**SPED 860 Assignment 7 (Social Skills Group)**

*Use the readings, presentations, discussion in this module and your own experiences to complete the graphic organizer below.*

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| **Criteria** | **Ratings** |
| **Student Information** | Provide a brief overview of the student’s interests, strengths and needs in relation to this SSk program. Identify a student need (academic or behavioral) and setting - for this assignment, you will consider the student’s needs in relation to the academic environment. |
| 1- 2 paragraphs | Bobby is a middle school student who has been diagnosed with ASD by a developmental pediatrician and meets eligibility requirements for ASD under IDEA. Bobby is in the 6th grade at Jayhawk Middle School and received special education services there. He is enrolled in general education classes with inclusion and resource support. Bobby does well academically, but struggles socializing with his peers. He struggles with group work and does not participate appropriately in the group, often just copying answers and keeping to himself. If he does communicate with the group, it is usually about one of his special interests rather than about the group assignment. In regard to Bobby’s social skills, his psychological report states he makes appropriate eye contact and can carry a back and forth conversation but he struggles to show interest in topics he does not enjoy and does not seeks out social interaction on his own, only engaging in it when someone initiates with him first.  Since Bobby struggles to discuss the relevant topic during group work, we will work on Bobby contributing to the group with on topic comments.  Target skill: During a daily 10-minute small group session in class, Bobby will make 5 on topic comments related to the group assignment for 80% of opportunities for 5 consecutive days. |
| **Social Relevancy** | Explain the social validity of the SM program - how this program is relevant to this student in this setting at this point in time. |
| 1-2 sentences | Bobby’s parents and teachers have shown concern about Bobby’s ability to communicate and work in a group. Bobby has a history of not wanting to participate in class. This goal will help Bobby to participate appropriately in groups and show him ways to engage appropriately with his peers. |
| **Behavior Operationally Defined** | Target Behavior operationally defined in such a way that data collection from any observer can likely be consistently recorded |
| 1-3 sentences | On topic comments are defined as any contextually appropriate vocalizations that relate to the group work or group discussion. |
| **Data Collection** | Identify & describe the data collection tools |
| 1-3 sentences | Event recording will be the data collection method used to monitor Bobby’s progress. The frequency of Bobby making on topic comments during the session will be tallied. The percent of session with 5 or more on topic comments will be analyzed. This data will show how often Bobby is engaging in this behavior. |
| **Group Characteristics** | 1. Number of students, age range, level of functioning/general characteristics. 2. Schedule 3. Setting information -(Time of day, Length of session, Location, Number of adults (teachers/helpers) 4. Overview of the instructional sequence/activities-typical lesson presentation. 5. Task analysis of a social skill to be taught. 6. Clear description of facilitator responsibilities: 7. Coaching/Prompting Feedback/Problem solving Free/Snack time |
| 1-2 paragraphs | 1. The group will include three peers who are the same age and grade as Bobby. They will be typically developing and have good academic standing. 2. The group will take place for 15 minutes at the beginning of the day. 3. The group will take place in the resource room that Bobby receives resource services in. The resource teacher will conduct the group. Only one teacher is needed for a small group like this. 4. A. The teacher will start each group by reminding each student of the purpose of the group and introduce or review the target skill for the session.   B. The skill will be presented with a video model.  C. The teacher will lead a discussion about the skill and field any questions about the video model.  D. After the discussion, the students will role play, providing Bobby with an opportunity to practice the skill.  E. The teacher will provide Bobby with feedback about the roleplay.  5. A. Greet the other group members using eye contact and a greeting.  B. Listen to other group members when they are speaking.  C. Respond if they ask a question.  D. Provide your own thoughts that are related to the topic.  6. The facilitator is responsible for introducing the group, introducing the skill, playing the video model, leading the discussion, leading the practice, and providing feedback. |
| **Implementation** | 1. How you will teach the student to demonstrate correct behavior 2. How the student will gain access to reinforcement when criterion is reached 3. How you will monitor student progress 4. How you might make adjustments to the plan as needed and next steps |
| 1-2 paragraphs | 1. The student will be shown a video model and provided with opportunities to practice the skill within the social skills group time. 2. Bobby will be reinforced with preferred items and activities when he meets his goals. Goals will be scaffolded so that we work up to a total of 5 comments per group work time. When he reaches those goals, Bobby will earn time on his phone or time listening to music. 3. Bobby’s progress will be monitored through data collection and graphing the data, as discussed above. 4. If video modeling does not seem to be effective, a different strategy may be used to introduce the skills to Bobby. Social narratives may be an effective strategy that could also be implemented if progress is not being made. |
| **Instructional Strategy** | Describe how you will teach the student to demonstrate correct behavior. |
| 1-2 sentences | The student will be shown a video model and provided with opportunities to practice the skill within the social skills group time. |
| **Reflection** | Reflect on the usefulness of this assignment and identifies how you might incorporate this information into your current or future practice. You clearly state what might be done to improve this assignment in the future. |
| 1-2 sentences | I thought that this assignment was useful because I have never had to plan a social skills group before so it was good practice to think through how I would do that. I think, like many other assignments in this class, it gave me a good opportunity to practice how I might plan for a social skills group and it was also good to practice selecting a target behavior and operationally defining it. |
| **Course Materials** | Refer to course materials. |
| 1-2 sentences | The AFIRM module on social skills training were useful for this assignment. The AIM module on Social skills groups was useful for this assignment as well. |