Introducing Superheroes Social Skills Program

- Faculty
  - Julie Bowen
  - Elaine Clark
- The Students
  - Heidi Block
  - Julia Hood
  - Keith Radley
  - Terisa Gabrielsen
  - Ben Springer
  - Jessie Weeks
- Utah State Office of Education (USOE)
- Dr. Scott Bellini University of Indiana

- Pacific Northwest Publishing
Evidence Based

Fun

Sticky

University of Utah

Pacific Northwest Publishing
• THIS IS A PROGRAM ABOUT CHILDREN

• and THE RESEARCH THAT SUPPORTS THE PROGRAM
The Purpose of the Research

• Evaluate the effectiveness and generalization of the Superheroes Social Skills Program

  – Pingree Center for Children with Autism - Preschoolers
  – University of Utah Neuropsychiatric Institute (UNI) - Outpatient
  – Public Education Setting - Davis County School District - Elementary
  – Train Parents of ASD Children to Run the Program with SKYPE Support
  – Two Studies In Public School with Externalizers (ADHD, CD, ODD)
  – In Public School with ASD Students Who Are Bullied
Social Skills Training with Children with High Functioning Autism
Kids In Program

• The Globe
lying the desired developmental gain rather than the resultant behavior. Consideration of the aforementioned issues should lead one to the conclusion that standardized, norm-referenced assessment and curriculum-based assessment can both lead to intelligent testing of infants and young children if they are applied in a thoughtful manner.

REFERENCES


citation Editor: Joseph C. Witt

citation Acceptance: September 1, 1993

The Effects of Social Skills Curricula: Now You See Them, Now You Don’t

George J. DuPaul and Tanya L. Eckert

Lehigh University

Reviewed seven empirical studies that evaluated the maintenance and generalization of the effects of commercially available, social skills training programs. Explicit attempts to foster generalization met with at least mixed success in six out of seven studies. The combination of social skills training and alteration of consequences in the natural environment led to the most significant maintenance effects. Mixed generalization results were obtained when training was supplemented by incorporating common physical and social stimuli as well as by the use of self-mediated stimuli. Possible factors accounting for equivocal generalization effects across training curricula include a relative emphasis on skills vs. performance deficits, inconsistent consideration of setting variables, and the degree to which environmental programming is incorporated. The necessity of employing social skills curricula in contrived settings beyond programming in the natural environment is unclear based on the extant literature.

CASE OVERVIEW

Each year the same concerns arise regarding a small group of students who have poor interpersonal skills and who have difficulty getting along with their peers. Although these students receive services in general education classrooms, questions continue to arise whether they would benefit from receiving special education services due to their behavioral problems. Frequently referred to as “trouble-makers” by their teachers and “losers” by their peers, they exhibit similar behavioral characteristics. For example, these students have difficulty establishing and maintaining friendships, are poorly accepted by their peers, and exhibit inappropriate behavior in social situations (e.g., swearing, aggressiveness). In response to these concerns, the guidance counselor has worked with each student in an effort to increase his or her social competence. However, no lasting effects have been reported and very little carryover has been observed by classroom teachers.

Realizing that a more concerted effort is needed, the school psychologist is asked to assist in developing strategies to solve these students’ problems. As the school psychologist assesses the situation, it becomes apparent that these students are

The authors express their thanks to Scott McConnell and IIi Walker for providing materials relevant to this review. Correspondence regarding this article should be sent to George J. DuPaul, School Psychology Program, Lehigh University, 111 Research Drive, Bethlehem, PA 18015.
The Major Problem with Social Skills Is:

- **THE PROBLEM IS GENERALIZATION**
- Transfer of newly learned behaviors and skills into settings in which the intervention procedures have not been implemented
Ways to Overcome Generalization Problems

• Over learn the skill
• Teach the skill in natural environments
• Reinforce the skill in natural environments
• Teach many examples
• Vary the program across people and situations

• A NEW WAY TO GENERALIZE SKILLS
In the late 1960s, a television producer named Joan Ganz Cooney set out to start an epidemic. Her target was three-, four-, and five-year-olds. Her agent of infection was television, and the "virus" she wanted to spread was literacy. The show would last an hour and run five days a week, and the hope was that if that hour was contagious enough it could serve as an educational Tipping Point: giving children from disadvantaged homes a leg up once they began elementary school, spreading prolearning values from watchers to nonwatchers, infecting children and their parents, and lingering long enough to have an impact well after the children stopped watching the show. Cooney probably wouldn’t have used these concepts or described her goals in precisely this way. But what she wanted to do, in essence, was create a learning epidemic to counter the prevailing epidemics of poverty and illiteracy. She called her idea Sesame Street.
MADE TO STICK

Why Some Ideas Survive and Others Die

Chip Heath & Dan Heath
• Superheroes
• Superhero Voices
• Pokemon Cards
• Comic Books
• Fast Hands Animation (Videos and Video Games)
A Meta-Analysis of School-Based Social Skills Interventions for Children With Autism Spectrum Disorders

Scott Bellini, Jessica K. Peters, Lauren Benner, and Andrea Hopp

Abstract

Social skills deficits are a core feature of autism spectrum disorders (ASD). The inconsistent results of single-subject design studies examining the effectiveness of school-based social skills interventions for children and adolescents with ASD, discrepancies in the criteria used for evaluating outcomes across different studies, and the difficulty in comparing the percentage of non-overlapping data points, the reach of social skills interventions, have hindered evidence-based practices. The current study examined the effectiveness of school-based social skills interventions for children with ASD. The results are compared to the outcomes of other studies.

