Developing Social Competence in Individuals with ASD: Increasing Successful Social Communication

Outcomes

- Participants will be able to define social competence.

- Participants will be able to list reasons why social competence is important for success and satisfaction in the lives of all persons.

- Participants will be able to identify how the characteristics of autism affect an individual's ability to independently acquire social competence.

- Participants will be able to identify and utilize supports that can help build social competence.

- Participants will be able to develop plans for embedding social competence learning into a student's school day.

Social Emotional Learning Goals for All Individuals

- Develop self-awareness and self-management skills to achieve school and life success

- Use social-awareness and interpersonal skills to establish and maintain positive relationships

- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Illinois Learning Standards for Social/Emotional Learning (SEL)

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Social Competence

The ability to interact successfully with peers and adults; social effectiveness

People assume that other individuals:

- Know the social rules

- Read facial expressions and body language

- React consistently to their own emotions and the emotions of others

- Communicate effectively with different groups

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Social Competence Description

"[S]ocial [competence] means one is able to **adapt** to an ever-changing landscape that takes into consideration the **environment**, the **people** in it, the **thoughts, beliefs and needs** of the individual and others who share the environment-whether or not they are in direct communication-as well as individual and collective **history** of knowledge and experience."

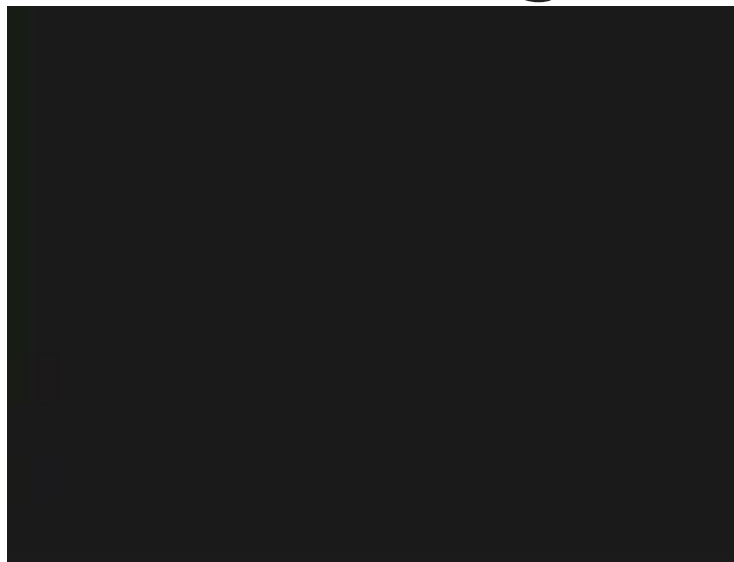(Winner, 2002, p. 21)

Social Competence at Work

Need for Social Competence

Social Emotional Learning

Success in School

Top 10 Skills as identified by a survey of 8,000 teachers

- Listen to others
- Follow the steps
- Follow the rules
- Ignore distractions
- Do nice things for others

- Take turns when you talk
- Get along with others
- Ask for help
- Stay calm with others
- Be responsible for your behavior

(Elliot & Grisham, 2006)

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How Does Social Competence Help School Success?

"If we increase social skills, we see commensurate increases in academic learning. That doesn't mean that social skills make you smarter; it means that these skills make you more amenable to learning."

Elliott, 2008

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Prepares Young People for Success in Adulthood

Common list of soft skills employers want:

- Social skills/interests/involvement

- Communication skills

- Interpersonal abilities

- Problem solving

- Teamwork

- Adaptability/flexibility

Current Trends

- Of adults 22 and older, 73% lived with their parents

- 11% live independently and 73% of those individuals are satisfied with living independently

- 90% could not gain or keep employment

- 95% had difficulty making or keeping friends

(Seltzer & Krauss, 2002) and (NLTS2, 2009)

Post-Secondary Status of Individuals with ASD

- 25-50% in some type of paid employment

  - usually below their level of education and have difficulty maintaining employment

  - highest skilled 13% earn <$25,000; lowest skilled 79% earn <$5,000

- 9.3% some vocational/technical education; 28% some 2 year college; 12.1% some 4 year college

- 34.9% no post-secondary school or employment

Shattuck et al, May 2012

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Employment Status of Individuals with Disabilities

- Only 6% of individuals with ASD have full-time employment

- Only 12% of individuals with AS/HFA have full-time employment

- Adults say that finding a job would improve their lives more than anything else

(Barnard et al., 2001) and (NLTS2, 2009)

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Underlying Characteristics of ASD:

Effect on the Development of Social Competence

Underlying Characteristics

- Social
- Communication
- Restricted patterns of behavior
- Sensory differences
- Cognitive differences
- Motor differences
- Emotional vulnerability
- Medical or biological differences

(Aspy & Grossman, 2007)

Effect on Social Competence Development: Social

"Social interactions that come naturally to most people can be daunting for people with autism. As a child, I was like an animal that had no instincts to guide me; I just had to learn by trial and error. I was always observing, trying to work out the best way to behave, but I never fit in. I had to think about every social interaction…I was a scientist trying to figure out the ways of the natives."

Thinking in Pictures, Grandin, 2006

Effect on Social Competence Development: Social

"I need to get a sense of humor. Right now."
"But why Sean?"
"Because every single person in the world has one except me. And I swear that nothing can stop me from getting one!"
He took joke books out of the library. "Why is this funny?"

Barron, There's a Boy in Here, 2002

Effect on Social Competence Development: Communication

Effect on Social Competence Development: Communication

Effect on Social Competence Development: Restricted Patterns

"One day I went out into the road. In the back of my mind I sensed that a car was coming, but it didn't mean danger to me. My obsession was too strong and I felt invincible. I had to see the speedometer! The man driving the car stopped, grabbed hold of me, and took me to the house. I couldn't imagine what I had done—why was he so angry with me when all I wanted was to look inside his car? At this age I lacked an imagination…

Effect on Social Competence Development: Restricted Patterns Continued

…I simply could not picture things in my mind. It was many years before I could do so. I wasn't afraid of moving cars because I couldn't imagine that they could hit me—to me, a moving car was the same as a parked car, just an object without potential."

