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....
  – Describe key social skill areas
    • AM = foundational skills
    • PM = Peer mediated & model interventions
  – Highlight research
  – Discuss instructional practices
  – Offer resources
Aren't Academics Enough?

Why teach social/emotional skills?

Research shows…

• Social-emotional competence & academic achievement interwoven  (Zins & Elias, 1997)
What is Social-Emotional Learning?

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

• Today we will....
  – Highlight research
  – Discuss instructional practices
  – Describe key social skill areas
  – Offer resources
## Impact of SEL

<table>
<thead>
<tr>
<th>Impacted by Social-Emotional Learning?</th>
<th>YES OR NO</th>
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<tbody>
<tr>
<td>How and what we learn</td>
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<tr>
<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>Demanded by employers</td>
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<td>Reduces risk of maladjustment</td>
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<td>Reduces risk of failed relationships</td>
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<td>Reduces risk of interpersonal violence</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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<tr>
<td>Essential for lifelong success</td>
<td>YES</td>
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</tbody>
</table>
5 Key Components of Effective SEL

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

(CASEL, 2003)
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.
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
  - Difficulty recognizing emotional states
  - Difficulty with insight
  - Misses social cues

- Social awareness
  - Difficulty with abstract communication

- Responsible decision-making
  - Difficulty seeing cause/effect
  - Difficulty predicting

- Self-management
  - Difficulty with emotional regulation

- Relationship skills
  - Difficulty with social reciprocity
Most Elusive Targets to Teach

• Multi-element complex skills
• Element of judgement
• Endless possibilities that exist in the natural world

Gerhardt & Crimmins, 2013; Weiss, 2013
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
Building A Foundation

joint attention
Foundational Skill: Joint Attention

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

Mundy (2016)
Joint Attention

Sharing attention
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 – a social interaction
Joint Attention in Infancy

(a) 6th month  (b) 12th month  (c) 18th month

Eilan et al. 2005
DEVELOPMENTAL TRAJECTORIES

Normal
birth

ASD

Experts on people

Experts on things

KELLY DUNLAP, PSY.S STEPHANIE DYER, ED.S. EDUCATION-BASED EVALUATIONS FOR ASD (2015)
Changing the trajectory

Evidenced Based Practices
What evidence is there?
What works?
For what ages?
<table>
<thead>
<tr>
<th>EBP - Evidence-based Practice</th>
<th>Social</th>
<th>Communication</th>
<th>Joint Attention</th>
<th>Behavior</th>
<th>School-Readiness</th>
<th>Play</th>
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Wong et al. 2014
Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder
National Professional Development Center
A Common Referent

“Involves attending to both self and others in conjunction with spatial, temporal, or symbolic processing about a 3rd entity.” Mundy 2016
Joint Attention
A Broader Understanding of Joint Attention

- Initiating behavior (self-generated)
- Responding to others
- Attention control (incl. shifting)
- Perceiving and sharing experiences
Joint Attention’s Lifelong Role

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

MacDonald et al. 2006
Assessment in School Setting

• Standardized Testing (parts only)
• Observations
  – Point, gesture, eye gaze, look back, and/or verbalize to share attention
• Interviews/Checklists/Criterion Based Tools
  – Do Watch Say Listen
  – Social Skills Solutions
  – Asperger Syndrome: A Practical Guide for Teachers
### Social Interaction

| Ability to use gesture, body posture, facial expression and eye-to-eye gaze in a 1:1 situation. |
| Ability to use gesture, body posture, facial expression and eye-to-eye gaze during group interaction. |
| Ability to follow social cues during 1:1 with adults. |
| Ability to follow social cues during 1:1 with other children. |
| Ability to follow social cues during group interaction. |
| Ability to share an activity with an adult. |
| Ability to share an activity with other children. |
| Ability to develop friendships. |
| Ability to seek comfort or affection when upset. |
| Ability to offer comfort or affection to others. |
| Ability to share in others' enjoyment or pleasure. |
| Ability to show different responses to different people in different situations. |
| Ability to respond appropriately to social praise. |
| Ability to accept criticism. |

**Comments and specific details:**
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
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
Video Example

Follow my eyes
Collateral Positive Effects

![Graph showing changes in spontaneous speech, social initiations, positive affect, and imitation during baseline, post-treatment, and 3-month follow-up.](image)

