



The SocialPals Playbook



Behavior Technician Edition

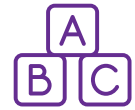


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Foreword

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I am delighted to write this foreword, not only because I have great admiration for Sam Blanco, Mordechai Meisels, and Sara Bauer but also because I believe deeply in the value of making resources, such as this one, easily accessible to help those in need. Social skills deficits are a core feature of Autism Spectrum Disorder (ASD), and as children with ASD continue to benefit from ABA therapy, integration with neurotypical peers, family, and members of the community has become increasingly more important.

The Social Pals Playbook provides a guide for clinicians to assist with teaching social skills despite the new challenges of providing opportunities via telehealth therapy. The playbook provides specific activities, instructions and implementation techniques.

I hope that this guide will become a go-to resource for technicians, behavior analysts, and educators to help make programming and social skills development an essential component of our efforts.

Introduction



Social Pals is an innovative social skills training framework between two similar pals that is facilitated by a behavior technician through telehealth.

Social Pals provides a number of benefits to clients, including learning new social skills, generalizing social skills across individuals, and utilizing social skills in a variety of contexts. Social Pals employs a tailor-made peer-matching system to identify good social matches between specific individuals to maximize opportunities for increased motivation and natural reinforcement.

The Social Pals Playbook is an evidence-based framework that simplifies the process of teaching social skills for both BCBA's and behavior technicians. The framework includes a goal bank with corresponding activities, with step-by-step instructions for implementing the activity through a telehealth format that makes teaching social skills simple and enjoyable.

Providing any type of direct service can be challenging through telehealth. Moving from social groups to Social Pals is a manageable and exciting way to continue skill development and engagement in social activities. Social Pals has been specifically designed by BCBA's to address the unique challenges presented through this model, and provide a curriculum for teaching social skills to meet these challenges. The Social Pals Playbook provides concrete activities aligned with appropriate social skills goals and clear instructions for implementing all aspects of the teaching procedures.

Introduction



A Message to Behavior Technicians

Your role as a behavior technician is essential. Without behavior technicians, the number of individuals who could receive direct care would be drastically reduced.

The work of a behavior technician is rewarding, but can also be very challenging. One of our goals in creating Social Pals was to make that work easier and keep it fun.

The Role of the BCBA

The client's BCBA will select appropriate goals for the client, make changes to the goals based on client progress, put interventions in place for any problem behaviors, and provide materials for the programs and activities you'll be running during Social Pals.

Your BCBA should be a resource for you throughout the process and be available for any questions you may have.

Your Role as the Behavior Technician

Your role is to implement programs and activities, collect accurate data about client performance, and provide prompting and reinforcement for your clients. T

Thank you for all the hours you put into providing thoughtful care to your clients.



How-To Guide

GROUP CONTINGENCIES

One way to increase motivation for peer interactions is through the implementation of group contingencies.

For a group contingency to be effective, the desired behaviors need to be clearly defined as well as the contingency itself. Below are definitions for each type of group contingency along with examples for how to use that group contingency within a telehealth session.

INDEPENDENT CONTINGENCY

Definition: Contingency presented to all members of the group, reinforcement only delivered to those members who meet criterion outlined by contingency.

Example: The BT introduces What's Different game and tells both clients that they will earn tokens for looking at the screen appropriately. Client 1 looks at the screen as required by the game, and earns one token. Client 2 does not look at the screen as required and does not earn a token.

DEPENDENT CONTINGENCY

Definition: Reward for ALL members of group contingent on performance of one individual.

Example: The BT introduces What's Different game and tells both clients that they will earn tokens for looking at the screen appropriately. Client 1 looks at the screen as required by the game, and earns one token. Client 2 does not look at the screen as required and does not earn a token.

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GROUP CONTINGENCIES

INTERDEPENDENT CONTINGENCY

Definition: All members of the group must meet criterion before ANY member earns the reward

Example: The BT introduces What's Different game and tells both clients that they will earn tokens for looking at the screen appropriately, but that BOTH of them must do it. Client 1 looks at the screen as required by the game. Two minutes later Client 2 looks at the screen as required. The BT says, "You've both been looking at the screen, you both earn a token."

