



Autism Focused Intervention  
Resources & Modules

This overview  
brief will  
support your  
use of the  
evidence-  
based practice:  
Social Skills  
Training.

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information visit:**  
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## Social Skills Training (SST) ---EBP Brief Packet---

### Components of the EBP Brief Packet...

This evidence-based practice overview on Social Skills Training (SST) includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The *SST Evidence-base* details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *SST Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor SST. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *SST Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *SST Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *SST Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of *CEC Standards* that apply specifically to SST.
10. **Module References:** A list of numerical *References* utilized for the SST module.

### Suggested citation:

Griffin, W., Sam, A., & AFIRM Team. (2015). *Social skills training*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/Social-skills-training>

## What is Social Skills Training?

Social skills training (SST) refers to any adult-directed instruction in which social skills are targeted for improvement. SST typically occurs in either a group<sup>4</sup> or individual format,<sup>12</sup> and may also include facilitated practice in classroom settings.<sup>7,10</sup> SST sometimes may co-occur with peer-mediated instruction and intervention (PMII) or some related use of peer models or tutors to support practice of targeted skills.<sup>7,11</sup>

## Evidence-base

Based upon the recent review, social skills training meets the evidence-based practice criteria set by NPDC with 8 single case design studies and 7 group design studies. The practice has been effective for preschoolers (3-5 years) to high school-age learners (15-22 years) with ASD. Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how social skills training can be used effectively to address: social, communication, behavior, play, and cognitive outcomes.

## How is SST Being Used?

Social skills training can be used by professionals such as teachers, special educators, speech-language pathologists, paraprofessionals, counselors, and psychologists. Training could take place in a school, clinic, or other community-based setting. Parents and family members can sometimes be included in the SST efforts. Parents and family members also can be invaluable in supporting the learning, generalization, and maintenance of social skills by helping their child practice skills in the home and reinforcing the social skills they see their child using with family members and peers.

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## ---Evidence-base for Social Skills Training---

The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

### --OVERVIEW--

Social skills training is used to teach target skills and increase desired behavior. Social skills training meets the evidence-based practice criteria with 8 single case design studies and 7 group design studies. The practice has been effective with learners in preschool (3-5 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how social skills training can be used effectively to address: social, communication, behavior, play, and cognitive outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social	Social	Social
	Communication	Communication	Communication	
	Behavior	Behavior		
	Play	Play	Play	Play
		Cognitive	Cognitive	

## Early intervention (0-2 years)

No studies

## Preschool (3-5 years)

Belchic, J. K., & Harris, S. L. (1994). The use of multiple peer exemplars to enhance the generalization of play skills to the siblings of children with autism. *Child & Family Behavior Therapy, 16*(2), 1-25. doi: 10.1300/J019v16n02\_01

\*Chin, H. Y., & Bernard-Opitz, V. (2000). Teaching conversational skills to children with autism: Effect on the development of a theory of mind. *Journal of Autism and Developmental Disorders, 30*(6), 569-583. doi: 10.1023/A:1005639427185

\*Gonzalez-Lopez, A., & Kamps, D. M. (1997). Social skills training to increase social interactions between children with autism and their typical peers. *Focus on autism and other developmental disabilities, 12*(1), 2-14. doi: 10.1177/108835769701200101

\*Kroeger, K. A., Schultz, J. R., & Newsom, C. (2007). A comparison of two group-delivered social skills programs for young children with autism. *Journal of Autism and Developmental Disorders, 37*(5), 808-817. doi: 10.1007/s10803-006-0207-x

\*Leaf, J. B., Taubman, M., Bloomfield, S., Palos-Rafuse, L., Leaf, R., McEachin, J., & Oppenheim, M. L. (2009). Increasing social skills and pro-social behavior for three children diagnosed with autism through the use of a teaching package. *Research in Autism Spectrum Disorders, 3*(1), 275-289. doi: 10.1016/j.rasd.2008.07.003

## Elementary (6-11 years)

\*Chin, H. Y., & Bernard-Opitz, V. (2000). Teaching conversational skills to children with autism: Effect on the development of a theory of mind. *Journal of Autism and Developmental Disorders, 30*(6), 569-583. doi: 10.1023/A:1005639427185

