

---

# Building Social Relationships 2

by Bellini, S.

## Book Study Questions

### Chapter 1

1. Bellini suggests remembering the mantra: "Every environment the child enters presents an opportunity to teach social skills." Identify 2 environments your child or student enters and the opportunities for teaching social skills.
2. Explore your school's current social skills programming. What assessments are used? What intervention strategies are being implemented? What are the connections between the assessment and implementation of strategies?

### Chapter 2

1. Of the five tenets of social skills programming, which ones seem most important for the children or 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, a school-wide awards ceremony, or any other place, and describe some of the social behaviors that would be expected.

### Chapter 3

1. Many individuals with autism spectrum disorder (ASD) have great difficulty taking another person's perspective and understanding that others can have false beliefs. Share a time in which you observed your child or a student showing such difficulty and explain how it impacted the social situation.
2. Feelings can influence our social interactions and behavior. Think of a situation when a child or student experienced an unsuccessful social situation due to anxiety. How did the anxiety influence the social interaction and what might have been helpful for that child or student to have experienced success in the social situation?

### Chapter 4

1. Bellini explains that the type of social initiation is as important as the frequency of social initiation. Discuss the types of social initiation skills your child or student is using, and what other skills may need to be taught.
2. Share how you have helped a child or student with autism learn about the interests of his/her friends.

### Chapter 5

1. Which of the Type I, II or III measures have you found most effective for your students? Please explain why. Additionally, which of the measures would you like to further explore using with your students?
2. Identify a few social "problems" your child or student has and reframe them into teachable skills.

### Chapter 6

1. Consider a social skill your child or student has acquired. Share how that skill looked at each of the learning stages: novice, intermediate, mastery. What did you do to help him or her move through each of the stages to acquire the social skill?
2. Think of a student with whom you work or support. Use Bellini's "Five Questions to Ask" to determine if an existing social problem is a skill acquisition deficit or a performance deficit. Explain why.

---

## 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 for each.
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 and enhance social performance. Which of these strategies that you have implemented in your classroom/program have you found most helpful and why? Share at least two.
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 or her social behaviors?

## Chapter 9

1. Think of a social situation that didn't go well for your child or student. Choose at least two of the strategies that would be the most helpful to teach or activate social cognition. How would you implement the strategies with this particular child or student?
2. Joint attention is critical for social interactions. Choose one of the joint attention activities and explain how you would implement it with a child or student. How would you naturally implement the activity across the day?

## Chapter 10

1. Explain how you are using or how you could increase the use of peers to help teach social competence skills.
2. Describe how you would use one of the sensory strategies to address the needs of your child or student.

## Chapter 11

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 of social skills across settings, persons, situations, and time?

## Chapter 12

1. Collecting and evaluating data is imperative to monitoring instruction and learning of social skills. Explain how you keep data on social interactions of your students or how you plan to begin keeping data.
2. List a social interaction behavior and explain what kind of data recording system you would use to track it.

## Chapter 13

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 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?