Average of typical children | Baseline average of target children | Post-treatment average of target children | Follow-up average of target children

- Spontaneous speech
- Social initiations
- Positive affect
- Imitation

Percent of intervals engaged in behavior

Whalen, Schreibman, Ingersoll (2006)
Skills To Build Upon

• 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
Taylor & Hoch, 2008
Teaching Child To Initiate Bids

Objects Used

<table>
<thead>
<tr>
<th>toy hanging from ceiling</th>
<th>scary mask</th>
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</thead>
<tbody>
<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>

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

social reciprocity

social reciprocity

joint attention
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
- Interviews
- Inventory
- Preference Assessments
Preference Assessments

Categories Commonly Included
- Consumable items such as food and drinks
- Tangible items such as various toys and materials
- Activities that involve movement
- Games
- Electronic media such as TV, computer
- Various forms of social interaction
- Music
- Preferred dramatic themes and characters
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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<tr>
<td>Vocal Intonations</td>
<td>Favorite games/Technology</td>
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<tr>
<td>Praise</td>
<td>Sticker/Token/Check mark</td>
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<tr>
<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
Learning Characteristic Considerations

• Individualized to student
  – “Best” Modality
  – Language’s Role
  – Organization
  – Motivation
Evidence Base

• National Standards Project

• National Professional Development Center
  AFIRM  http://autismpdc.fpg.unc.edu/
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 directly teach reciprocal skills
Value of Imitation

Learn to Imitate.....Imitate to Learn

“a cusp behavior”

**Required** in order to learn from peer models
Imitation

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

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

Partington 2014

Go Noodle
Obstacle Course
Imitation & Turn Taking
(with activity schedule as visual support)

McClannahan & Krantz 2010
Reciprocity Between Students

**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
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 person 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 conversation.
Making Plans & Teaching Skills

GROUP III: FRIENDSHIP-MAKING SKILLS

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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

What's your favorite ________?
- TV show
- dessert
- game
- animal

What is the name of ________?
- your best friend
- the city you live in
- your teacher at school
- the school you go to

McConnell & Ryser, 2000
Perspective Taking
Definition

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

my funny (Charlie Chaplin style) silent movie!!!!!!!
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…..
Toddlers...
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

Weiss & Harris (2001). Topics in Autism: Reaching Out, Joining In
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)
Non-logical Placement
Utility of Eye Gaze
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
Add Extensions … Moving into Social Skills Curriculum Areas

- Perspective taking
- Social reciprocity
- Joint attention
Extensions

Recognizing false information

Truths vs. lies

Empathy & compassion

– Apologizing (physical, then non-physical)
– Expressing concern for others (now & later)
Building Further on Perspective Taking: Social Implications

Michelle Garcia Winner
Your behavior, thoughts & feelings
AND your thinking about the behavior, thoughts and feelings of others.

You are a social detective
“Think Social” Curriculum Snapshot

Section 1 – Being part of a group & recognizing expectations

Critical Vocabulary & Concepts

- Doing what is expected in the group
- Doing what is unexpected in a group
- “You can change my feelings.”
- Observing others through imitation
- Identifying whether there is a “big problem - little problem”
- Feeling “safe” within a group
- Three parts of play: set up, play and clean up
- Various “feeling” words
Pro-Social Skills - Find A Guide
Identify the skill(s) & Plan Instruction (Choose Supports & Method to Teach)

Ex: Identifying & Understanding *my* feelings
- Identify/label emotions
- Identify context(s)
- Express emotions
- Managing emotions/coping skills
Expanding Upon ID Feelings

5 Point Scale for MS & HS

<table>
<thead>
<tr>
<th>Rating</th>
<th>Looks Like</th>
<th>Feels Like</th>
<th>I Can Try To</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Kicking or hitting</td>
<td>My head will probably explode</td>
<td>Call my mom go home</td>
</tr>
<tr>
<td>4</td>
<td>Screaming at people – almost hitting</td>
<td>Nervous</td>
<td>Go to see Mr. Peterson</td>
</tr>
<tr>
<td>3</td>
<td>Quiet Sometimes rude talk</td>
<td>Bad mood grumpy</td>
<td>Stay away from kids I don’t like</td>
</tr>
<tr>
<td>2</td>
<td>Regular kid – not weird</td>
<td>Good</td>
<td>Enjoy it while it lasts</td>
</tr>
<tr>
<td>1</td>
<td>Playing hockey</td>
<td>A million bucks</td>
<td>Stay that way!</td>
</tr>
</tbody>
</table>

