Addressing the Core Deficits of Autism Spectrum Disorder in the Classroom:
Evidence-Based Strategies for Teaching Social-Emotional Skills to Students with ASD

Professional Development and Parent Seminar
Part One
2016-2017
Tools for Making an Impact....

• Today we will....
  – Highlight research
  – Discuss instructional practices
  – Describe key social skill areas
  – Offer resources
Overview

• In the morning......
  – In depth on foundational social skills
  – Overview of assessment/curriculum tools
  – Highlight several instructional strategies

• In the afternoon......
  – Peer mediated interventions
  – Model social skills intervention
Aren’t Academics Enough? Why do we need to teach social/emotional skills?

Research shows…

• Social-emotional competence & academic achievement interwoven (Zins & Elias, 1997)
• Instruction in both areas maximize student potential (Zins & Elias, 1997)
What is Social-Emotional Learning?

• Process of acquiring and affectively applying the knowledge, attitudes, and skills necessary to:
  – Recognize and manage emotions
  – Develop caring and concern for others
  – Make responsible decisions
  – Establish positive relationships
  – Handle challenging situations capably
## Impact of SEL

### Impacted by Social-Emotional Learning?

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<td>How and what we learn</td>
<td>YES</td>
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<td>Provide foundation for lifelong learning</td>
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<td>Positive effect on academic performance</td>
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<td>Benefits to physical health</td>
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<td>Reduces risk of maladjustment</td>
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<td>Reduces risk of substance abuse</td>
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<td>Reduces risk of unhappiness</td>
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<td>Improves citizenship</td>
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<td>Essential for lifelong success</td>
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5 Key Components of Effective SEL

- Self-awareness
- Social awareness
- Responsible decision-making
- Self-management
- Relationship skills

(CASEL, 2003)
Legislative and Regulatory Support for SEL

• Nationally
  – Every Student Succeeds Act (ESSA) 12/2015
  – H.R. 497 “Supporting Social & Emotional Learning Act (introduced)
  – H.R. 850 “Academic, Social, and Emotional Learning Act of 2015” (introduced)
  – S. 897 “Jesse Lewis Empowering Educators Act” (introduced)

CASEL, 2003
What about NYS?

• Statewide survey data 2008: schools tend to be reactive rather than preventative

• Developed Educating the Whole Child Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning
  – 10-Point Guidelines
Outcomes Associated with SEL

SEL Approaches
- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
  - Teacher Instructional Practices

SEL Skill Acquisition
- Five Competence Areas

Improved Attitudes About Self, Others, School

Positive Social Behavior
Fewer Conduct Problems
Less Emotional Distress
Academic Success

CASEL, 2004
Social Emotional Learning & Students with ASD
Autism Spectrum Disorder in the DSM-5

Characterized by deficits in 2 core domains:

1. Deficits in social communication and social interaction.
2. Restricted patterns of behavior, interests, and activities.
Diagnostic Criteria A

Persistent deficits in social communication and social interaction across contexts as manifested by the following, currently or by history:

• Deficits in social-emotional reciprocity
• Deficits in nonverbal communicative behaviors used for social interaction
• Deficits in developing, maintaining, and understanding relationships
Social Challenges in ASD

- Poor social communication
- One-sided conversations
- Difficulty providing relevant information
- Make unexpected leaps in topics
- Pedantic style of speaking
- Poor speech prosody
- Difficulty interpreting verbal and nonverbal social cues
- Poor social motivation
- Poor social cognition

SEL Elements vs. ASD Deficits

- Self-awareness
- Social awareness
- Responsible decision-making
- Self-management
- Relationship skills

- Difficulty recognizing emotional states
- Difficulty with insight
- Misses social cues
- Difficulty with abstract communication
- Difficulty seeing cause/effect
- Difficulty predicting
- Difficulty with emotional regulation
- Difficulty with social reciprocity
Simply stated…

“For students with ASD, social awareness and understanding do not come naturally. As students progress in school, they are expected to navigate a variety of social situations that required more complicated social skills.” (Myles, 2005)

“As a result, students with ASD may require targeted social skills instruction to facilitate the development of positive social and emotional skills”. (Sansoti, et al. 2010, Myles, 2005)
Most Elusive Targets to Teach