GOOD BEHAVIOR GAME

Definition: Client 1 and Client 2 compete against each other. The individual with the FEWEST marks against them at the end of the specified time wins the game and earns the reinforcer. BOTH pals can earn the reinforcer if they earn below a SPECIFIED number of marks. Marks are received for clearly defined inappropriate/undesirable behaviors.

Example: The BT introduces the I Spy game and tells both clients that they will be competing against each other for fewest number of marks against them. Whoever gets less than 5 marks wins the game and earns a token. If both clients get less than 5 marks, then they both win and get tokens. Clients will receive marks if they shout out of turn, or move out of view of the screen for more than 15 seconds. Client 1 shouts out the answer when it is Client 2's turn 6 times and receives 6 marks. Client 2 does not engage in any shouting out of turn or moving out of screen behavior and does not receive any marks. Client 2 wins the game and earns a token. Client 2 does not look at the screen as required and does not earn a token.



How-To Guide

PEER-MEDIATED PROMPTING AND REINFORCEMENT

One of the overarching goals of Social Pals is to have the two Pals interact as independently as possible. This means that you will need to train each Pal on how to prompt and reinforce their partner so that it is peer-mediated instead of adult-mediated.

Antecedents and consequences can both be socially mediated. Examples of socially mediated antecedents may include: a peer saying “put the pencil in the box,” a parent asking “Where is the milk?” or a peer saying “You’re it” and then running towards you.

Examples of socially mediated consequences may include: a friend points to a pencil after you say “Have you seen my pencil?,” a parent looks at you and smiles after you tie your shoes independently, or a peer yells “no” after you attempt to take a bite of his cupcake.

Providing services through telehealth gives a unique opportunity for the BT to prompt one peer to provide a prompt or reinforcement to the other peer. For example, dependent upon the platform used, the BT can send a message through chat to one individual prompting him/her to ask the peer a question or tell the peer “good job.” In this manner, the BT is able to provide social, conversational prompts without interrupting the flow of conversation or causing unnatural interactions.

Case Example: John is a 10-year-old boy with ASD who is paired with his peer, Sam, also a 10-year-old both with ASD. John and Sam are Social Pals and their BT, Jessica, is working on facilitating reciprocal communication between the two boys. More specifically, John is working on initiating conversations with peers while Sam is working on maintaining conversations with peers. To make sure the boys are engaging in conversation, Jessica starts the Activity, “Learning about you” and presents a picture of an ice cream truck to John. As an additional prompt for John, Jessica sends a brief chat message only to

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PEER-MEDIATED PROMPTING AND REINFORCEMENT

John with the words, “Ask favorite ice cream flavor.” John then says to Sam, “what is your favorite ice cream flavor?” Once the question has been asked, Jessica sends Sam a private chat message, just to him with the options, “chocolate or vanilla?” Sam immediately replies to John, “chocolate!” and John laughs and replies, “I like a chocolate and vanilla mixed.” Jessica provides behavior-specific social praise to both boys and the game continues.

PEER-MEDIATED PROMPTING

When first introducing peer-mediated prompting, you should be very specific about the behavior you are targeting and how the peer should prompt. Ideally, the behavior you are targeting is a behavior that will be motivating for the peer who is doing the prompting.

For example, in relation to the case described above, if John asked what is your favorite flavor and Sam responds “chocolate” but is looking behind him, John can say “Hey! Look at me!”

PEER-MEDIATED REINFORCEMENT

Reinforcement should be naturalistic, rather than contrived, whenever possible. Examples of naturalistic peer-mediated reinforcement include: a peer laughing at a joke, a peer saying good job, a peer joining in a game after being invited, a peer asking you to join a game, or a peer looking at you when you speak.

The goal is to promote opportunities for naturalistic reinforcement, but the BT can also send individual Pals a message reminding them to say “good job” or “I liked how you _____” with behavior-specific praise.

Activities



In the pages that follow, several activities are outlined. While some of these activities are based on common activities in school and play settings, all of these have been specifically designed for use through Telehealth.