What We Have Learned From the Research

Social Skills Programs are Ineffective When They Are Taught In Isolation From non-ASD Peers

Modeling is Effective in Teaching Social Skills Both Peer Models and Self-as-a-Model

Peers Teach Social Skills Better Than Adults

Effects and Implications of Self-Management for Students With Autism: A Meta-Analysis

Suk-Hyang Lee, Richard L. Simpson, and Karrie A. Shogren

Self-management for students with autism is important both as a management tool and as a means to enhance students’ social skills and interactions with peers. This article reports the results of an examination of the efficacy of self-management for improving social behaviors of children with autism.

Modeling is Effective in Teaching Social Skills Both Peer Models and Self-as-a-Model

INTEVENTIONS TARGETING RECIPROCAL SOCIAL INTERACTION IN CHILDREN AND YOUNG ADULTS WITH AUTISM SPECTRUM DISORDERS: A META-ANALYSIS

by

Lindsey A. Miller

Doctor of Philosophy

Department of Educational Psychology

The University of Utah

May 2006
No Adult Talking Heads Talking About Social Skills
Sticky Superheroes

The Robot with Social Difficulties

INTERACTOR GIRL!

THE INITIATOR!

SCOOTER!
So What’s In the Program?
Components shown:

- Facilitator’s Guide
- DVDs
- Role-Play Booklet
- Comic
- Social Game Card
- Scooter and Black Hole Card
- Reward Poster
- Group Rules Poster
- Power Poster
- Power Card

Consumable materials may be reordered or printed from the Reproducibles CD.
What is Superhero Social Skills?

- Designed for children with ASD (or other disabilities) between 5-10 years old
- Incorporates evidenced-based practices and research proven techniques to foster acquisition of distinct social skills
- Consists of 18 lessons taught bi-weekly
- Lasts 30 to 45 minutes
- Uses an enticing multi-media format and high interest material integral component
- Integrates generalization strategies (STICKY)
An evidence-based program that enhances the social competence of elementary students with:
• autism spectrum disorders (ASD)
• behavioral disorders
• developmental delays

Illustrations by Benjamin Springer, M.S.

William Jenson, Ph.D. • Julie Bowen, Ph.D. • Elaine Clark, Ph.D. • Heidi Block, Ph.D.
Terisa Gabrielsen, M.S. • Julia Hood, M.S. • Keith Radley, B.S. • Benjamin Springer, M.S.
The Skills

Foundation Skills

• Understanding the Group
• Get Ready
• Following Directions
• Anxiety Reduction (Be Cool)
• Participating

Intermediate

• Turn Taking & Playing Cooperatively
• Responding to Questions & Requests
• Conversation Skills (Staying On Topic)
• Imitation
• Body Basics (FEVER)
• Recognizing & Expressing Wants and Needs
• Joint Attention

Advanced

• Recognizing Emotions
• Perspective Taking (Understanding Others’ Feeling)
• Appropriate Reporting
• Recognizing & Reporting Bullying
• Responding to Bullying
• Problem Solving/Safety
Program Format
(Lesson are taught twice per week)

- **Introduction and Check in** (review of the previous week/session)
- **Review** posted schedule and posted group rules
- **Introduce** the social skill by watching the Superheroes define skills and demonstrate steps to each skill via DVD
- **Watch Peers** perform the skill on DVD
- **Role-play** First with adults (facilitator and helper) then with a peer
- **Watch the Superhero Social Narrative Comic Book** on DVD
- **Engage in a Social Game** based on the targeted skill
- **Free time/snack**
- **Mark** Superhero Power Poster with Power Charges earned
- **Group reward-Superhero of the Day**
- **Explain and give Homework to be done with Parents**
Two Page Lesson Plans

UNIT 3
FOLLOWING DIRECTIONS

INTRODUCTORY LESSON

CHECK-IN
2–3 min.

- Review the Unit 2 Group Poster, Get Ready.
- Have students report on a time they used the skill.
  (Have students who did not use the skill practice.)
- Have students transfer Unit 2 Power Charges from Homework and Classroom Practice sheets to Student Power Posters, and/or use the Superheroes Roster. Assist as needed.
- Collect students’ Unit 2 Comics.

REVIEW DAILY SCHEDULE AND GROUP RULES
2–4 min.

- Post and review the Daily Schedule.
- Review the Group Rules and how to earn Scooter and Black Hole Cards.

INTRODUCE NEW SKILL
1 min.

- Tell students the new skill is Following Directions.
- Explain the rationale.
Say: Today we’ll be learning a new skill—Following Directions. If you follow someone’s directions quickly, you will make that person happy and you will learn new things faster.
- Show the Unit 3 Group Power Poster and give each student a Unit 3 Power Card.

WATCH DVD
6–10 min.

Watch the Unit 3 Fast-Hands Animation and Peer Modeling Scenarios (4 scenarios).

ROLE-PLAY
6–10 min.

- Model and discuss. Students watch as you role-play using positive and negative examples. Exaggerate your non-examples and have fun!
  
