

Strategies to Facilitate Skill Development

Facilitating Skill Development

- Video modeling is effective, but should not always be used as a stand-alone intervention (Murray & Noland, 2013)
- It is important to use other effective interventions/strategies to facilitate social skills
  - Group-based social skills training
  - Peer-mediated social skills interventions
  - Activity-based social skills interventions
  - Computer-based social skills interventions
  - Social Stories™ or scripts
  - Cognitive-behavioral approach (Social Thinking)
  - Cues/prompts/feedback
  - (Watling & Spitzer, 2018)

Practicing the Skill

- Role-playing social scenarios
- Practicing social skills with siblings
- Practicing social skills in real situations in the natural settings where they occur

(Watling & Spitzer, 2018)

Four-Quadrant Model of Facilitated Learning (4QM)

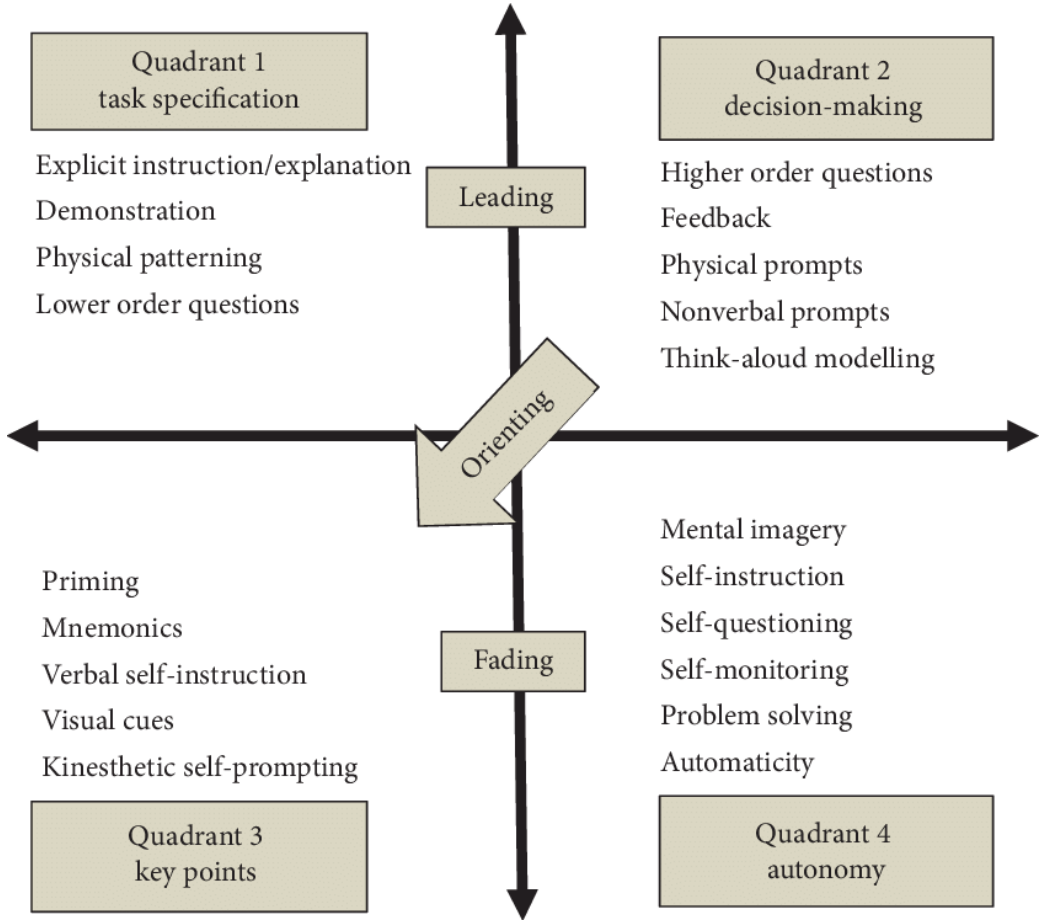


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(Kramer & Hinojosa, 2010)

