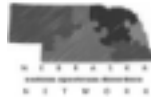


TRI-STATE WEBINAR SERIES

Expanding The World Through Social Development: Your "Wh" Questions -Early Social Communicators-

Presented by:
Jamie Lewis, MS OTR/L
Nebraska



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Tri-State Autism Spectrum Disorder Webinar Series

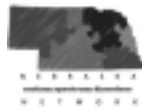
This presentation is a collaborative effort between the following:



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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 significant social communication challenges.
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

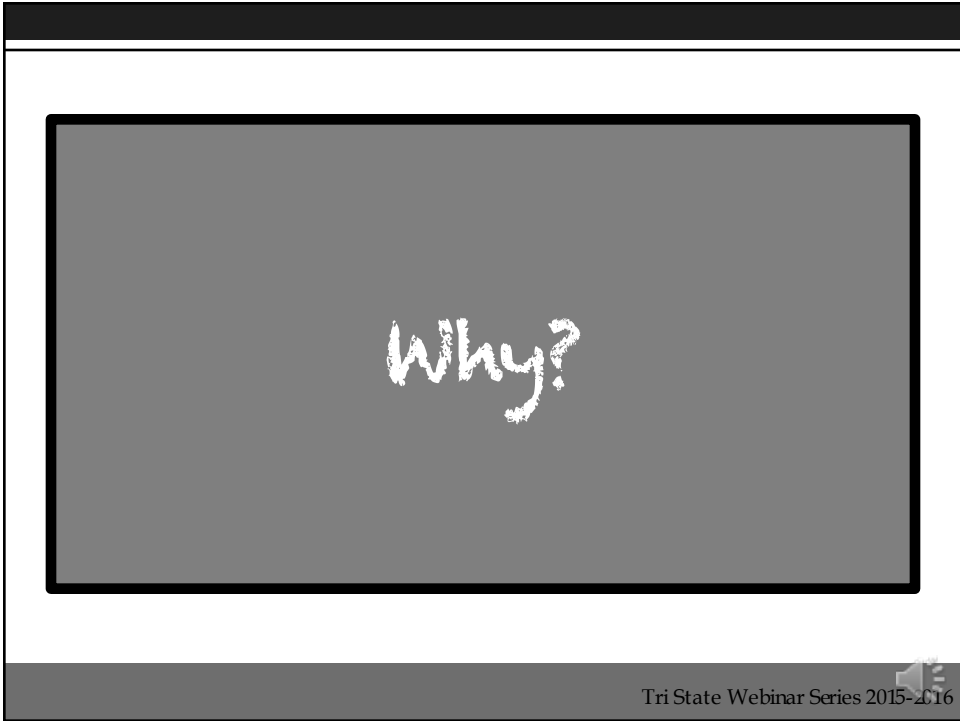


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Take Home Message.....

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

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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, C. 2008)

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Common Social Skills Difficulties

- Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction.
- Failure to develop peer relationships appropriate to developmental level.
- A lack of spontaneous seeking to share enjoyment, interests, or achievements with other people.
- Lack of social and emotional reciprocity.

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Bellini, S. (2011).



POLL

- If you are with a group, talk to your neighbor if this sounds like a student with whom you have worked. If you are alone, take a moment to reflect on a student with whom you have worked that sounds like what we have just described.

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Who?

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Characteristics: Early Social Communicators

- Are inattentive and internally distracted
- Focus on own thoughts and sensory experiences
- Limited or lack of awareness of social and situational demands imposed by people in context

(Winner, Crooke, & Madrigal)

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Strengths and Needs: Early Social Communicators

Strengths:

- Some, not all, may have areas of intelligence or skills not predicted by low adaptive, communication or assessed IQ
- Small percentage may have unusual or extreme skills
- Learn best in highly predictable environments using rote memorization

Challenges:

- Weak social radar
- May not do well in group learning situations
- Struggle to self-regulate
- May have sensory difficulties
- Lack social sophistication to initiate and sustain friendships

(Winner, Crooke, & Madrigal)

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POLL

- When you think about a student with whom you have worked that fits 'Early Social Communicator' profile, write down 2 strengths and 2 challenges for that student.

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What?

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Assessment

- **The Assessment of Basic Language and Learning Skills - Revised (ABLLS-R)** (Partington)
- **The Assessment of Functional Living Skills (AFLS)** (Partington)
- **SCERTS: Social Communication, Emotional Regulation, and Transactional Support (SCERTS)** (Prizant, Wetherby, Laurent Rydell)
- **Underlying Characteristics Checklist: EI/Classic** (Aspy, Grossman)
- **VB-MAPP** (Sundberg)
- **Play-based Assessments**
- **Social Skills Checklist** (Quill, 2000)

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Critical Social Skills For Early Social Communicators

- Joint Attention
- Using eye gaze
- Using multiple means to communicate: gestures, body language, proximity, facial expressions, AAC, Sign Language.