  Helper’s Role, Classroom Teacher: Give directions.
  Facilitator’s Role, Student: Model the skill steps.
  Helper says: Stand up and line up for recess.
  Facilitator’s Positive Example: Look at the helper, listen, then stand and line up for recess.
  Facilitator’s Negative Example: Don’t look at the helper, remain seated, and stamp your feet.
  Ask students: Did I follow the steps in Following Directions? What did I do right/wrong?
- Model and discuss when not to follow directions. Role-play to help students avoid using the skill in inappropriate situations.
  Helper’s Role, Bully: Give inappropriate directions.
  Facilitator’s Role, Student: Model steps for not following directions.
  Helper says: Give me your lunch money!

REINFORCE
- Give Scooter Cards to students who follow the Group Rules.
- Initially, award Power Charges to students as they demonstrate each skill step.

Optional: Record the role-play for Self-as-a-Model video (see p. 52 for information).

ROLE-PLAY (continued)

Facilitator thinks aloud: Do I know this person? Yes. Is he asking me to do something that isn’t right? Yes. I need my lunch money. This person is being a bully.

Facilitator says: I won’t follow your directions. It’s not OK to ask me for my lunch money.

Ask students: Did I follow directions? What did I do right?

Note: Discuss other situations when students should not follow directions (e.g., strangers, directions that would harm, etc.).
- Provide Practice. Using provided scenarios or student-inspired or—generated ones, have students take turns role-playing and watching. Describe the steps and provide correction.
- Explain when to use the skill and when not to use the skill.
Say: When you follow directions, your teachers and friends will know that you are paying attention to them. This makes other people happy. When you follow directions, you can learn new things and have fun!

WATCH DVD
3–4 min.

- Watch the Unit 3 Digital Comic.
- Discuss the skill steps for the homework.

SOCIAL GAME
4–5 min.

Scooter Says (Simon Says)
Have students take turns being Simon or Scooter. (See Unit 3 Social Game Card for instructions.)

FREE TIME/SNACK BREAK (optional)
3–5 min.

Have students play simple group games. Explain the games and supervise.

RECORD POWER CHARGES
2 min.

Have students transfer Power Charges earned during the group lesson from their Power Cards to their Student Power Posters, and/or use the Superheroes Roster.

EXPLAIN HOMEWORK
1–3 min.

- Assign homework by going over Unit 3 Homework 1.
- Send the Unit 3 Comic and Unit 3 Homework 1 home.

GROUP REINFORCEMENT AND GOOD-BYES
3–5 min.

- Post the Superheroes Rewards Poster. Then draw a card from the container until a Scooter Card is drawn.
- Black Hole Card: Have the whole group review the Group Rules.
- Scooter Card: The student becomes Superhero of the Day.
- Have the Superhero of the Day spin the spinner. Award the group reinforcer.
Introduction Superheroes
Kids First Watching the Introduction
By Superheroes
Introduction Peer
Power Charge Card and Power Poster for Demonstrating a Social Skill Then Self-Recording It

UNIT 3

**SKILL STEPS:**
1. Look at the person.
2. Listen to the person’s words.
3. Nod your head or say, “Okay.”
4. Do what the person asks right away.
Get Power Charged!
Group Rules and Reward System
Behavior Management System

Superhero Social Skills

**Group Rules:**
1. Get Ready!
2. Follow Directions!
3. Be Cool!
4. Participate!
Black Hole Card Introduction
• Let’s See a Superhero Teach a Social Skill
“Get Ready”

• Facilitator Says “Get Ready”
• Student Feet on the Floor
• Hands on Your Knees
• Make Eye Contact
• Count to Three
Get Ready
Peer Modeling Get Ready
Heidi’s Group Doing “Get Ready”

- Julia’s Kids Doing Get Ready
Social Narrative: Digital Comic

Join Scooter and friends in: Relax, Be cool, and Blast off!
Digital Comic Social Story - “Get Ready”
Kids Watching the Digital Comic
Superhero of the Day

- Scooter Cards are earned for following the Group Rules, the child’s name is written on each one after the card is earned.
- The cards are put into a Bag.
- At the end of the day one card is Randomly picked out of the bag.
- The Child’s Name on the picked out card is the Superhero of the Day.
- That child gets to spin the Reward Spinner for a reward for the Whole Group.
Keith’s Kids Superhero of the Day and the Spinner

- Bad Spinner
- He’s Not Following the Rules
Bullying Lesson Example
More Detailed Overview of a Lesson-Responding to Bullying

UNIT 17

RESPONDING TO BULLYING

ABOUT THIS SKILL

All students can benefit from learning how to respond to bullying.

In this unit, students learn specific steps and skills for responding to bullying immediately. Students build on many of the skills they’ve already practiced. First, students review the skill of Reducing Anxiety (Be Cool) from Unit 4 because bullies like to watch others get upset. Being cool allows a student to stay in control! Next, students ask themselves, “Do I need help?” This helps them determine whether this is a serious problem that requires immediate adult attention. Then students act confident using the Body Basics first covered in Unit 7. Finally, students learn to select an action such as:

- Ignoring the bully by walking away
- Telling the bully to stop in a strong, firm voice
- Talking to an adult

During instruction, remind students not to interact or go back to students who bully them.

Because of their impaired development in social interaction, children with ASD are more at risk for being teased or bullied by others and frequently report being bullied. Difficulties reading verbal and nonverbal social cues, a tendency to interpret things literally, difficulty discriminating between playful teasing and serious bullying, and increased anxiety and stress levels all contribute to difficulty responding appropriately to bullying. It is important for children with ASD to practice staying calm and in control, to learn to act confident, and to have a plan for when bullying occurs.
OVERVIEW

OBJECTIVE
Students will be able to demonstrate the four steps to Responding to Bullying.