Feng, H., Lo, Y. Y., Tsai, S., & Cartledge, G. (2008). The effects of theory-of-mind and social skill training on the social competence of a sixth-grade student with autism. *Journal of Positive Behavior Interventions, 10*(4), 228-242. doi: 10.1177/1098300708319906

\*Gonzalez-Lopez, A., & Kamps, D. M. (1997). Social skills training to increase social interactions between children with autism and their typical peers. *Focus on autism and other developmental disabilities, 12*(1), 2-14. doi: 10.1177/108835769701200101

Koenig, K., White, S. W., Pachler, M., Lau, M., Lewis, M., Klin, A., & Scahill, L. (2010). Promoting social skill development in children with pervasive developmental disorders: A feasibility and efficacy study. *Journal of Autism and Developmental Disorders, 40*(10), 1209-1218. doi: 10.1007/s10803-010-0979-x

## Elementary (6-11 years continued)

- \*Kroeger, K. A., Schultz, J. R., & Newsom, C. (2007). A comparison of two group-delivered social skills programs for young children with autism. *Journal of Autism and Developmental Disorders, 37*(5), 808-817. doi: 10.1007/s10803-006-0207-x
- Laushey, K. M., Heflin, L. J., Shippen, M., Alberto, P. A., & Fredrick, L. (2009). Concept mastery routines to teach social skills to elementary children with high functioning autism. *Journal of Autism and Developmental Disorders, 39*(10), 1435-1448. doi: 10.1007/s10803-009-0757-9
- \*Leaf, J. B., Taubman, M., Bloomfield, S., Palos-Rafuse, L., Leaf, R., McEachin, J., & Oppenheim, M. L. (2009). Increasing social skills and pro-social behavior for three children diagnosed with autism through the use of a teaching package. *Research in Autism Spectrum Disorders, 3*(1), 275-289. doi: 10.1016/j.rasd.2008.07.003
- \*Lopata, C., Thomeer, M. L., Volker, M. A., Toomey, J. A., Nida, R. E., Lee, G. K., ... & Rodgers, J. D. (2010). RCT of a manualized social treatment for high-functioning autism spectrum disorders. *Journal of Autism and Developmental Disorders, 40*(11), 1297-1310. doi: 10.1007/s10803-010-0989-8
- Owens, G., Granader, Y., Humphrey, A., & Baron-Cohen, S. (2008). LEGO® therapy and the social use of language programme: An evaluation of two social skills interventions for children with high functioning autism and Asperger syndrome. *Journal of Autism and Developmental Disorders, 38*(10), 1944-1957. doi: 10.1007/s10803-008-0590-6
- Ryan, C., & Charragáin, C. N. (2010). Teaching emotion recognition skills to children with autism. *Journal of Autism and Developmental Disorders, 40*(12), 1505-1511. doi: 10.1007/s10803-010-1009-8
- Yang, N. K., Schaller, J. L., Huang, T. A., Wang, M. H., & Tsai, S. F. (2003). Enhancing appropriate social behaviors for children with autism in general education classrooms: An analysis of six cases. *Education and Training in Developmental Disabilities, 38*(4), 405-416.

## Middle (12-14 years)

- \*Laugeson, E. A., Frankel, F., Mogil, C., & Dillon, A. R. (2009). Parent-assisted social skills training to improve friendships in teens with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 39*(4), 596-606. doi: 10.1007/s10803-008-0664-5
- \*Lopata, C., Thomeer, M. L., Volker, M. A., Toomey, J. A., Nida, R. E., Lee, G. K., ... & Rodgers, J. D. (2010). RCT of a manualized social treatment for high-functioning autism spectrum disorders. *Journal of Autism and Developmental Disorders, 40*(11), 1297-1310. doi: 10.1007/s10803-010-0989-8
- Ozonoff, S., & Miller, J. N. (1995). Teaching theory of mind: A new approach to social skills training for individuals with autism. *Journal of Autism and Developmental Disorders, 25*(4), 415-433. doi: 10.1007/BF02179376

## High (15-22 years)

\*Laugeson, E. A., Frankel, F., Mogil, C., & Dillon, A. R. (2009). Parent-assisted social skills training to improve friendships in teens with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 39*(4), 596-606. doi: 10.1007/s10803-008-0664-5

Palmen, A., Didden, R., & Arts, M. (2008). Improving question asking in high-functioning adolescents with autism spectrum disorders: Effectiveness of small-group training. *Autism, 12*(1), 83-98. doi: 10.1177/1362361307085265

\* Research which included participants in multiple age ranges.