4QM: Quadrant 1 – Direct, Facilitator-Initiated Strategies

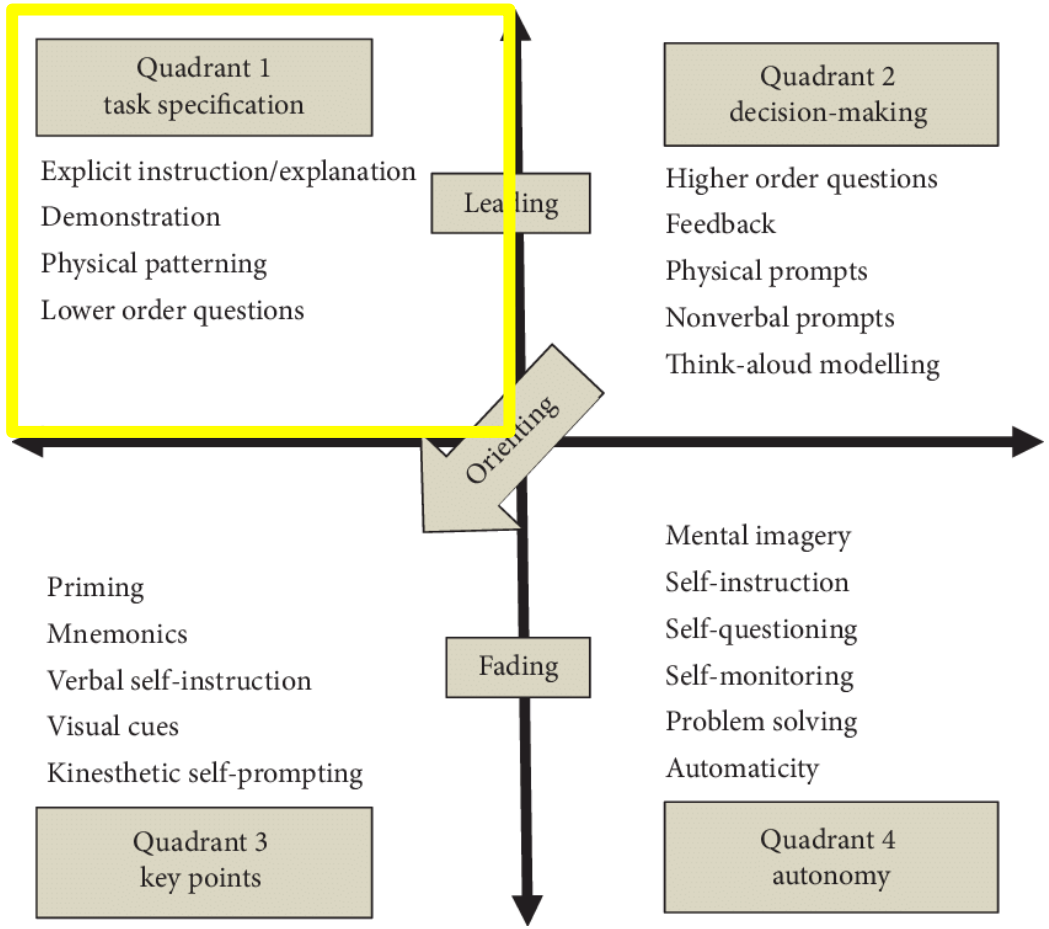
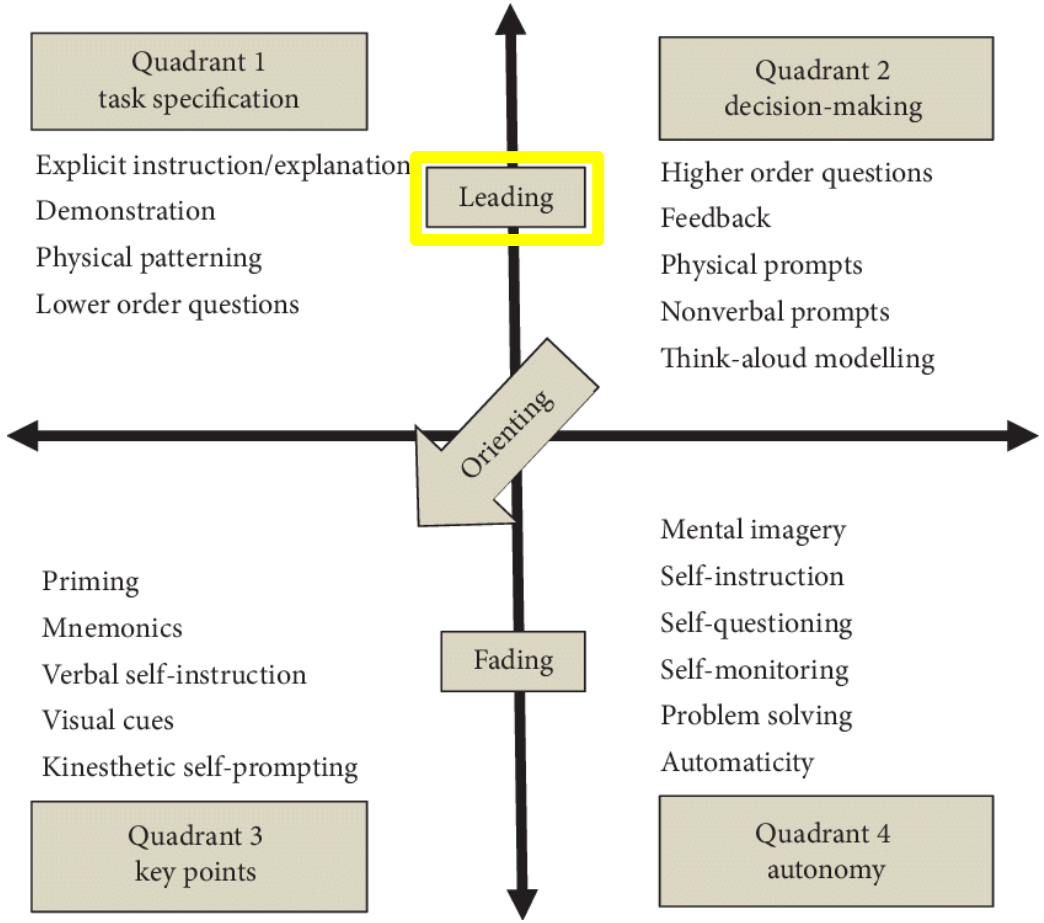