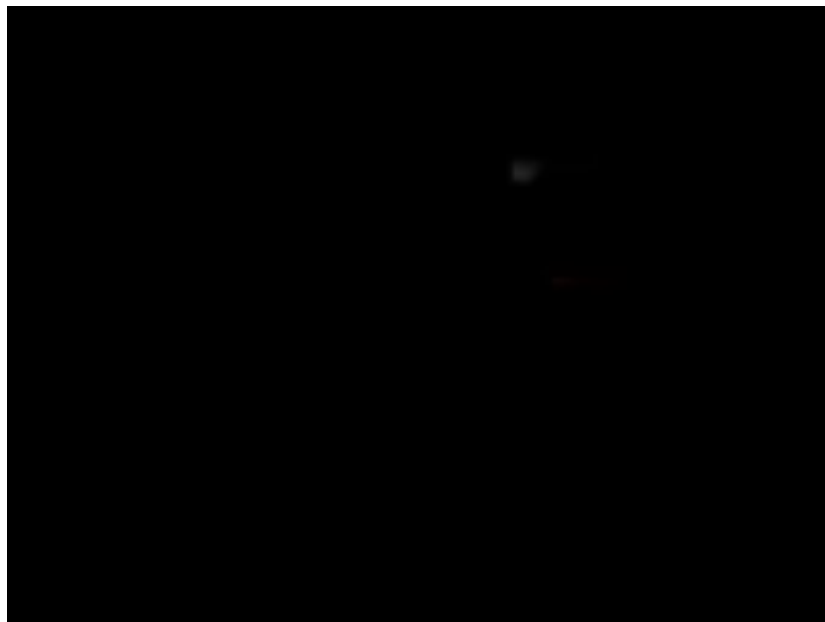There's A Boy in Here, Barron & Barron, 2002

Effect on Social Competence Development: Sensory Differences

Effect on Social Competence Development: Cognitive Differences

Effect on Social Competence Development: Motor Differences

Effect on Social Competence Development: Emotional Vulnerability

Effect on Social Competence Development: Medical/Biological

Social Competence Series: Assessment

Available at www.ocali.org
Click on OCALI On Demand;
then Social Competence Webinars

Keep in Mind…

IQ

≠

Social Intelligence

Purpose of Assessment

- To gain information about individual's current level of functioning in social competence areas

- To recognize strengths

- To identify areas of need

- To target skills that require tailored intervention

- To identify appropriate interventions

- To monitor progress

The Importance of *Team* When Assessing

Different
Perspectives

Different
Settings

Methods to Assess Social Competence

- Interviews with people who regularly interact with the individual

- Social skill rating forms from the individual, the parent, and teacher/staff

- Observations in typical/natural settings and in structured settings

Bellini, 2006

Lending Library Assessment Tools

http://library.ocali.org/4DCGI/Gen_2002/
web_Gen_2002_DoMultiseek/assessment@//////
1/1/1/1/1/1/2/2/2/2/2/0/0/Lang=En/Lang=En/
BookBag=T6V5JN6J02Q53S453/SortBy=3/GoPage=1

Social Assessment Example

☐ 002847	**ABAS II** Adaptive Behavior Scale-School	Assessment-Lambert, Nadine	CALL OCALI	Pro-Ed
☐ 003103	**ABI** Adaptive Behavior Inventory	Assessment Linda Brown	CALL OCALI	Pro-Ed
☐ 002227	**ABLLS-R** Assessment of Basic Language and Learning Skills-R	Assessment- Partington, James W.	CALL OCALI	Behavior Analysts, Inc.
☐ 002954	**ABLLS-R** Assessment of Basic Language and Learning Skills-R	Assessment- Partington, James W.	CALL OCALI	Behavior Analysts, Inc.
☐ 002955	**ABLLS-R** Assessment of Basic Language and Learning Skills-R	Assessment- Partington, James W.	CALL OCALI	Behavior Analysts, Inc.
☐ 002952	**ABLLS-R** Assessment of Basic Language and Learning Skills-R	Assessment- Partington, James W.	CALL OCALI	Behavior Analysts, Inc.
☐ 002953	**ABLLS-R** Assessment of Basic Language and Learning Skills-R	Assessment- Partington, James W.	CALL OCALI	Behavior Analysts, Inc.
☐ 003352	**Academic Instruction for Students** With moderate & Severe Intellectual Disabilities in Inclusive Classrooms	Downing, June	In	Corwin Press
☐ 002845	**ADI-R** Autism Diagnostic Interview-Revised	Assessment, Rutter, Michael	CALL OCALI	Western Psychological
☐ 002848	**ADOS 2** Autism Diagnostic Observation Schedule	Assessment	CALL OCALI	Western Psychological
☐ 003233	**ADOS 2** Autism Diagnostic Observation Schedule	Assessment	CALL OCALI	Western Psychological

Making Friends

Necessity of Friendship

- Although work is rewarding, most humans are fulfilled by social time

- Individuals with autism struggle with social competence, especially friendship skills

- Persons with autism want to have friends

NLTS 2 Data: Individuals with ASD

- Phone calls from friends in the last 12 months:

  - 15% daily

  - 12% weekly

  - 17% 1-2 a month

  - 40% NEVER

- Meet friends on their own in the last 12 months:

  - 19% 4+ weekly

  - 26% 1-3/ week

  - 17% sometimes, but not weekly

  - 39% NEVER

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Play and Development of Social Competence

- Play is important and good play skills are connected to better cognitive, social, linguistic, and emotional development.

- Play and Social Competence are directly connected because playing allows children the opportunity to express different emotions such as intimacy and affection, which then leads to the foundations of friendship.

  (Wolfberg, 1999)

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"If play is the beginning of measuring the world and finding one's place in it, it shouldn't be hard and one should feel successful."

-Cammie McGovern

Tips for Teaching Play

- Model appropriate ways to approach peers

- Assist child verbally or hand over hand to show new ways to play with materials

- Pair a new toy with a familiar toy and alternate turns

- Introduce new toys gradually, and play with the new item a bit longer each day

- Encourage use of sensory materials to expand flexibility with materials (i.e. play-dough or shaving cream can be used with cars or other favorite items)

- Give child choice within limits.

More Tips for Teaching Play

Don't be afraid to "change the rules" or use only some of the pieces to simplify the play in the beginning.

- Remember to teach "one step at a time"
- Small steps will lead to BIG gains
- Program for success
- Provide "prompts" as needed in order to ensure that the child continues to be successful and motivated
- Structure play time in "small time frames" frequently throughout the day
- Know when to end a play session

Retrieved from http://www.brighttots.com/special_needs_toy_tips.html, 5/30/14

Using Special Interests in Play

Using a child's special interest can improve motivation and add reinforcement.

