

Tri-State Autism Spectrum Disorder Webinar Series

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Polling Questions

- Questions will be asked throughout the webinar
- When the poll opens on your screen respond by clicking on or filling in your answer.

What is your role?

What is your role?

Administrator

Parent/Family Member

Related Service Professional

Teacher

Other

No Vote

What state are you from?

What state are you from?

Colorado

Kansas

Nebraska

Other

No Vote



TRI-STATE WEBINAR SERIES

Expanding The World Through Social Development: Your “Wh” Questions
Emerging Social Communicators

Presented by:
Cara Woundy



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Presenter Information



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Learner Objectives

1. The participants will determine the needs of their students by utilizing the appropriate social skills assessment tools.
2. The participants will be able to describe strengths and needs of students with emerging social communication skills.
3. The participants will be able to explain the impact that social skills have on student access to relationships, education, different environments and quality of life.
4. Participants will be able to design individualized social skills instruction across all environments.



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Presentation Summary



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Take Home Message.....

The social skills curriculum should be a critical part of EACH and EVERY day for students with ASD. The curriculum and activities have to be planned and systematic, with as much consideration, if not more than math, literacy and every other area.

Why?



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Individuals with autism have to learn the social skills that come more naturally to their peers. Improving social skills development will assist individuals with autism become more of a participant- rather than an observer in the community.



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Research says...

- Individuals with “soft skills” such as good social skills, sociability, good work habits, and conscientiousness, as well as those who participate in extra curricular activities are more likely to make more money, be employed, and attain high levels of education than those with good grades and high standardized test scores.

(Lleras, 2008)



Remember INCLUSION?

“I think ‘belonging’ . . . should be included in the overall definition [of inclusion] and throughout the expanded explanation. It represents more than just being a part of the community but is more interactive and meaningful. If you belong to a group versus participate with them, it connotes ownership as well as equality.”

- DEC Work Group Member

http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NAEYC_NAEYC-PDI_Using-Position-Stmt_6-14-2009.pdf



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Who?



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CHARACTERISTICS: EMERGING SOCIAL COMMUNICATORS

- Can seem awkward
- IQ varies
- History of language delay or Developmental Disabilities
- SPD may be prominent when young
- Perseverate
- Weak Theory of Mind
- Delays in Joint Attention
- May be honest when young and unaware of mental manipulation

This information is an adaptation of the 36-page article Social Communication Learning Styles as a Guide to Treatment and Prognosis: The Social Thinking-Social Communication Profile by Michelle Garcia Winner, Pamela Crooke, and Stephanie Madrigal available at

<https://www.socialthinking.com/Articles.aspx?id=1de1f8d14d224378a237029e6346389d>

It does not contain all the information in nor is it intended to replace the information in the article itself.



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STRENGTHS AND NEEDS: EMERGING SOCIAL COMMUNICATORS

Strengths:

- May possess strong visual learning skills
- May have good decoding skills
- Show good rote memory
- Excel in areas of interest
- Devoted to routine
- May choose jobs others see as redundant

Needs:

- Interpret language and nonverbal cues literally
- Struggle to predict what others think and feel
- Difficulty relating to peers in age appropriate ways
- Trouble entering peer groups
- Weak self-awareness
- More naïve than peers



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Critical Skills

- Joint attention
- Sharing enjoyment with others
- Sensory regulation
- Expressive and receptive language skills
- Theory of Mind
- Organization
- Problem solving



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POLL

- Raise your hand if you have met this type of social communicator.



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What?



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ASSESSMENT

- Social Skills Checklist (Quill, 2000)
- Autism Social Skills Profile (Bellini, 2006)
- Social Responsiveness Scale, 2nd Edition (Constantino & Gruber, 2012)
- SCERTS® (Prizant, Weatherby, Rubin, Laurent & Rydell, 2006)
- Social Interaction Observation Form
<http://www.lcsc.org/Page/54>



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The Social Skills Checklist (Quill, 2000)

<http://www.sseac.ca/wp-content/uploads/2014/12/Kathleen-Ann-Quill-Social-Skills-Checklist.pdf>

- Designed for young children with autism. It is rated in a yes/no format by parents or professionals who know the student well. Areas assessed:
 - Play (solitary and social)
 - Group skills (attending, waiting, turn-taking, and following group directions)
 - Skills are listed in a developmental sequence

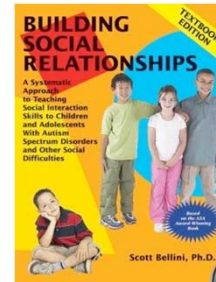


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Autism Social Skills Profile (Bellini,2006)

http://www.ocali.org/up_doc/Autism_Social_Skills_Profile.pdf

- Assists in identifying social skills deficits and measuring progress following intervention.
- For individuals between the ages of 6 and 17.
- May be completed by adults who are familiar with the child's functioning.