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(Kramer & Hinojosa, 2010)

4QM: Intermediate Strategies – Leading



- "Cloze" (incomplete statements)
- Physical Guidance
- Questions (both higher and lower order)
- Partial demonstration of expected response

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(Kramer & Hinojosa, 2010)

4QM: Quadrant 2 – Indirect, Facilitator-Initiated Strategies

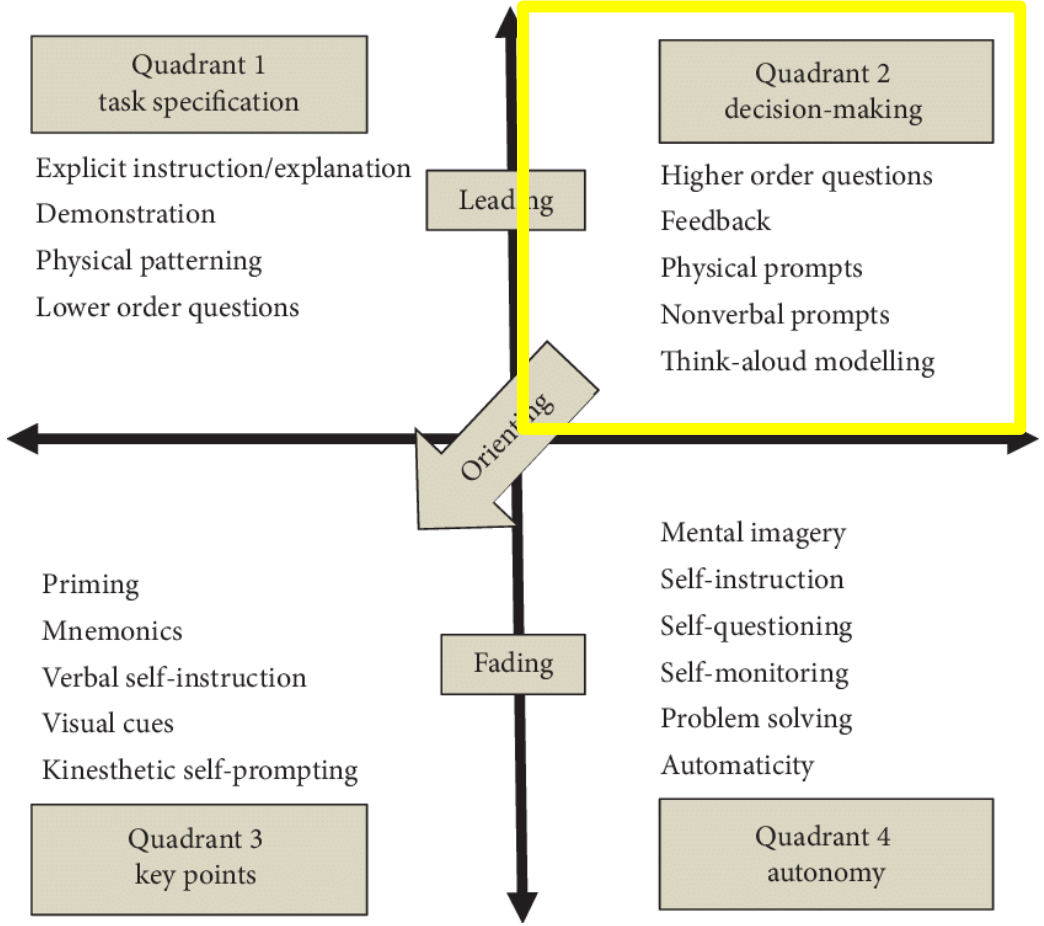
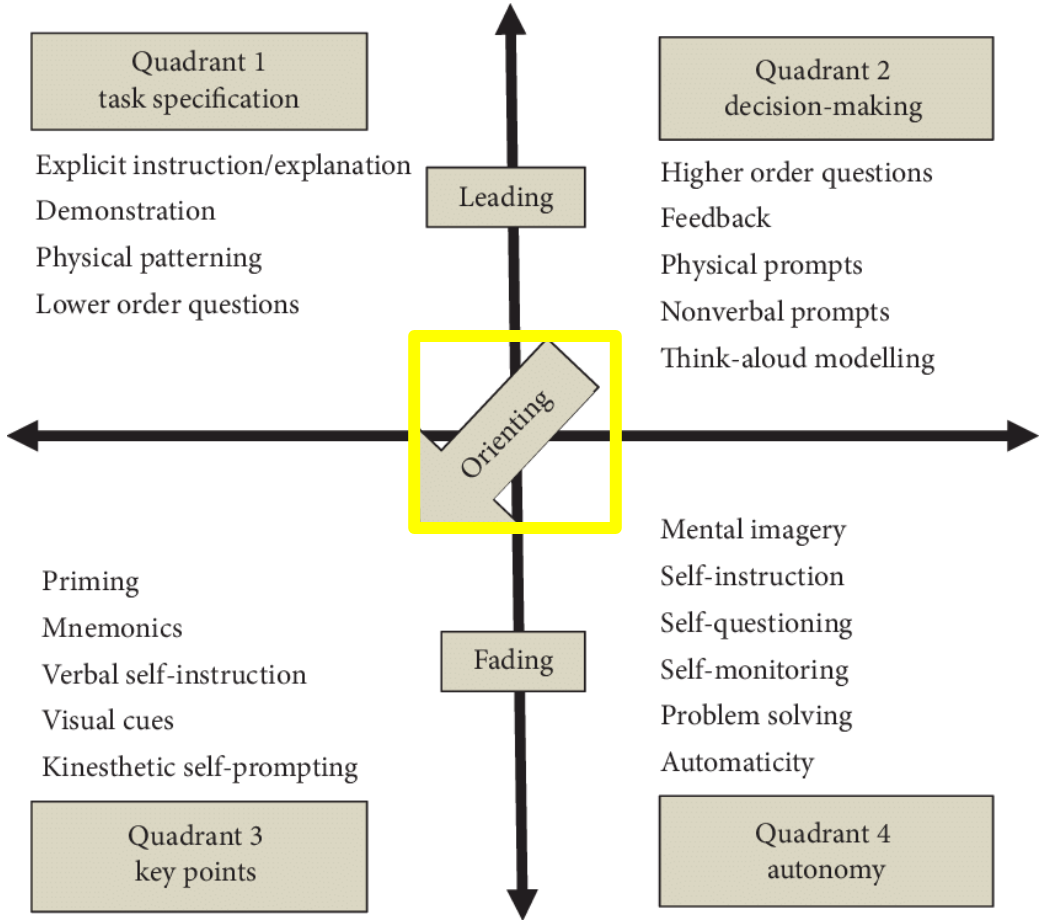