- Limited intrinsic interest
- Little social initiation
- Reduced social responsiveness
- Multi-element complex skills
- Element of judgement
- Endless possibilities that exist in the natural world

Gerhardt & Crimmins, 2013; Weiss, 2013
History of our understanding

Pervasive lack of responsiveness to other people
The “Boom” in Research…

1940 - 1989
1990 - 2015

Books
Scientific Papers/Peer-Reviewed Articles

0 5000 10000 15000 20000 25000 30000 35000 40000 45000

495 4,577 5,875 39822

495
4,577
5,875
39822
Current Understanding

“Deficits in social-emotional-reciprocity”

- Range
- Types of behaviors specified
  - approach
  - back & forth
  - sharing of interests
  - emotions & affect
  - Responding to others
  - Initiating
  - conversation
- Severity levels
Foundational Skill: Joint Attention

• One of the most sensitive behavioral markers for identification of ASD

Mundy (2016)
Joint Attention

Gillespie-Lynch K. 2013 OA
Joint Attention Defined…

• Involves the coordinated attention between a social partner and an object or event in the environment.

• Allows people to share information, emotion, or meaning about an event.

Taylor and Hoch, 2008
Bruner 1975
Mundy, Sigman, & Kasari 1994
Joint Attention in Infancy

(a) 6th month  (b) 12th month  (c) 18th month
"Involves attending to both self and others in conjunction with spatial, temporal, or symbolic processing about a 3rd entity."

Mundy 2016
Bids for Joint Attention

- Responding
- Initiating

*Note: critical role of attending & shifting of attention
Responding to Bids: ASD vs. Typical

Fig. 2. Mean composite scores for children with autism (striped bars) and typically developing children (solid bars) by age group.

MacDonald et al. 2006
Initiating Bids: ASD vs. Typical

Fig. 4. Percent of children demonstrating gaze shifts (light striped bars), gestures (dark shaded bars), or verbalizations (solid bars) to initiate joint attention, for children with autism (left portion of graph) and typically developing children (right portion of graph) by age group.

MacDonald et al. 2006
Initiating Bids: gaze shift by participant

MacDonald et al. 2006
A Broader Understanding of Joint Attention

- **Initiating** behavior (self-generated)
- Attention control
- Perceiving and responding to others
- Involves attending to both self and others in conjunction with spatial, temporal, or symbolic processing about a 3rd entity
- Two minds try to know a common referent

Mundy (2016)
Joint Attention
Joint Attention’s Lifelong Role

DEVELOPMENTAL TRAJECTORIES

KELLY DUNLAP, PSY.S STEPHANIE DYER, ED.S. EDUCATION-BASED EVALUATIONS FOR ASD (2015)
Joint Attention’s Critical Role

• Learning — referencing, modeling & imitating
• Cognitive Development
• Social/Emotional Development
• Language development
• Reciprocity & play & cooperation
• “Necessary for children to benefit from systematic or incidental instruction”

Mundy (2016)
Research Early 2000’s

• Increases in child showing, pointing, & sharing
• Significant language gains
• Significant increases in responding to bids
• Improvements in initiating (verbally and nonverbally)

Take Away = Environmental events and social contingencies can be manipulated to promote joint attention.

Kasari et al. 2001
Whalen & Schreibman 2003
Direct Teaching Joint Attention (con’t)

Highlights from several studies (Kasari et al)

- Interventions for minimally verbal children
- Pre-k district wide implementation
- Increasing responsiveness in parent/child interactions
- Positive learning trajectories
Assessing Joint Attention

- Standardized Testing (parts only)
- Observations
- Criterion Based Tools
  - Do Watch Say Listen
  - Social Skills Solutions
  - Others
What Can I Do?

