**Using Simulations to Teach Social Skills**

What is the evidence base?

A *moderate* level of evidence based on four acceptable quality single subject studies

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 to 21
- Males (n=4), females (n=6)
  - Gender not specified (1 study, n=4)
- Ethnicity
  - None reported (n= 7)
  - African American (n= 1)
  - American Indian (n= 0)
  - Asian/Pacific Islander (n= 1)
  - Hispanic (n= 1)
  - White (n= 1)
  - Race not specified (1 study, n=3)

What is the practice?

Simulation is 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)

How has the practice been implemented?

• Simulation using role play with a social skills treatment package (i.e., progressive muscle relaxation, imagery, and relaxation cue-word) was used to teach asking advice, resisting peer pressure, and ignoring inappropriate behavior to facilitate generalization to other settings (Baum, Clark, McCarthy, Sandler, & Carpenter, 1987)
• Simulation using role play with student evaluation and peer feedback, following class discussion and teacher modeling was used to teach job related social skills to facilitate generalization to a job site (Clement-Heist, Siegel, & Gaylord-Ross, 1992)
• Simulation using environmentally arranged situations in the classroom and least-to-most prompting was used teach use of dual communication boards to promote initiation of requests and receptive and expressive communication for individuals with deaf-blindness on job sites (Heller, Allgood, Arnold, & Castelle, 1996)
• Simulation in combination with role play and a system of least-to-most prompts was used to teach greeting skills (Storey & Allardice (1987)

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

The best place to find out how to implement simulation is through the following research to practice lesson plan starters:

- Using simulation to teach social skills
  http://nsttac.appstate.edu/sites/default/files/assets/pdf/70.pdf
  http://nsttac.appstate.edu/sites/default/files/assets/pdf/71.pdf

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 Indicator 13?

- Indicator 13 Checklist Item #3: Teaching social skills may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Social skills training may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary employment goal(s)
- Indicator 13 Checklist Item #6: Teaching social skills may be an annual IEP goal that supports a student’s postsecondary employment, education, or independent living goal(s)

How does this practice relate to Common Core Standards?

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grade 9-12)
  - 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
  - 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
  - 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

How does this practice relate to the State’s Career Cluster Initiative: Essential Knowledge and Skills?

- Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace (Communications)
  - Employ verbal skills when obtaining and conveying information
  - 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:**