RATIONALE
If you respond to bullying by staying calm, using self-talk, and acting confident, you can stay in control. That can help reduce or stop bullying.

SKILL STEPS
1. Stay calm and be cool.
2. Ask yourself, “Do I need help?”
3. Act confident. (Face the person, use eye contact, stand tall, hold your head high, and use a strong, firm voice.)
4. Choose what to do.
   - Ignore.
   - Tell the bully to stop.
   - Walk away and look for friends.
   - Talk to an adult.

Discuss situations in which students don’t need to respond to bullying (e.g., if they’re afraid, hurt, or need immediate help when it is not bullying, etc.)

NOTE: Tell students not to go back and interact with kids who tease them—a victim of bullying should not be told to go back and work it out with the bully.

GENERALIZATION TIP

REMIND AND REINFORCE
Periodically remind students to act confident and reinforce them when they stay calm—during lessons and outside the group. If a student uses the skill of Responding to Bullying, teachers and parents should reinforce the skill with their verbal comments and assistance, and by awarding Power Charges.
ROLE-PLAY SCENARIOS

Determine which scenarios you will use or revise for the Introductory and Review Lessons. Two scenario booklets are included in your Superheroes Kit for use during the lessons.

IMPORTANT! To strengthen the instructional value of the role-play, you may wish to write scenarios that reflect situations your students have encountered.

### Scenario 1
Some kids laugh at you at recess and call you “fatty.”
What should you do?

### Scenario 2
You are walking down the hallway when another student bumps into you. The kid says, “Sorry.”
What should you do?

### Scenario 3
You are walking home from school. Some bigger kids start to follow you and call you names. You are afraid of them.
Think out loud and say what you would do.

### Scenario 4
A boy in your class calls you a “nerd.”
Think out loud and practice acting confident.

### Scenario 5
You heard that some kids are spreading a rumor about you. They say that you are dumb and had to repeat a grade.
What are some things you can do?

### Scenario 6
Some kids keep picking on you when you are riding the bus to school.
Practice talking to an adult and asking for help.

### Scenario 7
You ask to play with some students at recess. They say, “No, we don’t want a weirdo playing with us.”
Show and tell three things you can do.

### Scenario 8
A girl you thought was your friend sent a text message to some other kids. The message said mean things about you and made fun of you.
Think out loud and practice the steps to respond. Who can you talk to?

### Scenario 9
A bigger boy pushes you down and threatens to hurt you if you tell anyone.
What should you do?
INTRODUCTORY LESSON

CHECK-IN  2-3 min.
- Review the Unit 16 Group Poster, Recognizing and Reporting Bullying.
- Have students report on a time they used the skill.
  (Have students who did not use the skill practice.)
- Have students transfer Unit 16 Power Charges from Homework and Classroom Practice sheets to Student Power Posters, and/or use the Superheroes Roster. Assist as needed.

REVIEW DAILY SCHEDULE AND GROUP RULES  2-4 min.
- Post and review the Daily Schedule.
- Review the Group Rules and how to earn Scooter and Black Hole Cards.

INTRODUCE NEW SKILL  1 min.
- Tell students the new skill is Responding to Bullying.
- Explain the rationale.
  Say: Today we’re learning a new skill—Responding to Bullying. If you respond to bullying by staying calm, using self-talk, and acting confident, you can stay in control. That can help reduce or stop bullying.
- Show the Unit 17 Group Power Poster and give each student a Unit 17 Power Card.

WATCH DVD  6-10 min.
Watch the Unit 17 Fast-Hands Animation and Peer Modeling Scenarios (3 scenarios).

ROLE-PLAY  6-10 min.
- Model and discuss. Have students watch you role-play the skill steps using positive and negative examples. Have students critique the examples, identifying what you did right and wrong.
- Helper’s Role: Student: Bully: Teases the student.
  Facilitator’s Role: Student: Responds.
  Helper says: I think you’re a pickle-face!
- Facilitator’s Positive Example: Stay calm. Think aloud: Do I need help? No. Act confident (face the person, use eye contact, stand tall, and hold your head high). Use a strong, firm voice and say: Step it. Then walk away and go sit with other students.
  Facilitator’s Negative Example: Look fearful (turn away from helper, look at floor, and slouch your shoulders), get upset, and mumble: You’re a pickle-face tool.
- Model and discuss when students should not use the skill of Responding to Bullying. Have students watch you role-play.
  Helper’s Role: Student: Refuses to play, but isn’t being a bully.
  Facilitator’s Role: Student: Responds.
  Helper says: I don’t want to play right now.

Optional: Record the role-play for Self-as-a-Model video.

ROLE-PLAY (continued)
  Facilitator’s Positive Example: Say: OK, maybe later.
  Facilitator’s Negative Example: Say: I’m going to tell the teacher.
- Provide practice. Using provided scenarios or student-generated or -inspired ones, have students take turns role-playing and watching. Describe the steps and provide error correction.
- Explain why it’s important to respond to bullying.
  Say: If you respond to bullying by staying calm, using self-talk, and acting confident, you can stay in control. That can help reduce or stop bullying.

WATCH DVD
- Watch the Unit 17 Digital Comic.
- Discuss the skill steps for the homework.

SOCIAL GAME  4-5 min.
Bully Handler
Divide students into two teams and give them each a set of Response cards. Have teams take turns responding to an Experiences card. (See Unit 17 Social Game Cards for detailed instructions and Experiences and Responses cards.)

