**Reflection**

 This was a two-part assignment on assessing social skills deficits for the case study student Bobby Gibson, an assignment for SPED 843 which is a KU Master’s Degree course that deals with strategies for students with significant behavior, social, and emotional need. This particular assignment was an opportunity to interpret and analyze observation information, identify key factors that need attention, and create an intervention plan.

 The purpose of this assessment and intervention assignment was to show my understanding of the interpreted and analyzed data along with describing an intervention plan for Bobby that would facilitate improved social performance. In my proposed plan, I included 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.

 My reflection of this paper occurs in two parts, as did the assignment. First, I learned how to properly and effectively use observation information for Bobby and for non-disabled students relative to the identified social skill by completing the discrepancy analysis. After interpreting and analyzing the direct observation data for Bobby, relative to the social situation and target social skill, I was able to create a direct observation social skill assessment form for Bobby. Based on the analysis, I also identified key factors that would be the focus of attention as well as manipulation/modification connected to improving Bobby’s social performance and building improved social competence. For the second part, I was able to create an intervention plan and evaluation for Bobby based on his present levels and his IEP goals.

 As a result of my hard work and dedication, I received full marks on the paper with positive feedback from Professor Irma Brasseur. There was not feedback to improve or work on my final paper, so I chose not to revise. Additionally, I did review the rubric to determine if there was any further work I would like to incorporate. I also checked for grammatical and structural errors. There were none, and so in this I made sure to examine the assignment carefully to determine if there was any other changes I wanted to make that might improve the product.

 Through this course, specifically this assignment, I was provided with an opportunity to learn about children and youth with emotional, social, and behavioral disorders that have significant social skill deficits and experience social interaction difficulties. As I reflect, I have learned how these learners commonly struggle to understand and follow basic rules of social conduct, adhere to standard and accepted social protocol, and all too frequently they display unskilled and inappropriate social initiations and responses. I now know how to teach social skills and strengthen social interaction opportunities for learners with emotional, social, and behavioral disorders, and I understand it is no easy task. Based on application of evidence-based social skill training and support methods, I can make significant progress in assisting my students in understanding and applying social skills. The outcomes of my efforts are the enhanced capacity to positively interact with others. Overall, I can apply strategies and supports that lead to enhanced social skills and social acceptance.