

TRI-STATE WEBINAR SERIES

Communication, Behavior and Social Supports for Secondary Students with ASD

Presented by: Kate Loving



Tri State Webinar Series 2015-2016

Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:




This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214.

The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.

Tri State Webinar Series 2015-2016

Presenter Information



Kate Loving is an Autism Specialist with the Colorado Department of Education. She is a former special education teacher and district autism and transition specialist. As a BCBA, she works with young adults with complex behavioral and communication needs, as they transition from school to community environments.

Tri State Webinar Series 2015-2016

Learner Objectives

- At the end of this webinar, participants will be able to:
 - 1) Identify several types of visual supports to use with secondary students with ASD in the areas of:
 - Social skills
 - Communication
 - Behavior



Rationale

Visual Supports is an Evidence Based Practice for individuals with ASD ages 0-22. (Evidence Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder, Wong, Odom, Cox, Fettig, Kucharczyk, 2014)

Individuals with ASD experience differences in the areas of:

- social interaction
- communication (verbal and nonverbal)
- restricted repertoire of activities and interests and/or repetitive behaviors



Social Support Strategies

- Provide visual/ written scripts to teach and support social interaction.
- Provide visual reminders of the rules or social norms.
- Use priming directly before entering a situation, use visual supports to review with the student the skill that is to be used.
- Use video modeling: videos of self or others performing a task or using desired social skills.
- Use iPads, iPods and Smartphones to provide a quick, portable way to present video modeling, social scripts, reminders and other social and communication supports.



ASR

Priming always involves using a script to teach the learner specific communication and social skills.

- A) True
- B) False

Social Supports: The Hidden Curriculum

- The hidden curriculum: the set of assumed knowledge that is generally not directly taught because it is considered to be universally known and understood (Myles, B.S., Trautman, M. L., & Shelvan, R.L., 2013).
- A difficult thing about social rules is that they are often a moving target. The rules change depending on a whole host of variables, such as age, who you are with, gender, culture and circumstance (Endow, J., 2010).

Examples of the Hidden Curriculum

(J. Endow, 2010)

- Men's bathroom etiquette
- Compliments vs. come ons
- Topics of conversation at a job site
- Always telling the truth when asked a question ("How do I look?")

Curriculum/Books



Tri State Webinar Series 2015-2016

Job Site Conversation Topics

<ul style="list-style-type: none"> • Expected/OK • Movies • The weather • Sports teams • Books 	<ul style="list-style-type: none"> • Unexpected/Not OK • Personal hygiene • Sexual comments • Detailed family information <ul style="list-style-type: none"> • Only 2-3 couple of statements about your special interest • Ask at least two questions <ul style="list-style-type: none"> • "What did you do last night?" • "How is your day going?"
---	---

Tri State Webinar Series 2015-2016

ASR

The hidden curriculum refers to a set of social rules that is directly taught to young children, and changes as they age.

- A) True
- B) False

Tri State Webinar Series 2015-2016

Activity Schedule for Break Time



Tri State Webinar Series 2015-2016

Communication Support Strategies

- Use visual supports to prompt language.
- Provide choices.
- Teach and use scripts.
- Teach self-advocacy and negotiation skills.
- Use priming to practice a skill directly before it needs to be performed.
- Use video modeling to teach verbal and non-verbal communication skills.