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The Social Responsiveness Scale, Second Edition (Constantino & Gruber, 2012)

- Reveal a wide range of characteristics of ASD from subtle to more pronounced.
- Completed by parents/caregivers or teachers who are familiar with the student.
- For ages 2.5 to adult
- Provides an overall score and five subscales:
 - Social Awareness
 - Social Cognition
 - Social Communication
 - Social Motivation
 - Restricted Interests and Repetitive Behaviors.

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SCERTS®

- SCERTS® is a comprehensive approach for children with ASD that focuses on communication and social-emotional functioning.
- SCERTS stands for:
 - Social Communication (SC)
 - Emotional Regulation (ER)
 - Transactional Support (TS)



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Social Interaction Observation Form

<http://www.lcsc.org/Page/54>

Age: Preschool- adult

Description: A structured observation form that outlines specific typical social behaviors.

Observations either support these behaviors or detail atypical interaction.

Social Interaction Observation Form
<http://www.lcsc.org/Page/54>

Student's Name _____ Date _____

Behavior	Observation
Interacts with peers during breaks.	
Peers seem to accept student.	
Responds to peers questions.	
Carries on social conversations.	
Participates in games.	
Demonstrates appropriate gestures and responses.	





How?




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Key Components of Social Skill Programming

- Occur in the child's natural setting (classroom, living room) and involve peers (multiple settings, multiple people)
- Direct instruction followed by practice
- Be individualized
- Address either a skill acquisition deficit and/or a performance deficit
- Dosage of at least 3 hours per week
- Teach and reinforce social skills as frequently as possible throughout the day
- Develop a LARGE intervention tool chest

Bellini, Peters, Benner & Hopf (2007); Gresham, Sugai & Horner (2001); Quinn, Kavale, Mathur, Rutherford & Forness (1999)



Social Skills Instruction

- *There is no one method to teach social skills that works for all students all the time. However, evidence shows that many approaches can be effective...Scott Bellini*



DIRECT INSTRUCTION (INTERVENTIONS)

Regulation Strategies
Relationships
Social Narratives
Social skills group



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REGULATION STRATEGIES

Contingency Mapping
Relaxation Strategies
Conscious Discipline



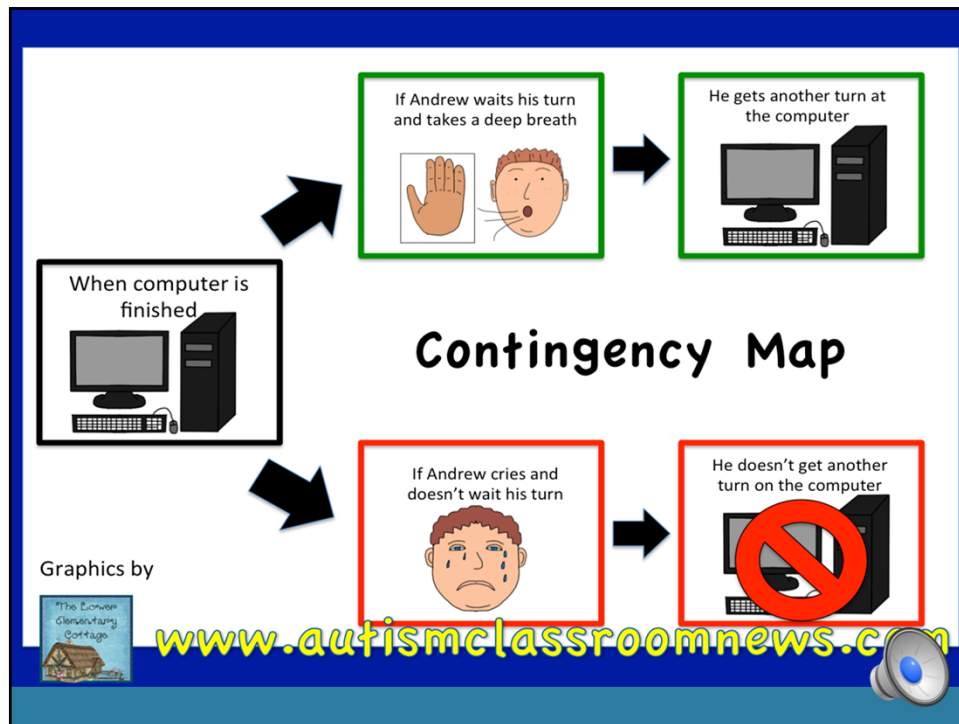
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Contingency Mapping