## Social Skills Training (SST) ---Step-by-Step Guide---

### BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about...?

- Identified the behavior...
- Collected baseline data through direct observation...
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

If the answer to any of these is “no,” review the process of how to select an EBP.

This practice guide outlines how to plan for, use, and monitor the social skills training practice.

Keep in mind that SST can occur in either with an individual learner with ASD or in a group format.



# Now you are ready to start...

## Step 1: SST Planning

The planning step explains initial steps and considerations involved to prepare for and develop a training plan for a learner with ASD.

### 1.1 Determine if training will be 1-on-1 or a group

Decide if the training will be conducted in an individual or group format based upon various factors including the skills and developmental level of the learner with ASD, the availability of the trainer, availability of space, and scheduling constraints.

### 1.2 Select peers for participation

To select peers for participation, consider if the grade level and needs of other potential participants. Also, determine if peer models will be included.

### 1.3 Conduct social skills assessment

Use informal and/or formal assessment methods to obtain more information about a learner's current social competence as well as areas of need.

### 1.4 Select content of lessons

Consider the needs of the learner with ASD and group members (if a group format was selected). Remember large topics of instruction might include underlying components to the skill that will need to be addressed as well.

### 1.5 Determine format structure

SST should have a common format for each session. At a minimum, the lesson format should include a check in, introduction and teaching of a new skill, practice of the new skill, feedback, and opportunities to practice new skill outside of lesson format.

### 1.6 Select instructional strategies to use

A variety of instructional strategies can be used to teach social skills including direction instruction of skills, modeling, video modeling, role play, prompting, reinforcement, facilitated practice, and use of visual cues.

### 1.7 Prepare materials

Before you begin social skills training, you will need to prepare the materials. If you have selected any curriculum to support instruction, you will need to obtain those materials.



## Step 1: SST Planning (continued)

### 1.8 Prepare instructors and adults to assist with training

Before beginning to use SST make sure all adults who will be leaders are familiar with the lesson plans and the reward system planned for participants.

### 1.9 Determine meeting place and schedule

A meeting time and place for the training needs to be selected that is convenient for both the learners with ASD, other members, and the leader.

 *The **SST Planning Worksheet** in the Resource section will help you plan for SST.*

## Step 2: Using SST

This step describes the process of using social skills training.

### 2.1 Implement the training as planned

Refer back to the plan for instruction or the Planning Worksheet. Consider creating session guides to plan for individual lessons.

 *The **Session Guide** in the Resource section will help you plan for specific training sessions.*

### 2.2 Reinforce learner use of target skills

Reinforce learner's use of new target skills or behaviors. Select items or activities that are reinforcing to the learner with ASD.

### 2.3 Support generalization of target skills

Make a plan to support a learner in generalizing skills learning in the training session to other settings, people, and activities.

### 2.4 Provide support to peer models if applicable

Adult leaders should provide time for peers to become familiar with the learner with ASD, review the goals and format of the training session with peers, and provide specific suggestions of what is expected from peer.

## Step 3: Monitoring SST

The following process describes how the use of social skills training can be monitored and how to adjust your plan based on the data.

### 3.1 Collect data on learner use of target skills

Team members should collect data on target skills and behaviors. Use event recording to collect frequency data at every instance the behavior occurs. When using a group format for SST, consider collecting data using one data form.



*The **Event Recording Form** in the Resource Section will help you monitor behaviors with low frequency.*



*The **Group Data Form** in the Resource Section will help you collect data on multiple learners.*

### 3.2 Determine next steps based on learner progress

If a learner is making progress based upon data collected, team members should continue to use SST and consider using it to address additional goals.

If the target skill or behavior is not increasing, ask yourself the following questions:

- Is the target skill or behavior well defined?
- Is the target skill or behavior measurable and observable?
- Has enough time been devoted to using SST?
- Was SST used with fidelity? (Use the SST Implementation Checklist to determine fidelity.)
- Is a consistent format used for each session?
- Are instructional strategies being used consistently?
- Are reinforcers used that are motivating to the learner?

