ACQUISITION AND MOTIVATION IN SOCIAL SKILLS INSTRUCTION

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Social interest and skills vary widely

Can improve over time

Yet, “…it is clear that social behavior in the context of autism is rarely normal” (Davis & Carter, 2014, p. 213).

Deficits in social initiations (Sigman, Mundy, Sherman, & Ungerer, 1986)

“Adolescents with autism participate in far fewer social activities than their typically developing peers” (Davis & Carter, 2014, p. 222).
SOCIAL DEFICITS IN ASD

- DSM-5
  - Deficits in social-emotional reciprocity
  - Deficits in nonverbal communicative behaviors used for social interaction
  - Deficits in developing, maintaining, and understanding relationships
Are deficits (and excesses) in ASD due to reinforcer deficits?

“Social motivation models…posit that early-onset impairments in social attention set in motion developmental processes that ultimately deprive the child of adequate social learning experiences, and that the resulting imbalance in attending to social and non-social stimuli further disrupts social skill and social-cognitive development”

Chevallier et al., 2012
“In the social motivation framework, diminished social interest is thought to deprive the developing child of social inputs and learning opportunities, which, ultimately, leads to diminished expertise in social cognition.”

- Chevallier et al., 2012

Thus, social skill deficits are thought to be a consequence of diminished social motivation.
“Social competence may be represented in the success with which young children select and use behavioral strategies that are effective in achieving (their social) goal.”

“…Children “learn the rules” for effective and social behaviors in multiple social contexts from both peers and adults.”

Odom, McConnell, & Brown, 2008 (pp. 4, 22)
“It is conceivable that many of the difficulties with...intervention efforts, such as limited generalization and maintenance...may be due to failing to define social responses in relation to the motivational functions of behavior, and failing to understand the complexity of contextual stimulus control.”

Haring, 1992, p. 308.
Key aspects of social competence:

- Social skills occur in the context of activities/environmental contexts
- Generalization & maintenance
- Reciprocity

Social competence is about being able to learn and adapt in social situations

- Direct teaching of certain skills may facilitate this competence
Generalization of social skills

- Stimulus generalization: The spread of the effects of reinforcement to physically similar stimuli
- Generalization across contexts: The persistence of originally trained stimulus control across multiple background variables
- Naturally occurring stimuli must acquire discriminative control
Social Competence and Reinforcement

- Maintenance of acquired social skills
  - Unlikely to maintain in everyday environment without social stimuli functioning as generalized conditioned reinforcers
“Social” stimuli as contingent consequences

“…[S]ocial stimuli do not differ from other stimuli in their dimensions. Rather, the difference is one of origin. They arise from other organisms, their behavior, or the products of their behavior. Moreover, social stimuli do not differ in their function from those of inanimate origin…Social life arises because social stimuli come to exercise these functions.”

THE CONCEPT OF SOCIAL REINFORCEMENT

- Social events/stimuli
  - Primary or conditioned reinforcers?
  - Primary reinforcer: A reinforcer whose effectiveness does not depend on contingent relation to another reinforcer.
  - Conditioned reinforcer: A reinforcer whose effectiveness depends on a contingent relation to another reinforcer.
  - Generalized reinforcer: A conditioned reinforcer based on several (more than one) primary reinforcers.

- Catania, 1998
Are social interactions inherently reinforcing?

A key point: It has to “pay off” for the individual to respond to social events/stimuli.

- Positive and negative reinforcement
- Social stimuli have to function as generalized conditioned reinforcers
  - Otherwise, social skills will not maintain or generalize in appropriate contexts.
SOCIAL REINFORCEMENT

- Contrived versus natural reinforcers
- Social versus nonsocial reinforcement
  - These are overlapping categories
  - *Social reinforcers can be either contrived or natural*
EVALUATING SOCIAL REINFORCERS

A multitude of studies have shown social reinforcers (e.g., attention) to be effective with a wide variety of populations in multiple contexts.