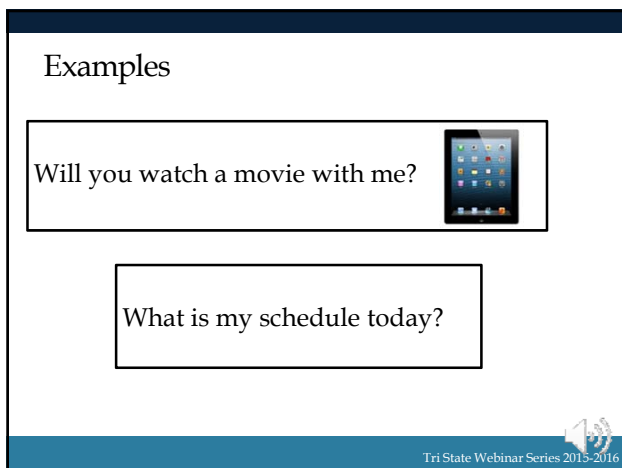
Tri State Webinar Series 2015-2016

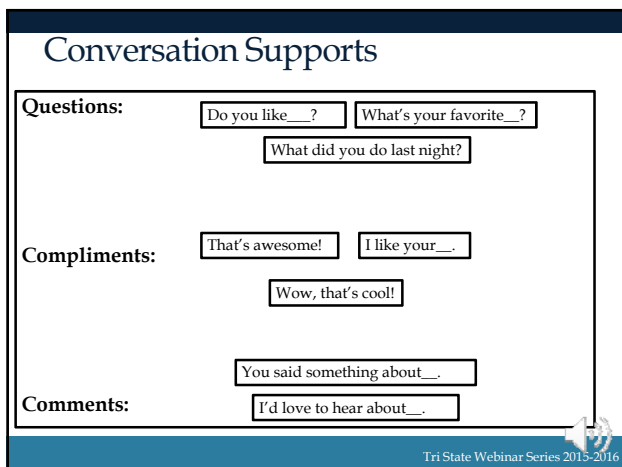
Scripting

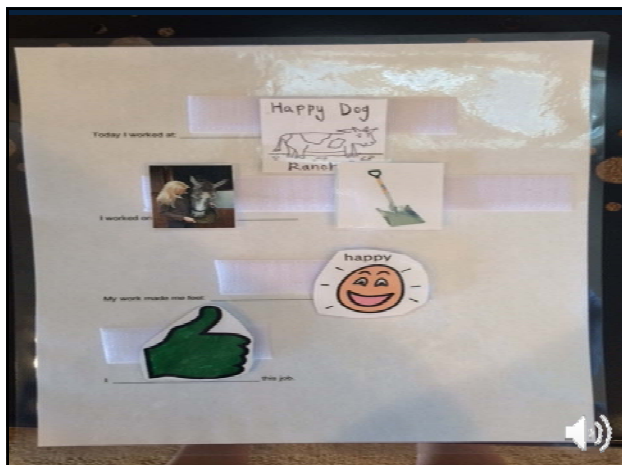
- Scripting involves presenting learners with a verbal and/or written description about a specific skill or situation that serves as a model for the learner (Odom, S., 2014).
- Evidence based practice for individuals with ASD ages 3-18.

Tri State Webinar Series 2015-2016









Behavior Support Strategies

- Use full day and mini/activity schedules.
- Use task analysis to break up large tasks.
- Teach and reinforce the use of self-regulation systems.
- Use behavior and contingency mapping.
- Create and teach usage of 5-point scales.
- Provide visual reminders of behavioral expectations.

