
- Social Group:
  - Frequency: Daily
  - Day 1: Social worker
  - Day 2: Paraprofessional observes social worker
  - Day 3-5: Paraprofessional facilitates social group
  - Location: Study Skills classroom
  - Duration: 30 minutes
- Other: (Peers cue William to utilize supports by tapping lanyard, etc.)
  - Frequency: Daily
  - Location: Gymnasium and commons area
  - Duration: As needed

(Mataya & Owens, 2012)
Implementation Guide:
Analyze Results

Evaluate: Step 5: Analyze results of progress toward social competency goals:

- Daily 10-minute observation in P.E. to assess number of references to visual supports when cued by peers.
- Daily 10-minute observation in social skills group to assess level of independence when using visual supports and role-playing with peers.
- Daily 10-minute observation in one-on-one instruction to assess independence with problem-solving and cartoon conversation strategies.

- After 4 weeks of instruction, data showed that William met the criteria for mastery on utilizing his breathing strategy, but not on using his 4-step problem-solving visual.
- Data showed that he effectively used his problem-solving strategy during one-on-one instruction as well as when role-playing with peers, but not in classes.
- Staff also noted that he could use his cartoon conversation strategy when working with an adult to reflect on a situation, but did not independently go through the reflection process. His teacher will increase instruction on this strategy to twice a day.

Generalization

Notes and Next Steps:

- William’s teacher shared the breathing strategy he has successfully been using at school with his parents so that they can begin using this strategy in their home. William attends a Wednesday night youth group at church and his parents plan to work with his peers there to teach them how to cue William to use the breathing strategy on his lanyard.

- William will begin using problem-solving strategies in two general education classes; Special Education teacher and William will meet with general education teachers to explain strategy.
I am keeping track of school behaviors that I am doing. This is what it looks like:

If we had to take turns in gym, I remembered to do it:
1 2 3 4 5 6 7 8 9 10

I was OK when I (or my team didn’t win today) I even said something nice to the winners:
1 2 3 4 5 6 7 8 9 10

If something frustrated me I remembered to use my breathing strategy:
1 2 3 4 5 6 7 8 9 10

If I had a problem, I used my 4 step problem-solving strategy:
1 2 3 4 5 6 7 8 9 10
Where to find us

Find our Resources:
https://ksdetasn.org/atbs/social-competencies

Follow us on Facebook:
https://www.facebook.com/TASNATBS

Tweet with Us:
http://twitter.com/TASNATBS

Social Competencies

Social Competencies

- Autism and Tertiary Behavior Supports Home
  - Staff Contacts
  - A-TBS Resources
  - A-TBS 2 Activity Videos
  - Behavior
  - Coaching
  - Communication
  - Early Childhood Case Studies
  - Fast Tracks
  - Instructional Resources
  - Newsletters
  - Social Competencies
  - Social Narratives
  - Teacher Resources
  - Transition Across the Lifetime
  - Visual Strategies Toolkit
  - De-Escalation Materials

ASSESSMENTS FOR SOCIAL COMPETENCIES

GENERAL INFORMATION ON SOCIAL COMPETENCIES

INSTRUCTIONAL STRATEGIES THAT SUPPORT SOCIAL COMPETENCIES

SOCIAL COMPETENCIES:
- Awareness
- Conflict Management
- Empathy
- Goal Setting
- Self-Determination
- Self-Efficacy
- Social Interaction

SOCIAL EMOTIONAL PROGRAMS

Graphics selected by Freepik
Assessments for Social Competencies

- Autism and Tertiary Behavior Supports
  - Staff Contacts
  - ATSS Resources
  - ADOS-2 Activity Videos
  - Behavior
  - Communication
  - Early Childhood Case Studies
  - Fact Sheets
  - Instructional Resources
  - Lesson Plans
  - Social Competencies
  - Social Narratives
  - Teacher Resources
  - Webinars
  - Transition Across the Lifespan
  - Virtual Strategies Toolkit
  - De-Escalation Materials

- Assessments for Social Competencies
  - Autism Tertiary Behavior Supports
  - ATSS Resources
  - ADOS-2 Activity Videos
  - Behavior
  - Communication
  - Early Childhood Case Studies
  - Fact Sheets
  - Instructional Resources
  - Lesson Plans
  - Social Competencies
  - Social Narratives
  - Teacher Resources
  - Webinars
  - Transition Across the Lifespan
  - Virtual Strategies Toolkit
  - De-Escalation Materials

Instructional Strategies

- Autism and Tertiary Behavior Supports
  - Staff Contacts
  - ATSS Resources
  - ADOS-2 Activity Videos
  - Behavior
  - Communication
  - Early Childhood Case Studies
  - Fact Sheets
  - Instructional Resources
  - Lesson Plans
  - Social Competencies
  - Social Narratives
  - Teacher Resources
  - Webinars
  - Transition Across the Lifespan
  - Virtual Strategies Toolkit
  - De-Escalation Materials

ASSESSMENTS FOR SOCIAL COMPETENCIES

GENERAL INFORMATION ON SOCIAL COMPETENCIES

INSTRUCTIONAL STRATEGIES THAT SUPPORT SOCIAL COMPETENCIES

SOCIAL COMPETENCIES:
- Awareness
- Conflict Management
- Empathy
- Goal Setting
- Self-Oriented
- Self-Selection
- Self-Regulation

SOCIAL EMOTIONAL PROGRAMS
Social Emotional Programs

SOCIAL EMOTIONAL PROGRAMS TO SUPPORT SOCIAL COMPETENCIES IN ALL STUDENTS

1. recent research has demonstrated that high-quality, evidence-based social and emotional learning (SEL) programs produce positive outcomes for students, including improved behavior, attitudes, and academic performance (Durlak et al., 2011).

Commissioned by the Wallace Foundation, 25 leading social-emotional learning (SEL) programs were analyzed by a research team at Harvard Graduate School of Education. Below are links to some of the 25 programs. Please see navigating SEL, From the Inside Out, Sokning Inside and Access 21 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus) for detailed information on each program.

**4R**’s
- The 4Rs Program (Reading, Writing, Respect & Resilience) integrates social and emotional learning (SEL) and the language arts for pre-kindergarten to middle school.

**Caring School Community (CSC)**
- The CSC program is a K-12 grade program that focuses on building a classroom and school-wide community while developing social-emotional skills and competencies. This program utilizes cross-age buddies and promotes collaboration between homeroom, school, and the community.

Questions?
Polling Question?

☐ Given your role, what you're already doing with social competency instruction, and what you've learned today-what might be your next steps in implementing social competency instruction with an individual student or group of students?

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

References


References