If these issues have been addressed and the learner with ASD continues not to show progress, consider selecting a different evidence-based practice to use with the learner with ASD.

# Social Skills Training (SST) ---Implementation Checklist---

*Before you start:*

*Have you...*

- Identified the behavior
- Collected baseline data through direct observation
- Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

*If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.*

	Observation	1	2	3	4
	Date				
	Observer's Initials				
<b>Step 1: Planning</b>					
1.1 Determine if training will be 1-on-1 or a group					
1.2 Select peer(s) for participation if applicable					
1.3 Conduct social skills assessment					
1.4 Select content of lessons					
1.5 Determine format structure					
1.6 Select instructional strategies to use					
1.7 Prepare materials					
1.8 Prepare instructors and adults to assist with training					
1.9 Determine meeting place and schedule					
<b>Step 2: Using</b>					
2.1 Implement the training as planned					
2.2 Reinforce learner(s) use of target skills					
2.3 Support generalization of target skills to other settings/people/activities					
2.4 Provide support to peer models if applicable					
<b>Step 3: Monitoring</b>					
3.1 Collect data on learner use of target skills					
3.2 Determine next steps based on learner progress					



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### ---Event Recording Data Collection---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Behavior(s): \_\_\_\_\_

\_\_\_\_\_

#### Event Recording:

Use event recording to monitor behaviors with low frequency.

Date	Target Behavior	Total

#### Anecdotal Notes:

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

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information visit:**  
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# ---SST Data Collection--- Group

Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

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## Group Target Skill:

Learner 1: \_\_\_\_\_

Target Skill: \_\_\_\_\_

Learner 2: \_\_\_\_\_

Target Skill: \_\_\_\_\_

Learner 3: \_\_\_\_\_

Target Skill: \_\_\_\_\_

## Data Collection:

When using a group format for social skills training, it might be useful to collect data on multiple learners using one data form.

Target Skill:		Learners														
		Learner 1					Learner 2					Learner 3				
Attempts		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Day 1:																
Day 2:																
Day 3:																
Day 4:																
Day 5:																
Summary Data: Unprompted	Day 1	# unprompted					# unprompted					# unprompted				
		% unprompted					% unprompted					% unprompted				
	Day 2	# unprompted					# unprompted					# unprompted				
		% unprompted					% unprompted					% unprompted				
	Day 3	# unprompted					# unprompted					# unprompted				
		% unprompted					% unprompted					% unprompted				
	Day 4	# unprompted					# unprompted					# unprompted				
		% unprompted					% unprompted					% unprompted				
	Day 5	# unprompted					# unprompted					# unprompted				
		% unprompted					% unprompted					% unprompted				

Key: + = unprompted; P = picture prompt; V = verbal prompt; 0 = no response



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## ---SST Session Guide---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Behavior(s): \_\_\_\_\_

\_\_\_\_\_

### Session Guide:

It might be helpful to plan specifically for each session. The session guide below provides a starting point.

Item	Training plan	Completion status	Changes/notes
Date		<input type="checkbox"/>	
Session Topic		<input type="checkbox"/>	
Skills addressed		<input type="checkbox"/>	
Content		<input type="checkbox"/>	
Structure		<input type="checkbox"/>	
Behavior management		<input type="checkbox"/>	
Instructional strategies		<input type="checkbox"/>	
Materials needed		<input type="checkbox"/>	

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## ---SST Planning Worksheet---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Behavior: \_\_\_\_\_

\_\_\_\_\_

### Social Skills Training:

Use this worksheet as a guide for planning a social skills training intervention.

### Select learners:

1. Group or individual training?

I will plan to train a (circle 1):    group                    individual

(if individual is selected, move on to 2.)

2. Social skills training: Planning for a group

What grade level(s) will be included: \_\_\_\_\_

Needs of included student: \_\_\_\_\_

Include peer models:             Yes             No

### Identify social skills to target:

Identifying skills includes conducting a social skills assessment. Select any or all of the following options.

