Thinking Outside the Box about Social Supports

Brenda Smith Myles
www.asperger.net

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Structure/Modifications

Time	Activity	Skills/ STO	Structure/ Modifications	Reinforcement	Sensory Strategies	Social Skills/ Communication	Data Collection	Generalization

2

Expected School Behaviors: Adolescence

- Factor I: Taking an interest in school
- Factor II: Organization
- Factor III: Task Completion
- Factor IV: Independence
- Factor V: Interpersonal Skills
- Factor VI: Following School Rules

Zigmond & Kerr, 1985
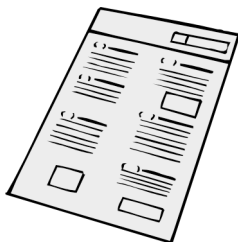
3

Factor I: Taking An Interest in School

- Exhibits interest in improving academic performance
- Uses times productively when waiting for teacher
- Is persistent when faced with a difficult task

Zigmond & Kerr, 1985   4

Factor II: Organization

- Organizes study time well
- Identifies central theme of lecture by identifying main ideas and supporting facts (orally and in writing)
- Is good at taking tests

Zigmond & Kerr, 1985   5

Factor III: Task Completion

- Brings necessary materials to class
- Completes assigned work
- Asks for help with schoolwork when necessary
- Follows written directions
- Appropriately handles corrections on class work
- Turns in assignment when they are due

Zigmond & Kerr, 1985

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Factor IV: Independence

- Can concentrate on work without being distracted by peers
- Works well independently

Zigmond & Kerr, 1985   7

Factor V: Interpersonal Skills

- Talks calmly to an adult when perceived to be unjustly accused
- Speaks appropriately to teachers
- Complies with requests of adults in authority
- Stays calm and in control of emotions

- Accepts punishment if caught doing something wrong
- Manages conflict through non-aggressive means
- Behaves appropriately in a variety of settings

Zigmond & Kerr, 1985   8

Factor VI: Following School Rules

- Responds to other when they speak
- Stays awake in class
- Attends in class
- Gets to class in time
- Arrives at school on time

Zigmond & Kerr, 1985   9

Essential Friendship Skills: Adolescence

- Listening
- Starting a conversation
- Having a conversation
- Saying "thank you"
- Introducing yourself
- Introducing other people

cont   10

Essential Friendship Skills: Adolescence

- Understanding how to look to fit in
- Negotiating
- Compromising
- Showing a sense of humor
- Following through

cont   11

Essential Friendship Skills: Adolescence

- Revealing oneself
- Keeping confidences or secrets
- Giving a compliment
- Receiving a compliment
- Making others comfortable

cont   12

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Essential Friendship Skills: Adolescence

- Asking for help
- Joining in
- Apologizing
- Convincing others
- Sharing something
- Helping others
- Standing up for a friend

Goldstein & McGinnis, 1997; Mannix, 1998; Marano 1998; Walker et al., 1988

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Skills Employees Want

- Communication
- Adaptability
- Developmental
- Group Effectiveness

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Skills Employees Want: Adaptability

- Problem solving
- Creative thinking
- Creative responses to setbacks and obstacles
- Takes criticism constructively
- Works without direct supervision

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Skills Employees Want: Developmental

- Self-esteem
- Motivation/goal setting
- Confidence
- A sense of wanting to develop one's career
- Pride in accomplishments
- Effort
- Wanting to make a contribution
- Positive attitude
- Dependability
- Follows rules/avoids breaking rules
- Attendance
- Persistent

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Skills Employees Want: Developmental

- Attention to quality
- Organization
- Prepares for upcoming tasks
- Prioritizes
- Assesses self accurately
- Self-control
- Integrity
- Honesty
- Takes responsibility for own actions
- Aware of surroundings
- Humble
- Compassionate
- Appreciative

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Skills Employees Want: Group Effectiveness