Angela Greene,
Cherokee CSD
Modeling & Behavioral Rehearsal (role play)

An adult or peer provides a demonstration of the skill to be imitated

- Live or video modeling
- Participants imitate the model
- 3 examples & 3 “non”-examples (a little wrong)
Identify the skill(s) & Plan Instruction
(Choose Supports & Method to Teach)

Ex: Empathy & Concern:
Understanding feelings of others

The boy next to you didn’t study for the test. He crumples up the test paper.
The girl in your English class drops her phone.
A new boy sits at your table at lunch. He says that the kids at the other table said, “Don’t sit here anymore.”
Identify the skill(s) & Plan Instruction
(Choose Supports & Method to Teach)

• Multiple Skills – approach; ask a question; wait for a response; record response; monitor your own behavior (body posture, volume, etc)

• Method: Activity Based (scavenger hunt)
  • Find someone who ______________

Lynn Dudek Step by Step Academy
Identifying what other people are thinking and feeling within situations

Embedding within everyday activities
Use popular movie clips and images

Creating social opportunities:
Planning a party
Making a gift for someone

Lynn Dudek
Step by Step Academy

Spy Kids

The World Within Reach

Center for Autism and Related Disabilities
University at Albany, State University of New York
(Pro)Social Skills & 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
Ex: Identify the Rule
(to accept an object or invitation)

Front of card

I Can Say:
“Yes, thank you.”

Back of card

“I Can Say Cards”
Using visual supports

- Comic Strips - Advantages
  - Visual learning (usually a strength)
  - May be high interest
  - Can be stored in a book and referred to often for rehearsal
  - Can support memorization of social rule/skill
  - Can break down into FRAMES (smaller parts)
How To Join A Conversation

I’m wearing Star Wars underpants.

I wish he wouldn’t talk about underpants. I don’t know what to say now.

I don’t like it when Jim interrupts.
Using visual supports

Using scripts to support social interactions.

Using visual supports to identify emotions & problem solve to calm.

http://www.interactingwithautism.com/section/treating/teacch
Solving Social Problems

McConnell & Ryser
2007
# Scripts

## Table 2. Visual Script Scenarios and Learning Objectives

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Learning Objectives/Skills</th>
</tr>
</thead>
</table>
| Playing board games     | • Social greetings  
                         | • Asking for a turn  
                         | • Comments necessary to play the game  |
| Constructive play       | • Social greetings  
                         | • Offering a toy  
                         | • Asking for help  
                         | • Complimenting playmates  
                         | • Comments on current activities |
| Sociodramatic play      | • Social greetings  
                         | • Offering a toy  
                         | • Complimenting playmates  
                         | • Pretend-play scripts  |
| Eating a meal or snack  | • Offering to share  
                         | • Comments regarding past events  
                         | • Comments regarding abstract topics  
                         | • Using humor  
                         | • Responding to peers’ comments/questions |
| Vocational tasks        | • Asking for help  
                         | • Asking for materials  
                         | • Comments on current activities  |
| Playing a sport         | • Comments appropriate for the sport  
                         | • Cheering for teammates  |

## Figure 3. Thomas’s Script

- Talk about what your friends are talking about.
- Hi, guys.
- What did you bring for lunch today, ___ (name of friend)?
- I brought ____ (something in your lunch sack).
- I like ____ (something to eat).
- Do you like ___ (something to eat)?
- (make a comment about what a friend is talking about)

---

Teaching Exceptional Children, Nov/Dec 2007

McConnell & Ryser 2007
Social Narrative

Describe social situations

• Includes **social stories** and **power cards**

• for step by step guide & development worksheets

• Ideally, read prior to identified situation
  – Points out relevant information

Social Stories

Field Trip to the Aquarium

Image Credit: Creative Commons

Jeff Rides the Bus to School

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

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.