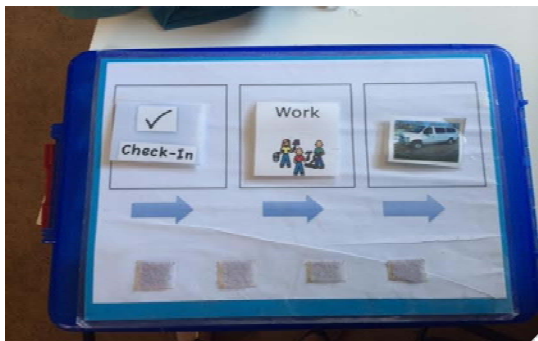
Tri State Webinar Series 2015-2016

Schedules



Tri State Webinar Series 2015-2016

Schedule

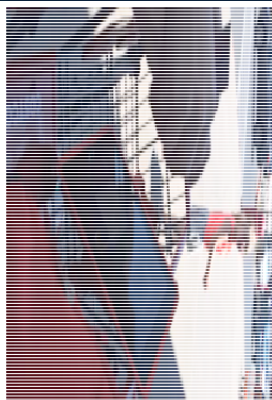


Tri State Webinar Series 2015-2016

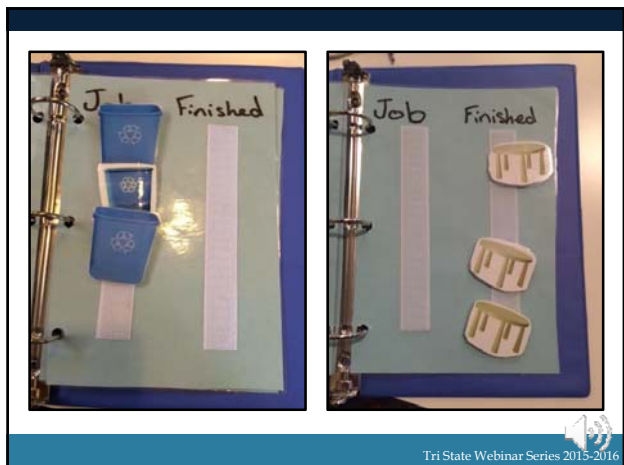
Video



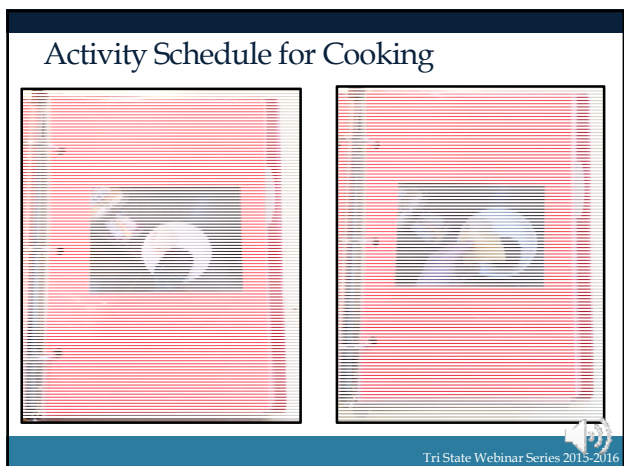
Tri State Webinar Series 2015-2016



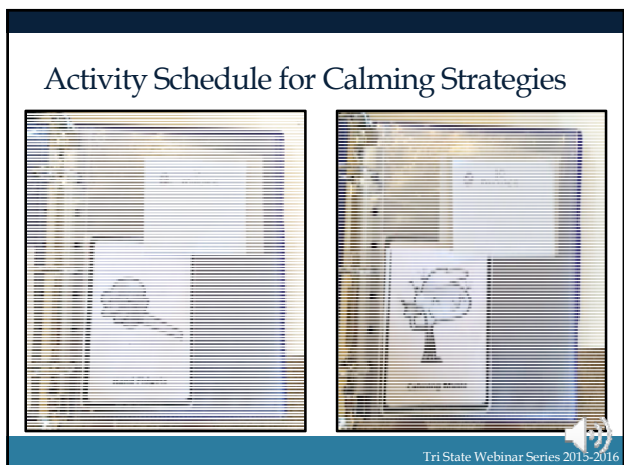
Tri State Webinar Series 2015-2016



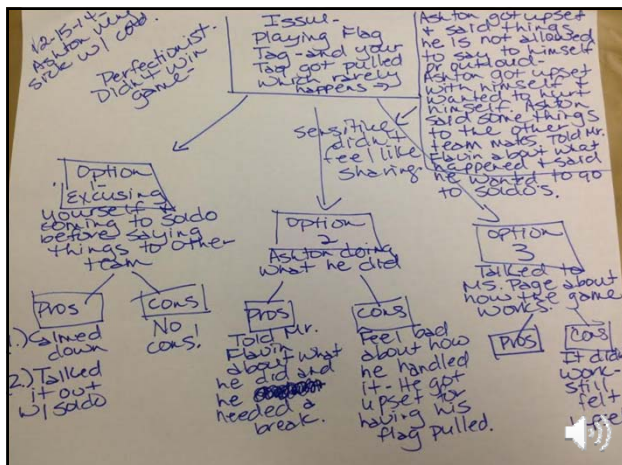
Tri State Webinar Series 2013-2016

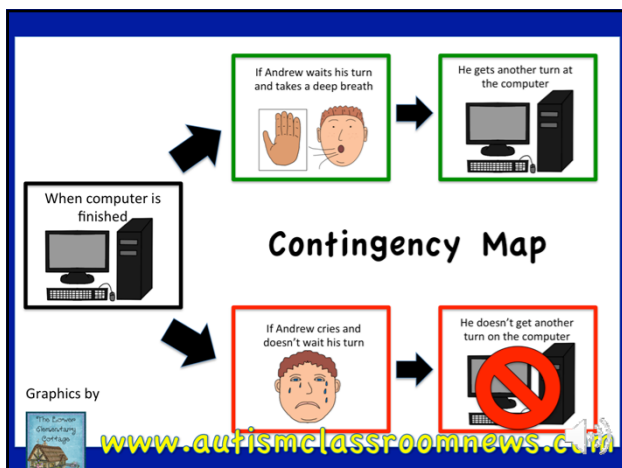


Tri State Webinar Series 2013-2016



Tri State Webinar Series 2013-2016





ASR

- List two strategies that are effective for teaching and supporting behavioral skills in individuals with ASD.

Tri State Webinar Series 2013-2016

Rating	Looks/Sounds Like	Feels Like	How I Can Respond
5	Screaming, making unkind comments, taking materials from others	I'm going to hit someone if I don't fix the situation and do it "just right"	Ask to take a break and remove myself from the situation
4	Pacing, wringing hands	Angry	Ask to talk to the shift manager
3	Grinding of teeth, clenching of jaw	Anxious	Talk to a customer; ask to go to the front of the shop and clean or restock items...
2	Whispering to self	Nervous	Repeat the following: Take a deep breath; count to 5; it's okay to make mistakes!
1	Normal	Good!	Stay in a good mood!

Tri State Webinar Series 2015-2016

Mistakes on the Job

Questions

Tri State Webinar Series 2015-2016

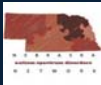
References

- Autism Classroom Resources
 - www.autismclassroomresources.com
- Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., Schultz, T. R. (2014). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.
- Ohio Center for Autism and Low Incidence Disabilities (OCALI)
 - www.autisminternetmodules.org

Tri State Webinar Series 2015-2016

THANK YOU!

Kate Loving
Loving_K@cde.state.co.us



Tri State Webinar Series 2015-2016