If a child likes *Star Wars,* use various activities to teach different play skills

- *Star Wars* Legos can be used to teach building, fine motor, and pretend skills

- *Star Wars* costumes can be used to to teach pretend play or play with peers

- *Star Wars* figurines can be used to teach figurine pretend play and imagination

- *Star Wars* puzzles, games, art projects and books can be used to teach sharing, turn taking, winning/losing, peer play

(Smith, 2001)

Including Peers in Play

- Choose inclusive settings for play: play dates, playground, park, sports

- Include special interests: start with what the person with autism enjoys; find out what same age peers are doing and expand to those activities/items

- Plan for supports: teach peers and adults how to interact with and include the individual with autism; add visual supports as needed
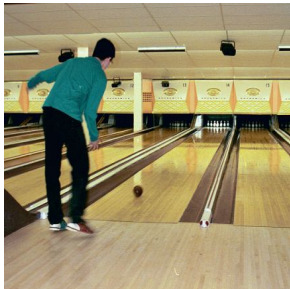
Communication Board

PICTURE EXPLANATION

Picture This…, Silverlining Multimedia, 2001

Picture Schedule

Go to counter	Get bowling shoes	Find a ball	Find group & sit
Wait for all kids	Take turns bowling	Have a snack	Take turns bowling
Return ball	Return shoes & pay	Change shoes	Change shoes

Visual Supports

TURN TAKING BOARD

Picture Directions

Let's play dollhouse.

Open the house. See the rooms.

Baby   Daddy   Mommy   Puppy

Get the family.

Priming Picture Story

Kick ball is a game played with two teams. One team tries to kick the ball with their foot & and the other team tries to catch the ball.

www.setbc.org

Resources for What and How to Play

- Search YouTube for "How to play board games" or "How to play outdoor games for kids" to find Video Models for students

- Search Pinterest for "Kids Outdoor Games" or "Kids Games" or "Kids Board Games" for ideas and directions

Work Time: Choose One

- Work in a small group

- Discuss other tips for teaching play that you have used in sessions or in classrooms

- Share how you communicate play activity ideas for students with classroom staff

- Search Youtube or Pinterest for play ideas

Friendship Skills

The ability of young people to develop friendships with peers is critical to their emotional development and success in school.

- Using theory of mind

- Possessing the basics for establishing friendships

- Understanding the hidden curriculum

- Dealing with anxiety

- Understanding and recognizing emotions

Theory of Mind

"Theory of mind is the understanding of mental states of others including their intentions, desires, beliefs and emotions."

Difficulty in:
- Predicting
- Reading intentions
- Understanding emotions
- Explaining own behavior
- Understanding perspective or reference
- Reading and reacting to others' interests
- Understanding social interactions

Retrieved from http://social.jrank.org/pages/659/Theory-Mind.html
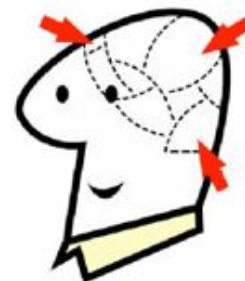
Components for Making Friends

- Communication system
- Learn the social skills valued by the peer group
- Know how to problem solve
- Consistent opportunities and time
- Accommodations
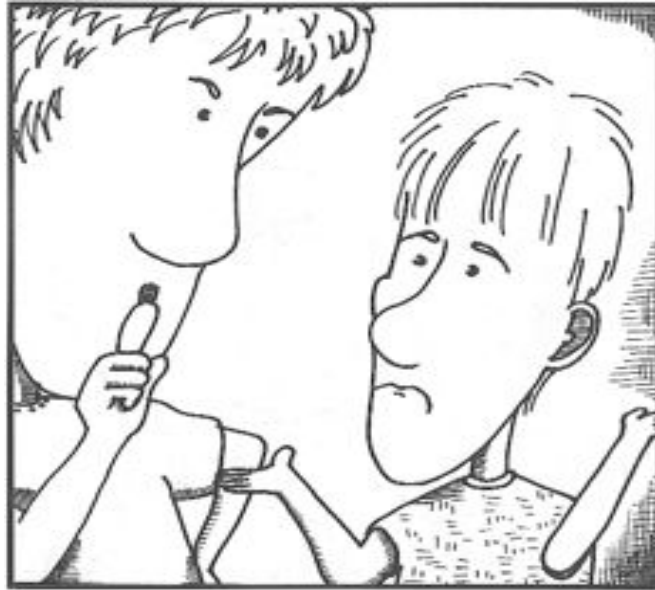- Encouragement of all peers

The Hidden Curriculum

"The set of rules or guidelines that are often not directly taught but are assumed to be known."

Phrases associated with hidden curriculum:

- "I shouldn't have to tell you but …"

- "Everyone knows that …"

- "It's obvious …"

(Myles, et al., 2004)

My teacher says I'm rude. I think I'm honest. I don't understand why I can't tell someone that they have bad breath, ugly hair, or to go away because I'm busy.
This is Asperger Syndrome.

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Hidden Curriculum Examples

- People do not always want to know the honest truth when they ask you a question. Your best friend does not want to hear that she looks fat in a new dress she just bought for the dance.

- Acceptable slang that may be used with your peers (i.e., "dawg," "phat") may not be acceptable when interacting with adults.

- When the teacher is scolding another student, it is not the best time to ask the teacher a question.

- People are not always supposed to say what they are thinking.

(Myles et al., 2004)

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Anxiety

All individuals experience anxiety in social situations because everyone wants to gain peer acceptance, feel included, and have meaningful friendships and relationships.

Some individuals with ASD experience anxiety differently.

Because ASD is a disorder of social cognition, individuals with ASD experience heightened levels of social anxiety and therefore experience behavioral challenges in social situations.

(Buron, 2007)

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How to Lessen Anxiety

- Teach calming techniques

- Prep for new situations

- Practice social skills with familiar people

- Use the Incredible 5 Point Scale

- Use visual supports

  - When an individual has difficulty understanding a social concept, consider showing them using a picture, drawing, or written words

  - Visuals remain consistent

  - A picture/word description stays in place when verbal words are over

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Yoga Resources
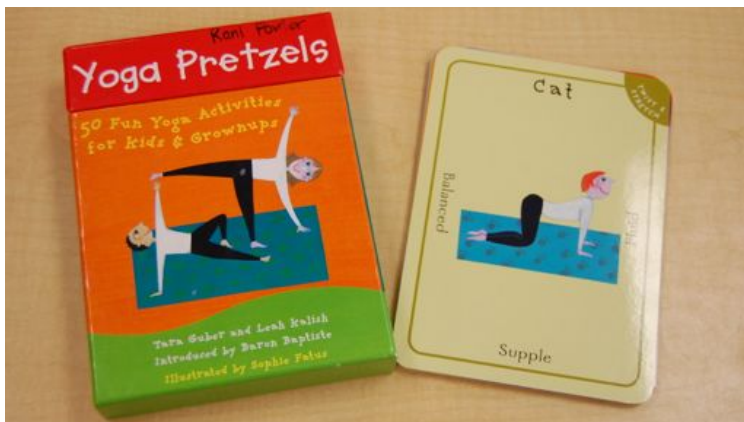
Lots of videos and books available online- YouTube, Pinterest, Google search

http://www.yogakids.com/yogakids-videos

Things I Can Do To Calm Down!