While the activities are numbered, they can be introduced in any order. When selecting for activities you should consider the following:

- Interests of the two pals
- Target skills for the two pals
- Introducing as much variability in activities as possible
- Increasing the amount of time in which the Social Pals participate in social interactions without adult intervention

Activities



Activity: Follow Me	In this activity, both clients should get out of their chairs but still be in view of the camera. Client 1 is the leader, and engages in different actions (i.e., jumping, clapping, turning around.) Client 2 follows all of Client 1's actions. Then they switch roles.
What the BT does:	The first time this activity is introduced, the BT should model the activity for the two clients. The BT will also be implementing any group contingencies or other reinforcement strategies selected by the BCBA.
What the clients do:	In this activity, the goal is for the clients to imitate one another, generate fun or funny actions to imitate, and to provide reinforcement to one another.
Materials Needed:	None
Prerequisite Skills:	<ul style="list-style-type: none"> ● Imitate gross motor movements ● Imitate fine motor movements
Possible Modifications:	Have the clients imitate with specified objects (i.e. Client 1 would complete actions with a ball and Client 2 would imitate the actions with a ball.)

Activity: Exercise	The BT and both clients will take turns with this activity. First, the BT will demonstrate an exercise move (i.e., stretching) and the clients will have to follow the move. Then, Client 1 will demonstrate the next exercise move (i.e., jumping jacks) and the BT and Client 2 will follow the move. Finally, Client 2 will demonstrate an exercise move (i.e., sit ups) and the BT and Client 1 will follow the move.
What the BT does:	The first time this activity is introduced, the BT should model the activity for the two clients. The BT will also be implementing any group contingencies or other reinforcement strategies selected by the BCBA.
What the clients do:	In this activity, the goal is for the clients to imitate one another, generate fun or funny actions to imitate, and to provide reinforcement to one another.
Materials Needed:	Varies, but may include yoga mat or an exercise ball.
Prerequisite Skills:	<ul style="list-style-type: none"> ● Imitate gross motor movements ● Follow single step directions ● Follow directions that involve numbers (i.e., clap your hands five times)
Possible Modifications:	<ul style="list-style-type: none"> ● Have one client lead the activity ● Create a PowerPoint or other visual that the clients independently follow without instructions from the BT

Activities



Activity: What's Different	Client 1 will move out of view of the screen, then change one thing about their appearance and come back into view of the screen. Client 2 has to guess the difference.
What the BT does:	In the first instance of implementing this activity, the BT should model for the clients how to change their appearance.
What the clients do:	In this activity, the goal is for both clients to attend to one another and to ask questions about changes in appearance.
Materials Needed:	Let caregivers of both clients know in advance that some props should be nearby, such as hats, a jacket, or a toy that will balance on a head or shoulder.
Prerequisite Skills:	<ul style="list-style-type: none"> ● Identify same and different in static pictures/objects presented simultaneously ● Tact a picture/object that was present within the past minute but is now out of sight ● Tact an adjective that describes a picture/object that was present within the past minute but is now out of sight
Possible Modifications:	Clients can take turns changing something in their environment that is visible on the screen.

Activity: Simon Says	There are two ways this activity can be run. First, the BT can be Simon and the two clients follow the rules as usual. The second option would be to have the clients alternate being Simon and having the other client follow instructions accordingly.
What the BT does:	The BT explains the rules of the game. The BT then makes statements about actions to complete (i.e., "Simon says touch your head, Simon says turn around, shout hooray") and provides reinforcement when clients follow instructions only when "Simon says."
What the clients do:	The clients discriminate between instructions they should follow and those they should not. They should notice when their pal follows instructions correctly or makes an error.
Materials Needed:	None
Prerequisite Skills:	<ul style="list-style-type: none"> ● Follow single step directions ● Differentiate between two conditions
Possible Modifications:	<ul style="list-style-type: none"> ● Include a speed round in which instructions are given very quickly. ● Let Pals take turns being Simon

Activities



Activity: Works of Art	The BT will present a list of art supplies needed to complete an art activity and together will instruct clients, step by step, how to complete the art project.
What the BT does:	Demonstrate each step of the art project. Give additional instructions as needed.
What the clients do:	Each pal will follow the instructions given by the BT. Each client should also notice when their pal follows instructions well or needs help.
Materials Needed:	Varies
Prerequisite Skills:	<ul style="list-style-type: none"> ● Imitate gross motor movement ● Imitate fine motor movement ● Follow single step directions
Possible Modifications:	Have one client introduce and model the art activity.