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Critical Social Skills For Early Social Communicators

- Imitation
- Gains others' attention in pro-social ways
- Greetings and farewells
- Response to name
- Showing and sharing items

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POLL

- If you are in a small group, talk with your neighbor about your experiences with one of the assessments. Share a something positive you discovered while using it and share anything that you saw as a barrier for it's use.
- If you are alone, write down an assessment tool you think you'd like to consider using with one of your Early Social Communicators.

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How?

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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...” (Bellini 2013)**
- Individuals with ASD need direct teaching of social skills.
- Some good resources include:
 - Getting Started (Partington)
 - Do Watch Listen Say (Quill)
 - SCERTS Model, Prizant, Weatherby, et al
 - AIM www.autisminternetmodules.org

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Communication Considerations

Points to remember:

1. If a student does not use vocal speech, they will still benefit from social skills training.
2. Communication systems should be available **all day, every day**.
3. Systems should work towards a variety of pragmatic functions. Requesting is not enough (and alone, it is a very poor social skill).

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Key Components and Interventions

- Direct Instruction
- Generalization of Skills
 - Play
 - Routines
 - Activities
- Prompting
- Reinforcement
- Visual Supports
- Developing Peer Awareness

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Skills to Address First

- Relationship
- Approach
- Eye Gaze/ Eye Contact
- Attending
- Imitation
- Active Engagement
- Peer Involvement

(Partington 2014)

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Relationship and Approach

- We want them running to us not away from us
- Reinforce the approach behaviors and enjoy the interactions
 - Establish yourself as the giver of goods
 - Establish yourself as the fun maker
 - Pair words, sounds, phrases and actions with the activities
 - During daily routines

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Eye Contact/Gaze

- Looking at people when we interact is expected.
- When the child is requesting
 - Use motivation
 - Use visual prompt: object near your eyes
 - Reinforce immediately
 - Expand relationships with other adults
 - Expand relationships with peers

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Eye Contact/Gaze

- Looking at people when we interact is expected
- When child is greeting or leaving others
 - Long term impact on social interactions
 - Start with response to greeting
 - Prompt hierarchy
 - Reinforce immediately

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Attending

- Child understands his own actions in response to changes in others' actions
 - Teach kids to work together
 - Playground
 - Prompt
 - Reinforcing
 - Higher level social skills

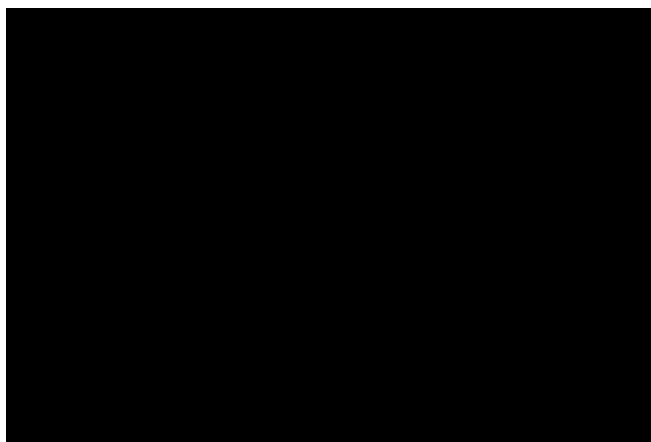
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Imitation

- Teaching attending leads to teaching imitation
 - Teach through age appropriate songs
 - Prompt
 - Prompt fading
 - Reinforcement

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Putting It All Together



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Generalization



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Peer Involvement

- Peer Awareness
 - Organized Programs (Circle of Friends, Project LEAP)
 - Books and Videos (Tobin books)
 - Peer Networks
 - Buddy System
- Peer Mediated Instruction
 - Non-disabled peers taught to initiate and respond to peers with ASD
 - Enhance performance of skills in natural context
 - Adults can serve as facilitators

(Bellini 2013)

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Where?

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Generalization of Skills

- They should be a part of each an every day for our students
- We should plan for instruction across settings and people
 - 1:1 Direct Instruction
 - Generalization
 - Within Activities and Routines
 - With Peers

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Active Engagement-Social Opportunities							
	Approach Initiate	Eye contact-request	Eye contact-greeting	Eye contact-farewell	Attend	Imitation	Peers
Arrival			X-teacher A		X-watch peers bags and coats	X-peers bags, coats, check-in	X-picture prompt
ADLs	x	x			x	x	
Calendar		x	x		x	x	x
Centers	x	x			x	x	x

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Poll

- Take a couple of minutes to consider how you and your team could use a matrix like this. If you are with your coworkers, share out those ideas. If you are alone, write down some ideas of how this would work for your students.

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Thank You!

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