FREE TIME/SNACK BREAK (optional)  3-5 min.
Have students play simple group games. Explain the games and supervise.

RECORD POWER CHARGES  2 min.
Have students transfer Power Charges earned during the group lesson from their Power Cards to their Student Power Posters, and/or use the Superheroes Roster.

EXPLAIN HOMEWORK  1-3 min.
- Assign homework by going over Unit 17 Homework 1.
- Send Unit 17 Comic and Unit 17 Homework 1 home.

GROUP REINFORCEMENT AND GOOD-BYES  3-5 min.
- Post the Superheroes Rewards Poster. Then draw a card from the container until a Scooter Card is drawn.
  Black Hole Card: Have the whole group review the Group Rules.
  Scooter Card: The student becomes Superhero of the Day.
  Have the Superhero of the Day spin the spinner. Award the group reinforcer.
CHECK-IN
Review the Unit 17 Group Poster, Responding to Bullying.
• Have students report on a time they used the skill.
  (Have students who did not use the skill practice.)
• Have students transfer Unit 17 Power Charges from Homework and Classroom Practice
  sheets to Student Power Posters, and/or use the Superheroes Roster. Assist as needed.
• Collect students’ Unit 17 Comics.

REVIEW DAILY SCHEDULE AND GROUP RULES
Post and review the Daily Schedule.
• Review the Group Rules and how to earn Scooter and Black Hole Cards.

REVIEW SKILL RATIONALE AND EXCEPTIONS
Review the importance of responding to bullying.
Say: If you respond to bullying by staying calm, using self-talk, and acting confident, you
  can stay in control. That can help reduce or stop bullying.
Note: Make sure you discuss when students don’t have to respond to bullying.

WATCH DVD
• (optional) Watch the Unit 17 Fast-Hands Animation and Peer Modeling Scenarios.
• Watch the Unit 17 Digital Comic.
• Discuss the answers students wrote in their Comics as homework.
  Optional: Watch the Self-as-a-Model video from the last session’s role-play.

ROLE-PLAY
Use scenarios from your booklet or situations that are based on experiences reported
during Check-In.
• Model. Model a correct role-play of skill steps.
• Provide Practice. Provide each student with an opportunity to role-play. Use provided scenarios
  or have students use their own examples.
• Reinforce. Award Scooter Cards to students who are following the rules. Mark Power
  Charges on their Unit 17 Power Cards when students practice the skill steps.

SOCIAL GAME (optional)
Bully Handler
Have students play Bully Handler. (See the Unit 17 Social Game Cards for instructions and
  Experiences and Responses cards.)

FREE TIME/SNACK BREAK (optional)
3–5 min.
Note: A free-time period allows students to practice the skills they’ve learned.
• Have students play simple group games. Explain
  rules for games and toys available, and supervise
  the free time.

RECORD POWER CHARGES
Have students transfer Power Charges earned during the group lesson from their
  Power Cards to their Student Power Posters, and/or use the Superheroes Roster.

EXPLAIN HOMEWORK
• Assign homework by going over Unit 17 Homework 2.
• Send Unit 17 Homework 2 home.

GROUP REINFORCEMENT AND GOOD-BYES
3–5 min.
• Post the Superheroes Rewards Poster. Then draw a card from the container until a
  Scooter Card is drawn.
  Black Hole Card: Have the whole group review the Group Rules.
  Scooter Card: The student becomes Superhero of the Day.
• Have the Superhero of the Day spin the spinner. Award the group reinforcer.
A student takes role-play too seriously.

- Carefully monitor name-calling role-plays and remind students that they are just pretending.
- Sometimes it is helpful to use silly names at first—names that are not specific and are clearly not applicable to individual students.
Bully Info From DVD
Boy After Learning Bullying Strategies
Three Basic Components

- Progress monitoring
- IEP Interface
- Simple Function Behavior Assessment (FBA-ABC) for unique problems
# Progress Monitoring

**Rating Scale:**
- NL (Not Learned) = Uses one or two steps
- CL (Can Learn) = Uses few or more steps
- M (Mastered) = Uses all steps

**Directions:** Observe and note the student's skill acquisition once during or after the introduction lesson and again during or at the review lesson. For each observation, fill in the bubble in the second or third columns for each skill step mastered. Record the date of the observation in column 5 or 6. Then, using the rating scale at right, check off on the fifth or sixth column whether the student has not learned, is learning, or has mastered the skill.

## Skill Steps

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Step Number</th>
<th>Step Material</th>
<th>Skill Steps</th>
<th>Intro Lesson</th>
<th>Review Lesson</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
<td>1. Listen to the “Get Ready” request.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td>2. Put feet on the floor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td>3. Put hands on your knees.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>4. Give eye contact.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td></td>
<td>5. Look at speaker.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td></td>
<td>7. Count to three.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
<td>1. Look at the person.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td>2. Listen to the person’s words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td>3. nod your head or say, &quot;OK.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>4. Do what the person asks right away.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
<td>1. Stop and count to 10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td>2. Tell yourself, &quot;I can be cool.&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td>3. Take several deep breaths.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
<td>4. Choose a way to be cool.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td></td>
<td>5. Tell someone how you feel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td></td>
<td>6. Do something fun to feel better.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.</td>
<td></td>
<td>7. Ask to take a break (and go into your shell).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td></td>
<td>8. Think about one of your favorite things.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 9: Joint Attention**

1. Look at the person.
2. Look where the person is looking or pointing.
3. Listen to what the person is saying.

**UNIT 10: Turn Taking**

1. Use FEVER.
2. Decide who gets the first turn.
3. Wait your turn.
4. Let everyone have a turn.

**UNIT 11: Responding to Questions and Requests**

1. Use FEVER.
2. Listen to the other person.
3. Choose a way to respond:
   - Tell the answer or do what the person asks.
   - Say, "I don't know."
   - Say, "Let me think about it."
   - Say, "No, thank you."