Activity: I Spy	In this activity, clients will observe the environment of their Pal and identify an item that the Pal will have to guess. For example, Client 1 sees a blue toy airplane in the room of Client 2. Client 1 will open the game by saying "I spy something that is blue." Client 2 will then guess an item from the room that is blue until he/she identifies the plane.
What the BT does:	The BT should first model how you play I Spy. The BT then provides prompts and reinforcement as necessary to help each client fulfill the requirements of their role in each round of the game.
What the clients do:	Client 1 can turn the camera so it shows more of his/her environment. Then Client 2 selects an item from Client 1's environment and starts a regular round of "I Spy" (i.e. "I
Materials Needed:	Varies
Prerequisite Skills:	<ul style="list-style-type: none"> ● Recall responses to questions given within the last minute ● Ask questions that build off previous information ● Identify feature, function, and class for dozens, if not hundreds, of objects
Possible Modifications:	Instead of selecting materials from the environment, the BT puts a detailed image on the screen (i.e., a scene from a grocery store or amusement park) and "I Spy" is played in the general way.

Activities



Activity: Charades	Client 1 closes eyes or turns away. Client 2 is shown a word/image by the BT that they will act out. Client 1 opens eyes and watches client 2 act out word/image from card. Client 1 should make guesses based on client 2's actions. They then switch roles.
What the BT does:	The BT will first model how the game is played. The BT should also use words/images prepared by the BCBA prior to the session.
What the clients do:	The clients should provide logical guesses based on the way in which the clue is acted out. If the client is the one acting out the clue, they should adjust how they are acting out the clue based on the responses of their pal. For example, if the clue is "bird" and Client 1 puts his/her hands out and pretends to fly around the room, Client 2 may guess "plane." Client 2 should respond by flapping his/her arms to make them look like wings.
Materials Needed:	N/A
Prerequisite Skills:	<ul style="list-style-type: none"> ● Identify abstract representations of common objects or actions ● Ask questions that build off previous information
Possible Modifications:	Make the game more complicated by having clients guess noun-verb combinations, such as "dog running" or guessing proper nouns, titles of books/movies, etc.

Activity: Learning About You	The BT will present a picture to Client 1, who will use the picture to ask Client 2 a question. Client 2 should respond and reciprocate the question. For an extra challenge, remove the pictures or have the clients bring their own pictures to prompt different conversations to learn more about each other.
What the BT does:	The BT will model how to participate in the activity. The BT should also use pictures prepared by the BCBA prior to the session. For example, the BT might hold up a picture of kids playing baseball, which would prompt Client 1 to ask "Do you like baseball?" or "What is your favorite sport?"
What the clients do:	The clients should look at the image and ask a variety of questions based on the topic represented there. They should also respond to questions from their pal and reciprocate questions.
Materials Needed:	Pictures that can prompt different questions (i.e., pictures of a crayon box for asking favorite color, a playground for asking favorite thing to do on playground, etc.)
Prerequisite Skills:	<ul style="list-style-type: none"> ● The clients must be able to respond to questions and have a strong repertoire of WH questions.
Possible Modifications:	<ul style="list-style-type: none"> ● Provide textual prompts instead of picture prompts. For example, the card could simply say "baseball" instead of showing two kids playing baseball. ● Provide broad categories and challenge the clients to come up with two or more questions related to that topic.

