



Model Me

Therapy Services, Westlake, offers a social skills group based on the Model Me Kids® video-modeling program and Social Thinking®.

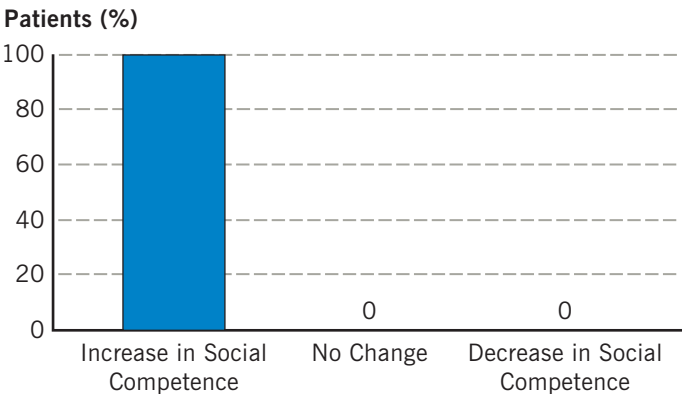
Model Me Kids produces video-modeling DVDs, software, and apps to support social skills training for children with autism, Asperger syndrome, pervasive developmental disorder not otherwise specified, nonverbal learning disorder, and other developmental delays. Model Me Kids videos demonstrate social skills by modeling peer behavior at school, on a play date, at a birthday party, on the playground, at a library, in a restaurant, and more. Real children model and narrate each skill. Goals of the approach include helping children learn to relate to others, work effectively as part of a team, and learn effectively as part of a group. Social Thinking is a language-based approach best utilized by people with solid language and intelligence, aged 4 through adulthood.

This social skills group takes place over 12 weeks. Specific skills are taught and addressed based on the age and need of each child. The group was run a total of 3 times. Pre- and postassessments were obtained using the Home & Community Social Behavior Scales (HCSBS). The HCSBS is a 64-item behavior rating scale designed for use in evaluating social competence and antisocial behavior in children and youth aged 5–18. HCSBS is a norm-referenced, standardized assessment developed for use by parents and other home-based raters.

The HCSBS includes two major scales consisting of 32 items each: Social Competence (Scale A) and Antisocial Behavior (Scale B). The Social Competence Scale includes items that describe positive social skills and traits that are characteristic of well-adjusted and socially skilled children and youth. The Antisocial Behavior Scale includes items that describe various socially related problem behaviors that may impede socialization, be destructive or harmful to others, and produce negative social outcomes.

This instrument was used to monitor and measure behavioral change and responsiveness during the course of the group. All the participants demonstrated an improvement in social competence. Seventy-one percent of participants demonstrated a decrease in antisocial behavior, 1 participant did not demonstrate any change, and 1 participant demonstrated an increase in antisocial behavior.

Social Competence (N = 9)



Antisocial Behavior (N = 9)