- Interpersonal skills
- Teamwork
- Negotiation/negotiating disagreements
- Handling social conflicts
- Cooperation
- Leadership
- Maintains operations beyond immediate tasks
- Organizes the work group
- Understand and uses customer satisfaction skills

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For an Individual with ASD

- The biggest predictor of employment success is …
  - HAVING JOB EXPERIENCES IN HIGH SCHOOL.
  - THIS APPLIES TO INDIVIDUALS *ACROSS* THE SPECTRUM, EVEN THOSE WHO ARE COLLEGE BOUND

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Developing Talents

Careers for Individuals with Asperger Syndrome and High-Functioning Autism

by Temple Grandin and Kate Duffy

Foreword by Tony Attwood

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Social Supports

- Social Skills
  - Self-understanding
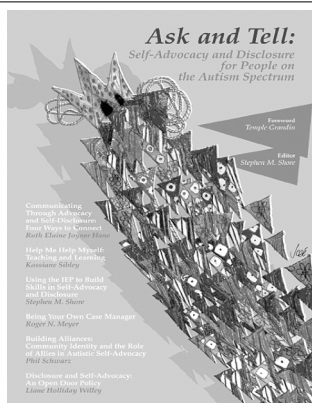 - Instruction
  - Interpretation
  - Coaching

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Self-Understanding

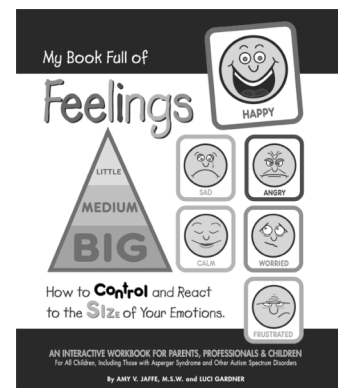- Ask and Tell
- My Book Full of Feelings
- The Incredible Five-Point Scale
- Amazingly … Alphie
- Utterly Unique
- This Is Asperger Syndrome
- Jackson Whole Wyoming

www.asperger.net

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Ask and Tell:
Self-Advocacy and Disclosure for People on the Autism Spectrum

Foreword Temple Grandin

Editor Stephen M. Shore

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My Book Full of Feelings

HAPPY
SAD   ANGRY
LITTLE
MEDIUM   CALM   WORRIED
BIG
FRUSTRATED

How to **Control** and React to the **SIZe** of Your Emotions.

AN INTERACTIVE WORKBOOK FOR PARENTS, PROFESSIONALS & CHILDREN
For All Children, Including Those with Asperger Syndrome and Other Autism Spectrum Disorders

By AMY V. JAFFE, M.S.W. and LUCI GARDNER

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Slide 25

The Incredible 5 Point Scale
Kari Dunn Buron

5	
4	
3	
2	
1	

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Slide 26

Sometimes I worry way to much, like when I think I am going to recess and it gets cancelled.

No recess today

Yikes!

This might make me scream, or even hit someone. This is a **5**. Now my autism is TOO BIG.

Buron, 2004

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Slide 27

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Slide 28
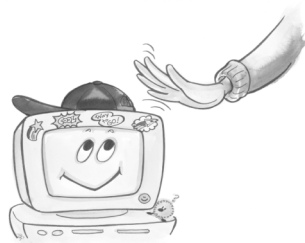
I Am Utterly Unique
Celebrating the Strengths of Children with Asperger Syndrome

Elaine M. Larson

APC

Autism Asperger Publishing Co.
P.O. Box 23173
Shawnee Mission, Kansas 66283-0173
www.asperger.net

Slide 29

Jackson Whole Wyoming

Joan Clark
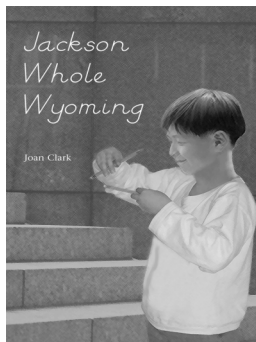
Promotes peer understanding of children with special needs, including those with Asperger Syndrome. The story is told through the eyes of a 5th grade boy realizes that he has not been a worthy friend to a boy in his class.

