

WHAT REALLY WORKS IN EDUCATION CONFERENCE  
 TAKE AWAY FOR SOCIAL SKILLS FOR ALL KIDDOS!  
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**The following books should be in your library:**

Dowd, T., & Tierney, J. (2005). *Teaching social skills to youth. A step-by-step guide to 182 basic basic to complex skills.* Omaha, NB. BoysTown Press.

Bellini, S. (2007). *Building social relationships: A systematic approach to teaching social interaction skills to children and adolescents with autism spectrum disorders and other social difficulties.* Shawnee Mission, KS: AAPC Publishing.

Taubman, M., Leaf, R., & McEachin, J. (2011) *Crafting connections: Contemporary applied behavior analysis for enriching the social lives with persons with autism spectrum disorders.* New York: DRL Books.

**Recommended Website**

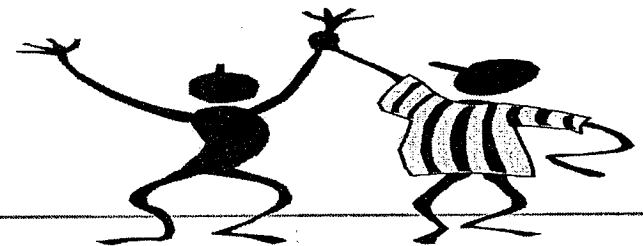
Middle school curriculum with over 100 SS lessons  
<http://www.cccoe.net/social/>

| Following Directions  | Making a Request   | Greeting Others   | Accepting "No" for an Answer  | Talking with Others   |
|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>Look at the person.</li> <li>Say "Okay."</li> <li>Do what is asked right away.</li> </ul>  | <ul style="list-style-type: none"> <li>Look at the person.</li> <li>Make your request using please.</li> <li>If the answer is yes, say "Thank you."</li> </ul> | <ul style="list-style-type: none"> <li>Look at the person.</li> <li>Say "Hello" or "Hi" with a smile.</li> </ul>  | <ul style="list-style-type: none"> <li>Look at the person.</li> <li>Say "Okay."</li> <li>Stay calm.</li> <li>If you disagree, ask later.</li> </ul>   | <ul style="list-style-type: none"> <li>Look at the person.</li> <li>Use a pleasant voice.</li> <li>Ask questions.</li> <li>Don't interrupt.</li> </ul>  |
| Introducing Others  | Accepting Criticism or a Consequence   | Disagreeing Appropriately   | Accepting Compliments   | Giving Compliments  |
| <ul style="list-style-type: none"> <li>Look at the person and smile.</li> <li>Use a pleasant voice.</li> <li>Say "Hi, my name is..."</li> <li>Shake the person's hand.</li> <li>When you leave, say "It was nice to meet you."</li> </ul> | <ul style="list-style-type: none"> <li>Look at the person.</li> <li>Say "Okay."</li> <li>Don't argue, pout, or whine.</li> </ul>                               | <ul style="list-style-type: none"> <li>Look at the person.</li> <li>Use a pleasant voice.</li> <li>Say "I understand how you feel."</li> <li>Tell why you feel differently.</li> <li>Give a reason.</li> <li>Listen to the other person.</li> </ul> | <ul style="list-style-type: none"> <li>Look at the person who is complimenting you.</li> <li>Use a pleasant tone of voice.</li> <li>Thank the person for the compliment. Say "Thanks for noticing" or "I appreciate that."</li> </ul> | <ul style="list-style-type: none"> <li>Look at the person you are complimenting.</li> <li>Speak with a clear, enthusiastic voice.</li> <li>Praise the person's activity or project specifically. Tell him or her exactly what you like about it.</li> <li>Use words such as "That's great," "Wonderful," or "That was awesome."</li> <li>Give the other person time to respond to your compliment.</li> </ul> |

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## **SPECIFIC PRAISE INTERVENTION (SPI)**

- 1. Describe the prior conditions**
- 2. State the skill and the components**
- 3. Deliver specific praise**



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## **SPECIFIC PRAISE INTERVENTION (SPI)**

*Just a minute ago when you asked me if you could go to work on the computer (PRIOR CONDITIONS), you did a great job ‘Getting What You Need’ (STATED SKILL).*

*You (1) looked at me, (2) Asked your question using “please” and (3) you said “thank you.” Because you did such a great job ‘Getting What You Need’ (LABEL SKILL), you have earned... or, “I am so proud of you.”*

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## **SPECIFIC FEEDBACK INTERVENTION (SFI)**

1. Describe prior conditions
2. Describe inappropriate behavior
3. Deliver consequence - PRACTICE
4. State appropriate skill
5. Set up practice
6. Practice
7. Provide feedback about practice and POSITIVE CONSEQUENCE

# **SPECIFIC FEEDBACK INTERVENTION (SFI)**

**Just a minute ago when you asked me if you could use the computer (PRIOR CONDITIONS), you yelled I want computer time! (INAPPROPRIATE BEHAVIOR). A better way to get what you need is to, (1) Look at me, (2) Ask your question using please, and (3) Say thank you. (APPROPRIATE SKILL)**

**Let's practice getting what you need. I am going to ask you to ask make your request for computer, you are going to look at me, ask your question using please and say thank you if your request is granted. (SET UP PRACTICE)**

## **Practice**

**You did a great job practicing getting what you need. Thank you. You did a fantastic job looking at me, you asked your question using please and said thank you. You may get your computer time! (PROVIDE PRACTICE FEEDBACK AND END WITH PRAISE).**