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4 December 2017

SPED 843
M6T2 Part One

Assignment on Assessing Social Skills Deficits (Part One)

 This is an assessment on Bobby Gibson, a 9th grade case study student. I will conduct this assessment using Bobby’s case study information, based on Bobby’s present levels and his IEP goals. With a Discrepancy Analysis, I will interpret and analyze the observation information for both Bobby and non-disabled students relative to the identified social skill. I will also interpret and analyze the direct observation data for Bobby, relative to the described social situation and target social skill. Additionally, I will then create a direct observation social skill assessment form for Bobby. Based on the analysis, I will end with identification of key factors that will be the focus of attention and manipulation/modification connected to improving Bobby’s social performance and building improved social competence.

 A Discrepancy Analysis is a social skill discrepancy analysis procedure that can be used to get a handle on a student’s social skills. Using this tool provides an inventory of non-disabled students who are engaged in a particular target behavior. A similar inventory is conducted on a student with a disability; the two inventories are compared. This analysis essentially allows us to analyze and identify particular skills that require our attention and training. Bobby’s Discrepancy Analysis can be found below:

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| Discrepancy Analysis Assessment for Bobby |
| Inventory of Non-Disabled Students Who Volunteer in the Classroom | Inventory of Bobby | Skills that Require Attention |
| Students interact and form relationships by having age-appropriate conversations and interactionsStudents turn in homework assignments on timeStudents participate in classroom discussions and complete in-class assignmentsWhen assigned, students work well in groups and group activities while being respectful to their peers | Becomes verbally aggressive when classmates fail to respond to his engagement attemptsNeeds prompting from teacher and para to turn in homework assignments but becomes confrontationalDoes not work well in groups and often is verbally aggressive towards peers | Bobby independently talks with peers appropriatelyBobby does not engage in verbal aggressionBobby independently (or with minimal prompts) completes assignments and turns in homeworkBobby independently (or with minimal prompts) works in groups and is respectful towards his peers |

Relative to the described social situation, we can interpret that Bobby struggles with peer interactions. This analysis of Bobby shows us that he needs support in social interactions, specifically with engaging in age-appropriate conversations. A target social skill for Bobby is to successfully interact with peers without becoming confrontational or verbally aggressive.

 Now I will create a direct observation social skill assessment form for Bobby to further assess his needs for support. This method allows us to gain a snapshot view and understanding of Bobby’s problematic social situation. We will first attempt to describe the context and the situation including children or students involved, the variable such as where, when, and what the activity is where a social interaction is occurring. Then we will attempt to capture the reciprocity, the give and take, or the interaction that occurs between Bobby and other students. Finally, we will determine the goal that Bobby has by acting the way he does.

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| Direct Social Skill Assessment for Bobby |
| Form | Context | Reciprocity | Goal  | Outcome |
| Bobby attempts to engage in age-appropriate conversations and interactions with peers in class (i.e. group work, discussions, table side conversations) | Other students (classmates) fail to respond to his attempts | Bobby reacts with verbal aggression when they (classmates) rebuff | 1. Peer avoidance2. Peer attention/respect | Unsuccessful socially, but is aggressive to peersGets attention and arguably, respect (unsuccessful social) |

It seems that Bobby does attempt to interact with his peers but is not successful. In response to his peers’ reactions, Bobby answers with verbal aggression so as to gather attention and gain respect from his classmates. Though he is successful in his goal through verbal aggression, Bobby is ultimately failing in creating successful relationships with his peers through appropriate conversations and interactions.

 Key factors that play a role in Bobby’s interactions, whether successful or unsuccessful, are his abilities to maintain appropriate topics (age-appropriate). It seems as though Bobby is attempting to gain respectful peer attention when working together, having side conversations, or participating in class discussions. However, since Bobby needs assistance in this social skill, his peers do not react how he hopes. In turn, Bobby spits out verbal aggression to then gain a different form of peer attention that is not successful or supporting to his social skill needs. It is a cycle that continues until support is designed and implemented. In order to support Bobby and create a foundation for bettering his social skills, we need to focus our attention to calming techniques so subside his aggression as well as prepare him with topics and responses so that he can successfully interact with his peers in various situations. Overall, through this modification provided for Bobby, we can improve his social performance and build an improved social competence.

Megan Gregory

4 December 2017

SPED 843
M6T2 Part Two

Assignment on Assessing Social Skills Deficits (Part Two)

 This is Part Two of an assessment on Bobby Gibson, a 9th grade case study student. I have conducted an assessment using Bobby’s case study information, based on Bobby’s present levels and his IEP goals (see Part One). With a Discrepancy Analysis, I interpreted and analyzed the observation information for both Bobby and non-disabled students relative to the identified social skill. I also interpreted and analyzed the direct observation data for Bobby, relative to the described social situation and target social skill. Additionally, I then created a direct observation social skill assessment form for Bobby. Based on the analysis, I ended with identification of key factors that will be the focus of attention and manipulation/modification connected to improving Bobby’s social performance and building improved social competence.

 Now, using my analysis from assessing social skill deficits (Part One), I will complete the following assignment. Based on Bobby’s present levels and his IEP goals provided in his case study, I will interpret and analyze the direct observation data and discrepancy analysis information for Bobby relative to the identified target social skills. Based on the aforementioned data and my analysis, I will then describe an intervention plan for facilitating improved social performance for Bobby. I will include the following elements in my proposed plan: explicit instructional methods, social skill prompting and coaching methods, social understanding and social problem-solving methods, peer-mediated strategies, and provide an evaluation plan for the intervention.