Take 3 deep breaths

Count from 1 to 10 (and if you're still angry, count again from 10 to 1)

Find a trusted person to talk to about what is bothering you

Get a hug or give a hug

Think of a peaceful place

Talk yourself into being calm: say, "Be calm, be calm" or "I can handle this"

Tense and relax your muscles

Feel your pulse

Visualize yourself calming down
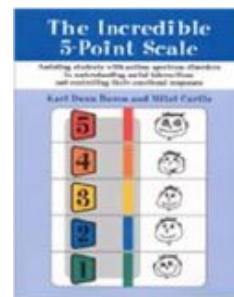
Retrieved www.freeprintablebehaviorcharts.com 9/28/11

Incredible 5 Point Scale

- Controls emotional reactions

- Student participates

- Identifies problem

- Enhances alternative, positive behaviors

www.5pointscale.com

Example of an Incredible 5 Point Scale

Rating	Looks/Sounds like	Feels like	I can try to
5	Hitting, kicking	Volcano	Ask to call/go home
4	Swearing	I am about to erupt	Use words I learned from Mrs. B
3	I can't sit & my face is red	Fidgety	Take 3 deep breaths and ask for a break
2	I'm sitting and attending	Other kids, maybe	Stay in the groove
1	I am ready for anything	Sitting on the beach	Enjoy

5	**Feeling Out of control** end up with me being fired if I fall apart! I need to use my "HELP" card to ask for help so I can have a quiet break	Individuals can use the concept of the 5 Point Scale to develop a visual reminder of how they may feel and what they need to do.

This scale is an example of what may be developed after a person has worked through and recognizes how it feels to "escalate and escape" and what action may be necessary when that occurs to avoid unfortunate endings |
4	**Almost over the edge** coming and know I need to get out. Grab the stress ball and walk outside	
3	**It's Building** to concentrate. Ask the boss for a break	
2	**Something is not quite right**– I know something is happening. Self-Talk ("Relax"), Listen to music while I work	
1	**Chillin'** work and I feel safe.	

Petal's Control Scale

#	How does this feel?	What makes me feel this way?	How can I tell?
5	I could lose control!	When loud talking and laughing keep going. School bells and the smell of Fish.	Too late!! I am screaming! *Emergency!! Stop talking. Close eyes. Deep breaths*
4	This can really upset me	When the boys all laugh at one time. When I can't do my work. When I make a mistake.	I start swearing out loud. I say mean things to other people. I tear up my work. *Take a walk out of the room!*
3	This can make me nervous	When I hear the boys talking louder. When the chairs or desks scrape on the floor. When someone laughs out loud.	I say shut up real quietly. I start starring at the boys. My brain starts thinking about the boys too much! *Take card to teacher*
2	This sometimes bothers me	The sound of rain on the roof. When I can't have my turn right away. Walking on the power walk.	My stomach kind of hurts. I think things aren't fair. I start repeating the TV Guide schedule.
1	This never bothers me.	Doing my work. Reading teen magazines. Looking at adds in the paper. Watching TV.	My brain is relaxed. I am smiling. My mouth is relaxed. I am happy.

A possible dating scale:

If you meet a girl and you are interested in getting to know her better, you might want to think about what level of this scale you are at and what level she is at. There are many different kinds of friendships. You might feel like a 5 and she might only feel like a 3. If you are unsure about how she feels, it is a good idea to just start with #2 or #3.

5	I love you and want to be your boyfriend. This is when you exchange phone numbers and addresses.
4	I would like to date you and see what happens. This is when you exchange phone numbers.
3	I am interested in e-mailing you from time to time and see if it develops into dating. Exchange –mails.
2	I am interested in being friends but not dating. Maybe exchange e-mails.
1	No interest in a relationship. Say goodbye.

Visual Support: Anxiety

Emotions

Many emotions manifest differently in individuals with ASD:

- Excitement

- Enjoyment

- Pleasure

- Love

- Affection

Excitement, Enjoyment, Pleasure

Expected Responses	Possible responses from an individual with ASD
• Smiling • Jumping up and down • Singing • Sharing the excitement with others • Laughing • Giggling	• Smiling • Flapping arms, hands, and/or wrists • Screeching or Squealing • Rocking • Talking non-stop and very rapidly

Love and Affection

Expected Responses	Possible responses from an individual with ASD
• Hugging • Kissing • Smiling • Patting on the back • Holding hands	• Moving away • Avoiding eye contact • Unresponsive to receptive affection • More attachment shown to objects rather than people • May oddly initiate touch yet retreat from approaching touch

Exploring Feelings:
Cognitive Behavior Therapy to Manage
Anxiety or Anger
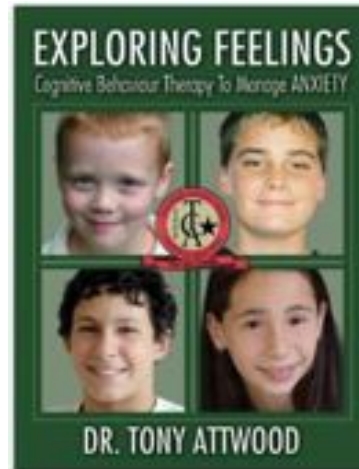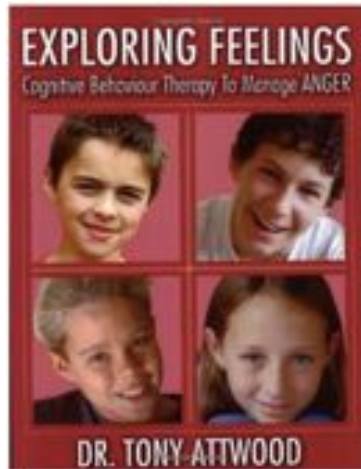
Proactive Strategies for Building Social Competence

- Visual Supports

- Social Skills

- Social Stories

- Social Narratives

- Social Scripts/Role-Playing

- Video Modeling

- Stop-Observe-Deliberate-Act (SODA)

- Social Behavior Mapping

Schedules and Social "Rule" Cards

exercise

Role play

baseball game

computer

(Boardmaker icons, Mayer-Johnson, 1998)

1. I will raise my hand and wait for the teacher to call on me before talking.

2. I will stay in my seat

3. I will sit quietly at my desk

Why Do I Get Angry?