• Teach array of joint attention skills using prompting (ex: time delay, gesture, verbal, visual)
• Use reinforcement in the teaching episodes
• Incorporate student choice in activities
• Interspersing easier/known tasks
• Acknowledging attempts and approximations
• Use highly motivating activities
• Practice turn taking & sharing control (materials and interactions)

Whalen & Schreibman 2003
White et al. 2011
Early Skills

• Teach the child to give you objects (for your help)
• Teach the child to show you objects
• Teach the child to follow a point
• Teach the child how to point to request objects and to share experiences

Rogers & Dawson 2010
Responding to Bids: greater detail

1. Object placed in child’s hand
2. Object tapped in front of child
3. Object shown (in view/front) of child
4. Make eye contact to gain access (then add #1-3)
5. Following adult’s point to object in the room
6. Following adult gazed to another object in the room

Whalen & Schreibman, 2003
Collateral Positive Effects

Whalen, Schreibman, Ingersoll (2006)
Taylor & Hoch, 2008
Teaching Child To Initiate Bids

Objects Used

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>toy hanging from ceiling</td>
<td>scary mask</td>
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<tr>
<td>stuffed animal wearing a wig</td>
<td>spilled liquid</td>
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<tr>
<td>oversized balloon</td>
<td>upside down bike</td>
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</tbody>
</table>

Uh-oh!  Look!  Wow!  That's Silly!  Oh – No!
Creating Opportunities

• Sample scenarios
  – Setting it up – example bid ideas
  – Cues & Teaching
    • Prompts/fading (time delay, gestures, text, etc.)
  – Reinforcement

• In Conjunction with other skills (embed)
  – interactive play, reciprocity, gestures, imitation

Quill, 2000; McKinnon & Krempa, 2002
## Skill Groupings – Joint Attention & Attending

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Looks</strong></td>
<td>Looks When name called/comes when called</td>
<td>Orient toward person when speaking/listening</td>
<td>Can repeat and perform 4-5 step directions</td>
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<tr>
<td></td>
<td><strong>Turns and orient toward person when making requests</strong></td>
<td>Listens quietly when appropriate</td>
<td>Can listen and take notes</td>
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<tr>
<td><strong>Follows eye gaze, point or gesture by others</strong></td>
<td><strong>Looks/orients/responds to object presented</strong></td>
<td>Repeats back 2-3 steps and completes action</td>
<td>Follows and completes large group instruction (whole class)</td>
</tr>
<tr>
<td><strong>Looks/orients when listening to others</strong> (shifts body/gaze every few sec.)</td>
<td><strong>Follows eye gaze, point or gesture by others</strong></td>
<td>Can sit and listen to group stories</td>
<td>Notices and gets the attention of others when necessary</td>
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<td>Imitates 1-2 motor tasks</td>
<td>Points to objects to share</td>
<td>Uses gestures to communicate</td>
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<td>Sits and attends to simple tasks (ex 10 min)</td>
<td>Follows other’s eye gaze to objects</td>
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<td>Sits quietly in circle</td>
<td>Follows basic non-verbal commands (ex: stop, open arms, finger shake, “no”, point-look)</td>
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<td></td>
<td>Imitates hand movements in circle</td>
<td>Knows place and stays in line</td>
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<td>Calls out in unison</td>
<td>Walks in pace with others</td>
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<td></td>
<td>Follows basic 1,2 step auditory directions (directed at group)</td>
<td>Can look and judge if ok to start by others body language/eye gaze/social reference</td>
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<td></td>
<td>Sits next to peers</td>
<td>Follows instructions to get items/supplies</td>
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<td></td>
<td>Passes items to peers</td>
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<td></td>
<td>Gains appropriate attention of others</td>
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**Social Skills Solutions**
McKinnon & Krempa (2002)
Joint Attention as a collateral effects of other interventions

• Peers Taught Skills to Increase Interactions
• Students with ASD taught imitation skills
• Incorporating the child’s favorite themes as motivation into games (with siblings)

Pierce & Schreibman 1995
Ingersoll and Schreibman 2006
Baker 2000
Foundational Skill: Social Reciprocity

Social + Reciprocity
Increasing Social Attention & Motivation

Teaching Goal: Being Social is Fun!

Look for:
- attending
- approach
- engagement
- positive affect

Be more fun.

Play!
What Motivates This Child?

