Learning Social Skills

with

QTROBOT

Curriculum Description:

Social skill curriculum is a teaching tool developed to target a variety of social skills. The skills are taught step by step as the individuals progress and master the prerequisites. The focus of this curriculum is on the social skills which individuals diagnosed with Autism Spectrum Disorder, other developmental delays or behavior challenges may lack. Learning the social skills as defined in our curriculum, are geared towards obtaining more social success in an individual's life. When social skills expand, the individual has more opportunities to interact with the environment and thus the quality of life can be improved.

The followings categories are is included in our curriculum:

- **Beginner social skills**, such as joint attention and answering basic questions
- **Pre-intermediate skills,** such as requesting peers to play, sharing, and answering pre-intermediate questions
- **Intermediate skills,** such as turn taking, greetings, joining into play, requesting assistance
- **Advanced skills,** such as maintaining a conversation, commenting, showing empathy and coping with teasing

Who Can Benefit from Our Social Skills Curriculum?

This curriculum is not limited to learners on the autism spectrum. It also can help other individuals who have deficit in social skills development.
The curriculum is written to include any gender, age, developmental delay, cultural or religious diversity.

Science Behind the Curriculum:

This curriculum is based on Applied Behavior Analysis (ABA), an evidence-based and worldwide implemented method to teach individuals with Autism Spectrum Disorder, other developmental delays and/or behavior challenges. This method started in 1959's and is now an internationally known training method. Since it is backed by scientific studies and research, the ABA strategies used in this curriculum have proven to be effective. This includes prompting and reinforcement procedures of this curriculum which are all based on ABA.

The choice of skills targeted by this curriculum are based on the followings:

- Typical developmental milestones,
- Most frequent deficits measured across the population we teach,
- Most important social skills needed to be successful in daily life,

The **prompting procedure** used is called **Error Correction**. This prompting procedure is widely used worldwide and discussed in scientific literature. It is set up in such a way that the learner will not be taught an error, but prompts are used to teach the wanted behaviors. Also, distractors are interspersed. Distractors are meant as maintenance (mastered) trials that we expect the individual knows. Therefore, we expect the individual to correctly answer them, before they go back to the original instruction/sd. Furthermore, we attempt to always finish a teaching trial with a successful response. In the case when an individual has multiple incorrect responses, the trial do not continue after 3 incorrect responses. Instead, it finishes with an easy command, and provide a mid-level reinforcement.

Prompts are also faded out per ABA theory. For example, sometimes QTrobot says " Look at the tablet" and will points to the tablet. At other times, QTrobot only points to the tablet, or does not say anything. Different types of prompt are used when the instructions are asked, such as: visual prompts shown on the tablet, textual prompts shown on the tablet, or prompts modeled by QTrobot itself. These prompts are also faded out slowly to teach the learner independence.

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Science Behind the Curriculum:

The **reinforcement** is set up according to the principles of ABA. We provide high level reinforcement at the onset of teaching a new skill and/or when an individual is showing major progress. Reinforcement will be thinned out, once the individual displays progress or is close to mastery of the skill. This has been designed to condition the individual to learn the skill, and then we slowly move to a new skill.

When QTrobot provides verbal reinforcement paired with a physical movement, this can be considered as a high-level reinforcement. Reinforcements are provided according to different schedules, meaning that QTrobot does not reinforce every trial, and reinforcement is thinned out over time. This way the individual does not become reinforcement dependent.

Some of the goals are repeated within other goals. Repetition will help the learner to maintain the learnt skills.

Another important facet in ABA is **generalization**. The curriculum is set up that the learner will first practice a skill within pre-defined settings, but will also be taught to practice the skill with another person, in other settings or with different stimuli. This will help the learner to be flexible and generalize skills to different settings and with different people and to not rely on just one person or setting.

Prerequisites:

The curriculum is built up on levels. For every level, the learner needs to meet the prerequisites. If the individual has not mastered those prerequisites, then it's required to first teach those skills to the learner before going to the next level.

	Level 1	Level 2	Level 3
Communicate needs and wants	■	■	■
Follow one-step instructions of adults	■	■	■
Imitate one-step instructions of adults	■	■	■
Imitate one-step actions of adults	■	■	■
Imitate one-step sequences with objects	■	■	■
Respond to delayed contingencies		■	■
Wait quietly		■	■
Joint attention	■	■	
Basic greetings			■
Basic goodbye			■
Transition from one activity to another and from one area to another with minimal assistance			■

Best Practice Training and Repetition Intervals:

It is always possible, and even recommended, to repeat a certain skill. It is possible to do that during the same intervention time (e.g., 2 hours), the same day or the next day.

When an individual does not score 90% or higher of the opportunities in one unit, it is advised to keep repeating the same unit until the individual masters the taught skills.

If there is daily practice but no improvement or progress is observed over 3-4 teaching sessions, it is appropriate to change to another teaching objective and possibly return later to the not mastered skill.

When a skill is mastered, it is still advised to practice the skill again in 1-2 weeks and repeat this (1 per 3 weeks, 1 per 4 weeks). This is called maintenance and helps the learner to maintain the learnt skills.

Social Skill Curriculum Developer

Lilyan W. J. Campbell, Clinical Director and founder of ABA Works in the USA, and 2 agencies in Europe (ABA Center International and Aspire, ABA Center Europe) is a licensed Psychotherapist, and a Board Certified Behavior Analyst.