**UNIT 12: Conversation**

1. Use FEVER.
2. Say something about a topic.
3. Listen to the other person's response and wait your turn.
4. Make a comment or ask a question about what the person said.
5. Don't hijack the conversation and go on and on.
IEP Monitoring

IEP PROGRESS MONITORING FORM

Directions: Determine the overall goal. Observe and rate the student's skill acquisition during and after each performance unit.

STUDENT: ____________________________

UNIT 2 GET READY

ANNUAL GOAL: The student will demonstrate mastery of the steps to Get Ready for instruction by following a teacher's request within 3 to 4 seconds % of the time across ___ trials.

RATING SCALE:
N (NotLearned) = Uses one or no steps
L (Learning) = Uses fewer steps
M (Mastered) = Uses all steps (within time, if specified in goal)

SKILL STEPS MASTERCED

1. Listen to the "Get Ready" request.
2. Put feet on the floor.
3. Put hands on your knees.
4. Give eye contact.
   - Look at speaker.
   - Body faces speaker.
5. Count to three.

SKILL STEPS

1. Look at the person.
2. Listen to the person or watch what the person is doing.
3. Copy what the person said or did.

UNIT 6 IMITATION

ANNUAL GOAL: The student will demonstrate mastery of the steps to Imitation within 3 to 5 seconds % of the time across ___ trials.

SKILL STEPS MASTERCED

1. Look at the person.
2. Listen to the person or watch what the person is doing.
3. Copy what the person said or did.

SKILL STEPS

1. Look at the person.
2. Listen to the person or watch what the person is doing.
3. Copy what the person said or did.

SKILL STEPS MASTERCED

1. Look at the person.
2. Listen to the person or watch what the person is doing.
3. Copy what the person said or did.

SKILL STEPS

1. Look at the person.
2. Listen to the person or watch what the person is doing.
3. Copy what the person said or did.

© 2011 Assisi, Bower & Dale • Pacific NW Publishing
Functional Behavior Assessment
The ABCs of Functional Behavior Assessment

**ABC Functional Behavior Assessment**

**Directions:** For each lesson, record the date and indicate whether the student was present. If a problem occurs, briefly describe the problem behavior in the B(Behavior) column. Describe what preceded the problem behavior in the A(Antecedent) column. Describe the consequence (what immediately followed the problem behavior) in the C(Consequence) column.

- If no problems are recorded, the student worked well during the lesson.
- If problems are recorded, watch for patterns. Are there triggers (antecedents) for the behavior? Are there consequences that reinforce the behavior?

*Note: Record observations as soon as time permits.*

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ATTENDANCE</th>
<th>A (ANTECEDENT)</th>
<th>B (BEHAVIOR)</th>
<th>C (CONSEQUENCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Get Ready</td>
<td>Date: ___</td>
<td>Introductory Lesson:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: Unit 2 has no Review Lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Following Directions</td>
<td>Date: ___</td>
<td>Introductory Lesson:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Reducing Anxiety</td>
<td>Date: ___</td>
<td>Introductory Lesson:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Absent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 2011 Jensen, Brown & Clark + Pacific NW Publishing (p. 2 of 10)
# ABC Functional Behavior Assessment

**Directions:** For each lesson, record the date and indicate whether the student was present. If a problem occurs, briefly describe the problem behavior in the B (Behavior) column. Describe what preceded the problem behavior in the A (Antecedent) column. Describe the consequence (what immediately followed the problem behavior) in the C (Consequence) column.

- If no problems are recorded, the student worked well during the lesson.
- If problems are recorded, search for patterns. Are there triggers (Antecedents) for the behaviors? Are there consequences that reinforce the behaviors?

**Notes:** Record observations as soon as time permits.

## Table

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ATTENDANCE</th>
<th>A (ANTECEDENT)</th>
<th>B (BEHAVIOR)</th>
<th>C (CONSEQUENCE)</th>
</tr>
</thead>
</table>
| **2  Get Ready** | Date: 10/30  
☑️ Present  
☐ Absent | Introductory Lesson:  
I asked Todd to get ready for group. | He ignored me. He was drawing and continued to do so. | I asked him again. He didn't respond. I gave him a Black Hole Card. |
| **3  Following Directions** | Date: 10/5  
☑️ Present  
☐ Absent | Introductory Lesson: | | |
| Date: 10/7  
☑️ Present  
☐ Absent | Review Lesson:  
Sara asked Todd to share a toy he was playing with. | Todd pinched Sara. | I made him apologize and gave him a 5-minute timeout. |
| **4  Reducing Anxiety** | Date:       
☑️ Present  
☐ Absent | Introductory Lesson: | | |
| Date:       
☑️ Present  
☐ Absent | Review Lesson: | | |
What Parents Can Do- Generalization

- The Power Charge Card Goes Home
- The Comic Goes Home
- The Parent Reads the Digital Comic
- The Parent Provides Opportunities for the Child to Practice the Skill
- The Parent Marks the Power Charge Card
- The Card is Returned to Be Reviewed in the Group
- Power Charges from Home are Self-Recorded by the Children to the Larger Power Poster
Dear Parents,

Your child was nominated by his or her teacher to participate as a peer buddy in the Superheroes Social Skills program. This is a fun multimedia program designed to help children with disabilities learn how to be successful at school and in other social settings.