Finding items of interest
• Observe
• Try out
• Preference Assessments
Linking Motivators to Social Interactions

• Create a positive working relationship (happens over a period of time)
  • Highly preferred object/activities → Positive social components

**Key is TIMING:** Introduce social component “just before” preferred motivator
**CHANGE VALUE BY BEING PAIRED**

<table>
<thead>
<tr>
<th>Social Reinforcement</th>
<th>Other types of reinforce (examples)</th>
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<tbody>
<tr>
<td>Vocal Intonations</td>
<td>Favorite games/Technology</td>
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<td>Praise</td>
<td>Sticker/Token/Check mark</td>
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<td>Facial Expression</td>
<td>Special Interests</td>
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Use Age appropriate choices, individualized to the child
Evaluate yourself often: using child approach as indicator(s)

Partington 2014
Reciprocity

• Mutual exchange, back and forth; giving or done in return.
  • In play
  • in imitation
  • In turn-taking
  • In greetings
  • In conversation
  • In friendship

Weiss & Harris 2001
Rogers, Dawson, & Vismara 2012
Increasing Social Reciprocity

- Improve imitation
- Improve turn-taking
- Shape and direct teach reciprocal skills

Some Tools:
- Routines
- Scripts
- Visual supports
Imitation

• Ways to imitate (a broad class of skill)
  – Vocal qualities, gestures, actions, verbalizations
  – Matching speed
  – With or without objects/materials
  – Sequences
  – From a distance

• Who can be a model?
  – Adults, peers, videos

Partington 2014
Joint Action Routines

• Elements:
  – repeat a few times p/wk for 2-4 weeks
  – Unifying motivating themes
  – Joint focus and interaction
  – Clear beginning and end (signal)
  – Limited number of roles and/or Exchangeable roles
  – Logical, non-arbitrary sequences
  – Turn taking
  – Repetition
  – Variations
Reciprocity Beyond Students with ASD

Volume 18 Fall 1985
Journal of Applied Behavior Analysis
3 typically developing kindergartners taught basic pro-social behaviors

Volume 19 Spring 1986
Journal of Applied Behavior Analysis
4 typically developing preschoolers either
To initiate interaction with 1 of 3 autistic preschoolers
To respond to the interaction that the autistic preschooler initiated

Volume 21 Summer 1988
Journal of Applied Behavior Analysis
3 autistic kindergartners initiate pro-social physical interaction
6 typically developing kindergartners; only half pro-social training
## Making Plans & Teaching Skills

### Social Skills

<table>
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<tr>
<th>Social Skill</th>
<th>Student</th>
<th>Ready Share</th>
<th>Date Week of</th>
<th>November 10</th>
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<th>Where To Teach</th>
<th>classroom</th>
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<th>lunch room</th>
<th>office</th>
<th>classroom</th>
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<th>Why Will Teach</th>
<th>Ms. Matthews</th>
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<th>How To Teach</th>
<th>Explanation</th>
<th>Demonstration</th>
<th>Teacher Modeling</th>
<th>Peer Modeling</th>
<th>Prompt/Cues</th>
<th>Guided Practice</th>
<th>Independent Practice</th>
<th>Other</th>
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<tr>
<th>Homework</th>
<th>practice with parents at home</th>
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*Practice to record times she gets people over the weekend.*
Reciprocal Greetings
McConnell & Ryser 2007

GROUP III: FRIENDSHIP-MAKING SKILLS

Skill 13: Greeting Others

STEPS
1. Smile.

2. Say, "Hi, _____________."
   Encourage children to use the person’s
   name if they know it.

3. Walk on.
   This step should be used if the children
   are supposed to be following along with
   the group or if they don’t know the per-
   son well. The children may wish to begin
   a conversation if the person is a friend
   and if it is an OK time to have a conversa-
   tion.
Reciprocal Play

Playing with Blocks

- What are you building?
- I am making a city.
- Wow, it's cool.
- Thanks.
- Can I play too?
- Sure, here: Make a tower.
Social Scripts

• Help support social interactions
  – Learn functional scripts ("I like ___")
  – Talking about activities (play)
  – Initiating conversation
  – Talk books

McClannahan
Script Example

McConnell & Ryser, 2000
Perspective Taking
Definition

The capacity to understand an experience from another person’s point of view

Silent Film
Importance

• To build relationships
• To sustain friendships
• To comfortably navigate the mainstream social world
Theory of Mind

Factors Influencing Performance

– passage of time/memory
– phrasing of questions ("when", "before")
– language ability
– conversational fluency
– similarities between child’s home and the test conditions
– parent’s language and use of mental state utterances “I think it’s a cat” and use of variety of emotion terms “happy” etc.
Can these skills be taught?