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(Kramer & Hinojosa, 2010)

4QM: Intermediate Strategies – Orienting



- Verbal and nonverbal reminders to child to use self-prompting

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(Kramer & Hinojosa, 2010)

4QM: Quadrant 3 – Direct, Learner-Initiated Strategies

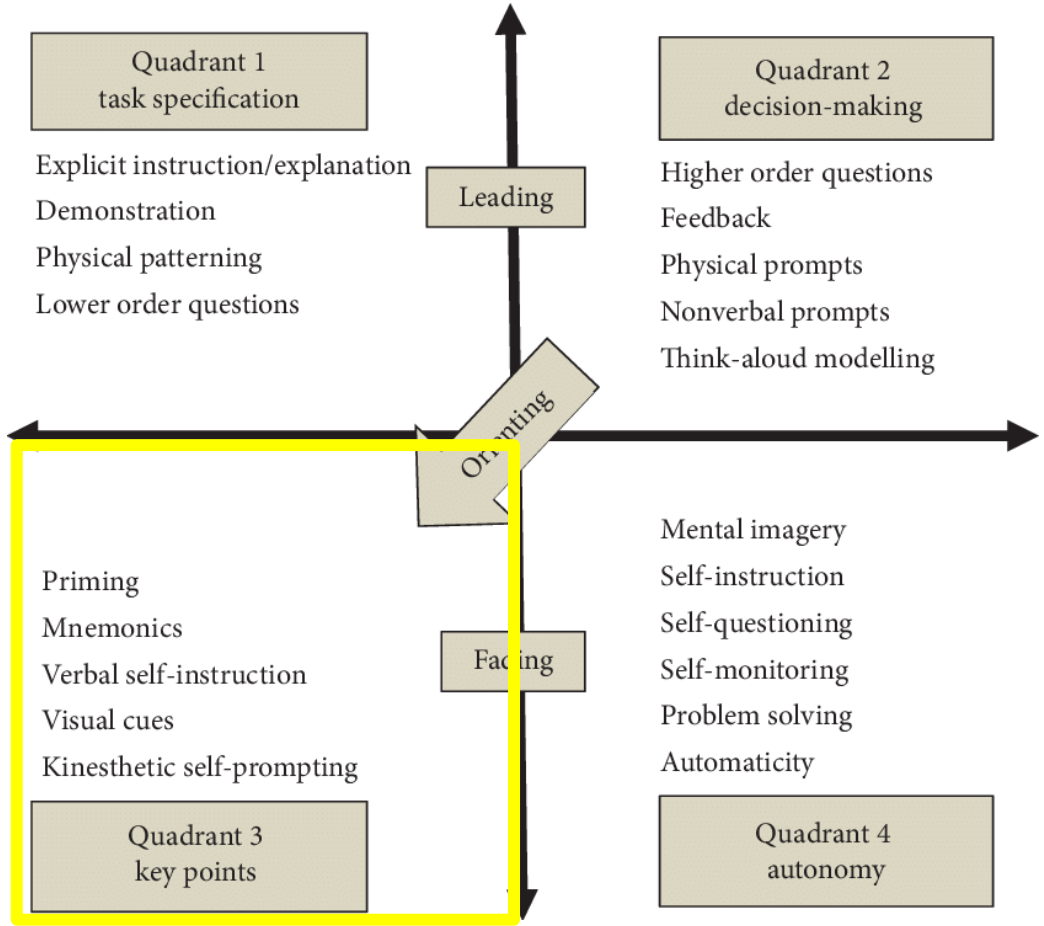
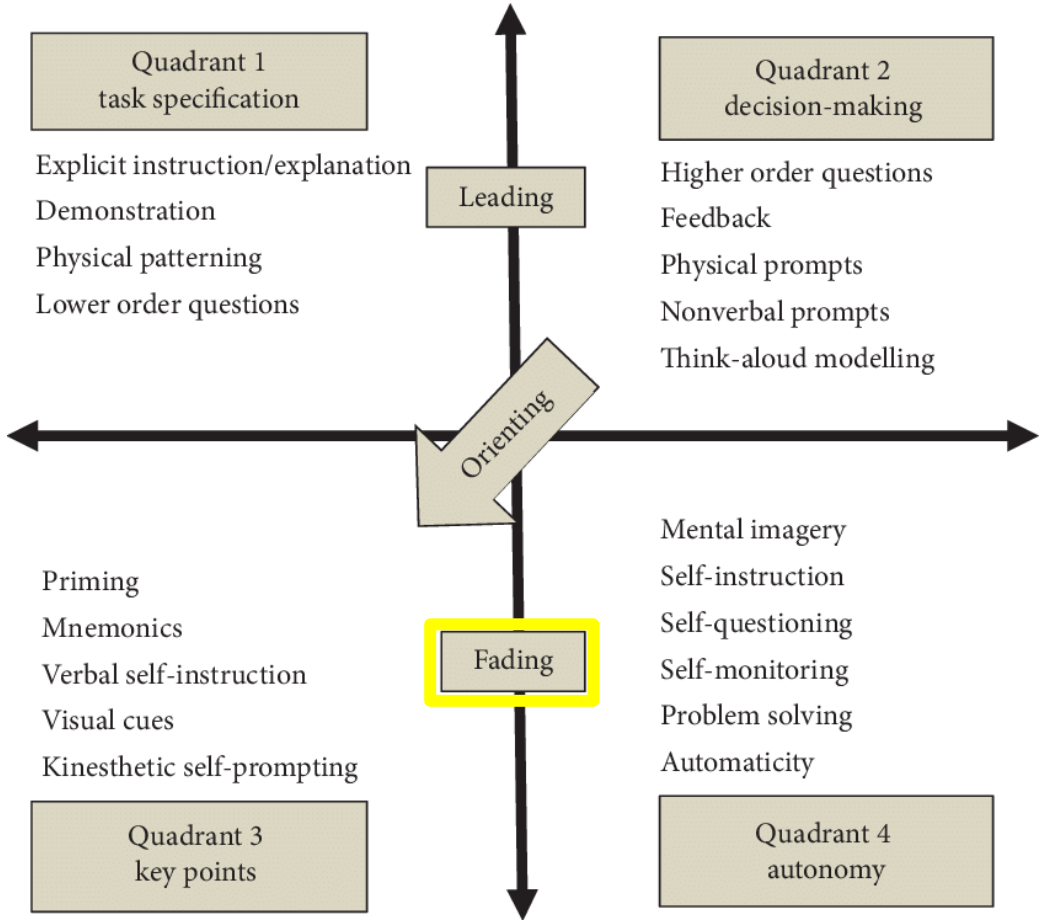


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(Kramer & Hinojosa, 2010)

4QM: Intermediate Strategies – Fading



- Subvocalization (whispering)
- Child only requires prompt/cue for a few steps

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(Kramer & Hinojosa, 2010)