- E.g., social stimuli as reinforcers for vocalizations in 2-3 month infants (Poulson, 1983).
- Attention the second most common function of problem behavior in FAs (Hanley, Iwata, & McCord, 2003).
EVALUATING SOCIAL REINFORCERS

- Preference and reinforcer assessments to identify social reinforcers
  - Smaby, McDonald, Ahearn, & Dube, 2007
  - Nuernberger, Smith, Czapar, & Klatt, 2012
  - Call, Shillingsburg, Bowen, Reavis, & Findley, 2013
  - Gutierrez, Fischer, Hale, Durocher, & Alessandri, 2013
  - Kelly, Roscoe, Hanley, & Schlichenmeyer, 2014
Table 1
Topographies of Attention Included in the Stimulus Array and How They Were Informed from the Preassessment

<table>
<thead>
<tr>
<th>Roy</th>
<th>Arron</th>
<th>Dee</th>
<th>Mace</th>
<th>Andy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing (SSQ)</td>
<td>Clapping (SSQ)</td>
<td>Facial expressions (SSQ)</td>
<td>Back pats (SSQ)</td>
<td>High fives (SSQ)</td>
</tr>
<tr>
<td>Hugs (SSQ)</td>
<td>Smiles (SSQ)</td>
<td>Nose beeps (DA)</td>
<td>Hugs (SSQ)</td>
<td>Hand holding (SSQ)</td>
</tr>
<tr>
<td>Back pats (DA)</td>
<td>High fives (DA)</td>
<td>Cheek pops (MOM)</td>
<td>Hand holding (DA)</td>
<td>Back pats (DA)</td>
</tr>
<tr>
<td>High fives (DA)</td>
<td>Back pats (DA)</td>
<td>Conversation (SSQ, DA, MOM)</td>
<td>High fives (DA)</td>
<td>Shoulder tickles (DA)</td>
</tr>
<tr>
<td>Head rubs (PR)</td>
<td>Head rubs (PR)</td>
<td>Head rubs (PR)</td>
<td>Head rubs (PR)</td>
<td>Head rubs (PR)</td>
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<tr>
<td>Tickles (PR)</td>
<td>Tickles (PR)</td>
<td>Tickles (PR)</td>
<td>Tickles (PR)</td>
<td>Tickles (PR)</td>
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<tr>
<td>Praise (PR)</td>
<td>Praise (PR)</td>
<td>Praise (PR)</td>
<td>Praise (PR)</td>
<td>Praise (PR)</td>
</tr>
<tr>
<td>Control</td>
<td>Control</td>
<td>Control</td>
<td>Control</td>
<td>Control</td>
</tr>
</tbody>
</table>

*Note.* SSQ = social stimuli questionnaire; DA = descriptive assessment; MOM = manipulation of the motivating operation; PR = previous research.
Many of the “social” reinforcers that were identified involved physical touch.

Some may be arbitrary in most contexts.

Thus, these reinforcers might not facilitate generalization and maintenance any more than other generalized reinforcers (e.g., tokens).
Three procedures to condition new reinforcers:
- Stimulus-stimulus pairing
- Response-contingent pairing
- Discrimination training
STIMULUS-STIMULUS PAIRING (SSP)

- Neutral stimulus presented immediately prior to or simultaneously with reinforcing stimulus
- No response requirement (other than attending)
- Multitude of studies have explored SSP to establish speech sounds as conditioned reinforcers
  - Inconsistent results (Shillingsburg et al., 2015)
RESPONSE-CONTINGENT PAIRING (RCP)

- Identical to stimulus-stimulus pairing, except that pairing occurs following a response
- Recommended by Lovaas and others
  - Pairing praise with delivery of primary reinforcers following correct response
PREVIOUS RESEARCH: RCP

  - SSP not effective
  - RCP effective with 4 out of 8 participants in conditioning specific praise statements as reinforcers

