SOCIAL SKILLS
INTERVENTION MANUAL

Goals, Objectives, and
Intervention Strategies

Edited by Samm N. House

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### I. Social Skills Intervention Manual

#### II. Goals, Objectives, and Interventions

#### A. Relationships

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays alongside others with the same or similar objects, but rarely plays or interacts with others.</td>
<td>5</td>
</tr>
<tr>
<td>Does not accept an item presented to him/her by others.</td>
<td>10</td>
</tr>
<tr>
<td>Is unable to take turns.</td>
<td>12</td>
</tr>
<tr>
<td>Prefers to play alone.</td>
<td>17</td>
</tr>
<tr>
<td>Does not exhibit awareness of social “codes of conduct” or does not learn appropriate behavior from observing such behaviors.</td>
<td>22</td>
</tr>
<tr>
<td>Does not realize how his/her actions affect others.</td>
<td>28</td>
</tr>
<tr>
<td>Does not use other’s emotional responses to guide behavior.</td>
<td>35</td>
</tr>
<tr>
<td>Does not initiate play with others.</td>
<td>40</td>
</tr>
<tr>
<td>Observes others playing, but does not join others to play.</td>
<td>45</td>
</tr>
<tr>
<td>Does not know how to pretend when playing.</td>
<td>49</td>
</tr>
<tr>
<td>Has difficulty identifying personal space preferences of others.</td>
<td>52</td>
</tr>
<tr>
<td>Responds inappropriately to typical physical exchanges with peers.</td>
<td>57</td>
</tr>
<tr>
<td>Responds inappropriately to friendly teasing.</td>
<td>59</td>
</tr>
<tr>
<td>Interacts inappropriately with a peer(s) in nonacademic situations.</td>
<td>61</td>
</tr>
<tr>
<td>Is not loyal to friends and organized groups.</td>
<td>63</td>
</tr>
<tr>
<td>Responds inappropriately to redirection in social situations.</td>
<td>66</td>
</tr>
<tr>
<td>Is dishonest.</td>
<td>68</td>
</tr>
<tr>
<td>Has difficulty interpreting nonverbal facial cues of others.</td>
<td>72</td>
</tr>
<tr>
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<td>74</td>
</tr>
<tr>
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<td>76</td>
</tr>
<tr>
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<td>78</td>
</tr>
<tr>
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<td>86</td>
</tr>
<tr>
<td>Remains fixated on personal topics of interest in conversation with others.</td>
<td>90</td>
</tr>
<tr>
<td>Is unable to interpret nonverbal facial cues of others.</td>
<td>94</td>
</tr>
<tr>
<td>Does not communicate for the purpose of sharing positive affect.</td>
<td>98</td>
</tr>
<tr>
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<td>103</td>
</tr>
<tr>
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<td>107</td>
</tr>
<tr>
<td>Is unable to participate in conversational turn taking.</td>
<td>112</td>
</tr>
<tr>
<td>Does not ask questions when confused, but instead ignores others or changes the subject.</td>
<td>118</td>
</tr>
<tr>
<td>Has difficulty understanding or accepting others’ point of view.</td>
<td>124</td>
</tr>
<tr>
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<td>130</td>
</tr>
<tr>
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<td>135</td>
</tr>
<tr>
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</tr>
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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.
### 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.