NTACT
National Technical Assistance Center on Transition

Using Simulations to Teach Social Skills

What is the evidence base?

This is a research-based practice for **students with disabilities** based on four methodologically sound single subject studies across 14 participants with disabilities.

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

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

- Simulation - Social Skills - Lesson1 - (Clement-Heist, Seigel, & Gaylord-Ross, et al., 1992)
- Simulation - Social Skills - Lesson2 (Heller, Allgood, Ware, & Castelle, 1996)

With who was it implemented?

- Students with
  - Emotional disturbance (1 study, n=3)
  - Learning disabilities (1 study, n=4)
  - Mental Retardation (2 studies, n=7)
    - And hearing impairment (1 study, n=4)
    - And visual impairment (1 study, n=3)
    - Ages ranged from 12 - 21
    - Males (n=4), females (n=6), not specified (n=4)
    - Ethnicity
  - African American (n=1)
  - Asian/Pacific Islander (n=1)
  - Hispanic (n=1)
  - White (n=1)
  - None reported (n=10)

Page Break

What is the practice?

Simulation has been defined as using materials and situations in the classroom that approximate the natural stimulus conditions and response topographies associated with the performance of functional skills in community settings (Bates et al., 2001).

In the studies used to establish the evidence base for using simulation to teach social skills, simulation included using:

- Interactive role-play (Baum, Clark, McCarthy, Sandler, & Carpenter, 1987)
- Class discussion, teacher modeling of correct and incorrect behavior, student evaluation, peer feedback, and role-play (Clement-Heist, Siegel, & Gaylord-Ross, 1992)
- Role play with teacher (Storey & Allardice, 1987)
- A system of least-to-most prompting (Heller, Allgood, Ware, Arnold, & Castelle, 1996)

Where has it been implemented?

- Separate school (1 study)
- Transition school- community (1 study)
- Community-based vocational site (1 study)
- Community-based vocational site/ School (1 study)

How does this practice relate to Common Core Standards?

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grade 9-12)
    o 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
    o 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
    o 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
    o Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
    o 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

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

- Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (Communications)
    o Employ verbal skills when obtaining and conveying information
    o Communicate with other employees to clarify workplace objectives

- Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants (Communications)
  o Interpret verbal behaviors when communicating with clients and co-workers

References used to establish this evidence base:

Baum, J. G., Clark, H. B., McCarthy,W., Sandler, J., & Carpenter, R. (1987). An analysis of the acquisition and generalization of social skills in troubled youths: Combining social skills training, cognitive self-talk, and relaxation procedures. *Child and Family Behavior Therapy, 84*, 1-26.

Clement-Heist, K., Siegel, S., & Gaylord-Ross, R. (1992). Simulated and in situ vocational social skills training for youth with learning disabilities. *Exceptional Children, 58*, 336-345.

Heller, K. W., Allgood, M. H., Ware, S., Arnold, S. E. & Castelle, M. D. (1996). Initiating request during community-based vocational training by students with mental retardation and sensory impairments. *Research in Developmental Disabilities, 17*, 173-184.

Storey, K., & Allargice, A. P. (1987). Increasing mentally retarded persons greeting skills at a vocational training site. *Vocational Evaluation and Work Adjustment Bulletin, 20*, 45-48