Check off the reasons why you get angry

An adult gets mad at me _____

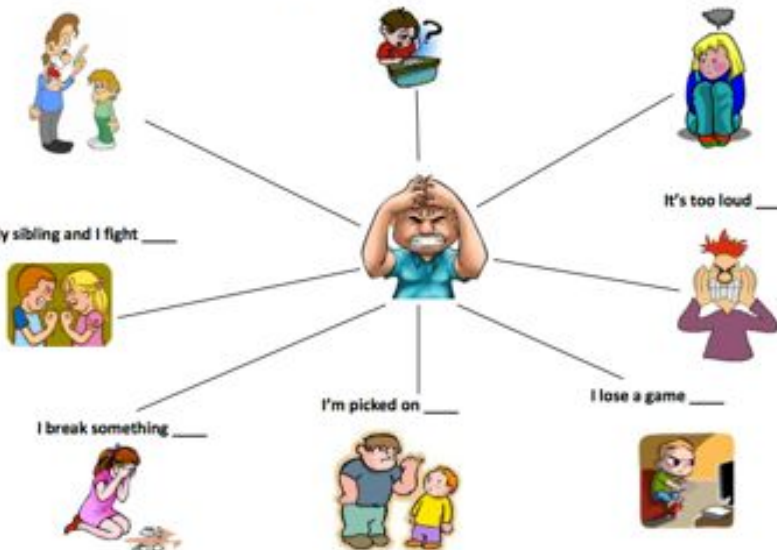I can't figure something out _____

I feel left out _____

My sibling and I fight _____

It's too loud _____

I break something _____

I'm picked on _____

I lose a game _____

Free Printable Behavior Chart.com

Retrieved www.freeprintablebehaviorcharts.com 9/28/11

How Do I Respond?

Give examples of angry responses and non-angry responses for the following situations. Fill in some additional examples if your situation is not on the chart.

		Angry Response	Non-Angry Response
	I can't figure something out	*Example:* I break my pencil and yell	*Example:* I ask for help
	My sibling and I fight		
	I feel left out		
	An adult gets mad at me		
	It's too loud		
	I break something		
	I'm picked on		
	I lose a game		

Free Printable Behavior Charts.com

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When you are angry, use your stoplight to remind you how to behave appropriately. When you feel like you might lose control, STOP. Next, CALM DOWN and think of a solution to your problem. When you are calm, you can GO ahead and solve your problem!

Red= Stop

Yellow= Calm Down

Green= Go

Retrieved www.freeprintablebehaviorcharts.com 9/28/11

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Visual Support: Anger

Social Skills

- Asking for help
- Using names
- Listening
- Sharing ideas
- Helping others
- Communicate clearly
- Follow directions
- Taking turns

- Greeting others
- Use good manners
- Friendship skills
- Empathy
- Sense of humor
- How to share
- Initiation of conversation

Social Stories™ – An Overview

- A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses.

- The vocabulary, perspective, length, and content is adjusted to suit the child's comprehension level, interests, and abilities.

- Half of all Social Stories™ developed should affirm something that an individual does well.

- Written in first person and present tense.

The term Social Story™ and the process for writing Social Stories™ is owned by Carol Gray

---

Example of a Social Story™

Playing Together

My name is Kyle and I am an awesome person.

Part of being an awesome person is learning to play with other children and make new friends.

I can play with other children during recess. During recess, many children play with toys. When they play with toys they have fun.

It can be a lot of fun to play with other children and make new friends.

Sometimes we will play the games I like and sometimes we will play the games that other children like.

Playing the games that other children like can be lots of fun.

Playing the games I like is also fun.

When I play with other children I will always try to have fun.

Adapted from http://www.latrobe.edu.au/hcs/projects/autism/social_stories.htm (Groom and Launonen, 2005).

Example of a Social Narrative

"Pretending"

Sometimes when I play with my friends, we may pretend to be someone else. Pretending means to act like someone else for a short time and then be myself again.

Sometimes, we might pretend to work at a grocery store. We might use pretend food and money in a play cash register. We pretend to be workers and shoppers.

Sometimes, we might play dress-up and pretend to be a doctor or nurse. Someone pretends to be a patient and someone pretends to make them better. When we pretend, we never use real medicine or other things that might hurt us.

When we finish pretending, my friends and I are ourselves again. We are like actors and actresses who perform a play and then, it is over. Pretending can be

Example of a Play Social Script

Assess: Child likes to watch cooking shows

Materials: Chef's coat and hat, play kitchen set, pretend appliances, dishes, and food

Script: Picture cue cards showing dishes, appliances, and ingredients to use to make a recipe

Prompting: DEPENDING ON CHILD, may need modeling, help with setup, gestural prompts for picture cues, or verbal help

Progress: Work towards less prompting and development of own scripts. Allow for imagination and ideas outside of the scripts

Social Script Example

> **Example:** A child has difficulty asking peers if he can join in their "ball-tag" game at recess. He typically runs in the midst of the game, takes the ball and then runs away. The script would read: Joey - "Hi guys. Can I play 'ball-tag' with you?" Guys - "Sure you can, Joey, but you will have to wait over there until it's your turn to throw the ball." Joey - "O.K. I'll wait until you tell me it's my turn."

http://www.specialed.us/autism/assist/asst13.html

Video Modeling

- Integrate video clips of "modeled behavior"
- Allows student to see wanted behavior

Video Modeling Resources
- Flip Video Camera
- Cell Phone Video
- YouTube
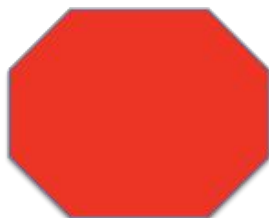- Tooble/Download Helper
- TeacherTube

Video Modeling Example

Stop-Observe-Deliberate-Act
SODA

Stop: Uses self-questioning to figure out new situations

Observe: Tries to find what social cues are being used

Deliberate: Figures out how to be successful in the situation

Act: Follows through on plan developed during deliberate stage


Texas Autism Resource Guide for Effective Teaching

Example of SODA

- STOP: Standing at entry to family room at a friend's house and getting ready to enter to watch a movie

- OBSERVE: Looking around to see where people are sitting, what they are talking about, how they are acting

- DELIBERATE: Where should I sit, who do I like to be near, what can I talk about with them, do I want to eat a snack

- ACT: I sit by Jacob because he is calm and we both like science fiction; everyone is eating popcorn so I have some too

Social Behavior Mapping

- Developed by Michelle Garcia Winner and associates, 2007

- Connects behavior, emotions, and consequences across the day

- Develop behavior maps for Expected and Unexpected Behaviors

- Review with team and parents before sharing with student

- Track data to monitor progress

SOCIAL BEHAVIOR MAPPING

Connecting Behavior, Emotions and Consequences Across the Day

Michelle Garcia Winner, Editor
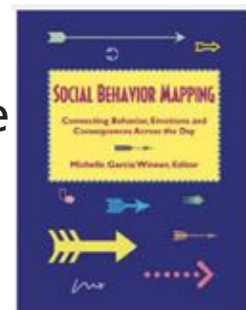
Social Behavior Mapping: Expected
Winner, 2007

WORKING IN A SMALL GROUP
Behaviors That Are EXPECTED

Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between the information listed in each column. For example, whatever behavior is listed first does not have to match to the first emotional reaction or the first consequence, and so on.

