



Promoting **Positive** Behavior Change

CREATING A SUCCESSFUL SOCIAL SKILLS PLAN

1) ASSESS				2) ANALYZE	4) TEACH	5) SET UP SITUATIONS																																																														
<p>There are a variety of different parts of social skills. Before targeting a goal, it's important to assess where your child is at. Use the chart below to rate their current levels.</p> <table border="1"> <thead> <tr> <th>Social Skills Part</th> <th>Needs Support</th> <th>Intermediate</th> <th>Strong</th> </tr> </thead> <tbody> <tr> <td>Non-Verbal Interactions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Body language</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Eye contact</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Gestures</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tone of voice</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reciprocal Interactions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Inferring Other's Mindsets</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Problem Solving</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Abstract Thinking</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coping/Stress</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lack of Understanding of Self</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Social Skills Part	Needs Support	Intermediate	Strong	Non-Verbal Interactions				Body language				Eye contact				Gestures				Tone of voice				Reciprocal Interactions				Inferring Other's Mindsets				Problem Solving				Abstract Thinking				Coping/Stress				Lack of Understanding of Self				<p>Once the assessment is completed, look at the lowest ratings and come up with goals. For example, if the assessment for Johnny shows that he needs support with eye contact, develop an eye contact goal/lesson.</p>	<p>Take 10-15 minutes to go over eye contact with your child. Use the following steps:</p> <ol style="list-style-type: none"> 1) Explain skill steps (turn head towards person talking, look at their face, move up to eyes, etc). 2) Model skill steps (bring in special guests or peers when possible) (I'm talking with dad, look how we are looking at one another in the eyes). 3) Role play skills with feedback ("Johnny, can you pretend to be dad and look at me in the eyes when talking?"). 4) Practice in the small group (practice with mom and dad/ siblings are great, too!). 5) Generalize in the large group (try to schedule a play date or social event shortly after going through the lesson). 	<table border="1"> <tbody> <tr> <td>Asking for help</td> <td>Set a desired object out of reach, so that the child needs to ask for help.</td> </tr> <tr> <td>Understanding gestures</td> <td>Hide a desired object and point to it.</td> </tr> <tr> <td>Asking for items</td> <td>Have a peer holding a desired object, so that the child needs to ask for it from them.</td> </tr> <tr> <td>Turn taking</td> <td>Play catch with an interesting object where the object is being thrown back and forth frequently.</td> </tr> <tr> <td>Being a good sport</td> <td>Set up a game where the child loses and immediately deliver a reinforcement (candy, toy, etc).</td> </tr> <tr> <td>Eye contact</td> <td>Place a sticker near the peer's eye and have them focus on the sticker. Remove the sticker after the child is able to look at it for a desired amount of time.</td> </tr> <tr> <td>Sharing</td> <td>Have two desired toys and have peers trade toys after a few minutes of playing.</td> </tr> </tbody> </table>	Asking for help	Set a desired object out of reach, so that the child needs to ask for help.	Understanding gestures	Hide a desired object and point to it.	Asking for items	Have a peer holding a desired object, so that the child needs to ask for it from them.	Turn taking	Play catch with an interesting object where the object is being thrown back and forth frequently.	Being a good sport	Set up a game where the child loses and immediately deliver a reinforcement (candy, toy, etc).	Eye contact	Place a sticker near the peer's eye and have them focus on the sticker. Remove the sticker after the child is able to look at it for a desired amount of time.	Sharing	Have two desired toys and have peers trade toys after a few minutes of playing.
Social Skills Part	Needs Support	Intermediate	Strong																																																																	
Non-Verbal Interactions																																																																				
Body language																																																																				
Eye contact																																																																				
Gestures																																																																				
Tone of voice																																																																				
Reciprocal Interactions																																																																				
Inferring Other's Mindsets																																																																				
Problem Solving																																																																				
Abstract Thinking																																																																				
Coping/Stress																																																																				
Lack of Understanding of Self																																																																				
Asking for help	Set a desired object out of reach, so that the child needs to ask for help.																																																																			
Understanding gestures	Hide a desired object and point to it.																																																																			
Asking for items	Have a peer holding a desired object, so that the child needs to ask for it from them.																																																																			
Turn taking	Play catch with an interesting object where the object is being thrown back and forth frequently.																																																																			
Being a good sport	Set up a game where the child loses and immediately deliver a reinforcement (candy, toy, etc).																																																																			
Eye contact	Place a sticker near the peer's eye and have them focus on the sticker. Remove the sticker after the child is able to look at it for a desired amount of time.																																																																			
Sharing	Have two desired toys and have peers trade toys after a few minutes of playing.																																																																			
				<p>3) DEVELOP</p> <p>Use the child's current level and a realistic goal that you think they can achieve. Example: Johnny currently looks peers in the eye for 10 seconds during a conversation. The goal could be for Johnny to look peers in the eyes for 30 seconds.</p>		<p>6) MEASURE</p> <p>Take notice of your child's progress during the large group and in similar social situations. If adjustment goals are needed, go ahead! You may need more than one lesson planned around a specific goal - see results.</p>																																																														

Learn more at abaofwisconsin.org or by calling ABA of Wisconsin, LLC at 331-481-6477