

# **SOCIAL SKILLS INTERVENTION MANUAL**

## **Goals, Objectives, and Intervention Strategies**

**Edited by Samm N. House**

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##### **Number**

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#### **Behavior**

##### **Number**

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#### **Behavior**

##### **Number**

|  |     |
|--|-----|
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# I. *Social Skills Intervention Manual*

The *Social Skills Intervention Manual* (SSIM) is a compilation of goals, objectives, and intervention strategies for 63 behaviors grouped by categories. It is designed to respond to the most typical social skills problems exhibited by students in educational settings. The interventions are appropriate for any student engaging in the selected behaviors. The student need not be identified as handicapped in anyway. The appropriateness of the interventions relates directly to the social skills problem and not to classification labels. The interventions selected reflect positive teacher behavior, contribute to a positive classroom atmosphere, and have been proven to contribute to student success in the educational environment. All interventions included have been found to be successful by administrators, teachers, aides, counselors, parents, and other persons intent on helping students.

The interventions contained in this manual represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce variables (e.g., noise, movement, another student, etc.) which may stimulate problem behavior. Reactive interventions “teach” the student more appropriate ways to deal with his/her behavior. These strategies include increased self-control, problem solving skills, etc.

Some interventions in this manual apply to most students and should be implemented first to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for a student based on the appropriateness of the intervention for that student and the situation.

Professional judgment should guide the choice of interventions for any particular student. The student’s age, gender, grade level, local community standards, and handicap, if one exists, are all to be considered in selecting appropriate intervention strategies.

For any social skills problem exhibited by students, it will be of value to assess the extent to which institutional variables influence the behavior and possibly contribute to the problem. Limited supervision in play areas, hallways, and during extracurricular activities, as well as arbitrary groups and seating arrangements are examples of factors which are inherent in the educational setting and often contribute to problem behavior. As a first step in improving unsuccessful or inappropriate behavior, institutional variables should be evaluated and reduced. To appropriately respond to individual situations, all related variables in the educational setting which influence student behavior problems should be identified and considered when choosing appropriate interventions to facilitate a student’s success. In order not to overlook any historical or contemporary determinants of behavior, other variables to consider are vision, hearing, general health, nutrition, and family case history.

The goals and objectives in this manual were developed to serve as examples which may be used in writing IEPs. Criteria for measuring the success of the student’s attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student’s current abilities and program recommendations.

Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. The interventions have been found appropriate for special education, as well as regular education classroom environments.

Use of the same interventions in all settings by all teachers and instructional personnel working with the student facilitates the likelihood of student success in the educational environment. The interventions included in this manual are appropriate for all educational environments and lend themselves particularly well to creating continuity across all the educational settings in which the student functions.

# 1 Plays alongside others with the same or similar objects, but rarely plays or interacts with others

## Goals:

1. The student will increase his/her interactions with peers.
2. The student will interact appropriately with a peer(s) in nonacademic situations.
3. The student will participate in classroom activities or group situations.
4. The student will share materials.
5. The student will share possessions.