Expected Behaviors	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
• Contribute to the group by figuring out the discussion topic.	• Calm	• Group members work well together.	• Productive
• Go with the flow of the group – some conversation may not relate to the project. About 25% of the time, students enjoy friendly non-work talk.	• Productive	• You and the group make progress on the work.	• Relaxed
• Monitor your talking so others can contribute equally.	• Included	• Group members feel comfortable sharing their ideas.	• Prepared
• If you don't like someone's ideas, keep this in your head. Possibly suggest another idea without making the person feel bad about their idea.	• Confident	• Group members want to work together again.	• Calm
• Keep your body in the group.	• Connected	• You have a final product that reflects all persons' ideas working together.	• Connected.
• Eyes tracking conversation, body turned to person talking.		→	
• If you are bored, keep it in your head (others might be bored too).		→	
Work politely with other members of the group even if you don't like them.		☺	

Social Behavior Mapping: Unexpected
Winner, 2007

WORKING IN A SMALL GROUP
Behaviors That Are UNEXPECTED

Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between the information listed in each column. For example, whatever behavior is listed first does not have to match to the first emotional reaction or the first consequence, and so on.

Unexpected Behaviors	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
• Doing nothing.	• Annoyed	• Others will think you are bossy, or a know-it-all.	• Anxious
• Being the "rule police," and keeping everyone constantly on task.	• Frustrated	• They will not want to work with you next time.	• Frustrated
• Dominating the conversation with your ideas.	• Bored	• They might tell you your ideas are bad and be rude to you.	• Left out
• Telling others their ideas are bad/stupid and you don't like them.	• Angry	• Others will tell you to sit down.	• Sad
• Getting up and wandering around the room.	• Hurt	• They will think you don't want to work with the group.	• Unsuccessful
• Turning your body away from the group, looking around the room.		→	
• Telling the group members you don't want to work with them.		• The students don't think you're cool.	
• Announcing you are bored.		→ ☹	

Work Time

- Work in a small group: time keeper, facilitator, reporter

- Choose a social behavior a student needs to develop

- Think of what tool you could use to develop the social behavior: visual support; Social Story (TM); social narrative; play script; Social Behavior Mapping

- Think about how you would develop this support and/or how you would embed it into the student's day

- Report out

Reactive Strategies for Building Social Competence

- Comic Strip Conversations

- Social Autopsy

- SOCCS

- Stress Thermometer

Cartooning

• Draw out a cartoon of what happened, including speech bubbles of what people said

•Insert thought bubbles for the individual to fill in so you know how s/he is viewing the situation

•Use the cartoon to discuss what happened, to clarify what people might have been thinking, and to teach what to do differently
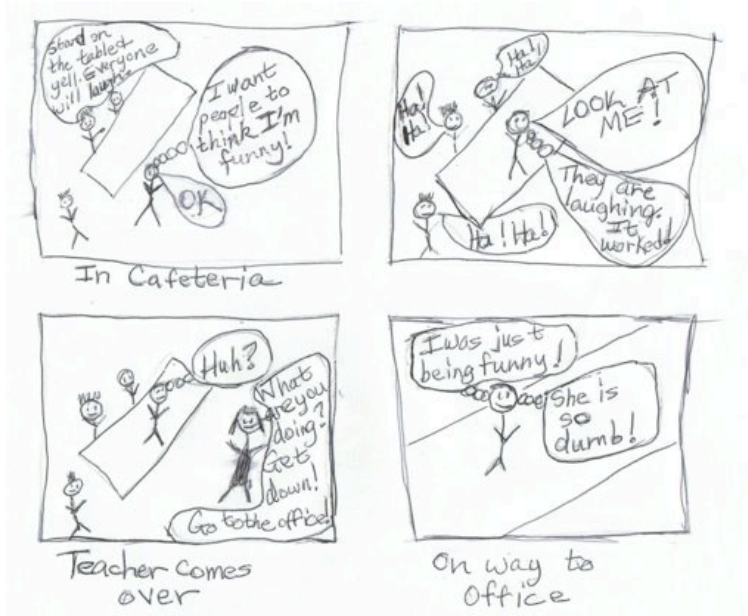
Example of Cartooning
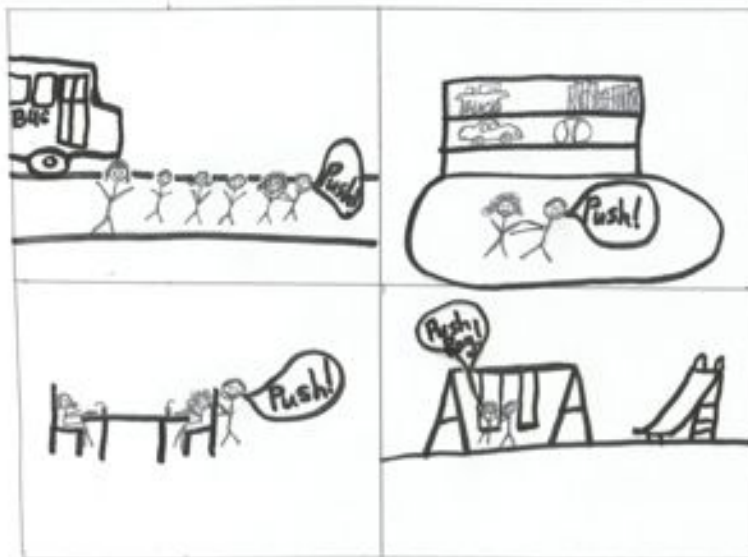
Roy's teacher asked him why he was pushing LaVerne--at the bus, at playtime, at lunch. Roy pointed to the last block and said, "Swing," then "LaVerne," and then "Push!" He was trying to play!

Example of Cartooning

Cartooning via Technology

MakeBelief Comics: http://www.makebeliefscomix.com/
comic strip development utilizing writing skills

ToonDoo: http://www.toondoo.com/ *even more features*

Social Autopsies

- Helps show cause and effect of the situation
- Uses positive reinforcement
- Teaches problem solving framework
- Utilizes pictures or words

Social Autopsy Worksheet

What happened?
What was the social error? Who was hurt by the social error?
What should be done to correct the error?
What should be done next time?

Texas Autism Resource Guide for Effective Teaching

Example of a Social Autopsy

- *What happened?* I kept interrupting Tasha's presentation in Science class

- *What was the social error? Who was hurt by the social error?* It was Tasha's turn to talk and I was supposed to be a quiet listener. I hurt Tasha and my other classmates.

