

Introduction

1. Define “social interaction skills” in your own words.

2. Think about a social situation you have observed and describe how having a certain social interaction skill made the situation successful for the individual.

Chapter 1

1. Of the five tenets of social skills programming, which ones seem most important for the students you serve? Please explain why.

2. Tenet #4 states that social success is dependent upon our ability to adapt to our environment. Choose an environment, such as a relative’s house for a family holiday, the library for story time, or any other place, and describe some of the social behaviors that would be expected.

Chapter 2

1. Many individuals with ASD have great difficulty taking another person’s perspective and understanding that others can have false beliefs. Share a time in which you observed a student showing such difficulty and explain how it impacted the social situation.

2. Identify a student and describe how motor impairments impacted that his or her social interactions.

Chapter 3

1. Choose two social impairment categories and give real-life examples associated with each. Please change names of the students to uphold confidentiality.
2. Describe how difficulties with social cognition can impact a student's ability to learn in the academic areas of English/ language arts and social studies.

Chapter 4 and 5

1. Share three new ideas you learned from this chapter about social functioning.
2. Which assessment/s for social functioning would be most useful with your students? Please describe why.

Chapter 6

1. Think of a student in your classroom/program with ASD. What social competence skill/s does he or she need to learn (skill acquisition deficit)? What social competence skills does he or she know but is not using (performance deficit)?
2. Social learning theorist Bandura defined self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. In which ways can you promote self-efficacy in individuals with ASD?

Chapter 7

1. Bellini lists (a) strategies that promote skill acquisition and (b) strategies that enhance social performance and suggests that readers keep a social intervention toolbox. What tools do you use for social skill acquisition and performance? Please list at least two.
2. What social accommodations and social assimilations might you use with your students? Please give at least one example of each and explain how you would implement it.

Chapter 8

1. Many strategies were suggested in this chapter to teach social skills to students who are at the skill acquisition level. Which of these strategies that have you implemented in your classroom/program have you found most helpful and why?
2. Video modeling is an effective strategy for promoting skill acquisition. Please give an example of how you have used or will use video modeling with a student. How did or will this impact his/her social skill behaviors?

Chapter 9

1. Describe how you can start to use, or add to, a reinforcement/contingency system to help increase the social performance skills of students in your classroom.
2. Explain how you are using or how you could increase the use of peers to help teach social competence skills.
3. Repetitive instruction and practice are important for our students, especially with social skills. List two ways that you plan to increase "social opportunities and live practice" for your students.

Chapter 10

1. This chapter explained how to structure and implement a social skills program. What ideas came to mind for you to consider while putting your social skills program together?
2. How will you ensure generalization for your targeted student?

Chapter 11

1. How do we know if a social intervention or strategy is working for a student? (We keep data!) Explain how you keep data on social interactions of your students or how you plan to keep it.
2. List a social interaction behavior and explain what kind of data recording system you would use to track it.

Chapter 12

1. According to Bellini, teaching social skills is a blend of science and art. The model in this book provides a systematic approach to structuring and conceptualizing a social skills program, but it also provides enough flexibility to allow the program to adjust or bend to the changing needs of the child. Explain the importance of this for individuals with ASD.
2. Families should play an integral part of a social skills program. In what ways do you plan to involve the families of your students in the process?