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Slide 30
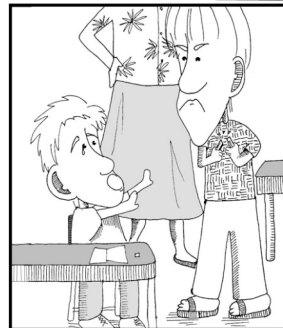
After lunch today, I had trouble concentrating because this kid kept tapping his pencil. I told him to stop but he just looked at me and kept tapping. He continued to tap his pencil even after the teacher told him to stop. When I couldn't stand the noise another second, I grabbed his pencil and broke it. It isn't fair that I'm the one in trouble now.

THIS IS ASPERGER SYNDROME

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Social Skills: Instruction

- Scope and sequence
- The Power Card Strategy
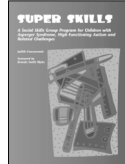- Direct instruction
- Social Stories™
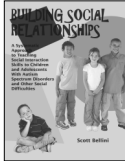- Self-understanding

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Scope and Sequence

- A listing of skills in developmental order of acquisition
- Helps to target IEP objectives
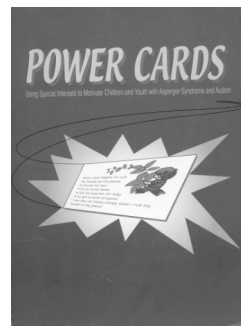- Assists in providing instruction in a systematic manner

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Scope and Sequence

- *Super Skills* by Judith Coucouvanis
- *SOS* by Michelle Dunn
- *Building Social Relationships* by Scott Bellini

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Power Cards:
Using Special Interests
to Motivate Children
and Youth with
Asperger Syndrome
and Autism

by Elisa Gagnon

34

Power Card Strategy Definition

- The Power Card is a visual aid that incorporates the child's special interest to teaching appropriate social interactions including routines, behavior expectations, the meaning of language and the hidden curriculum.

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Components of the Strategy

- A short scenario describing how the hero solves a problem similar to the one experienced by the child (reader)
- The Power Card that recaps the strategy

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The Purpose of the Hero

- The hero
  - … serves as a motivator
  - … is nonthreatening
  - … has a "relationship" with the child (reader)

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Character Sketch

- The first paragraph describes how the "hero" places value on the expected behavior
- The second paragraph encourages the child to attempt the new behavior

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The Power Card

- The card begins with a reference to the hero followed by the steps to carry out the strategy or new behavior. A picture of the hero or the new behavior also appears on the card.

39

Direct Instruction

- Controlled exercises
- Acting lessons
- Video lessons
- Core Skills

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Controlled Exercises

- Social skills instruction-social skills groups
  - Lesson
  - Role play
  - Practice with a joint attention activity
  - Nontraditional curriculum
  - Conflict resolution

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Controlled Exercises

- Mechanical skills
  - Conversational skills
  - Cooperative play skills
  - Showing your feelings toward others
- Relationship skills
  - Wanting to interact with others
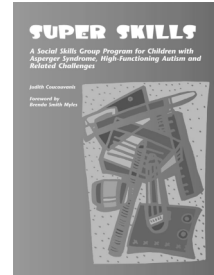   - Being with others for the sake of being with other

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Controlled Exercises

- Traditional curricula
- Nontraditional curricula

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Controlled Exercises: Traditional

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Controlled Exercises: Traditional

- **Coucouvanis' *Super Skills***
- **Dunn's *SOS***
- Santomauro's *Space Travelers*
- Wolfberg's *Integrated Play Groups*
- McAfee's *Navigating the Social World*