Activities



Activity: I'm Thinking Of....	
What the BT does:	The BT will model the activity for both clients. The BT will provide prompting and reinforcement as necessary.
What the clients do:	Client 1 will write down a word that they are thinking of out of sight of the screen. Then client 1 will say "I'm thinking of something that ____" (i.e, is an animal, is red, is in the kitchen.) Client 2 makes guesses based on all clues. When client 2 guesses correctly, client 1 holds up the card with the answer and says "good job" or "you got it!" They then switch roles.
Materials Needed:	N/A
Prerequisite Skills:	<ul style="list-style-type: none"> ● Recall responses to questions given within the last minute ● Ask questions that build off previous information ● Identify feature, function, and class for dozens, if not hundreds, of objects
Possible Modifications:	Use proper nouns as the clues so students have to give clues related to a specific person, place, etc.

Activity: Going to the Market	In this game, the two clients and the BT will take turns. The first person says "I'm going to the market and I'm buying a ____." The second person will say "I'm going to the market and I'm buying a ____ and a ____." The second person must remember what the first person says, then add more to it. As each player takes turns, the list gets longer and longer. The first person to forget a word is out, and then either a new round begins or the game is over.
What the BT does:	The BT should model how the game is played. The BT will also be a participant during the game.
What the clients do:	The clients will add to the list and recognize if their pal has responded correctly or made an error.
Materials Needed:	N/A
Prerequisite Skills:	<ul style="list-style-type: none"> ● Describe basic sequences ● Remember prior comments made by peers or conversation partners
Possible Modifications:	<ul style="list-style-type: none"> ● Make the game related to a specific "market." For example, clients would only name items found in the grocery store, a clothing store, or a pet shop. ● Require the game to be played in alphabetical order: the first person would name an item starting with the letter A, the second person would name an item starting with the letter B, and so on.

Activities



Activity: Hide & Seek	Client 1 will select an item and show it to Client 2. Then Client 2 will close his/her eyes and Client 1 will hide the item somewhere within the room that is visible on the screen. Client 2 opens his/her eyes and asks questions to find the item (i.e., "is it behind the books?" OR "is it under the chair?" Once Client 2 finds the item, the two clients switch roles.
What the BT does:	The BT should model how to perform both roles within the activity. Provide reinforcement and prompts as necessary.
What the clients do:	The clients should be responding within five seconds to either questions or new information based on their role.
Materials Needed:	Varies. Use any materials present in the client's environment.
Prerequisite Skills:	<ul style="list-style-type: none"> ● Receptive identification of prepositions ● Expressive identification of prepositions ● Use WH questions to mand for information ● Recall responses to questions given within the last minute
Possible Modifications:	N/A

Activity: Where Are We Going To?	Client 1 will say "Today we are going to _____." (i.e., outer space, the mall, or the beach.) Then both clients take turns sharing what they see in this place they're pretending they went to.
What the BT does:	Model how to play the game. Provide reinforcement and prompts as necessary.
What the clients do:	The clients should be suggesting new places to go and suggesting items that are logical for those locations. It is important that different locations are selected each time this activity is introduced to prevent rote responding and rigidity.
Materials Needed:	N/A
Prerequisite Skills:	<ul style="list-style-type: none"> ● Recall responses to questions given within the last minute ● Recall sequences ● Pretend a tangible item is something different during play (i.e., pretend a pot is a hat or pretend a toy broom is a rocket)
Possible Modifications:	Give each client a specific job related to the location they've chosen. For example, if the clients decide to go to the zoo, then one client will be responsible for feeding animals and the other will be responsible for welcoming guests into the zoo. They items they bring should be related to their jobs.

Activities



Activity: Tell Me How	The BT will teach Client 1 how to complete a craft or task individually. In the next session, Client 1 will teach Client 2 how to complete the craft or task. In the next week, the clients will trade positions, and Client 2 will teach Client 1 a craft/task.
What the BT does:	The BT will demonstrate how to complete a specific task to one client. The steps should be clear and visual or textual prompts should be provided if necessary. During the session, when Client 1 is teaching Client 2 how to complete the task, the BT should provide reinforcement and prompts as necessary.
What the clients do:	The client who is teaching the task will provide the clear steps they were taught by the BT, respond to questions from their pal, and give corrections, prompts, and reinforcement when necessary. The client learning the task will follow each step provided by their pal, ask questions when confused, and provide reinforcement to their pal.
Materials Needed:	Varies
Prerequisite Skills:	<ul style="list-style-type: none"> ● Imitate gross motor movement ● Imitate fine motor movement ● Follow single step directions ● Give single step directions
Possible Modifications:	N/A