- Review of records and previous assessments
- Interviews with parents and current or recent providers
- Talking with the learner
- Observations
- Use of formal assessment tools
- Completion of skill inventories

### Content of lessons:

Determine what social skill will be addressed: \_\_\_\_\_

Describe the underlying components to the skill that will need to be addressed. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Select the curriculum that will be used:**

- Packaged social skills curriculum
- Adapt lessons from a packaged curriculum
- Develop own content and lessons

**Determine format structure for lesson using the table below:**

Component	Length of Time	Description/Time
Check in/warm up		
Introduction of new skill		
Modeling		
Practice		
Feedback		
Generalization		

Summary/notes regarding structure: \_\_\_\_\_  
 \_\_\_\_\_

Plan for managing problem behaviors: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





# Social Skills Training

## Proposed instructional strategies: *(consider any or all of the following)*

- |  |   |
|--|---|
| <input type="checkbox"/> Direct instruction of skills                | <input type="checkbox"/> Modeling                         |
| <input type="checkbox"/> Video-modeling                              | <input type="checkbox"/> Role-play                        |
| <input type="checkbox"/> Prompting                                   | <input type="checkbox"/> Reinforcement                    |
| <input type="checkbox"/> Use of visual cues                          | <input type="checkbox"/> Stories/social narratives        |
| <input type="checkbox"/> Facilitated practice/practice with feedback | <input type="checkbox"/> Use of a concept mastery routine |
| <input type="checkbox"/> Practicing with trained peers               |   |

## What material is needed? *(select any or all)*

- |   |  |
|---|--|
| <input type="checkbox"/> Curriculum materials | <input type="checkbox"/> Specific materials required for each lesson |
| <input type="checkbox"/> Video cameras        | <input type="checkbox"/> Videos (DVD's or online)                    |
| <input type="checkbox"/> TV's or monitors     | <input type="checkbox"/> Props                                       |
| <input type="checkbox"/> Snacks               | <input type="checkbox"/> Toys  |
| <input type="checkbox"/> Games                | <input type="checkbox"/> Other: _____                                |

Who will be the instructor(s): \_\_\_\_\_

## Schedule of Social Skills Training:

Where will the training occur?: \_\_\_\_\_

What time will the training occur?: \_\_\_\_\_

Dates of training: \_\_\_\_\_

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# Social Skills Training (SST) ---Tip Sheet for Professionals---

## Social Skills Training SST

### Social skills training...

- is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3-22 years old.
- can be conducted individually or with a group and provides adult-directed instruction in which social skills are targeted for improvement.



### Why Use?

- SST has been found to effective in improving the social competence of learners with ASD.
- SST can incorporate a variety of instructional strategies such as modeling, video-modeling, role-play, prompting, and reinforcement.
- SST can promote generalization of skills through facilitated practice with feedback.

### Outcomes

- The evidence-base for SST supports the use of this practice to address the outcomes below:

Early Intervention (0-2)	Preschool (3-5)	Elementary (6-11)	Middle (12-14)	High (15-22)
No studies	Social	Social	Social	Social
	Communication	Communication	Communication	
	Behavior	Behavior		
	Play	Play	Play	Play
		Cognitive	Cognitive	

### TIPS:

- Select instructional strategies such as video modeling, social narratives, prompting, and reinforcement to assist in teaching selected target behavior/skill during a training session.
- Outline the format and structure of training sessions.
- Create opportunities for learner with ASD to practice skills in a variety of settings to increase generalization.



# Social Skills Training (SST) ---Tip Sheet for Professionals---

## Social Skills Training SST

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

**For more  
information visit:**  
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## STEPS FOR IMPLEMENTING

### 1. Plan

- Determine if training will be 1-on-1 or a group
- Select peer(s) for participation if applicable
- Conduct social skills assessment
- Select content of lessons
- Determine format structure
- Select instructional strategies to use
- Prepare materials
- Prepare instructors and adults to assist with training
- Determine meeting place and schedule

### 2. Use

- Implement the training as planned
- Reinforce learner(s) use of target skills
- Support generalization of target skills to other settings/people/activities
- Provide support to peer models if applicable

### 3. Monitor

- Collect data on target behaviors
- Determine next steps based on learner progress

# Social Skills Training (SST) ---Parent's Guide---



This parent introduction to SST was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how SST is used with your child, speak with:

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**For more  
information visit:**  
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This introduction provides basic information about social skills training.

