



Social Competence

OVERVIEW

Social development is a key area of focus for individuals with autism, presenting one of the most significant barriers to long-term success. Social competence refers to our students ability to navigate and be successful in interactions with adults and other students through their use of social skills. By supporting our students' social development we can promote better long term outcomes in their academic and occupational careers. Opportunities to work on social skills can and should be embedded into daily activities in the school building.



SUBDOMAINS

There are five subdomains in the Interfering Behaviors section of the APERS.

1. Arranging Opportunities
2. Teaching and Modeling
3. Puberty & Relationships (Middle/High School)
4. Social Skills Instruction
5. Peer Social Networks



WHAT DOES IT LOOK LIKE

- Frequent learning activities that promote student interactions
- Students with autism are included in field trips or have opportunities to take part in school plays
- Staff modeling appropriate social skills in their interactions with students and other adults
- Use of large group discussions during academic instruction
- Peer social networks are used to pair typically developing and students with autism together for learning and recreational activities in the school building.

CLASSROOM ACTIVITIES

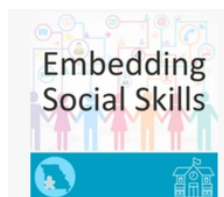
- Role-playing activities
 - Role-playing allows students to practice the skills that they are taught. Provide real-life scenarios to students and have them practice navigating the situation through use of social skills.
- Classroom Jobs
 - Jobs in the classroom allow students to practice real-life responsibility while potentially working on skills like money counting, managing time, leadership, and so on.
- Group work
 - Group work seems simple, but this is an effective practice to work on collaboration and team-work and promote socialization between students. Give students roles within the groups job such as scribe or time-keeper to practice responsibility.
- Board Games
 - Whether used for leisure or for learning activities, board games allow students to work together towards a shared goal, work on how to win or lose, and practice their problem solving.



REMINDERS

- It's important to let social interactions develop naturally. You can and should contrive situations for your students to interact and should provide prompts to students when needed, but you should not be directing the interactions.
- Like any behavioral or academic skills, students need multiple opportunities daily to practice using their social skills. Make sure that students are being given not only feedback on their use of social skills, but also consistent and immediate reinforcement.

ADDITIONAL RESOURCES



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SHEET



CASEL SOCIAL
COMPETENCE
FRAMEWORK



Indiana University Bloomington

SOCIAL SKILLS
RESOURCES FOR K-12



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