Zack Cartmel

SPED 860

M4 Major Assignment: Social Skill and Interaction Interventions

Nevah Kelley is a 6-year-old 1st grade student diagnosed with ASD and meeting autism

eligibility under IDEA. Nevah is currently placed in a self-contained classroom with three other students with autism and receives instruction from her teacher and a teacher’s aide. Her achievement testing shows that she is not far behind same aged peers in most academic areas. Her teacher and parents report that she enjoys being at school, likes to help out in the classroom, and likes to play with different toys like Lego, Care Bears, and the iPad. She avoids interacting with peers and struggles to interact appropriately. Nevah plays with some toys with their intended purpose but does not engage in play with her peers and has trouble sharing toys with other students. Nevah will take toys she wants from other students without asking. She also gets upset if another student has a toy she wants and she cannot have access to it. Nevah has limited verbal communication and primarily uses her AAC device to communicate with parents, teachers, and peers.

 The focus of Nevah’s social skills training will be teaching her to share the classroom’s toys with the other students in the class. These social skills will allow Nevah to get things she wants and needs and help her avoid getting hurt (University of Kansas, 2018). It will also set up the foundational skills she needs to cooperate with her peers and make friends in the future.

 **Target behavior: When playing with one or more peers, Nevah will use vocal, gestural, or AAC communication to share by:**

1. **offering to share or trade materials with a peer**
2. **simultaneously using the same materials as a peer in working towards a common goal (e.g., building a puzzle together, coloring on the same paper) or in turn taking (e.g., taking turns on the iPad, taking turns on the swings)**
3. **cooperating in play with peers (e.g., playing a board game, playing a game of Memory)**

Working on sharing will allow Nevah to have more positive interactions with her peers. It will build a foundation from which she can make friends and engage with peers in the future. It will teach her how to cooperate with others and will increase her interest in interacting with her classmates.

Nevah’s training will take place in a group. The focus of this training is on interacting with peers. A group will allow Nevah to have opportunities to practice sharing as well as opportunities to observe the skills of her peers. The group will include her classmates with ASD as well as two neurotypical peers to serve as models. These peers have good social skills and good interactions with their peers and their peers with ASD. This will allow Nevah to learn from her peer models as well as giving her individuals to practice with that work well with her already.

In order to assess Nevah’s social skills we examined old records on her social and communication performance from her observation report. We also interviewed her parents and special education teacher to get an idea of how she currently interacts with her peers. Finally, we completed a skills inventory to assess what kind of cooperation and sharing skills Nevah currently displays. From these sources, we determined that Nevah showed deficits in sharing and cooperating with her peers and determined a need to train her on these skills.

To teach Nevah these skills we will teach her:

1. Tolerate playing near peers
2. Tolerating playing with peers in the same game or activity
3. Make eye contact
4. Request the item the peer is using or offer the item she is using
5. Tolerating waiting while a peer takes their turn
6. Responding when a peer finishes their turn

This will allow Nevah to appropriately request for toys she would like a turn with and be able to share toys other peers would like to use. It also allows her to cooperate with her peers while playing a game or engaging in a group activity.

 The procedure for teaching these skills will go as follows:

Check in/warm up – the teacher will introduce the group to each other and explain the purpose of the group. Previous experiences can be discussed.

Introduction of New Skill – the teacher will introduce the skill for that session (tolerating playing near peers, making eye contact, etc.)

Modeling – the teacher will model the skill as well as the peers in the group for Nevah to observe them.

Practice – Nevah will get an opportunity to practice the skill

Feedback – Nevah will receive reinforcement for correctly engaging in the skill and will receive correction and prompting when she does not engage in the skill correctly.

Generalization – Nevah will have the opportunity to use the skill in different settings, with different activities, and with different peers in the group.

Nevah will be reinforced with a preferred food item for engaging in the correct skills. Prompting will be done using a most to least strategy with prompts faded systematically. This will allow Nevah to know when she is engaging in the correct skill and help her correctly engage in the skill when she needs assistance.

To monitor progress data will be collected during each session. Each opportunity that Nevah gets to engage in the correct skill will be scored with a + or – to indicate whether or not she did engage in the skill correctly. The prompt use to correct Nevah will also be recorded. This will allow us to monitor our prompting and Nevah’s acquisition of skills.

Once Nevah is independently engaging in a skill for 80% of opportunities we can move on to the next skill. Upon completing all the skills in the task analysis, we can look at what other social skill deficits remain and create a plan to work on those skills.

References

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