Activity: Story Building	The BT will start a story with one sentence (i.e. "One day Lucy was walking to the store when she saw a ____") Client 1 picks up where Lucy stopped and continues with the story (i.e. "she saw a giant bug. The bug was red and started to ____") Then Client 1 stops talking and Client 2 picks up where he/she left off. (i.e. "started to sing a beautiful song.) Client 1 and Client 2 continue taking turns until they have completed telling the story.
What the BT does:	The BT starts the activity, models how to participate, and provides prompts and reinforcement as necessary. The BT also reinforces novel responses.
What the clients do:	The clients should be adding details to the story and incorporating information shared by their pal. For example, if their pal introduces a new character, they should also make statements about that new character.
Materials Needed:	None
Prerequisite Skills:	Recall responses to questions given within the last minute
Possible Modifications:	The BT introduces a problem in the story and the pals have to figure out a way to solve the problem within their additions to the story.

Activities



Activity: Generate a Thought	Client's view BT's screen as well as each other. BT presents a picture scene, and places/ draws a thought bubble above the person in the picture. Client 1 and Client 2 take turns generating thoughts that the character may be thinking. Repeat with new picture scene.
What the BT does:	The BT presents pictures that have been provided in advance by the BCBA.
What the clients do:	The clients should be providing statements that represent the possible perspective of the person in the picture.
Materials Needed:	Picture Scene Cards or Book, Blank Thought Bubble
Prerequisite Skills:	<ul style="list-style-type: none"> ● Able to identify pictures of emotions ● Able to describe what is happening in a picture
Possible Modifications:	Clients take turns performing an action using a household item, while peers generate what they may be thinking about. i.e. client 1 takes a pen and paper to draw something. Peers guess that client 2 may be thinking "Hmm.. how will I draw a picture of my father?"

Activity: How Do You See It?	The BT will share a picture of an optical illusion on the screen. Clients will write down what they see, then the BT will lead a discussion about perspectives.
What the BT does:	The BT presents an optical illusion on the screen. And says "Look at the picture on the screen. Think about what you see but don't say it. When I say 'go' you will have a minute to write what you see. BT allows clients to view the picture for a minute or so, and then says go, with clients each viewing only their own screen, they write down what they see. Then BT allows all clients to show their responses. Then BT leads a group discussion regarding how one picture can be seen in 2 or more different ways, comparable to people having various perspectives (thoughts, feelings, etc.) regarding the same situation.
What the clients do:	Clients look at the picture, then write down their response. Clients responds to questions posted by BT in discussion.
Materials Needed:	Pictures of optical illusions
Prerequisite Skills:	<ul style="list-style-type: none"> ● Able to write down what they see in an image succinctly
Possible Modifications:	Use a picture from a newspaper or storybook and have clients write what they think is happening in the image. Clients should then compare their responses and discuss differences in responses.

Activities



Activity: Profile	In this activity, each Pal draws a picture of themselves.
What the BT does:	The BT explains the activity and also draws a picture of himself/herself. The BT guides the discussion as necessary.
What the clients do:	Client 1 is selected to show the picture to his pal and the Behavior Technician. He picks it up and the Behavior Technician and Client 2 collectively notice 3 things about Client 1 that they gather from the picture, ex: has brown eyes/blonde hair/is wearing a sweater. Client 2 then shows his picture and the activity is repeated. The Behavior Tech can show her picture as well and repeat the activity.
Materials Needed:	Paper, crayons/markers, timer
Prerequisite Skills:	<ul style="list-style-type: none"> ● Independently complete a drawing task ● Describe features of pictures or objects
Possible Modifications:	<ul style="list-style-type: none"> ● Add a competitive factor: clients/the BT can make a tally in a client's designated section of the screen each time that client comments on a peer's picture. Count tallies at the end for a winner. ● Add a time factor: Set a timer during the commenting time. See how long it takes to come up with 3 details as a group. ● Change the amount of comments needed, for example from 3 to 5. ● Add a challenge: Instead of the group collectively coming up with three details, each client should come up with three.