## What is SST?

- SST is an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 3 to 22 years old.
- SST includes any adult-directed instruction in which social skills are targeted for improvement.
- SST can occur in either a group or individual format.

## Why use SST with my child?

- SST can be used to increase social interactions, play skills, regulation of emotions, perspective-taking, and communication skills.
- Research studies have shown that social skills training has been used effectively with many age groups to achieve outcomes in the following areas: social, communication, behavior, play, and cognitive.

## What activities can I do at home?

- Provide opportunities for your child to practice social interactions through role plays. For example, role play with your child saying, "hello," to a peer or asking a peer a question.
- Provide reinforcements (such as time with a favorite toy or an activity) for your child using appropriate social behaviors.
- Create opportunities for your child to practice social skills with peers through activities such as a sports team, church group, or play group.



Autism Focused Intervention Resources & Modules

Check out these resources to support your use of social skills training.

**For more information visit:**  
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)

## ---Additional Resources---

### Articles:

- Baker, J. (2010). Social skills training for children on the autism spectrum: Current research and integration. *Autism Advocate*, 1, 8-13. Retrieved on December 8, 2015 from: <http://www.kelbermancenter.org/assets/documents/SocialSkillsTrainingForChildren.pdf>
- Chang, Y., Laugeson, E. A., Gantman, A., Frankel, F., & Dillon, A. R. (2015). Group training in interpersonal problem-solving skills for workplace adaptation of adolescents and adults with Asperger syndrome: A preliminary study. *Autism*, 19, 409-420. doi: 10.1177/1362361313478995
- Laugeson, E. A., Gantman, A., Kapp, S. K., Orenski, K., & Ellingsen. (2015). A randomized controlled trial to improve social skills in young adults with autism spectrum disorder: The UCLA PEERS® program. *Journal of Autism and Developmental Disorders*, 45(12), 3978-3989. doi: 10.1007/s10803-015-2504-8

### Apps:



*Autism & PDD Picture Stories & Language Activities Social Skills with Friends* by Linguistics® (Lite-Free/\$19.99)



*Socially Speaking™* by Socially Speaking LLC (\$9.99)

### Books:

- Baker, J. (2003). *Social skills training: For children and adolescents with Asperger syndrome and social-communication problems*. Autism Asperger Publishing Company.
- Carter, J., & O'Shaughnessy, A. (2015). *Prep for social success: A guide for parents of children with autism: A social skills training manual*. Carter, J., & O'Shaughnessy, A. (ebook).

## Books:

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Autism Focused Intervention  
Resources & Modules

# Social Skills Training CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: <http://afirm.fpg.unc.edu/learn-afirm>

Below are CEC Standards that apply specifically to Social Skills Training (SST) module.

Standard	Description
<b>Initial Preparation Standard 1: Learner Development and Individual Learning Differences</b>	
ISCI 1 K11	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
DDA1 K5	Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders
<b>Initial Preparation Standard 2: Learning Environments</b>	
ISCI 2 K5	Social skills needed for educational and other environments
ISCI 2 S2	Identify realistic expectations for personal and social behavior in various settings
ISCI 2 S3	Identify supports needed for integration into various program placements
ISCI 2 S7	Establish and maintain rapport with individuals with and without exceptionalities
DDA2.S3	Use specialized instruction to enhance social participation across environments
<b>Initial Preparation Standard 3: Curricular Content Knowledge</b>	
ISCI 3 S2	Integrate affective, social, and life skills with academic curricula
DDA3 S1	Provide pragmatic language instruction that facilitates social skills
DDA3 S2	Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications
DDA3 S5	Use specialized instruction to enhance social participation across environments
<b>Initial Preparation Standard 5: Instructional Planning Strategies</b>	
ISCI 5 S13	Use strategies to facilitate integration into various settings
DDA5 S2	Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders
DDA5 S12	Utilize student strengths to reinforce and maintain social skills
DDA5 S15	Use specialized instruction to enhance social participation across environments

Standard	Description
<b>Advanced Preparation Standard 3: Programs, Services, and Outcomes</b>	
SEDAS3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS3.S7	Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders
SEDAS3.S8	Provide varied instruction and opportunity to learn play and leisure skills

**For more  
information visit:**  
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)



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