Your child was selected to be a peer buddy because he or she has the special ability to get along well with both classmates and adults. Because of this ability, your child can serve as a positive role model for other children. In the Superheroes program, peer buddies have the opportunity to help others. In turn, peer buddies are rewarded by a sense of leadership and the ability to contribute positively.

With your permission, your child will participate in a Superheroes group [enter schedule].

If you have questions, please feel free to call me at [phone number] or e-mail me at [e-mail address].

Sincerely,

[Name]
[Position]

Please sign and return to school by [date].

- I give consent for ________________ (name) to participate in the Superheroes Social Skills program beginning ___________ (date).

- I do not give consent for ________________ (name) to participate in the Superheroes Social Skills program.

__________________________
Parent/Guardian Signature

__________________________
Date

© 2011 Jenson, Bowen & Clark - Pacific NW Publishing
Dear Parents:

- Have your child practice a little bit each day.
- Notice when your child reports problems.
- Encourage your child to report problems. Say things like:
  - When you go skating at the rink, remember to report problems. If you are hurt or
    are being teased, tell an adult. Ask the adult to help you solve the problem.
- Award Power Charges when you notice your child reporting a problem.
- Compliment your child’s efforts by saying what he or she did well.

### Comic: Have Your Child...
- Circle the Comic (or read it together).
- Write the skill steps on the Comic or dictate the steps to a family member.

### Discuss Skill Steps: Have Your Child...
- Circle Tell a family member the skill steps for this unit.
- Circle Show a family member the skill steps for this unit.

### Directed Practice
Experiences of times to practice the skill of Reporting a Problem:
With family and friends:
- During trips to the store, the library, the park, the pool, the skating rink, on the bus, while walking
  back and forth to school or to visit friends and family, etc.
- My child reported a problem ________
- My child reported a problem ________
- My child reported a problem ________

### Independent Practice
- I saw my child report a problem ________
- I saw my child report a problem ________
- I saw my child report a problem ________
- I saw my child report a problem ________
- During Superheroes Check-in, my child will talk about reporting a problem ________

### Total Power Charges
My child earned a total of ________ Power Charges. Signed __________

© 2011 Jones, Brown & Clark • Pacific NW Publishing
General Education Teachers and Staff

• Educate staff on the program before you start
• Teacher, staff, high valued peers, and support staff (i.e. custodian, lunch staff, bus driver, etc.)
Give Them the Skills Calendar

**Skills Calendar**

**Unit 1: Understanding the Group and How It Works**
- Get ready
  - 1. Follow directions.
  - 2. Be cool
  - 3. Participate.
- Participate
  - 1. Listen to the "Get Ready" request.
  - 2. Put feet on the floor.
  - 3. Put hands on your knees.
  - 4. Give eye contact.
  - 5. Look at speaker.
  - 7. Count to three.

**Unit 2: Get Ready**
- Get ready
  - 1. Listen to the "Get Ready" request.
  - 2. Put feet on the floor.
  - 3. Put hands on your knees.
  - 4. Give eye contact.
  - 5. Look at speaker.
  - 7. Count to three.

**Unit 3: Following Directions**
- 1. Look at the person.
  - 2. Listen to the person's words.
  - 3. Nod your head or say, "OK.
  - 4. Do what the person asks right away.

**Unit 4: Reducing Anxiety (Be Cool!)**
- 1. Stop and count to 10.
  - 2. Tell yourself, "I can be cool."
  - 3. Take several deep breaths.
  - 4. Choose a way to be cool.
  - 5. Tell someone how you feel.
  - 6. Do something fun to feel better.
  - 7. Ask to take a break and go into your shell.

**Unit 5: Participate**
- 1. Look at the person or group.
  - 2. Listen to what they say.
  - 3. Watch what they are doing.
  - 4. When it's your turn, join in.

**Unit 6: Initiation**
- 1. Look at the person.
  - 2. Listen to the person or watch what the person is doing.
  - 3. Copy what the person said or did.

**Unit 7: Body Basics (F.E.E.V.E.R.**
- 1. Face the person.
  - 2. Make eye contact.
  - 3. Use an appropriate voice.
  - 4. Use the right expression.
  - 5. Use the right posture—Relax and be cool.

**Unit 8: Perspective Taking (Understanding Others' Feelings)**
- 1. Look for clues by watching and listening to others.
  - 2. Ask people how they feel.
  - 3. Think about a time you felt that way.
  - 4. Ask how you can help.

**Unit 9: Reporting a Problem**
- 1. Decide if you need to report or tell someone about a problem. Report a problem when:
  - You or someone else is in danger of getting hurt, or it is being teased, or
  - You ask someone to stop, but the person keeps bothering you.
  - Talk to an adult who can help you.
  - Let the adult help you solve the problem.

**Unit 10: Recognizing and Reporting Bullying**
- 1. Ask yourself, "Is it bullying?" Is it on purpose?
  - Am I hurt? Do I need help?
  - Walk away and stay away from the bully. Stay with kids who are friendly.
  - Find a helpful adult (playground aide, teacher, parent).
  - Calmly tell the adult what happened. Say, "I was bullied and I need help."

