# Social Skills Training CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: http://afirm.fpg.unc.edu/learn-afirm

Below are CEC Standards that apply specifically to Social Skills Training (SST) module.

| Standard | Description |
|---|---|
| **Initial Preparation Standard 1: Learner Development and Individual Learning Differences** | |
| ISCI 1  K11 | Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development |
| DDA1  K5 | Speech, language, and communication of individuals with developmental disabilities/autism spectrum disorders |
| **Initial Preparation Standard 2: Learning Environments** | |
| ISCI 2  K5 | Social skills needed for educational and other environments |
| ISCI 2  S2 | Identify realistic expectations for personal and social behavior in various settings |
| ISCI 2  S3 | Identify supports needed for integration into various program placements |
| ISCI 2  S7 | Establish and maintain rapport with individuals with and without exceptionalities |
| DDA2.S3 | Use specialized instruction to enhance social participation across environments |
| **Initial Preparation Standard 3: Curricular Content Knowledge** | |
| ISCI 3  S2 | Integrate affective, social, and life skills with academic curricula |
| DDA3  S1 | Provide pragmatic language instruction that facilitates social skills |
| DDA3  S2 | Provide individuals with developmental disabilities/autism spectrum disorders strategies to avoid and repair miscommunications |
| DDA3  S5 | Use specialized instruction to enhance social participation across environments |
| **Initial Preparation Standard 5: Instructional Planning Strategies** | |
| ISCI 5  S13 | Use strategies to facilitate integration into various settings |
| DDA5  S2 | Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders |
| DDA5  S12 | Utilize student strengths to reinforce and maintain social skills |
| DDA5  S15 | Use specialized instruction to enhance social participation across environments |

| Standard | Description |
|----------|-------------|
| **Advanced Preparation Standard 3: Programs, Services, and Outcomes** | |
| SEDAS3.S5 | Implement instructional strategies that promote the generalization of skills across domains and settings |
| SEDAS3.S7 | Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders |
| SEDAS3.S8 | Provide varied instruction and opportunity to learn play and leisure skills |
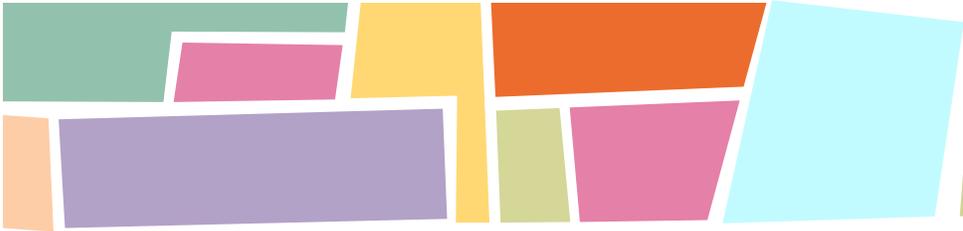
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