Spiderman Needs Help
Even a superhero like Spiderman needs help sometimes. Not even a superhero can do everything alone. At first, Spiderman was scared to ask for help. He didn’t want people to think he was weak. He also didn’t want people interrupting him when he didn’t need help. Then Spiderman had a great idea. He could raise his hand to let people know when he needed help. This would keep them from interrupting, but also get him help when he needed it. When we need help, we can raise our hand just like Spiderman.
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
- Video Modeling
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

When I feel ANGRY,
Use nice words.
Keep hands
I CAN
Stop and Think.
Ask for a break.
I will get to go to community, use the iPad and go to Art class!

I CANNOT
Scream.
Throw things.
Hit others.
No community, no iPad, no art.
Self-Management & Reinforcement

<table>
<thead>
<tr>
<th>Name: Jasmine</th>
<th>Date: 10/25</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Target Behaviors</th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stays on-task</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Follows directions</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Speaks nicely</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>Ignores others</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>

Level earned: 3

Parent Signature:

Self-Monitoring Point Sheet

Level 4: 9-10 checks
Level 3: 7-8 checks
Level 2: 5-6 checks
Level 1: < 5 checks
____'s Self-monitoring Tally Chart

Goal: I will **Stay on topic**

My goal is to do this **5** times in **20** minutes.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>III</td>
<td>II</td>
</tr>
</tbody>
</table>

Did you meet your goal? **Yes** **No**

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**Center for Autism and Related Disabilities**

**University at Albany**, SUNY University at Albany
<table>
<thead>
<tr>
<th><strong>Bothering</strong></th>
<th><strong>Being a friend</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNEXPECTED</strong></td>
<td><strong>EXPECTED</strong></td>
</tr>
<tr>
<td>Touching</td>
<td>Waving</td>
</tr>
<tr>
<td>Name calling</td>
<td>Using nice words</td>
</tr>
<tr>
<td>Unexpected noises</td>
<td>Hey, what's up?</td>
</tr>
<tr>
<td>Mean voice</td>
<td>Thumbs up</td>
</tr>
<tr>
<td>Mad face</td>
<td>Friendly voice</td>
</tr>
<tr>
<td>Space Invader</td>
<td>Smiling face</td>
</tr>
<tr>
<td></td>
<td>Personal space</td>
</tr>
</tbody>
</table>
MY Own
Self-Monitoring
Checklist
Create your own self-management checklist. Cut and paste 4 skills you want to monitor.

<table>
<thead>
<tr>
<th>Hands to self.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow directions.</td>
</tr>
<tr>
<td>Quiet voice.</td>
</tr>
<tr>
<td>Inside voice.</td>
</tr>
<tr>
<td>Stay in my seat.</td>
</tr>
<tr>
<td>Keep my feet on the ground.</td>
</tr>
<tr>
<td>Do my work.</td>
</tr>
<tr>
<td>Use my words.</td>
</tr>
</tbody>
</table>

Look forward.
Work quietly.
Keep my pencil still.
Keep my hands in my work station.
Focus on my work.
Answer questions.
Participate in class.
Slow down and complete my work.

Behaviors: I engaged in these behaviors...

<table>
<thead>
<tr>
<th>Date</th>
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</tbody>
</table>

Jim Wright 2013
Use Positive Reinforcement

Jim Wright
interventioncentral.org
Morning Re-cap

✓ Foundational Social Skills
  ✓ Joint attention
  ✓ Reciprocity
  ✓ Imitation skills
  ✓ Perspective taking
✓ Evidence base of strategies & resources
✓ Direct teaching pro-social skills
  ✓ Examples of specific skills with evidenced based strategies
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.
New York State Regional Centers for Autism Spectrum Disorders

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

Clinton - TBD

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Hudson Valley Regional Center for Autism Spectrum Disorders
Westchester Institute for Human Development
Cedarwood Hall • Valhalla, NY 10595
Phone: (917) 493-7373

Old Westbury Regional Center for Autism Spectrum Disorders
SUNY Old Westbury • 223 Store Hill Road • Old Westbury, NY 11568
Phone: (516) 628-5647
autism@oldwestbury.edu • http://www.owautism.com

Rochester Regional Center for Autism Spectrum Disorders
University of Rochester
601 Elmwood Ave. • Box 671 • Rochester, NY 14642
Phone: 855-508-8485
rrcasd@urmc.rochester.edu • www.golisano.urmc.edu/rrcasd-nyautism

Western NY Regional Center for Autism Spectrum Disorders
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
For More Information/Training

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