



## ***Using Role Play to Teach Social Skills***

### **What is the evidence base?**

This is a promising practice for **students with moderate intellectual disabilities** based on one methodologically sound single-subject study with one student with moderate intellectual disability.

### **Where is the best place to find out how to do this practice?**

The best place to find out how to implement role play to teach social skills is through the following research to practice lesson plan starter:

- [Using Role Play to Teach Workplace Social Skills – Lesson \(Gear, Bobzien, Judge, & Raver, 2011\)](#)

### **With whom was it implemented?**

- Students with
  - **Moderate ID** (n=1)
- Ages 20
- Female (n=1)
- Ethnicity
  - Caucasian (n=1)

### **What is the practice?**

Self-management strategies may be used to assist students as they transition to community workplace settings. Structured role playing is one practice that may be used to promote the development of self-management skills to improve social skills (Gears et al., 2011).

In the study used to establish the evidence base for using role play to teach social skills:

- Role play using written scripts was used to teach conversational eye contact, waiting to respond, and appropriate verbal response.

## Where has it been implemented?

- University child care setting

## How does this practice relate to Common Core Standards?

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (Comprehension and Collaboration; Speaking and Listening, Grades 9 – 10)
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (Comprehension and Collaboration; Speaking and Listening, Grades 11-12)
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
  - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
- [www.corestandards.org](http://www.corestandards.org)

## How does this practice relate to the Common Career Technical Core?

- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information (Communications)
  - Interpret verbal and nonverbal cues/behaviors to enhance communication with co- workers and clients/participants
- <https://cte.careertech.org/>

## References used to establish this evidence base:

Gear, S., Bobzien, J., Judge, S., & Raver, S. A. (2011). Teaching social skills to enhance work performance in a child care setting. *Education and Training in Autism and Developmental Disabilities, 46*, 40-51.

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