Activity: Guess Who?	In this activity, each Pal will formulate clues about the other participants.
What the BT does:	The Behavior Technician acts as a participant in this activity (and should be 'it' first.) She begins by describing 2 physical attributes of a selected client. The clients use these attributes as clues to determine which peer is being referred to. The client that guesses correctly and takes a turn describing another participant. Repeat until all participants have had a turn to describe a peer.
What the clients do:	The clients should be formulating varied clues about their peer and the BT. The clients should also be making appropriate guesses based on the clues.
Materials Needed:	N/A
Prerequisite Skills:	<ul style="list-style-type: none"> ● Identify characteristics of other people ● Identify favorite activities/items of other people
Possible Modifications:	Once clients become more familiar with each other, this activity can be done with clients describing peers' preferences, likes, dislikes, family details, etc. in place of using attributes.

Activities



Activity: Compound Words	<p>In this activity, the BT and the Social Pals work together to create compound words.</p>
What the BT does:	<p>The BT starts by explaining that there are compound words/ words that are made up of two different ones. She will draw a picture of one 'part' (ex: cup for cupcake), and clients can copy it onto their own paper. They can then add the other 'part' that they think belongs there on their own papers. The Behavior Tech will give clients some time to draw, and then tell them to pick up their papers. The Behavior Tech will then moderate as the clients compare with their pal and discuss whether their pictures match; did they come up with the same 'whole', or did one of them add a different part that caused their picture to become a different 'whole', etc. The BT can discuss with clients whether this was the 'whole' she had in mind. The BT can then choose a client to draw another 'part' on the screen, and the activity is repeated until all participants have had a turn to initiate the activity.</p>
What the clients do:	<p>The clients should be copying the BTs drawing on their paper and then adding to it.</p>
Materials Needed:	<p>Paper, pencil, crayons</p>
Prerequisite Skills:	<ul style="list-style-type: none"> ● Independently complete a drawing task
Possible Modifications:	<p>Clients pick up their drawings as soon as they're done, or, instead of having clients draw it on their own, they can simply add to the Behavior Techs drawing as soon as they think of the other 'part'. Then, after the discussion is completed, the client who had added the 'part' is the one to initiate the next round.</p>

Activity: Draw Yourself	<p>In this activity, the clients will each create a drawing the represents something about themselves.</p>
What the BT does:	<p>The behavior technician will model how the activity works. The BT may draw a favorite food, a sport they enjoy playing, etc. The BT then holds up the picture and shares one or more sentences about it.</p>
What the clients do:	<p>The clients should each create their own drawings representing something about themselves. The clients will share their drawing and say one or more sentences about it. The clients should also ask questions to their Pal and respond to any questions from their Pal.</p>
Materials Needed:	<p>Paper, pencil, crayons</p>
Prerequisite Skills:	<ul style="list-style-type: none"> ● Independently complete a drawing task
Possible Modifications:	<ul style="list-style-type: none"> ● One client can select a topic for the drawings, and then both pals and the BT complete drawings based on that topic, (i.e., draw a place you've traveled to.) ● Everyone creates a drawing. Instead of sharing one to two sentences about their drawing, the peer and BT asks questions about the drawing or tries to guess what the drawing represents. The person who created the drawing responds to their statements and questions.