## Objectives:

1. The student will allow a peer to play with his/her possessions for \_\_\_\_ minutes at a time.
2. The student will allow a peer to use materials for \_\_\_\_ minutes at a time.
3. The student will communicate appropriately with one other student in nonacademic situations on \_\_\_\_ out of \_\_\_\_ trials.
4. The student will communicate verbally in group games on \_\_\_\_ out of \_\_\_\_ occasions.
5. The student will demonstrate an interest in classroom activities by asking about the activities, talking about the activities, helping prepare for the activities, etc., in \_\_\_\_ out of \_\_\_\_ activities.
6. The student will demonstrate appropriate peer interaction skills by sharing materials, waiting his/her turn, and talking in an acceptable manner on \_\_\_\_ out of \_\_\_\_ trials.
7. The student will develop interaction skills and use them when interacting with a peer(s) during \_\_\_\_ out of \_\_\_\_ interactions.
8. The student will initiate \_\_\_\_ interaction(s) with a peer per day.
9. The student will interact appropriately with one other student in nonacademic situations with supervision on \_\_\_\_ out of \_\_\_\_ trials.
10. The student will interact with a peer \_\_\_\_ times per day.
11. The student will interact with a peer for \_\_\_\_ minutes at a time.
12. The student will participate verbally in a group situation on \_\_\_\_ out of \_\_\_\_ occasions.
13. The student will passively participate in a classroom activity by sitting quietly, assisting the teacher, taking notes, etc., during \_\_\_\_ out of \_\_\_\_ activities.
14. The student will passively participate in group situations by sitting/standing quietly, walking with the group, watching others play games, etc., during \_\_\_\_ out of \_\_\_\_ events.
15. The student will share materials in group games on \_\_\_\_ out of \_\_\_\_ occasions.
16. The student will share materials with one other student in nonacademic situations on \_\_\_\_ out of \_\_\_\_ trials.
17. The student will successfully interact with a peer \_\_\_\_ times per week.

## Interventions:

**1.** Have a person act as the student's shadow to assist the student to take turns. The shadow would help the student to associate his/her hands with the action rather than later presenting his/her hands to perform the action.

**2.** Have a person act as the student's shadow to work on interactions, turn taking, sharing items and interactive play (e.g., cooking with toy stove, etc.).

**3.** Perform hand-over-hand assistance from behind the student.

**4.** Talk while playing to assist the student with processing the playing (e.g., "I'm making food for my friend Jenny. I need to cook the food. Now it's time for a plate. Here, Jenny, this is your lunch. Doesn't it look yummy!").

**5.** Be open to flexibility in teaching a learning model. Make changes to previously provided lesson plans or expectations to accommodate the student's learning style.

**6.** Model appropriate interactions. Mediate play between the student and others.

# SOCIAL SKILLS CHECKLIST

Date: \_\_\_\_\_

Name of student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Observed by: \_\_\_\_\_

Observer's position: \_\_\_\_\_ Student known to observer: \_\_\_\_\_  
(from) (to)

Length of time each day with student: \_\_\_\_\_  
(hours) (minutes)

**TO OBSERVER:** Check each behavior you have observed the student demonstrate during the last month.

## Relationships

1. Plays alongside others with the same or similar objects, but rarely plays or interacts with others (i.e., parallel play)
2. Does not accept an item presented to him/her by others
3. Is unable to take turns (e.g., unable to wait for a turn to do an activity or task, etc.)
4. Prefers to play alone
5. Does not exhibit awareness of social "codes of conduct" or does not learn appropriate behavior from observing such behaviors (e.g., saying, "Please/Thank You," turn taking, sharing, etc.)
6. Does not realize how his/her actions affect others
7. Does not use other's emotional responses to guide behavior (i.e., social referencing)
8. Does not initiate play with others
9. Observes others playing, but does not join others to play
10. Does not know how to pretend when playing (e.g., playing house, pretending to be someone he/she is not, etc.)
11. Has difficulty identifying personal space preferences of others (e.g., stands too close to others, bumps into others, etc.)

12. Responds inappropriately to typical physical exchanges with peers (e.g., being bumped, touched, brushed against, etc.)
13. Responds inappropriately to friendly teasing (e.g., joking, name calling, sarcastic remarks, etc.)
14. Interacts inappropriately with a peer(s) in non-academic situations (e.g., free time, cafeteria, etc.)
15. Is not loyal to friends and organized groups (e.g., cannot be depended upon, does not participate, takes no responsibility, etc.)
16. Responds inappropriately to redirection in social situations (e.g., when asked to be quiet, when told to move on to class, etc.)
17. Is dishonest

## Communication

18. Does not show change in emotion through facial expressions (e.g., flat or inappropriate facial expressions in varying situations, etc.)
19. Is overly animated in facial expressions
20. Exhibits odd facial expressions for no apparent reason
21. Does not socially interact/reciprocate with others
22. Demonstrates difficulty maintaining topic of conversation

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