Thinking Outside the Box about Social Supports

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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

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

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

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

Myles, 2008
Factor IV: Independence

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

Zigmond & Kerr, 1985

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

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

Essential Friendship Skills: Adolescence

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

Essential Friendship Skills: Adolescence

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

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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

Skills Employees Want

- Communication
- Adaptability
- Developmental
- Group Effectiveness

Skills Employees Want: Adaptability

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

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

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

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

Myles, 2008
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

Social Supports

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

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

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Myles, 2008
Sometimes I worry way too much, like when I think I am going to recess and it gets cancelled. This might make me scream, or even hit someone. This is a 5. Now my autism is TOO BIG.

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.
Social Skills: Instruction
• Scope and sequence
• The Power Card Strategy
• Direct instruction
• Social Stories™
• Self-understanding

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

Scope and Sequence
• Super Skills by Judith Coucovanis
• SOS by Michelle Dunn
• Building Social Relationships by Scott Bellini

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.

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)

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

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.

Direct Instruction

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

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

- Traditional curricula
- Nontraditional curricula

Controlled Exercises: Traditional

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

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

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

Examples from Elksnin & Elksnin, 2005; Hazel et al., 1995
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

Examples from Elkman & Elkman, 2005

Step 2: Provide a Rationale

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

Examples from Elkman & Elkman, 2005

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, then you will be able to finish your work more quickly and easily

Examples from Elkman & Elkman, 2005

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

Examples from Elkman & Elkman, 2005

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

Examples from Elkman & Elkman, 2005

Myles, 2008
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

Step 5: Identify Social Rules

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

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

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!

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
Social Stories
• Saying Goodbye to Shellina
• Talking About my Period

Social Skills: Interpretation
• Social autopsies
• Narration
• SOCCSS
• Drawings
• Cartoons
• SODA

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

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

SOCCSS
• Situation
• Options
• Consequences
• Choices
• Strategies
• Simulation
Roosa, 1995

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Drawings

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

Cartoon Cut-Ups

He's stuck up!
What's up?
This is my new 24 caret ring!
We're being held up!

Hamersky, 2001

Cartoon Cut-ups

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

SODA

- Stop
- Observe
- Deliberate
- Act

Bock, 2001

SODA: Stop

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

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?

Myles, 2008
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?

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.

Coaching

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

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

Angela Collins

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

Conversational Starters

- List of topics generally discussed by peers
  - Eavesdropping
    - In hall, between 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

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
- Health and safety
- Hygiene
- Nutrition
- Finance
- Planning
- Organization

http://www.integratingstandards.org

A Great Resource for Skills to Teach

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

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 …”