



University of New Brunswick's College of Extended Learning  
is pleased to present

**Teaching Play and Social Skills**  
with Dr. Tom Zane and Dr. Mary Jane Weiss

Tuesday, March 20<sup>th</sup> and Wednesday, March 21<sup>st</sup>, 2012  
9:00am-5:00pm  
Sign in at 8:30am  
Ramada Hotel, Regina, SK

**Thomas Zane, Ph.D., BCBA-D**

Dr. Thomas Zane is Professor of Education and Director of the Applied Behavior Analysis Online program in The Institute for Behavioral Studies, Van Loan School of Graduate and Professional Studies, at Endicott College, Beverly, Massachusetts. Dr. Zane earned his Bachelor's and Master's degree in psychology at Western Michigan University and his doctorate in Applied Behavior Analysis at West Virginia University. He has served as a Post-Doctorate Research Associate at the University of Massachusetts, Professor at Mount Holyoke College, and Johns Hopkins University Department of Psychiatry. He is a licensed psychologist in New York and Massachusetts. Dr. Zane has published in various journals and books, presented at regional, national, and international conferences, and been an invited lecturer in Ireland and the Republic of China. His research interests include teacher training, staff development, and evidenced-based practice in autism.

**Mary Jane Weiss, Ph.D., BCBA-D**

Mary Jane Weiss received her Ph.D. in Clinical Psychology from Rutgers University in 1990. She became a Board Certified Behavior Analyst in 2000. She is an Associate Research Professor at Rutgers University, and she is the Director of Research and Training at the Douglass Developmental Disabilities Center at Rutgers University. Her clinical and research interests center on the identification of best practice ABA techniques, on evaluating the impact of ABA in learners with autism, and in maximizing family members' expertise and adaptation. She has written numerous articles and three books on autism, *Right from the start: Behavioral Intervention for young children with autism* (co-authored with Sandra Harris, 2007), *Reaching out, joining in: Teaching social skills to young children with autism* (co-authored with Sandra Harris, 2001), and *Sibling stories: Reflections on life with a brother or sister on the autism spectrum* (co-authored with Lynne Stern Feiges, 2004). She is also a regular presenter at regional, national, and international conferences on topics relevant to ABA and autism.

## **LEARNING OBJECTIVES**

1. Review the definition of ABA especially how it relates to the teaching of social skills.
2. Learn why it is harder to teach social skills. What do diagnostic criteria tell us about the difficulty of teaching social skills?
3. Learn how social skills have been taught within the context of ABA both historically and currently. Develop an understanding of several different ABA-based approaches to natural environment teaching of social skills: 1) incidental teaching, 2) pivotal response teaching, and 3) natural language paradigm
4. Learn why play is important in the development of social skills and what is social play and how does it develop?
5. Learn about common instructional emphases in play skill development
6. Learn about video modeling as a method for teaching social skills
7. Learn about joint imaginary play and play narration methods for teaching it
8. Learn about working with typical peers and guidelines for facilitating cooperative play
9. Learn about collecting data in natural environments
10. Review some of the critical issues in social skills such as Social Initiations, Social Responsiveness, Social Comprehension, Social Initiations, Commenting and Joint Attention
11. Participants will learn about the theory and data supporting social stories and learn about specific applications of this technique
12. Learn about how children use and understand idioms, slang, jokes and non verbal expressions in social interaction
13. Apply concepts to scenarios describing learners with certain characteristics
14. Identify commonly used strategies for recording progress in social and play skills, and the appropriate uses of them
15. Understand how to do latency, duration, interval measures of behavior
16. Identify how different instructional approaches within ABA can be used in combination to best address social deficits