

Table 4-2. Process for Teaching Social Skills

Step 1: Establish the need	The purpose of this step is to help students see the relevance of the skill and understand the benefits of mastering the skill. When possible, relate the targeted skill to the student's experience and background knowledge.
Step 2: Identify skill components	The purpose of this step is to present and verbally rehearse the sequence of actions. The sequence of actions is determined by task analysis of the successfully performed target social skill.
Step 3: Model the skill	Modeling the skill facilitates learning more rapidly than other procedures.
Step 4: Role-play	This step allows students to exercise the skill and receive feedback on the skill performance.
Step 5: Practice	The practice steps generally occur after the presentation and are used to reinforce mastery of the skill. Provide feedback during practice to refine skill performance and assure maintenance.
Step 6: Generalization	This step is designed to encourage students to perform the skill in settings outside the training setting, with different people, different circumstances, and at different times.
Step 7: Evaluation	The purpose of this step is to determine if the skill was learned to criterion and generalized. Failure to generalize requires changing strategies for individual students.

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