- *What should be done to correct the error?* I need to apologize to Tasha and the class.

- *What should be done next time?* I need to sit quietly and listen when someone else is presenting. I will put my "Quiet" picture out on my desk to help me remember.

SOCCSS

Situation-Options-Consequences-Choices-Strategies-Simulation

- **Situation:** Who, what, when, where, why

- **Options:** Brainstorm possible options to the situation

- **Consequences:** List a possible consequence to each brainstorm option

- **Choices:** Choose best option after prioritizing list

- **Strategies:** Develop a plan using the option in case the situation occurs again

- **Simulation:** Practice the plan

Texas Autism Resource Guide for Effective Teaching

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Example of SOCCSS

- *Situation:* Luis came to play at my house for one hour. I wanted to play a computer game and Luis wanted to go ride bikes. I got mad. He's at my house and should do what I want.

- *Options:* (a)I could make Luis play a computer game with me; (b)I could go out and ride bikes with Luis; (c)I could play a computer game and Luis could go out and ride a bike; (d)I could send Luis home and play a computer game alone; (e)we could play the computer game for 30 minutes and then ride bikes for 30 minutes
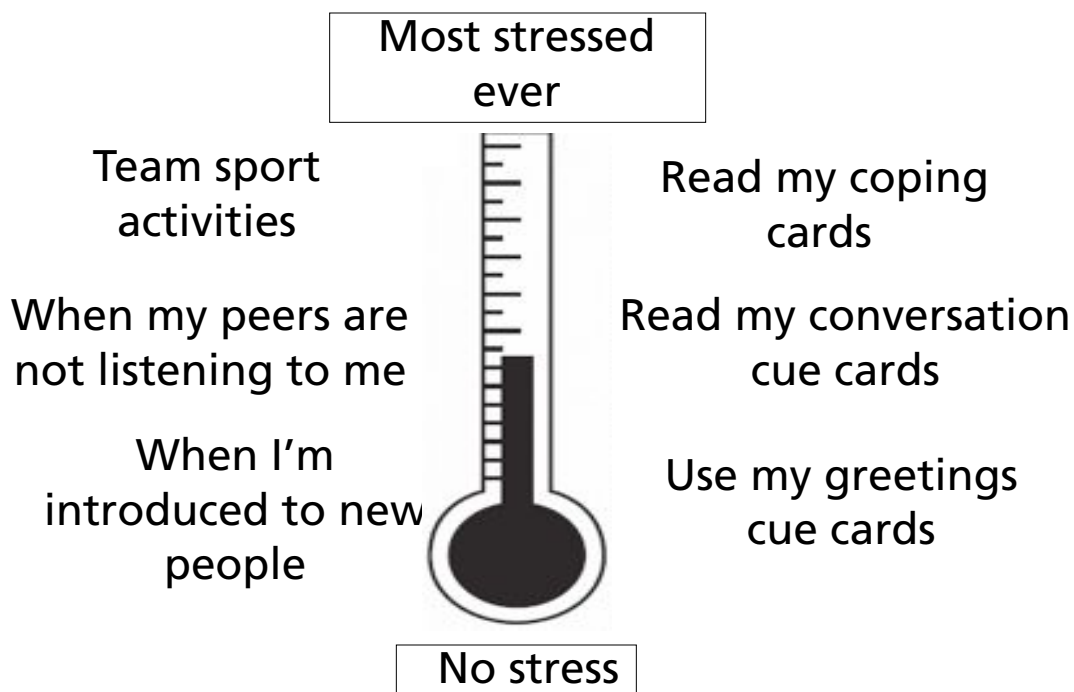
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Example of SOCCSS Continued

- *Consequences:* (a)Luis won't like playing the computer game; (b)I won't like riding bikes; (c)we would both be alone; (d)I would be alone and mom wouldn't let me play anyway; (e)we both get to do some of what we want to do

- *Choices:* Prioritizing would be (e), (a), (b), (c), (d) and I would choose (e)

- *Strategies:* When I am having a friend over, I need to do some of what we each want to do even if what my friend wants to do isn't a lot of fun for me.

- *Simulation:* Mom and dad give me choices of things to do with them, even though some aren't my favorites. And then they do something I like to do too.

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Stress Thermometer

Most stressed ever

Team sport activities

Read my coping cards

When my peers are not listening to me

Read my conversation cue cards

When I'm introduced to new people

Use my greetings cue cards

No stress

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Work Time

- Work in a small group: time keeper, facilitator, reporter

- Think of a social situation that went poorly for a student

- Choose a tool you could have used for the situation: cartooning; social autopsy; SOCCSS; stress thermometer (or could use Social Behavior Mapping)

- Start developing the tool and/or share how to use it with the student

- Report out

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linking research to real life.

Embedding Social Competence into the School Day

Teachers May Say...

Begin with the End in Mind

An adult who:
- has received post school training/education and is employed full-time in a job that is interesting to that individual
- Lives as independently as possible
- has friends and a community of supportive people who can assist when needed
- is involved in social and leisure activities that are the choice of the individual
- has an ENVIABLE LIFE (Ann Turnbull)

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Research says:

- Have planned, systematic opportunities for peer interactions

- Provide consistent chances to practice emerging social skills

- Encourage generalization by embedding social interactions into ongoing activities

- Allow natural reinforcement by peers to motivate further engagement

Bovey & Strain, http://csefel.vanderbilt.edu/resources/training_kits.html

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Themes Across the Research

- Direct instruction of social competence skills
  - Rules and routines
  - Class meeting
  - Co-operative learning
  - Role play
  - Connect to the standards
  - Visual supports
- Teach in context
- Include reinforcement and prompting
- Use self-monitoring
- Utilize peer support
- Incorporate parent involvement

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Direct Instruction

- Teach Social Competence the same way academics are taught using effective instructional strategies
  - Explain why the lesson is important
  - explain skills needed to understand the lesson
  - show how students can demonstrate the lesson
  - practice the lesson/skills with supervision and feedback

Direct Instruction

- Ideas for planned opportunities:
  - focus on a social skill of the day/week
  - teach a Hidden Curriculum item daily
  - have a daily/weekly class meeting to discuss a social competence area
  - include group instructional activities

Social competence building through direct instruction of needed skills/concepts

Rules & Routines

- School-wide and classroom rules need to be taught, not just posted

- List of 3 - 5 rules accompanied by pictures

- Class routines need to be taught at the beginning of the year/semester: raising hand; restroom pass; handing in work; homework

  Social Competence building through frequent, planned, targeted practice opportunities for new skills

Bovey & Strain; Otten & Tuttle

OCALI

Class Meeting

- *Younger students*: Large group time for greeting, sharing, activities, and news/announcements

- *Older students*: Regularly scheduled; use a set structure; discuss issues; set goals; participate in conflict resolution