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Controlled Exercises

- Step 1: Describe the skill
- Step 2: Provide a rationale
- Step 3: Describe general situations in which to use the skill
- Step 4: Teach using role play
- Step 5: Identify social rules

(Elksnin & Elksnin, 2005; Hazel et al., 1995) 46

Step 1: Describe the Skill

- Definition
- Verbal: What students say
- Nonverbal: What students do (body basics)
- Cognitive: What students think

See example on next page

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Step 1: Describe the Skill

- Example: Following verbal directions
- Skill steps:
  - 1. Listen carefully to what the person says
  - 2. Think about what the person says
  - 3. Ask the person questions about what you don't understand
  - 4. Repeat the directions to yourself or to the other person
  - 5. Follow the directions

Examples from Elksnin & Elksnin, 2005 *cont* 48

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Step 1: Describe the Skill

- Example: Following verbal directions
- Body Basics:
  - 1. Look at the person
  - 2. Have a serious facial expression
  - 3 Have a serious, but relaxed posture
  - 4. Use a serious tone of voice

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Step 2: Provide a Rationale

- Explain why
- Discuss how the skill will benefit the student
- Provide positive and negative rational statements

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Step 2: Provide a Rationale

- Example: Following verbal directions
- Positive statements:
  - If you learn to follow verbal directions, then you will be able to complete your assignments correctly
  - If you learn to follow verbal directions, thn you will be able to finish your work more quickly and easily

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Step 2: Provide a Rationale

- Example: Following verbal directions
- Negative statements:
  - If you don't learn to follow verbal directions, then you may have to redo your classroom assignments
  - If you don't learn to follow verbal directions, then you teacher may get angry and you will get in trouble

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Step 3: Describe General Situations in Which to Use the Skill

- The idea is to communicate "now is an appropriate/inappropriate time to use the skill"
- Increases the likelihood of generalization

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Step 3: Describe General Situations in Which to Use the Skill

- Example: Following verbal directions
- General situations
  - A good time to follow directions is when the teacher tells you to say or do something
  - A good time to follow directions is when the teacher tells you to listen and to do what she says
  - A good time to follow directions is when the teacher says it's important to do exactly what he tells you to do.

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Step 4: Teach Using Role-Play

- Let students know that each person will role-play
- Describe a real-life situation, assign a main actor, and supporting actor. Have student describe the actor and setting to enhance realism
- Conduct the role play
- Provide feedback

Goldstein & McGinnis, 1997   55

Step 5: Identify Social Rules

- Rules
  - Govern socially-acceptable behavior
  - Guide students in using a skill

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Step 5: Identify Social Rules

- Example: Following verbal directions
- General rules
  - Ask for help from an adult if the task is too difficult
  - Ask for directions to be repeated if you didn't hear or understand them

Examples from Elksnin & Elksnin, 2005   57

Direct Instruction: Acting Lessons

- Gestures
- Voice tone
- Distance
- Emotion related to the context

Everyone gets the same type of feedback!

Prepare the coach!

More than just a delivery of lines!

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Direct Instruction: Video Lessons

- Social Skill Builder's *School Rules*
- AAPC's *Joining in: A Program for Teaching Social Skills*
- Coulter Video's *Manners for the Real World*
- Baron-Cohen's *Mindreading*

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Other Video Sites

- Modelmekids.com
- Videojug
- Expertvillage
  - .com

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Social Stories

- Saying Goodbye to Shellina
- Talking About my Period

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Social Skills: Interpretation

- Social autopsies
- Narration
- SOCCSS
- Drawings
- Cartoons
- SODA

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Social Autopsies

- Adult assisted
- Joint analysis of child social errors
  - Identifies error
  - Pinpoints damage done to others and self
  - Outlines strategies to correct damage
  - Teaches new strategies

LaVoie, 1994

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Other Videos with Richard LaVoie

- FAT City (Frustration, Anxiety, and Tension)
- When the Chips are Down
- Last One Picked, First One Picked On