✓ YES –false belief test success

✓ YES –perspective taking (broader category)
Development of Perspective Taking

Beginning in infancy.....
Adopting Another’s Point of View

“requires coordinating among language skills, abstract thought, social understanding, as well as a capacity to respond to others with compassion.”

• Break it down: teach in small increments

Weiss & Harris, 2001
Main Challenges

1. Understand that perception is relative
2. Understand that the context of the event is important
3. Learn pro-social skills (for expression & responding to others)

Weiss & Harris, 2001
Pre-requisites

Language Skills
- Receptive/Expressive Identification of emotions
- Yes/no
- I/you discrimination
- “Wh” question discrimination (incl “why”)
- Reciprocity

Social Skills
- Identification of emotions in simple stories
- Identification of emotions in self and others in context
- Social responses (ex: saying “Bless you”)
- Some awareness of real versus pretend
Fundamental Level

Others don’t see things exactly as you do

• Field of Vision Program
• Pretending
• Perception vs non-perception

Weiss & Harris (2001).
Topics in Autism: Reaching Out, Joining In
Intermediate Level Skills

- **Appearance vs reality** (yellow block & lunch box)
- **Lining up** (the bell rings)
- **Non-logical placement** (my silly box)
- **Utility of eye gaze**
  (https://www.youtube.com/watch?v=k1s4wNH4KcU)
Advanced Level Skills

- **Differential experience**
  - answer varies based on experience

- **Differential knowledge**
  - answer varies based on knowledge

- **Perspective taking game** (False belief tasks)

- **Play “What’s wrong”?**
  - Helps child recognize common social errors
Extensions

Recognizing false information
Truths vs. lies
Empathy & compassion
  – Apologizing (physical, then non-physical)
  – Expressing concern for others (now & later)
And finally.....

**Teaching pro-social Skills**

### Elementary

**Classroom Survival Skills**

1. Listening
2. Asking for Help
3. Saying Thank You
4. Bringing Materials to Class
5. Following Instructions
6. Completing Assignments
7. Contributing to Discussions
8. Offering Help to an Adult
9. Asking a Question
10. Ignoring Distractions
11. Making Corrections
12. Deciding on Something to Do
13. Setting a Goal

**Friendship-Making Skills**

14. Introducing Yourself
15. Beginning a Conversation
16. Ending a Conversation
17. Joining In
18. Playing a Game
19. Asking a Favor
20. Offering Help to a Classmate
21. Giving a Compliment
22. Accepting a Compliment
23. Suggesting an Activity
24. Sharing
25. Apologizing

### Skills for Dealing with Feelings

1. Knowing Your Feelings
2. Expressing Your Feelings
3. Recognizing Another's Feelings
4. Showing Understanding of Another's Feelings
5. Expressing Conflict for Another
6. Dealing with Your Anger
7. Dealing with Another's Anger
8. Expressing Affection
9. Dealing with Fear
10. Dealing With Stress

### Skill Alternatives to Aggression

11. Using Self-Control
12. Asking Permission
13. Accepting to Teach
14. Avoiding Trouble
15. Staying Out of Fights
16. Problem Solving
17. Accepting Consequences
18. Dealing with an Accusation
19. Negotiating

### Dealing with Stress

20. Dealing with Boredom
21. Deciding What Caused a Problem
22. Making a Complaint
23. Answering a Complaint
24. Dealing with Loss
25. Being a Good Sport
26. Dealing with Being Left Out
27. Dealing with Embarrassment
28. Reacting to Failure
29. Accepting No
30. Saying No
31. Relaxing
32. Dealing with Group Pressure
33. Dealing with Wanting Something That Isn't Yours
34. Expressing a Decision
35. Being Honest
Social Rules

- Identifying the rule
  - Review rules prior to the start of a task
  - Create rule cards to serve as a visual reminder
- Identifying rule violations (visual supports help)
  - Link rules to previously established token economies or classroom management system
Using visual supports

McConnell & Ryser 2007
Problem Solve with I Think, You Think

The Problem
- Softened Graham Crackers

I Think
- He doesn’t want them, I’ll take them.

You Think
- He took my graham crackers.

The Solution
- I was first, you share some.
Scripts

Social songs for young children

To the tune
“Row, Row, Row Your Boat”
Wait, wait, wait your turn,
It is coming soon,
First his turn, then her turn,
Then we’ll get to you.

Social flow chart

Would you like to play?

