

SOCIAL SKILLS INTERVENTION MANUAL

Goals, Objectives, and Intervention Strategies

Edited by Samm N. House

Copyright © 2009 by Hawthorne Educational Services, Inc.

All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the
United States of America.
3/09



H A W T H O R N E

Educational Services, Inc.

**800 Gray Oak Drive
Columbia, MO 65201
Telephone: (573) 874-1710
FAX: (800) 442-9509
www.hes-inc.com
www.hawthorne-ed.com**

Table of Contents

I. Social Skills Intervention Manual	4
II. Goals, Objectives, and Interventions	5
A. Relationships	
Behavior	
Number	
1. Plays alongside others with the same or similar objects, but rarely plays or interacts with others	5
2. Does not accept an item presented to him/her by others.	10
3. Is unable to take turns	12
4. Prefers to play alone	17
5. Does not exhibit awareness of social “codes of conduct” or does not learn appropriate behavior from observing such behaviors	22
6. Does not realize how his/her actions affect others.	28
7. Does not use other’s emotional responses to guide behavior	35
8. Does not initiate play with others	40
9. Observes others playing, but does not join others to play	45
10. Does not know how to pretend when playing	49
11. Has difficulty identifying personal space preferences of others	52
12. Responds inappropriately to typical physical exchanges with peers	57
13. Responds inappropriately to friendly teasing	59
14. Interacts inappropriately with a peer(s) in nonacademic situations	61
15. Is not loyal to friends and organized groups.	63
16. Responds inappropriately to redirection in social situations.	66
17. Is dishonest.	68
B. Communication	
Behavior	
Number	
18. Does not show change in emotion through facial expressions.	72
19. Is overly animated in facial expressions	74
20. Exhibits odd facial expressions for no apparent reason	76
21. Does not socially interact/reciprocate with others.	78
22. Demonstrates difficulty maintaining topic of conversation	86
23. Remains fixated on personal topics of interest in conversation with others	90
24. Is unable to interpret nonverbal facial cues of others	94
25. Does not communicate for the purpose of sharing positive affect.	98
26. Does not respond to social praise, is not motivated by social praise	103
27. Does not respond to others’ communication initiations	107
28. Is unable to participate in conversational turn taking	112
29. Does not ask questions when confused, but instead ignores others or changes the subject	118
30. Has difficulty understanding or accepting others’ point of view.	124
31. Stares off into space	130
32. Does not use communication skills to maintain positive interpersonal relationships with peers	135
33. Does not use communication skills to maintain positive interpersonal relationships with authority figures	137

C. Problem Solving

Behavior

Number

34. Becomes physically aggressive when he/she doesn't get his/her way.139
35. Has difficulty with changes in routines144
36. Does not demonstrate initiative in the absence of directions150
37. Does not demonstrate problem solving skills153
38. Does not demonstrate the ability to resolve conflict situations155
39. Does not demonstrate appropriate behavior in competitive activities.157
40. Has difficulty adjusting to new situations160
41. Behaves inappropriately in the absence of supervision165
42. Does not adjust behavior to the demands of the social situation166
43. Loses his/her temper169

D. Decision Making/Goal Setting

Behavior

Number

44. Engages only in activities which focus on personal topics of interest.172
45. Is not productive in a group situation179
46. Does not make responsible decisions on his/her own182
47. Does not take responsibility for his/her own actions186
48. Is unwilling to assume extra responsibilities, tasks, etc..188
49. Does not care for personal appearance.191
50. Does not demonstrate stability.194
51. Is not responsible for appropriate care of personal property.197
52. Does not come to an activity at the specified time.200

E. Academic Interactions

Behavior

Number

53. Does not respond appropriately to redirection in academic situations.203
54. Does not remain on-task for the required length of time205
55. Cannot change from one activity to another without difficulty211
56. Does not participate in extracurricular activities214
57. Does not interact appropriately in classroom activities217
58. Cannot be relied upon to work cooperatively with peers220
59. Responds inappropriately to environmental social cues223
60. Does not demonstrate appropriate behavior in an academic group setting226
61. Does not follow verbal directions229
62. Does not provide a legitimate reason for absences232
63. Does not wait appropriately for assistance from an instructor.235

III. Forms237

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.