SOCIAL SKILLS ASSESSMENT

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WHY ASSESS SOCIAL SKILLS?

- No consensus: Be careful what you teach.
- What is meaningful to the individual?
- What is meaningful to the environment?
- Social skills vs. Social competence?
  - Understanding vs. Application
INSIDER TIP:

• We’re not all motivated socially.
• Some of us just want to get by.
• “Social Mastery” is a trait held by very few.
• Find out who you’re working with.
OKAY, BUT...

- We’re low on time.
- We’re low on resources.
- We’re low on options.
- Pick your strategy through assessment.
  - Are your target students motivated or not?
TWO TOTALLY DIFFERENT APPROACHES...

- Socially motivated children require the “full work-up.”
- Socially un-motivated children require “tricks of the trade.”
- You have to appropriately place the children on the right path—so, assess.
STANDARDIZED “GOLD-STANDARDS”

- Social Skills Improvement System (SSIS)

- The house that holds social skills success

- Social Responsiveness Scale (SRS)

- Solid ground for determining motivation

- Gilliam Autism Rating Scale, 3rd Edition (GARS-3)

- Coinciding intervention strategy manual
QUICK & DIRTY METHODS OF ASSESSMENT

• Ask the parents.
• Ask the teachers
• Ask the individual—(Yup. They already know if they’re socially motivated or not).
# Springer Social Skills Matrix

<table>
<thead>
<tr>
<th>SSIS</th>
<th>SRS</th>
<th>GARS-3</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Social Awareness</td>
<td>Restricted Interests</td>
<td>Parent Interest</td>
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<tr>
<td>Cooperation</td>
<td>Social Cognition</td>
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<td>Teacher Interest</td>
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<tr>
<td>Assertion</td>
<td>Social Communication</td>
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<tr>
<td>Responsibility</td>
<td>Social Motivation</td>
<td>Social Communication</td>
<td>Access to Peer Group</td>
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<tr>
<td>Empathy</td>
<td>Autistic Mannerisms</td>
<td>Emotional Response</td>
<td>Administrative Support</td>
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<tr>
<td>Engagement</td>
<td>Cognitive Style</td>
<td>Motivated</td>
<td>Unmotivated</td>
</tr>
<tr>
<td>Self-Control</td>
<td>Maladaptive Speech</td>
<td>Unmotivated</td>
<td></td>
</tr>
</tbody>
</table>

**Colors Indication:**
- Green = Most improvement through instruction
- Yellow = Moderate improvement through instruction
- Red = Little/no improvement through instruction
Socially Motivated

- Performance Deficit?
- Skill Deficit?
- Fluency Deficit?
- Self-Control Deficit?

Socially Un-Motivated

- High Frequency/Intensity of Standard Instruction

Social Initiations

- Age Appropriate

Social Responses

- Age Appropriate

- Make sure individual has identified the “meaningfulness” of the skills. Then, provide ample practice and modeling in natural environments.

- Provided direct instruction with modeling
- Behavior modification

- Increase practice in natural settings
- Provide instant feedback in natural settings
COMMON SOCIAL SKILLS INSTRUCTION:

- Classroom Behavior
- Basic Interaction
- Getting Along
- Making Friends
- Coping
- Social Entry
- Interactions
- Problem Solving
- Greetings
- Eye Contact
- Taking Turns
EVIDENCE-BASED APPROACHES:

- The Incredible Years
  - Webster-Stratton

- Skill Streaming
  - McGinnis & Goldstein

- Project First Step
  - Hodges & Hardin

- Aggression Replacement Training
  - Goldstein & Glick

- Cool Kids
  - Fister

- Tough Kids Social Skills
  - Sheridan & Jenson

- SMART Kids
  - Mulkey & Sprick
PROMISING:

- Superheroes Social Skills
- Chillax Positive Replacement Behavior Program
THANK YOU.

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