- A method for graphically representing complex behavior relationships. It uses a positive behavior approach to teach a child about the relationship between his or her behavior and its consequences. It teaches the child to use a new behavior to achieve desired outcomes. (Brown, 2004)



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Relaxation Strategies:

(<http://www.txautism.net/uploads/target/Relaxation.pdf>)

Relaxation strategies can help students with autism manage stress (internal and external).

- Antiseptic Bouncing
- Support from Routine
- Redirection
- Home Base
- Self Calming

Antiseptic bouncing

- Antiseptic bouncing involves removing a student from the environment in which the difficulty is occurring. It requires the adult to understand student's signs of overwhelm and to act on it in a positive manner. Once the student returns, the problem has typically become less of a distraction.



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Support from routine

- Displaying a chart or visual schedule of expectations and events can provide security to individuals with ASD. This helps establish predictability as well as advance preparation for a change in routine.



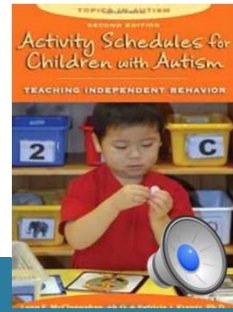
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Activity Schedules for Teaching Social Skills

What is an activity schedule?

- A set of pictures or words that cues to engage in a sequence of activities.
- Can take many forms but initially, it is a three-ring binder with pictures or words on each page that cue person to perform task, engage in activities or enjoy rewards.

(McClannahan, L., & Krantz, P., 2010)



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Teaching Activity Schedules

- Use graduated guidance to teach students to open the schedule book, turn to the first page, perform task, and then turn to the next page for cues to the next task.
- The goal of teaching schedule use is to enable students to perform tasks and participate in activities without direct prompting and guidance by adults.



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- **Verbal imitation**
 - Student learns to associate a verbal script with a given step/activity



Visual steps for greetings



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Redirection

- Directing the student to something other than the source of stress can be beneficial.



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Home base

- An acceptable place where students can go to escape a problem situation.
- A quiet place, away from stress
- A positive place (not a time-out zone or any place used for punishment)
- Need access at all times
- The student (regardless of expressive language level) has a way to request home base.

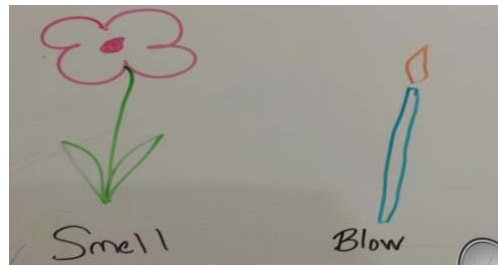


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Self-calming

Teach simple strategies to release stress or to relax the body to help a student calm.

Strategies need to be paired with visual supports regardless of their communication level.



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Conscious Discipline (<http://consciousdiscipline.com>)

- Comprehensive self-regulation program that integrates social-emotional learning and discipline.
- Utilizes everyday events rather than an external curriculum.
- Addresses the cause of the behavior, and then teaches a new, acceptable skill.
- Used in a variety of classrooms



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RELATIONSHIPS

Navigating the Social World (McAfee, 2002)

Building Social Relationships (Bellini, 2008)



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Navigating the Social World (McAfee, 2002)

- Communication skills including initiating and sustaining a conversation, tone of voice, nonverbal communication and more.
- Strategies on how to handle stress and anxiety and how to communicate feelings.
- Ideas for managing common behavior challenges including resolving conflicts, misunderstandings, compliance issues.



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Building Social Relationships (Bellini, 2008)

- Comprehensive five-step model helps children identify the skills they need to form relationships and an intervention plan to help them acquire these skills.
- Offers a variety of social skills strategies and resources.
- Assessment and progress monitoring forms are included.