Available from www.asperger.net

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SOCCSS

- Situation
- Options
- Consequences
- Choices
- Strategies
- Simulation

Roosa, 1995

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SOCCSS
Situations-Options-Consequences-Choices-Strategies-Simulation

Situation

Who _____ When _____

What _____ Why _____

_____

Options	Consequences	Choice

Strategy - Plan of Action	Simulation/Follow-up

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Drawings

- Cartooning (*speech language pathologists*)
- Pragmaticism (*Arwood*)
- Comic Strip Conversations™ (*Gray*)

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Cartoon Cut-Ups

He's stuck up!

What's up?

This is my new 24 caret ring!

We're being held up!

Hamersky, 2001

70

Cartoon Cut-ups

- Digimon
- Calvin and Hobbes
- Far Side
- Anime anything

71

SODA

- S_{top}
- O_{bserve}
- $D_{eliberate}$
- A_{ct}

Bock, 2001

72

SODA: Stop

- What is the room arrangement?
- What is the activity, schedule, or routine?
- Where should I go to observe?

73

SODA: Observe

- What are the people doing?
- What are the people saying?
- What is the length of the typical conversation?
- What do people do after they have talked?

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SODA: Deliberate

- What would I like to say?
- What would I like to do?
- How will I know if others would like to continue talking or end the conversation?

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SODA: Act

- Approach person(s) to talk to.
- Greet the person.
- Listen and ask related questions.
- Look for cues to know if person(s) would like to continue talking or end the conversation?
- End conversation; walk away.

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Coaching

- Feed the language
- Conversation starters
- Scripts
- Video modeling (self and peer)

Follows instruction
May follow interpretation
Must have rapport between coach and student

77

Feeding the Language

- Provides a jump start
- Verbatim or paraphrased verbal prompt
- Cue shared between adult and student
- Can be used to
  - Point out a child who is alone who might be a good playmate
  - Provide a topic or opening sentence

Angela Collins

78

Conversation Starters

- List of topics generally discussed by peers
  - Eavesdropping
    - In hall, beween classes, at lunch, at recess
  - Asking high status peers
- Generally written on a card the size of a business card or trading card
- Can be overtly displayed when used

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Scripts

- Provides verbatim or near verbatim structure
- Uses child/adolescent-friendly language
- Targets one social situation
  - Increases predictability
  - Decreases stress

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Daily Living Skills

- Cooking
- Heath and safety
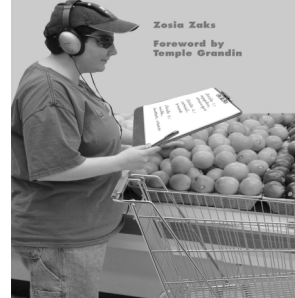- Hygiene
- Nutrition
- Finance
- Planning
- Organization

http://www.integratingstandards.org

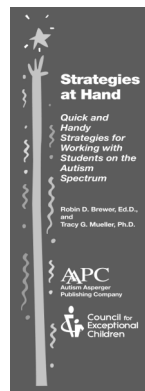**Life and Love:**
Positive Strategies
for Autistic Adults

Zosia Zaks

Foreword by
Temple Grandin

A Great Resource for Skills to Teach

- Easy to use
- Practical
- Based on real-life needs

Strategies at Hand

Quick and Handy Strategies for Working with Students on the Autism Spectrum

Robin D. Brewer, Ed.D., and
Tracy G. Mueller, Ph.D.

APC
Autism Asperger
Publishing Company

Council for
Exceptional
Children

Hidden Curriculum

- The set of unwritten rules that no one has been directly taught, but everyone knows. Violations of these rules can make an individual a social outcast.
- Phrase associated with hidden curriculum:
  - "I shouldn't have to tell you but … "
  - "Everyone knows that … "
  - "It's obvious … "

Myles, 2008