Activities



Activity: Freeze & Take Over	In this activity, the clients will act out various activities, attend to one another, and identify what their Pal is imitating.
What the BT does:	The behavior technician will send Client 1 a message telling them what to act out (i.e., playing baseball, grocery shopping, or taking a bath). Client 1 will quietly pretend to be completing that activity while Client 2 quietly watches. At some point, the BT will say "Freeze" and Client 1 will freeze mid-action. Client 2 will then copy the action, and when the BT says "continue" Client 2 will continue to act out the activity based on what they believe the activity was.
What the clients do:	The clients will pretend to complete activities, pay close attention to one another, and provide reinforcement for identifying the correct activity. For example, if the BT sends Client 1 a message that says "pretend you are playing baseball," Client 1 will stand up and get into a batter's stance, then pretend to swing a bat. He'll pretend to be upset that he missed the first pitch, then get in batter's stance once more and swing the bat again. The BT then says "Freeze." Client 1 freezes and then Client 2 imitates exactly Client 1's current position. The BT says "continue" and Client 2 might pretend he hit the ball and run towards a base, pretend to be another player catching the ball, or pretend to be upset for missing another pitch. Client 1 might say "You got it! I was playing baseball."
Materials Needed:	N/A
Prerequisite Skills:	<ul style="list-style-type: none"> ● Pretend play skills
Possible Modifications:	N/A

Activity: Show & Tell	In this activity, each client will select an object that they want to share with their pal.
What the BT does:	The behavior technician will introduce the activity and model how to do show and tell. The behavior technician will also provide prompting and reinforcement as necessary.
What the clients do:	The clients will each select an object to share. The clients will share 2 or more sentences about the object and respond to questions from their Pal. The clients will ask their Pal questions about their object.
Materials Needed:	Varies, objects found in each client's home.
Prerequisite Skills:	<ul style="list-style-type: none"> ● Responds to Wh- questions ● Ask Wh- questions
Possible Modifications:	Each Pal will select an object they see in the room of their Pal and ask questions about it. For example, Client 1 will see a trophy in the room of Client 2 and ask Client 1 to talk about it.

Activities



Activity: Introductions	In this activity, each Pal will learn how to introduce two people.
What the BT does:	The behavior technician will model how to introduce two people or show a video model of how to introduce two people. The behavior technician will provide prompting and reinforcement as necessary.
What the clients do:	Client 1 will bring a family member to the screen and provide an introduction (i.e., “This is my sister. Her name is Sarah. She is two years older than me and likes to ride her bike. This is my Pal Justin. He has two brothers and he likes to build with blocks.”) Client 2 will greet the introduced family member and ask a question. Then Client 2 will introduce one of his/her family members.
Materials Needed:	N/A
Prerequisite Skills:	<ul style="list-style-type: none"> ● Greetings ● Stating facts about the person
Possible Modifications:	Have the client introduce themselves to the family member. For example, Client 1 would say “This is my sister. Her name is Sarah.” Then Client 2 would say “Nice to meet you, Sarah. My name is...”

Activity: AD LIBS	In this activity, the Pals will have an opportunity to be silly together while building a story with the behavior technician.
What the BT does:	The behavior technician will tell a story, pausing every few sentences to allow the Pals to fill in words. The behavior technician will provide prompting and reinforcement as necessary. The goal is for the novel responses to be reinforced. For example, the behavior technician might say “Johnny is going on a long journey. Before goes, he puts essential items in his backpack, such as food, water, and....” Then Client 1 says “his pet goldfish.” The behavior technician continues the story with the new information the Pals have added.
What the clients do:	Clients pay attention to the story and recognize when the behavior technician is pausing for one of them to fill in the blank.
Materials Needed:	N/A
Prerequisite Skills:	<ul style="list-style-type: none"> ● Respond to listening comprehension questions about short stories
Possible Modifications:	

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The goals and teaching strategies in Social Pals are evidence-based. Below we have included all references along with a general summary of the key pieces of information from each article.

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Mordechai Meisels is the Founder and Chief Clinical Officer of Encore Support Services, a leading provider in special education and ABA therapy services. Under his leadership, Encore quickly expanded across state lines, servicing thousands of children in the Tri-State area. Mordechai's vast expertise in the behavioral health industry inspired him to fill a critical void with the founding of Hadran Academy, a high school for high functioning autistic youth. In true visionary form, Mordechai combined his background as an expert clinician and passion for technology with the creation of Chorus Software Solutions. As the Founder and CEO of Chorus, Mordechai is committed to creating innovative technology to empower care teams, increase operational efficiency, and ultimately impacting quality of care.

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