The 5-step model:

1. Identify and assess areas of need
2. Discern between skill acquisition deficits and performance deficits.
3. Select appropriate intervention strategies
4. Implement intervention
5. Evaluate program and modify as needed



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SOCIAL NARRATIVES

Social Scripts
Cartooning



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Social Scripts

- **Social scripts** are the most basic of social narrative strategies
- They provide an individual with statements, comments and questions to use in specific social scenarios that they may have difficulty navigating on their own
- Include: conversation starters, responses to common questions or phrases and appropriate phrases to change the topic of conversation

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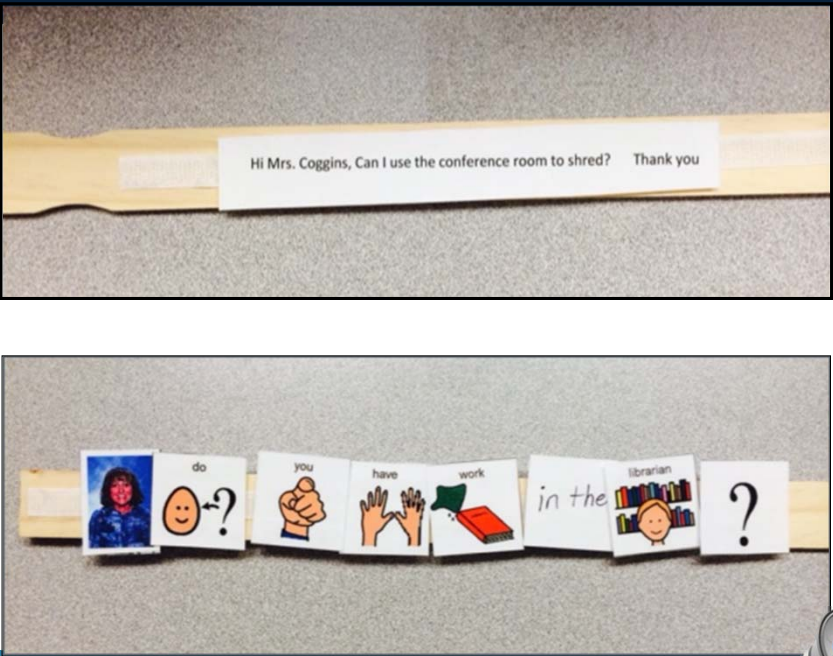


Playground Chart

Pick a Friend		Pick an Activity
Chelsea	let's go	Jump rope 
Colin	let's go	Swing 
Celia	let's go	Slide 
Then		Kick the ball 

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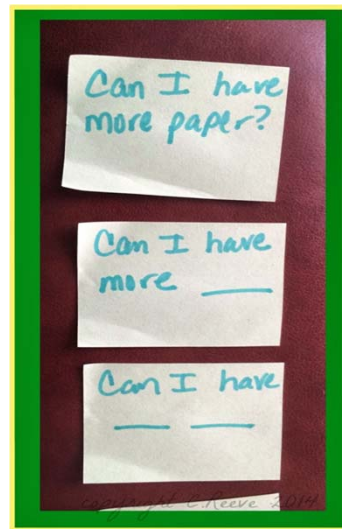
Hi Mrs. Coggins, Can I use the conference room to shred? Thank you

do you have work in the librarian ?

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Script Fading

- Fade from the end to the beginning
- Fade quickly
- Be prepared to back-up if the learner does not imitate the full script



Video Modeling

- Video modeling involves demonstrating desired behaviors through active video representation of the behaviors.
- Involves an individual watching a video demonstration and then imitating the behavior of the model.
- It is imperative that the model receive **reinforcement** for the desired behavior.



LaCava, P. (2013). Video modeling: An online training module. (Kansas City: University of Kansas, Special Education Department). In Ohio Center for Autism and Low Incidence (OCALI), Autism Internet Modules, www.autisminternetmodules.org. Columbus, OH: OCALI.

