Using Behavioral Skills Training to Teach Social Skills

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Welcome!

- **Agenda**
  - Introductions (use chat function)
  - Behavioral Skills Training (BST)
  - Research
  - Using BST in Social Skills Instruction
  - Data Collection and Analysis
  - Social Skills Curricula

Behavioral Skills Training (BST)

- BST is a training package that utilizes instructions, modeling, rehearsal, and feedback in order to teach a new skill

- Training is implemented to predetermined criterion

- Many variations in how practitioners and researchers apply these four components

(Dib and Sturmey, 2012)

Applications of BST

- Training staff and instructors
  - Examples:
    - Teaching staff members to conduct a preference assessment (Lavie and Sturmey, 2002)
    - Training teachers and teacher aides to correctly implement discrete trial instruction (Sarokoff and Sturmey, 2004; Dib and Sturmey, 2007)

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Applications of BST

- Training parents to implement procedures and instruction
  - Examples:
    - Training parents to complete assessment and treatment selection (Shayne and Miltenberger, 2013)
    - Teaching parents to treat food selectivity in their children (Seiverling, et al., 2012)
    - Teaching families to implement social skills instruction (Hassan, et al., 2018)

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Applications of BST

- Teaching relevant skills to typically developing children and adolescents

- Examples:
    - Teaching adolescents to decrease sight errors when reading music (Dib and Sturmey, 2011)
    - Teaching abduction-prevention skills to young children (Johnson, et al., 2006)
    - Teaching gun play prevention skills to young children (Miltenberger, et al., 2004)

Applications of BST

- Teaching social skills to individuals who are neurodiverse (developmental disabilities, ASD, etc.)
  - Examples:
    - Teaching adults to modify abusive verbal outbursts (Frederiksen, et al., 1976)
    - Teaching conversation skills to young adults (Nuernberger, et al., 2013; Ryan, et al. 2019)
    - Teaching parents to implement BST to teach social skills (Stewart, et al., 2007; Dogan, et al., 2017)

Applications of BST in School Settings

- Typically used by instructors to teach skills to children and adults who are both typically developing and neurodiverse (developmental disabilities, autism, etc.)
  - *Social skills*
  - *Community skills*
  - *Communication skills*
  - *Domestic skills*
  - *Self-Help skills*
  - *Self- Advocacy skills*
  - *etc…*

Using BST to Teach Social Skills

- Why use BST?
  - Evidence-based
  - Follows a pattern that simplifies…
    - Planning
    - Learning
    - Generalization to home
  - Many commercial curricula available
  - Follows logical sequence in instruction, including introducing content, guided practice, and independent practice

BST Social Skills Lesson Plan

Remember the four components of using Behavioral Skills Training…

1. **Instruction**
2. Modeling
3. Rehearsal
4. Feedback

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INSTRUCTION

- ❑ Review the group rules
- ❑ Name the skill
- ❑ Provide rationale (this is optional)
- ❑ List the sequence for performing the skill
- ❑ Provide additional information, such as definitions, context, etc. as needed
- ❑ Provide examples
- ❑ Provide non-examples (this is optional)

INSTRUCTION

Our Rules

- Keeps my hand and feet to myself
- Use things nicely
- Be kind to your friends and teachers
- Follow directions

Giving a Compliment

What is a **compliment**?

A compliment is saying something nice about the person you are speaking to.

A compliment can be about how someone looks, acts, or performs.

A compliment can make someone feel good!

INSTRUCTION

Giving a Compliment

Decide who to compliment

Think about what to say

Choose a good time to say it

Approach the person and give the compliment

INSTRUCTION

Good Examples of **Compliments**

⭐ I like your picture!

⭐ You worked really hard on that!

⭐ Your shirt is very pretty.

⭐ Wow, you are really good at piano!

⭐ Great job winning that game!

INSTRUCTION

Let's Take a Closer Look…**Compliments**

BST Social Skills Lesson

Remember the four components of using Behavioral Skills Training...

1. Instruction
2. **Modeling**
3. Rehearsal
4. Feedback

MODELING

- ❑ Can take many forms
- ❑ Some modeling may occur in the instruction, if videos are provided
- ❑ Two staff members can model the sequence in vivo
- ❑ After model, two staff members can model the sequence and provide opportunities for learners to give feedback

MODELING

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Let's Look at An Example Lesson

Remember the four components of using Behavioral Skills Training…

1. Instruction
2. Modeling
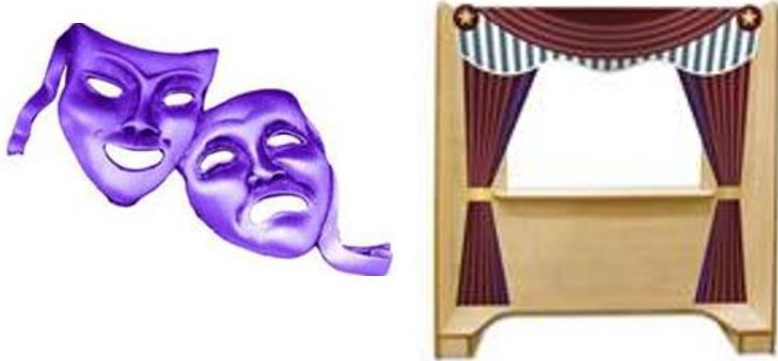3. **Rehearsal**
4. **Feedback**

REHEARSAL AND FEEDBACK

❑ Learners role play with each other

    ❑ Instructors can be used in role play if needed

❑ Depending on the group size and structure, feedback can be given by other learner/s or other instructor/s

❑ After the role play, feedback is given

❑ Remember to provide reinforcement and prompting as needed as learners demonstrate the skill

REHEARSAL AND FEEDBACK

LIGHTS….