 After interpreting Bobby’s data, we can infer that Bobby’s social skill deficit is in his interactions, whether successful or unsuccessful, as well as in his abilities to maintain age appropriate conversations. We see how Bobby is attempting to gain respectful peer attention when working together, having side conversations, or participating in class discussions; however, he is not successful. Bobby needs training in this social skill so that his peers react well. In turn, Bobby will no longer use verbal aggression to gain a different form of peer attention that is not successful or supporting to his social skill needs. In order to support Bobby and create a foundation for bettering his social skills, we are going to focus our attention on calming techniques to subside his aggression as well as prepare him with topics and responses so that he can successfully interact with his peers in various situations. Overall, through this intervention program provided for Bobby, we can improve his social performance and build an improved social competence.

 The program has an explicit instructional method in that it is going to train Bobby a specific set of social skills so that he is successful in peer interactions. We will do so through incidental teaching, social skill autopsies, and the use of consequence maps. The first step in the program is to specify the social behavior: Bobby will engage appropriately with peers two times during class 4/5 data days. This may look like a two-sided conversation lasting more than 2 minutes per occurrence. Next, we will create and display model behaviors. This shall come from the teacher as well as the para-educator whom Bobby has a good relationship with. It is important that Bobby knows and thinks highly of the persons modeling the social behavior so that he becomes successful in the social interactions that are demonstrated. In this, Bobby’s social target behavior will be reinforced. It is in this part of the intervention we will introduce consequence maps. This is an important tool that involves visuals showing the course of action for both appropriate and less-appropriate actions. Bobby will learn the steps associated with initiating a conversation, cues to respond, and how to respect his peers along with reinforcement that occurs when he does this.

Following, Bobby will need social skill prompting and coaching methods. We can do this via role-playing and practice opportunities. The role-playing will be a fun and meaningful experience for Bobby because it will increase his motivation to participate and build his skills. Additionally, this role-playing will involve different partners, different settings, and different conditions. Doing so will provide Bobby with a variety of scenarios to keep in his social skill toolbox. To tack on to this, there will also be coaching and performance feedback. While it is vital to do this at every stage, it is also necessary to ensure individualized coaching and feedback so that Bobby’s needs and preferences are met. It is also important that once initial goals are achieved that the focus switches to perfecting the target skill and generalizing the skill for application in various situations. This is where we involve teaching Bobby self-management supports so that he can monitor and self-evaluate the skills he is trying to learn.

 Now we move to social understanding and social problem-solving methods. Here we focus on providing Bobby with opportunities to practice and rehearse in natural settings. This involves including peers who are supportive of the training, feedback and guidance, as well as situations where Bobby can demonstrate his understanding of the skills and ability to perform them independently. We will also generalize these opportunities to gradually extend the instruction for Bobby into increasingly less supported settings. Here we can see how well he has comprehended the information and how he reacts (solves) problems he is faced with. One of the activities we will do with Bobby involves thinking and feelings. We will show Bobby pictures that range the basic emotions such as embarrassed, happy, nervous, and scared. By teaching Bobby how to identify emotions and understand why someone feels them, we can support him in understanding and making inferences. This is how we will integrate perspective-understanding strategies that are designed to help Bobby become aware of the thinking and needs of others and how his behavior affects others. The ability to accurately read and understand situations and circumstances is essential for Bobby to achieve effective social skills. As for problem solving, we can further support Bobby with video modeling, explicitly going through the steps of solving problems when faced in social interactions. The videos can show calming techniques such as counting, taking a deep breath, and stepping away from the situation. Overall, the goal is for Bobby to be able to monitor and manage his own behavior to fit unique social circumstances.

 Another way to support Bobby is through peer-mediated strategies. Successful social skill training requires participation from peers. We will identify and arrange social interaction opportunities, such as group activities where Bobby seems to have the most difficulty. Then we recruit peer volunteers, train them for the activities and roles, ensure the benefits and reinforcement, provide ongoing support, as well as evaluate the program components so that we can make modifications as needed. The use of peer mentors allows the teacher and para-educator to act as facilitators rather than as active playmates done in the previous methods. The teacher and para will prompt the peers to initiate and respond appropriately to Bobby and then get out of the way to see how Bobby handles the situation. The use of peer mentors further supports Bobby because it facilitates generalization of skills by ensuring that the newly acquired skills are performed and practiced with peers in the natural environment.

 To conclude, I will provide an evaluation plan for the intervention discussed. The teacher and para will complete social skills training observation forms. These forms will outline the calendar and schedule of activities that take place for the class. Filled out daily or weekly, the educators will be able to determine how often Bobby engages in peer interactions and if those interactions are successful with the use of social skills taught. Further, during observations, the educators will use a check sheet to track Bobby’s behavior based on social skill expectations set. The check sheet will provide for twenty-five points to be awarded per class period, with seven class periods to attend per day, and twenty-five points for environments outside of the classroom such as bus, hallways, and cafeteria. The total available points are two hundred. There will be weekly rewards for Bobby and daily negative consequences so that we can support him in various ways through evaluating the effectiveness of the intervention program. Bobby will also be provided with a checklist so that he can self-report the frequency in which he uses is new social skill set and techniques. The reasoning for this checklist is so that Bobby can see the use of his skills in various situations and in turn become more confident in his ability to use the skills. Through this program and evaluation process, the end goal is for Bobby to reach his target social skills, initiate and maintain appropriate peer interactions, and take these experiences to his life outside and beyond the classroom.