4QM: Quadrant 4 – Indirect, Learner-Initiated Strategies

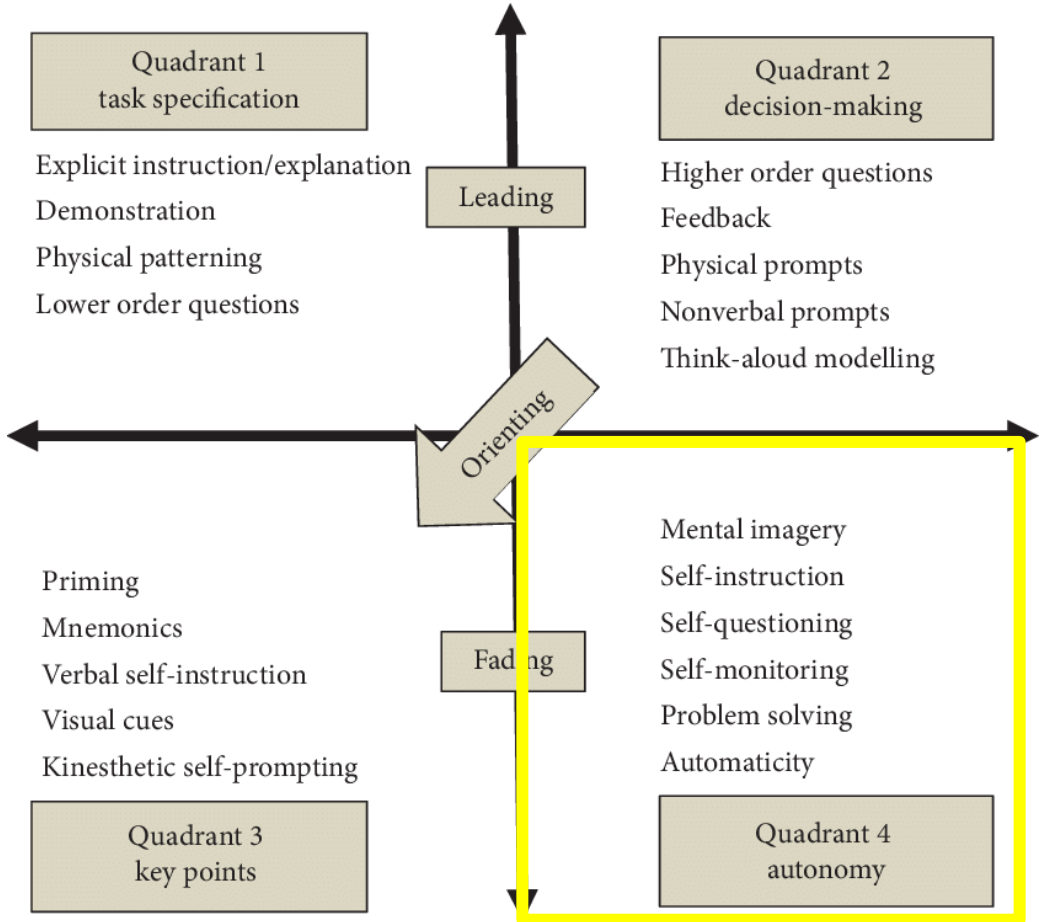


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(Kramer & Hinojosa, 2010)

Social Autopsies/Social Dissection

- **Social Autopsy** – "a problem-solving strategy designed to support social skills" by having the child "analyze the social errors they made" (Georgia Department of Education [GaDOE], 2014, para. 1)
- Helps the child better understand the social situation and assists them in responding more effectively the next time (OCALI, n.d.)
- **Steps:**
  - Identify the error
  - Identify who was hurt by the error
  - Determine how to correct the error
  - Develop a plan so the error does not happen again
  - (GaDOE, 2014; OCALI, n.d.)

References

Georgia Department of Education [GaDOE]. (2014). *Social autopsies.* https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/SOCIAL%20AUTOPSIES.pdf

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OCALI. (n.d.). Social autopsy. https://www.ocali.org/project/resource_gallery_of_interventions/page/social_autopsy

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LIGHTS, CAMERA, LEARNING!

Video Modeling Program



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