SMILE Intervention with Middle School Students

This study employed a multiple baseline design across five participants in middle school, two students in seventh grade with Emotional Behavioral Disorder and three students with Autism Spectrum Disorder. The study was conducted in two phases: assessment and intervention. The assessment phase incorporated results from the Social Skills Improvement System (SSIS) from teachers and students, ABC observations, student interviews, and teacher interviews. The intervention phase consisted of adult-mediated lessons, peer mentoring, and a prompting/fading procedure. From the assessment phase, social behaviors were targeted during adult-mediated lessons to address social deficits for the participants. Ten peer mentors were recruited to provide prompting every one-minute interval for 20 minutes during lunch to the participants in the study to facilitate social interaction with typically developing peers. Prompts were systematically faded to assess the acquisition of social skills in the participants.

 Results demonstrated increased social engagement for all participants in the study. Social validity ratings indicated that the teachers and paraprofessionals considered the intervention to be appropriate and effective. Implications for future research would be to expand the study to include generalization results through social media and other social tools.