CAMERA…

ACTION!!

REHEARSAL AND FEEDBACK

Everybody has a job!

- What are you watching for?

Let's Discuss

- "What did you learn?"

- "What did you like?"

- "What went well?"

- "What can we work on?"

- "How can you use this skill today?"

GENERALIZATION

This is where it all comes together!

Plan for generalization activities that will support the practice of the skill targeted during social skills groups

This is a critical part of the planning process

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GENERALIZATION

Skill	(Some) Activity Ideas
Giving a compliment	Art, music, dress up, video games
Asking a friend to play/spend time together	Outdoor games, structured free play
Taking turns	Board games, card games
Listening	Structured free play, snack
Responding to feedback	Working on a new task, vocational instruction

*Many social skills curricula that utilize BST will include ideas for generalization!

DATA COLLECTION

- Data collection can take many forms
- Taking data during instructional groups is an option
  - Responsiveness
  - Target social skills
  - Other social skills
  - Communication
- CRITICAL to take data during generalization activities

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DATA COLLECTION

Preschool Life Skills: Data Sheet

Instructions: Each time a PLS situation is occasioned, place your initials in a box along with the data regarding child performance. Score an "I" if the child engages in the target skill independently. Score a "P" if prompting and/or additional teaching is required to produce the skill.

PLS (2)	
Child	*PLS* Within 3 seconds of the initial prompt, child initiates completion of the instruction and completes the instruction in a timely manner

Preschool Life Skills Curriculum, developed by Gregory Hanley

DATA COLLECTION

Date	Using Self-Control									
	# of Opp	# of (+)	# of (P)	# of (-)	%	# of Opp	# of (+)	# of (P)	# of (-)	%
7/11/2011					#DIV/0!					#DIV/0!
7/12/2011					#DIV/0!					#DIV/0!
7/13/2011					#DIV/0!					#DIV/0!
7/14/2011					#DIV/0!					#DIV/0!
7/15/2011					#DIV/0!					#DIV/0!

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Curricula that Utilize BST to Teach Social Skills

https://summituplearning.com/

Disclaimer: Mary Bennett is an employee of the Summit Center

Curricula that Utilize BST to Teach Social Skills

Preschool Life Skills Curriculum

https://practicalfunctionalassessment.files.wordpress.com/2015/06/pls-for-teachers_07_08-post.pdf
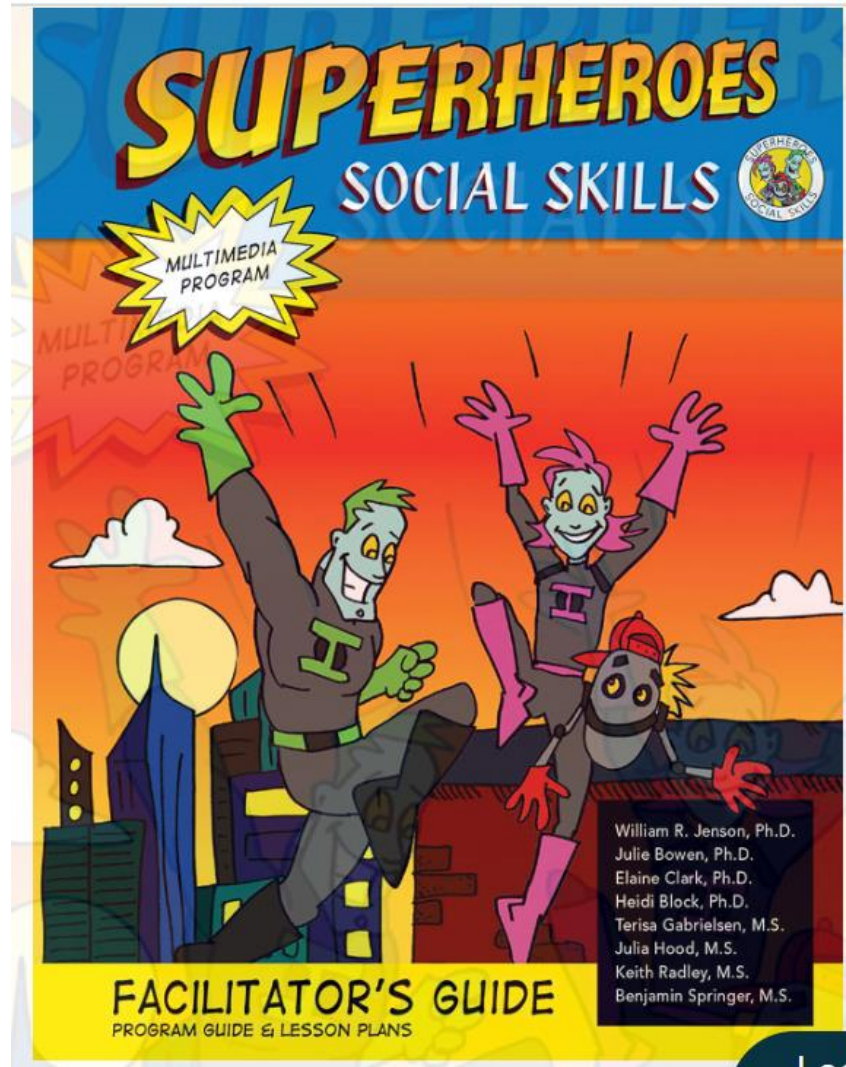
Curricula that Utilize BST to Teach Social Skills

Skillstreaming
A social-emotional learning program

Curricula that Utilize BST to Teach Social Skills

Thank you for attending today!

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Additional Resources

Evidence based social skills curricula

https://files.eric.ed.gov/fulltext/EJ1273705.pdf

Chapter on using BST to teach social skills

https://link.springer.com/chapter/10.1007/978-3-030-91665-7_4