Video Modeling

- **Video modeling:** performing the desired or targeted behavior
- **Video self-modeling:** the learner is recorded performing the target behavior while any inappropriate or other behaviors are edited out of the final video
- **Point-of-view video modeling:** videotape is created to show how the behavior would look from the learner's point of view
- **Video prompting:** the process of showing sequences of behavior in different clips



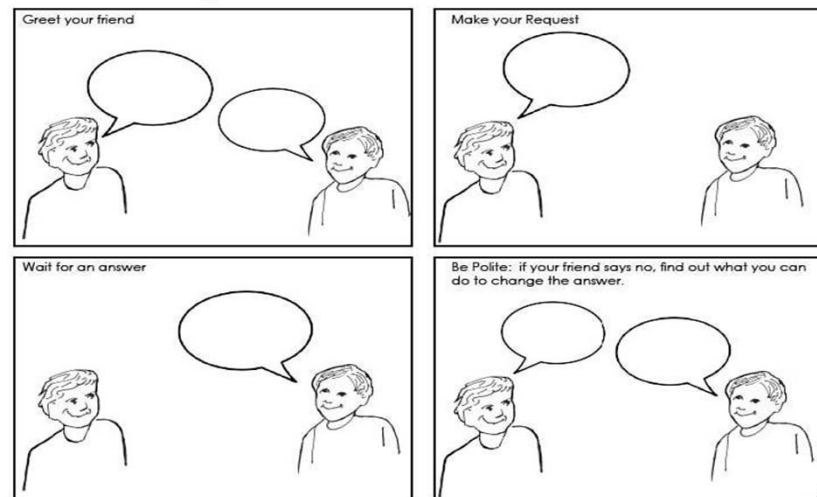
Cartooning

- A visually based strategy that involves drawing a picture to explain a situation and the thoughts of others during the situation. It can be used to teach a variety of skills.

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Cartooning

Social Skills Cartoon: Request from a Friend



http://www.autisminternetmodules.org/mod_view.php?nav_id=1146

Comic Strip Conversations™ (Gray, 1994)



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GROUP INSTRUCTION



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Steps to Developing Social Skills Groups

(http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/SocSkillsGroups_Steps.pdf)

- Step 1. Identifying Social Skills Targeted for Instruction
- Step 2. Organizing Training Groups
- Step 3. Collecting Baseline Data
- Step 4. Scheduling Group Meetings
- Step 5. Creating a Training Format or Structure
- Step 6. Organizing Topics for Instruction
- Step 7. Specifying Embedded Instructional Strategies or Materials
- Step 8. Training Helpers Prior to Implementing Group Instruction
- Step 9. Implementing Social Skills Group Training
- Step 10. Collecting and Using Data on Target Behaviors/Skills to Inform Instructional Decision Making



Group components:

1. Introduction/warm-up
2. Topic focus
3. Modeling
4. Practice
5. Coaching/prompting
6. Feedback/problem solving
7. Free/snack time



POLL

- Name one thing that you do well in social groups.



Where?



GENERALIZATION OF SKILLS

Regulation Strategies
Relationships
Social Narratives
Social skills group



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REGULATION STRATEGIES

Visual supports for regulation are available in different settings
Practiced regularly



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RELATIONSHIPS

- Fade adult prompting
- Access to natural social environments
- Knowledge of age-appropriate conversation topics



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SOCIAL NARRATIVES

Available in all environments



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SOCIAL SKILLS GROUP

Plan opportunities for generalization



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DEVELOPING PEER AWARENESS

Staff and Peer Education
Peer Mediated Interventions

Circle of Friends <http://www.circleofriends.org/>



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Poll

What environment have you had success with providing opportunities for generalization of social skills?



When?



Teaching social skills should happen:

- After an assessment has been completed and targeted goals have been developed.
- When anxiety is low.
- When environmental stimulation is minimal.
- When students are equipped with visual supports for regulation strategies.
- When there is a planned and systematic approach developed for social skill intervention.



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THANK YOU!

Cara Woundy

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Questions

- State how these strategies are connected to the state standards in your state.
- List 3 strategies that you plan on using with your students. Provide a timeline for when you plan to implement the interventions.



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Resources

- Autism and Tertiary Behavior Supports
 - www.ksdetasn.org
- Autism Speaks
 - <https://www.autismspeaks.org>
- Colorado Department of Education
 - <http://www.cde.state.co.us>

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Resources

- Nebraska Autism Spectrum Disorders Network
 - www.unl.edu/asdnetwork/home
- Ohio Center for Autism and Low Incidence OCALI
 - <http://www.ocali.org>
 - http://www.autisminternetmodules.org/mod_view.php?nav_id=1499
- US Department of Education
 - www.ed.gov/
- Texas Statewide Leadership for Autism Training
 - <http://www.txautism.net>

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