- Lepper & Pétursdóttir (2017)
  - Compared RCP and RIP (response-independent pairing)
  - 3 non-verbal boys with autism
  - Conditioning speech sounds
  - RCP resulted in greater increases in target vocalizations
DISCRIMINATION TRAINING (DT)

- Neutral stimulus established as an SD, signaling the availability of the primary reinforcers
- Responding in the presence of the SD reinforced, responding the presence of the S-delta extinguished/blocking
A handful of studies have been conducted to evaluate DT to establish conditioned reinforcers
- Lovaas et al. (1966)
- Isaksen & Holth (2009)
- Taylor-Santa, Sidener, Carr, & Reeve (2014)

Comparing DT and SSP
- Holth et al. (2009) – compared DT and SS
- Lepper, Petursdottir, & Esch (2013)
Lapin, Toussaint, and Ingvarsson (in preparation)

- Study 1: Evaluating the validity of behavioral correlates of rapport
- Study 2: Evaluating the effects of discrimination training on behavioral correlates of rapport
Why focus on rapport?

- Rapport involves positive social interactions and is therefore a meaningful goal for individuals with autism.
- Reciprocal engagement in social interactions often selected for improvement.
- Increased compliance, less problem behavior.
- Instructor/therapist may be conditioned as a reinforcer.
SO...WHAT IS RAPPORT?

- Defined in subjective terms:
  - “Likeability” (Aronson, 1984)
  - “Mutual understanding” (O’Toole, 2012)

- Identifying rapport between largely involved subjective rating scales
**EXAMPLE: FORMATION OF DYADS**

McLaughlin & Carr (2005)

<table>
<thead>
<tr>
<th></th>
<th><strong>Good rapport dyad</strong></th>
<th><strong>Poor rapport dyad</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-ratings</strong></td>
<td>4 or 5 on rapport scale</td>
<td>0-3 on rapport scale</td>
</tr>
<tr>
<td><strong>Peer-ratings</strong></td>
<td>Ranked in the 50(^{th}) percentile or above relative to other staff</td>
<td>Ranked below the 50(^{th}) percentile relative to other staff</td>
</tr>
<tr>
<td><strong>Preference assessment</strong></td>
<td>Chosen frequently by individual</td>
<td>Chosen rarely by individual</td>
</tr>
</tbody>
</table>

Provided subjective and objective measures to *describe* rapport
Did not provide an operational *definition* of rapport which allows consistent measurement
Rapport is a complex interaction which involves three interrelating components (Tickle-Degnen & Rosenthal, 1990):

- **Mutual attentiveness** – focusing and attending to others
  - Body orientation, proximity to others
- **Positivity** – mutual friendliness, warmth, caring
  - Smiles, eye contact
- **Coordination** – balance, harmony
  - Involves both members of a dyad
Child Behaviors
- Child approaches therapist
- Child engages in eye contact towards therapist
- Child body orientation towards therapist
- Child initiated physical contact
- Child smiles

Therapist Behaviors
- Therapist approaches child
- Therapist eye contact towards child
- Therapist body orientation towards child
- Therapist initiated physical contact
- Therapist smiles
Child Emitted Target Rapport Behaviors

Zane

Child Smiles

Child Body Orientation

Child Physical Contact

Child Eye Contact

Child Approaches

% of intervals with behavioral correlate (% R)
CHILD BEHAVIORS INDICATIVE OF RAPPORT
(eye contact, smiles, physical contact, orientation, approaches)

Average % of intervals with behavioral correlate

Session (3-minutes)

Cole

Zane

Tommy
THERAPIST BEHAVIORS INDICATIVE OF RAPPORT
(eye contact, smiles, physical contact, orientation, approaches)

Cole

Zane

Tommy
DISCRIMINATION TRAINING

SD

Target response

Reinforcement

S-Delta

Target response

No Reinforcement

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The purpose was to determine whether an operant discrimination procedure would be effective to:

1. Establishing social interactions as reinforcers for simple target behaviors
2. Increase behavioral correlates of rapport
Figure 4. Rate of responding for each child participant during the reinforcer evaluation.
Figure 1. Average percentage of intervals with child-emitted rapport behaviors. Double phase change lines indicate that oerpaant discrimination training occurred.
Figure 3. Average percentage of intervals with therapist-emitted rapport behaviors. Double phase change lines indicate that operant discrimination training occurred.
1. Lack-of-rapport dyads showed significantly lower behaviors compared to high-rapport therapist

2. Direct observation measures validated indirect measures of rapport

3. Following operant discrimination training, lack-of-rapport behaviors increased to levels similar to high-rapport dyad

4. Therapists’ social interactions functioned as conditioned reinforcers following intervention
• Cortez & Toussaint (in preparation)
• Conducted an analysis of sequential correlations between social initiation and positive social responses of both therapists and children
• Collected data from video recordings of the sessions from Lapin et al.
• For the dyads that initially had low rapport, both therapists’ and children’s positive responses to the other’s initiations increased following the intervention.
Figure 3. Sequential index of social initiations and positive responses for child participants before and after intervention.
Figure 4. Sequential index of social initiations and positive responses for therapist participants before and after intervention.
Figure 5. Average frequency of social initiations emitted by child participants before and after intervention.
Figure 6. Average frequency of social initiations emitted by therapist participants before and after intervention.
• Pavlovian/respondent processes explain the establishment of conditioned reinforcement (Williams, 1994)
• During discrimination training, it’s likely that both operant and respondent processes occur
• Stimuli usually have multiple functions
  • Conditioned value due to association with primary reinforcer
  • Signal the availability of primary reinforcers (possibly, shorter delay to reinforcement)
Conditioned reinforcers lose their value when presented repeatedly without primary reinforcers (Williams, 1994)

Practical recommendation:
- Use conditioned reinforcer (e.g., praise, attention) while maintaining association with primary reinforcer in separate sessions
Practical way to enhance social (and communication) skills

- Contrive or captured challenging opportunities and teach appropriate behavior
- Challenging opportunities (evocative situations) increase the likelihood that a motivating operation is in effect
- The appropriate social behavior will be reinforced by ‘resolving’ the challenging situation
- Generalization and maintenance will depend on how the evocative situations are set up
  - Captured naturalistic opportunities
  - Contrived situations that are similar enough to naturally occurring situations
Preschool Life Skills (Hanley, Heal, Tiger, & Ingvarsson, 2007)

- Preventative intervention to reduce the likelihood that preschool children would develop problem behaviors
- “Desirable responses to commonly occurring and evocative classroom situations” – Hanley et al., 2007
- Class-wide group instruction + one-to-one instruction
  - Behavioral Skills Training
  - Instruction following, functional communication, tolerance of denial & delay, & friendship skills
What is "friend"?
Is someone that you’d do anything for.

You lend them your cool stuff, like comic books and trading cards.

And they never break a promise.

Especially when there’s spit.

Spit?

A spit swear means you never break your word. It’s a bond.
Three extensions conducted with typically developing children

- Luczynski & Hanley, 2013
  - Incorporated small group instruction based on RTI research
- Luczynski, Hanley, & Rodriguez, 2014
- Hanley, Fahmie, & Heal, 2014

Related research informing remedial instruction

- Francisco & Hanley, 2012
  - Progressively increasing intertrial intervals (ITI’s)
Purpose: To identify the necessary “dose” of instruction to successfully implement PLS with a group of young students with developmental disabilities

Evaluate efficiency of a three-tier instructional approach

- Tier 1 – large-group/class-wide instruction
- Tier 2 – small group instruction
- Tier 3 – individual instruction
## Participant Demographic Information