No
Okay, see you later.

Yes
What would you like to play?
Social Narrative

Describe social situations
• Includes social stories and power cards
• for step by step guide & development worksheets
• Ideally, read prior to identified situation
Social Stories

Jeff Rides the Bus to School

Field Trip to the Aquarium
Image Credit: Creative Commons

Sharing means to use things together.
Social Stories (con’t)

• Gather information about the id social situation
• Use proper ratio of describing sentences and directive sentences
• Elementary General Education: Ms. Barnes "When working in groups, Oliver had a hard time keeping his hands to himself."
Power Cards

• Identify learner’s special interest
• 2 parts:
  – a brief story scenario
  – A power card
    • A small card with rules outlining behavior
    • Uses pictures of learner’s special interest
Power Cards

• Ex 1: Elementary school example of power card from AFIRM (sharks)
• Ex 2:

Power Card
1. Louis Armstrong always took good care of his trumpet so that it would sound in tune.
2. When I am done playing my trumpet, I may be in a hurry, but I will carefully lay my trumpet on my chair or put it away in my case.
3. When I take care of my trumpet, it will sound in tune.
Socio-Behavioral Displays

- Similar to classroom display of rules/social expectations
- Main function is clarify rules and desired social behaviors
- Putting rules in visual form

Quill (2000)
Other Strategies

• Social Encyclopedia
• Autopsies
• Journaling
• Comic Strips
Mapping

• Visual support
• Helps children understand expectations
• Identifying choices and associated consequences
• Used after FBA to help visually show alternative/replacement behaviors

• 4 types:
  – Consequence maps
  – Complex behavior maps
  – Language maps
  – Problem solving maps

Buie (2013)
Mapping: Dealing with Feelings

LAURENT’S GOOD CHOICES

Jump   Hit beanbag   Mad basket   Good job, Laurent!

LAURENT GETS MAD!

Laurent hits   No keys   No airplane
Complex Map: Dealing with Feelings

When I feel angry:
- No free time
- Write letter of apology if you hit someone
- No free time
- Physical aggression toward others
- Push, shove, hit or kick
- Destruction of property that belongs to someone else
- No free time
- Fidget object
- Hands rubbed
- Return to work
  1. Classroom
  2. Mrs. Buie's room
  3. Recovery room
- Get 10 min. of free time and win 1 point in "Keeping Your Cool" game
- Talk to a friend
- Ask for a break in Mrs. Buie's room or recovery room
- Talk to a friend
- Get 10 min. of free time and win 1 point in "Keeping Your Cool" game
- Mrs. Buie's room
- Recovery room
- Return to work
  1. Classroom
  2. Mrs. Buie's room
  3. Recovery room
Review

• Child has several of the foundational social skills (joint attention, reciprocity, beginning perspective taking, imitation skills)

• Begun to move forward to direct teaching of social skills
Find A Guide
Evidenced Based Strategies

- Behavioral intervention methods
- Modeling (in vivo & video)
- Naturalistic Teaching Strategies
- Pivotal Response Training
- Parent Training Package
- Peer Training Package
- Scripting
- Social Skills Package
- Story-based Intervention
- Self-management
In the Afternoon

• We will highlight other teaching strategies such as role playing
• We will focus on relationship building
• incorporating peers into the teaching and learning opportunities related to social skills.
Top 10 Social Skills for School

- Listen to others
- Follows directions
- Follows classroom rules
- Ignores peer distractions
- Asks for help
- Take turns in conversation
- Cooperates with others
- Controls temper in conflict situations
- Acts responsibly with others
- Shows kindness to others
New York State Regional Centers for Autism Spectrum Disorders

http://www.albany.edu/autism/nysrcasd.php

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http://www.whhd.org/page.aspx?pid=894#U3uQMSP_JZ

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Summit Educational Resources
150 Stahl Road • Getzville, NY 14068
Phone: 716-629-3445
www.summitautismcenter.org
CARD Albany is now on Facebook
www.facebook.com/cardalbany

Required Coursework for Special Education Professionals now online – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/nysed_autism_training.php

LMSW Continuing Education Online Course – “Responding to the Needs of Students with ASD”
http://www.albany.edu/autism/social_work_cpe.php

Online Distance Learning Training
http://www.albany.edu/autism/33452.php
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