

# SCORE SKILLS STRATEGY

## CHARACTERISTICS OVERVIEW CHART

Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input type="checkbox"/> Nonverbal	<input type="checkbox"/> PK	<input checked="" type="checkbox"/> Classic	<input type="checkbox"/> (Pre)Academic/Cognitive/Academic
<input type="checkbox"/> Mixed	<input checked="" type="checkbox"/> Elementary	<input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> Adaptive Behavior/Daily Living
<input checked="" type="checkbox"/> Verbal	<input checked="" type="checkbox"/> Middle/High	Functioning	<input checked="" type="checkbox"/> Behavior
			<input checked="" type="checkbox"/> Communication/Speech
			<input checked="" type="checkbox"/> Social/Emotional

## BRIEF INTRODUCTION

The SCORE skills strategy focuses on specific social skills that are important for developing social competence.

## DESCRIPTION

The SCORE skills strategy is a published social skills program. A SCORE skills videotape package with a guide book is also available for intervention training and implementation (Vernon, Schumaker, & Deshler, 2001). To date, little research has been conducted to validate the effectiveness of the program (Webb, Miller, Pierce, Strawser, & Jones, 2004).

SCORE represents five social skills: (a) share ideas, (b) compliment others, (c) offer help or encouragement, (d) recommend changes nicely, and (e) exercise self-control. Similar to a social skills group, the instructional program includes steps for each social skill, three body language expectations for each, and practice in role-playing or using games.

SCORE usually takes place in a cooperative small group with participation in the instructional program and practice of social skills in teaming situations, such as role-playing or games. Therefore, school settings or community environments are preferable locations for implementation. The atmosphere should be friendly, supportive, and encouraging.

Examples of SCORE Skills (Vernon et al., 1996; Webb et al., 2004)		
Social Skills	Step(s)	Body Language Expectations
Share ideas	Tell your idea.	Sound: pleasant Expression: pleasant Eye contact
Compliment others	Say something nice.	Sound: pleasant Expression: pleasant Eye contact
Offer help or encouragement	Ask if the person wants help. Give help. Offer encouragement.	Sound: pleasant Expression: pleasant Eye contact
Recommend changes nicely	Say what was good. Explain what could be changed. Make a suggestion.	Sound: pleasant Expression: pleasant Eye contact
Exercise self-control	Count to 5. Ask a question. Say “thanks” or “okay.”	Sound: pleasant Expression: pleasant Eye contact

## STEPS

The following instructional procedures may be used to teach the SCORE strategy (Webb, Miller, Pierce, Strawser, & Jones, 2004):

1. *Advance organizer.* Review the previously learned skills and prepare the learning objectives for the targeted skill.
2. *Introduction of the skill.* Explain the skill, give detailed information, and provide a rationale for the targeted skill.
3. *Discussion of the skill steps.* Explain and define the steps of the targeted skill.
4. *Modeling of the skill.* Perform the targeted skill using a precise, clear-cut model.
5. *Verbal practice.* Provide verbal rehearsal of the skill steps so that the students can memorize them at an automatic level.
6. *Role-playing practice.* Assign role-play activities with a cooperative small team or peer partners.

7. *Postorganizer.* Review the targeted skill and discuss assignments. Also identify the next targeted skills.
8. *Application activity.* Apply the SCORE skills in real-life situations.

## BRIEF EXAMPLE

Molly, Sandy, William, and Billy are third-grade students with high-functioning autism (AU). In order to improve their age-appropriate social skills, the teacher decided to use the SCORE skills strategy to enhance five targeted social skills. To do so, the students joined a cooperative small group in an after-school program for 30-40 minutes per week. The teacher also included two typically developing peers in the group.

Because the students had their own special interests and wanted to talk about these topics to the exclusion of others, the first week of SCORE instruction consisted of practicing the social skill of sharing ideas. The teacher started by reviewing principles that they knew, such as proper eye contact, focused attention, and staying on topic. Then the teacher introduced sharing ideas and provided an explanation of the importance of this skill. Next, the group identified the interests that they were going to share and listed the steps of sharing ideas. For practice, the teacher modeled the targeted social skill with the listed steps. After that, the group participated in a verbal rehearsal of the steps and memorized them. Next, the teacher created a scenario for them to practice the targeted social skill, such as pretending to eat in the cafeteria during lunch time. After the group activity, the small group reviewed and discussed the targeted skill and gave feedback to each other. The four third-grade students were able to apply this social skill during lunch time.

## TIPS FOR MODIFICATION

The instructional procedures used in SCORE are subject to change according to the dynamics of the group and participants' social skills. For instance, if the group needs more practice, the teacher could assign games that require the participation of two or more players for skill practice. It also improves generalization if peers are invited to join the group.

## SUMMARY

SCORE is a commercial social skills program focusing on five social skills: share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self-control. Instruction occurs in a cooperative small group with instruction and skill practice.

## RESEARCH TABLE

Number of Studies	Ages (year)	Sample Size	Area(s) Addressed	Outcome
1	12-17	10	Share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self-control	+

## STUDIES CITED IN RESEARCH TABLE

1. Webb, B. J., Miller, S. P., Pierce, T. B., Strawser, S., & Jones, W. P. (2004). Effects of social skill instruction for high-functioning adolescents with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 19*, 53-62.  
Ten adolescents with autism participated in a 10-week social skills program utilizing the SCORE skills strategy. Results showed significant gains in the five social skills targeted: sharing ideas, complimenting others, offering help or encouragement, recommending changes nicely, and exercising self-control.

## REFERENCES

- Vernon, D. S., Schumaker, J. B., & Deshler, D. D. (1996). *The SCORE skills: Social skills for cooperative groups*. Lawrence, KS: Edge Enterprises.
- Vernon, D. S., Schumaker, J. B., & Deshler, D. D. (2001). *The SCORE skills: Social skills for cooperative groups* [Motion picture]. Lawrence, KS: Edge Enterprises.
- Webb, B. J., Miller, S. P., Pierce, T. B., Strawser, S., & Jones, W. P. (2004). Effects of social skill instruction for high-functioning adolescents with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 19*, 53-62.

## RESOURCES AND MATERIALS

- Mize J., & Abell, E. (n.d.). *Encouraging social skills in young children: Tips teachers can share with parents*. Available at:

<http://www.nldontheweb.org/socialskills/encouraginginchildren.html>

This website discusses strategies to encourage communication between children and parents.