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age</th>
<th>Gender</th>
<th>Diagnoses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan</td>
<td>7</td>
<td>M</td>
<td>Autism</td>
</tr>
<tr>
<td>Charlie</td>
<td>7</td>
<td>M</td>
<td>Autism</td>
</tr>
<tr>
<td>Alexis</td>
<td>3</td>
<td>F</td>
<td>ODD</td>
</tr>
<tr>
<td>Macy</td>
<td>7</td>
<td>F</td>
<td>Autism</td>
</tr>
<tr>
<td>Brandon</td>
<td>6</td>
<td>M</td>
<td>Global Developmental Delay</td>
</tr>
<tr>
<td>Tony</td>
<td>9</td>
<td>M</td>
<td>Down Syndrome</td>
</tr>
<tr>
<td>Sean</td>
<td>6</td>
<td>M</td>
<td>Autism</td>
</tr>
<tr>
<td>Saxon</td>
<td>6</td>
<td>M</td>
<td>Autism</td>
</tr>
<tr>
<td>Zane</td>
<td>8</td>
<td>F</td>
<td>Autism &amp; Speech Apraxia</td>
</tr>
<tr>
<td>Unit of Instruction</td>
<td>Skill</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Unit 1: Instruction Following</td>
<td>1</td>
<td>Child responds &quot;yes&quot;, to name being called within 2 sec.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Child initiates compliance with a single-step instruction within 3 sec and</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>completes task in a timely manner.</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Child initiates compliance with a multi-step instruction within 3 sec and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>completes task in a timely manner.</td>
<td></td>
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<tr>
<td>Unit 2: Functional Communication</td>
<td>4</td>
<td>Child requests assistance with a difficult task within 45 sec of</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>encountering the dilemma.</td>
<td></td>
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<tr>
<td></td>
<td>5</td>
<td>Child makes a request for attention by saying &quot;excuse me&quot; and tapping the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>person 1-3 times.</td>
<td></td>
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<tr>
<td></td>
<td>6</td>
<td>Child makes a request for attention appropriately. Once attention is</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>obtained, child emits a framed request.</td>
<td></td>
</tr>
<tr>
<td>Unit 3: Tolerance of Denial and</td>
<td>7</td>
<td>Child says &quot;ok&quot; and wait nicely for a variable duration (30-90sec) when</td>
<td></td>
</tr>
<tr>
<td>Delay</td>
<td></td>
<td>a delay is imposed by an adult.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Child says &quot;ok&quot; and continues activity as is, or accepts suggested</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>alternative, when a request is denied, but an alternative is provided.</td>
<td></td>
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<tr>
<td></td>
<td>9</td>
<td>Child says &quot;ok&quot; and continues on with classroom routine when instructed to</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>terminated a preferred activity.</td>
<td></td>
</tr>
<tr>
<td>Unit 4: Friendship Skills</td>
<td>10</td>
<td>Child says &quot;thank you&quot; within 5 sec of receiving item.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Child greets a newcomer within 10 sec of their arrival.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Child offers a toy/materials to participate within 10 sec of newcomers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>arrival.</td>
<td></td>
</tr>
</tbody>
</table>
**General approach: Behavioral Skills Training**

**Three-tier instructional approach (RTI Model)**

- **Tier 1 – Large-group/class-wide instruction**
  - Modeling and role play in circle time w/visual stimuli
  - Followed by individual trials in classroom

- **Tier 2 – Small group instruction**

- **Tier 3 – One-to-one instruction**
  - Progressively increasing intertrial intervals
RESULTS

- Skill acquisition occurred when and only when instruction was delivered.
- Correct responses increased from a mean of 24.1% to 92.3%.
- Responding maintained 4 weeks.
RESULTS: TIER 1

- Tier 1 was successful 79.3% of the time
- Closed circles
  - Skill acquired in Tier 2 instruction
- Open circles
  - Skill acquired in Tier 3 instruction
RESULTS: TIER 2

- Tier 2 instruction was implemented 7 times
- Tier 2 instruction resulted in mastery 78.3% of the time
- Tier 3 resulted in mastery in the remaining cases
A class-wide application of behavioral skills training to teach adolescents with autism social skills

Tracie B. Mann
Child Study Center, Fort Worth
Steps to implementing class-wide social skills instruction:

1. Administer Parent Questionnaire
2. Measure baseline performance
3. Teach target social skill using class-wide BST
4. Arrange opportunities to observe target social skill
5. Offer tiered instruction to students who do not master target skill following class-wide instruction
6. Once class-wide mastery criteria are met, repeat steps 2-5 with subsequent social skills
Social Skills Unit 1: Orienting toward speaker and maintaining good posture
Unit 1: Basic Interpersonal Skills

Average class-wide % of opportunities with social skill

- Orients toward individual/good posture
- Maintains appropriate distance
- Maintains appropriate eye contact
- Uses pleasant tone/appropriate volume
- Greets/bids goodbye/returns greetings
- Introduces self to adult or peer
- Introduces friend to an acquaintance
- Uses pleasantries during conversation

Baseline □ Post-BST ▇
Considering each situation, does your child engage in behavior A or behavior B most of the time? If B, provide brief description of most likely alternative behavior. For example, if your child does not orient toward an adult or peer within 2 seconds of the beginning of an interaction and maintain good posture, select behavior B and briefly describe what he/she does instead (e.g., stays slouched over without making eye contact) Check one column for each situation using a number 2 pencil.

Note: Basic Interpersonal Skills / Basic Interpersonal Skills / Basic Interpersonal Skills

<table>
<thead>
<tr>
<th>Situation</th>
<th>Behavior A</th>
<th>Behavior B</th>
<th>Alternative Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adult or peer begins conversation with individual</td>
<td>Within 2 seconds of beginning of conversation, individual orients toward peer/adult and maintains good posture throughout interaction</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>2. Adult or peer begins conversation with individual</td>
<td>Individual keeps an appropriate distance (between 1-3 feet) during interaction</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>3. Adult or peer begins conversation with individual</td>
<td>Within 2 seconds of beginning conversation, individual makes and maintains eye contact with adult or peer (may occasionally look away for no more than 5 seconds)</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>4. Adult or peer engages in conversation/interaction with individual</td>
<td>Individual uses a pleasant tone of voice with appropriate volume (i.e., not too quiet and not too loud)</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>5. Adult or peer enters a room OR individual enters a room</td>
<td>Individual greets people appropriately</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>6. Adult or peer leaves a room OR individual leaves a room</td>
<td>Individual bids good-bye appropriately</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>7. Adult or peer greets or bids good-bye to individual when leaving a location</td>
<td>Individual returns appropriate greetings or bids good-bye with eye contact</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>8. Individual meets an unknown, but safe, adult or peer for the first time</td>
<td>Individual introduces self to new adult or peer</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>9. Individual meets an acquaintance while with a friend, who does not know the acquaintance</td>
<td>Individual introduces friend to the acquaintance</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
<tr>
<td>10. Adult/peer engages in any kind of behavior that may call for the use of pleasantries from individual (e.g., giving him something, thanking her for something, holding something she wants, standing in his way, etc.)</td>
<td>Individual uses pleasantries (&quot;excuse me,&quot; &quot;please,&quot; &quot;thank you,&quot; &quot;you're welcome,&quot; &quot;no thanks,&quot; etc.)</td>
<td>Engages in alternative behavior.</td>
<td></td>
</tr>
</tbody>
</table>

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Parent Questionnaire administered pre- and post- teaching
Class-wide parent questionnaire results

- Orients/posture
- Distance
- Eye contact
- Tone/volume
- Greets
- Bids good-bye
- Returns greetings
- Introduces self
- Introduces friend
- Uses pleasantries

% of parents reporting “yes”

- Baseline Questionnaire
- Post-teaching Questionnaire
CONCLUSION

- Select skills that enhance:
  - Independence
  - Social competence
- Use effective and efficient instructional methods
  - Consider response-to-intervention (RTI)
  - Design environment to maximize instructional opportunities
- Consider the nature of the maintaining reinforcers
  - Social reinforcement
  - Natural (non-contrived) reinforcement
- Consider ways to enhance social reinforcement