**Unit 11: Responding to Bullying**
- 1. Stay calm and be cool.
  - 2. Ask yourself, "Do I need help?"
  - 3. Act confident. Place the person, use eye contact, stand tall, hold your head high, and use a strong, firm voice.
  - 4. Choose what to do:
    - Ignore.
    - Tell the bully to stop.
    - Walk away and look for friends.
    - Talk to an adult.

**Unit 12: Problem Solving and Safety**
- 1. Be cool.
  - 2. Think about what happened and why it is a problem.
  - 3. Think of safe ways to solve the problem.
  - 4. Pick one of the ways (solutions).
  - 5. Try the solution. If it works, great! If not, ask for help from someone you trust.
Give the Teacher and Staff a Sample Lesson

![Image of lesson plan](image-url)

**CHECK-IN**
- Review the Unit 2 Group Poster, Get Ready.
- Have students report on a time they used the skill.
- Have students who did not use the skill practice.
- Collect students' Unit 2 Comics.

2–3 min.

**REVIEW DAILY SCHEDULE AND GROUP RULES**
- Post and review the Daily Schedule.
- Review the Group Rules and how to earn Scooter and Black Hole Cards.

2–4 min.

**INTRODUCE NEW SKILL**
- Tell students the new skill is Following Directions.
- Explain the rationale.
- Say: Today we'll be learning a new skill—Following Directions. If you follow someone's directions quickly, you will make that person happy and you will learn new things faster.
- Show the Unit 3 Group Power Poster and give each student a Unit 3 Power Card.

1 min.

**WATCH DVD**
- Watch the Unit 3 Fast-Hands Animation and Peer Modeling Scenarios (4 scenarios).

6–10 min.

**ROLE-PLAY**
- Model and discuss: Students watch as you role-play using positive and negative examples, exaggerate your non-examples and have fun.
  - Nerd's Role: Classroom Teacher Give directions.
  - Peer's Role: Student: Model the skill steps.
  - Helper says: Stand up and line up for recess.
  - Peer's Positive Example: Look at the helper, listen, then stand and time up for recess.
  - Peer's Negative Example: Don't look at the helper, stand up fast, and stamp your feet.

6–10 min.

Optional: Record the role-play for Self-as a Modal video (see p. 52 for information).

---

116

Superheroes Social Skills
Give the a Classroom Practice Sheet
Give Teachers and Staff the *Classroom Practice Sheets* and Power Charge Cards

- Document when the skills occurred in natural setting
- Give praise and Power Charges
- Encourage a Classroom Peer Buddy
HEIDI BLOCK, JULIA HOOD, KEITH RADLEY, BEN SPRINGER, BRANDON SEGURA, BILL JENSON, JULIE BOWEN, & ELAINE CLARK
Observational Measures

• Analog Play Setting Right After the Group

• Recess at the Elementary School Site
Mean Effect Sizes for Total Social Engagement for Free Play Period
Generalization Effects for Recess: Davis Group

Effect Sizes for Baseline Recess to Treatment Recess

- Participant 1: Effect Size = 4.0
- Participant 2: Effect Size = 1.0
- Participant 3: Effect Size = 3.0
- Participant 4: Effect Size = 2.0
Davis School District Recess

Percentage of Social Engagement for Participant 1 During Recess

Date

% of Intervals

Davis School District Recess

Percentage of Social Engagement for Participant 3 During Recess

% of Intervals

Date

Davis School District Recess

Percentage of Social Engagement for Participant 4 During Recess

Date

% of Intervals

Dear Superheroes,

I was sitting in a parent training meeting in an autism early intervention school in Philadelphia tonight. As I settled in and looked around, I saw some familiar things on the walls (photos attached). Afterwards, I talked to one of the teachers. It is used in 2 inclusion classrooms for 3-6 year olds. They divided the group (5 kids each) into those who could attend (Get Ready) and those who were not yet able to "Get Ready." Language levels, etc. are similar (higher functioning), the only difference is the attention/compliance with classroom expectations. The attention difficulty group doesn't really "get" the program (which is what I found in my elem. school last year). The classroom-ready group (including 2 typical peers) LOVES it. The teacher I talked to says she likes having an actual program instead of just making stuff up every week.

They are using everything. They have added a few things. You will see the cups in one of the photos. In addition to power charges on the poster, they get gold coins for power charges in their cups. (a la poker-chips-in-cups reinforcement--this is what they are used to already at the school) One of the little boys in the group came in and showed me all his power charges. (While we were busy talking, he dumped all the power charges out of all the cups, so it is a good thing they are recorded in the posters!) In the individual posters photo you will see they are even doing the "notebook" of finished posters. The little boy's mom says he likes to read the comic book every night before bed and in the morning before school. They redecorated the classroom with the spaceship on the wall and changed their frog behavior chart to a solar system behavior chart with lightning bolts. This is another thing they already do and understand at the school, so they just adapted it to be super cool. They do Social Skills Tuesdays and Thursdays, exactly as planned. I didn't see power cards around, but they may be in the classrooms. I saw a stack of black hole cards and the name tags in badge holders. The other teacher apparently knows more about it and they were going to send an email to get us in contact. I asked if they had been collecting any data . . . . Will let you know if she gets in touch with me.
Where is the Proof It’s Used
Summer Camp
Pre-treatment video clip
During treatment video clip
Post-treatment video clip
THANK YOU