Lilyan has 18 years of experience working with individuals and families in both Europe and the United States. Her dedication and passion shines through as she motivates clients to accomplish positive goals, emotional regulation, language acquisition, and balance in all aspects of their lives.

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Social Skill Curriculum Content

Curriculum Level 1

Unit 1   Joint Attention

Unit 2   Basic Greeting

Unit 3   Answering Basic Social Questions

Unit 4   Imitating Peer Play

Curriculum Level 2

Unit 1   Reciprocating Greetings from Peers

Unit 2   Answering Advanced Social Questions

Unit 3   Following Peer's Directions

Unit 4   Requesting Peers to Play

Unit 5   Pretend Play

Unit 6   Sharing Toys

Curriculum Level 3
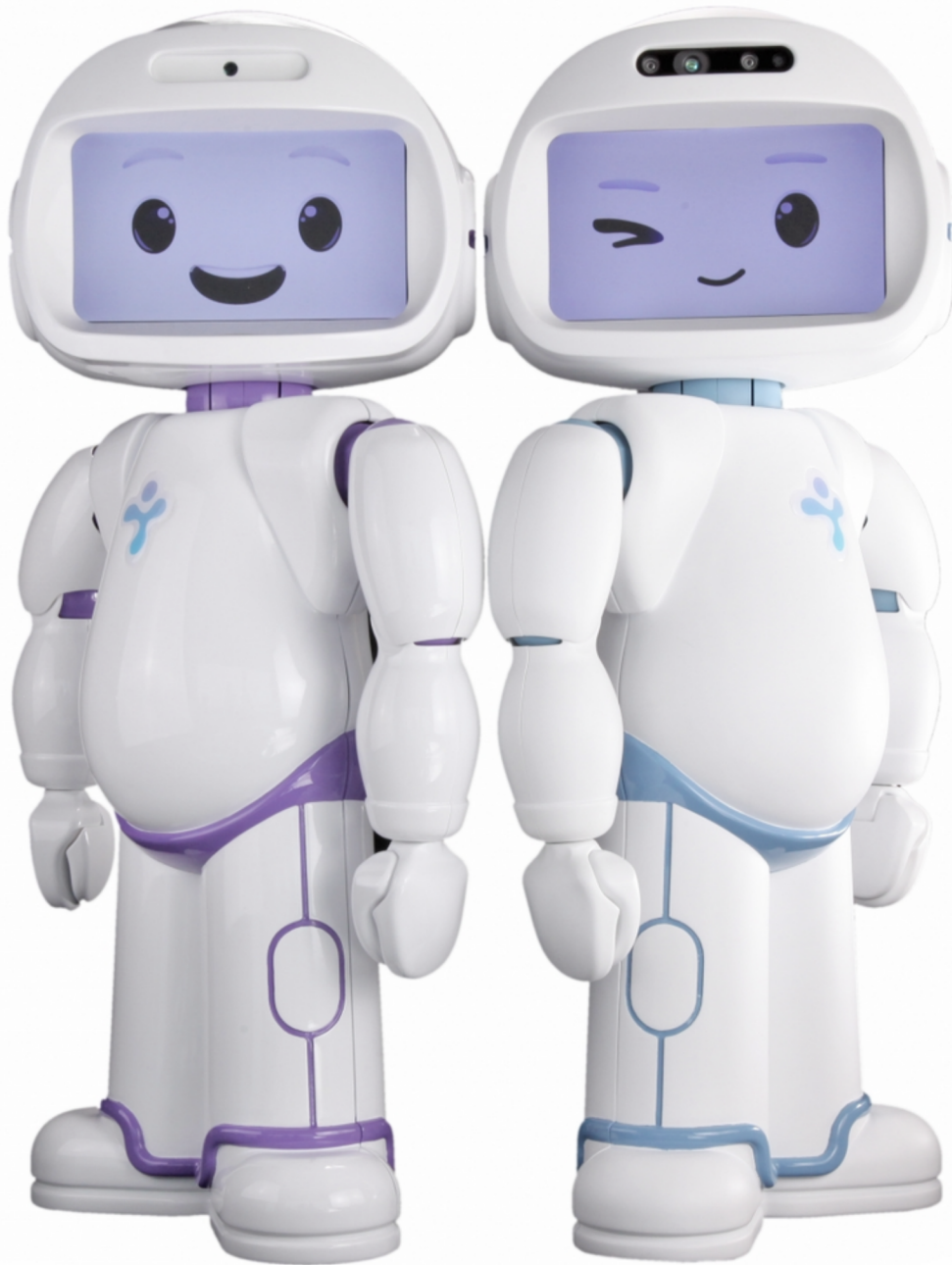
Unit 1   Advanced Greeting

Unit 2   Answering Advanced Social Questions

Unit 3   Pretend Play

Unit 4   Turn Taking

Unit 5   Joining in Play

Unit 6   Requesting Assistance from Adults and Peers

Unit 7   Initiating Simple Conversations

Unit 8   Staying on The Topic

Unit 9   Non-Verbal Cues

Unit 10   Interrupt Appropriately

Curriculum Level 4

Unit 1   Initiating and Maintaining a Conversation

Unit 2   Commenting

Unit 3   Closing a Conversation

Unit 4   Showing Empathy

Unit 5   Coping with Teasing

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FOR MORE INFORMATION, PLEASE CONTACT US ON: INFO@LUXAI.COM