  Social competence building through learning how to greet others, communicating knowledge, listening, responding to questions, staying on topic, turn taking, learning about special events/changes in routine, problem solving

Otten & Tuttle   OCALI

Co-operative Learning

- Small groups of students with mixed abilities work together towards shared goals

- Includes specific tasks assigned by teacher

- Students can be assigned a role (facilitator, time keeper, recorder, presenter)

- Examples:

    - Round Robin: take turns responding in a team

    - Rally Coach: Partners take turns, one solving a problem with the other coaches

    - Quiz-Quiz Trade: teacher or students create question cards; quiz in partner teams and then rotate

    Social competence building through following rules, taking turns, staying on topic, listening to others' opinions/ideas, problem solving

Magnesio & Davis

OCALI

Role Play

- After being taught a skill, students can practice by acting out the situation

- Use developed scripts or develop own scripts given a story starter

- Role play situation "gone wrong" and then show it again using social competence strategies

    Social Competence building through watching examples/non-examples, practicing the skill, discussing situations/concepts/social thinking

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Connect to the Standards

- Post academic/social standards for the day

- Teach through literacy: emotions; motivations; friendships; connect stories to real social life of students; writing with voice of a character or other person

- Teach through history/social studies: perspective of a historical character; compare/contrast social rules from different time periods

- Teach through science: problem solving

Social Competence building through direct instruction utilizing daily content work

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ELA Standards

- Grade 4/Reading Standards for Literature/Key Ideas and Details: 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Grades 9&10/Writing Standards/Research to Build and Present Knowledge: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Competence Application: perspective taking; motivation for actions; identifying problems; problem solving; anticipating consequences; evaluating outcomes

Social Studies Standards

- Grade 2/Theme: People Working Together/Government Strand/ Civic Participation and Skills:
  - 10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
  - 11. Groups are accountable for choices they make and actions they take.
- High School/American History/Social Transformation in the US: 23. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

  Social Competence Application: perspective taking; identifying emotions of others; understanding rules; giving and receiving praise/criticism; identifying problems; generating alternative solutions; evaluating options; evaluating outcomes

Math Standards

- Grade 6/Statistics & Probability/Develop Understanding of statistical variability: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

  Social Competence Application: identifying problems; generating solutions; planning; working in a group; collecting data from others appropriately

Using Visual Supports

- Graphic Organizers: Written charts, webs, diagrams that visually represent concepts/ vocabulary/process

- Picture representation of rules, rout social situations, social processes

- Cartooning
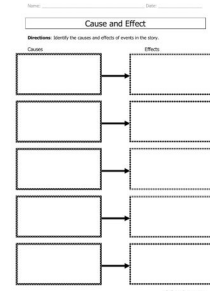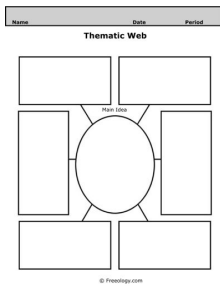
Social competence building through visually representing social situations/ concepts/sequences

Teach in Context

Use teachable moments to provide learning opportunities throughout each day

Examples

Event: *Two boys are fighting over books.*
Teacher Response: The teacher asks them, "What is it you want to happen here?" "What do you need to do so that can happen?" She's making them more aware of goal setting.

Event: *A girl takes one glance at a worksheet which overwhelms her and she bursts into tears.*
Teacher Response: The teacher gives her a previously established "count to ten" cue to calm down a little bit. She's helping her to practice emotional regulation.

Event: *Class members have been supporting a classmate with physical challenges during physical education classes.*
Teacher Response: The teacher acknowledges their selecting the goal of including the whole class, and their creativity in choosing strategies to make this happen during P.E She reinforces their selection of goals and their generation of strategies.

Examples/Non-Examples

- Show students the appropriate social skill, interaction, or concept and show the inappropriate skill, interaction, or concept to demonstrate the difference

- Display photos of an exemplary social behavior and a related non-appropriate behavior; role play

Social Competence building through demonstration and practice of any social competence skill needed as identified through assessment

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Social Knowledge Questions

"What's likely to happen?"

"What might go wrong?"

"Does this follow/break any school/class rules?"

"What do you already know about how to be a good friend?"

"Can you remember a time when something like this happened before?"

"Can you remember feeling that way?"

"When do people get in trouble?"

"What do you think makes people grumpy?"

"Do people who are kind usually act this way?"

"Is this respectful?"

"How do you know when someone .....?"

"What are some fair ways to decide whose turn it is?"

"Do you thing this is important?"

"Would this be right in every situation?"

"Can you ever get what you want and make a friend, at the same time?"

"What does it mean when words are different from someone's tone of voice/body language?"

"How do you decide which goals are most important?"

"What's worked in the past?"

"How do compromises work?"

"What did you learn from this, for next time?"

Retrieved www.csde.umb.edu/tools 9/9/11

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Emotional Regulation Questions

"How do you feel right now?"
"How can you calm down, before you decide what to try?"
"Should you take a deep breath? Count to ten?"
"Do you feel calm enough to figure this out right now?"
"Are you too upset to.......right now?"
"Would it be a good idea for you to cool off first?"
"Do you want to deal with this tomorrow morning, after you've had a good rest?"
"Would that be too impulsive?"
"Do you feel you can think that through while you are upset/angry/frustrated/excited/tired?"

Retrieved www.csde.umb.edu/tools 9/9/11

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Social Perception Questions

"Did you notice how she was looking?"
"Did you pay attention to what was going on?"
"What just happened?"
"Do you feel comfortable?" "Do you think they do?"
"Were his words the same as his tone of voice and the way he moved?"
"How do you think she feels?" "When do you feel...?"
"Does she like that?"
"Did you mean to.....?"
"Pay attention to your body. What is it telling you?"
"Do you think she is being sincere?"
"What was his face telling you?"
"What made you think ....?"
"That student was smiling on the outside, but do you think he was smiling on the inside?"
"Do you think she thinks that was funny?"
"How would you have felt if someone talked to you that way?"
"Why do you think he said/did that?" "Why do you think that student...?"
"What do you think she wants to happen?" "What else...?"
"Do you think there's something she wants to keep from happening?"
"Do you think that was on purpose, or was it an accident?"

Retrieved www.csde.umb.edu/tools 9/9/11

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Social Problem-Solving Questions

"What do you want to happen?"
"Why do you want to do that right now?"
"Why you? Why not let someone else do that?"
"Would that be safe?"
"Would you get in trouble if you did/said that?"
"Is it more important to do ...... or to make a friend right now?"
"Is it more important to get. ., or to avoid.. right now?"
"What are your obstacles in reaching that goal?"
"What would be a friendly thing to say/do?"
"What are some other ways you can be a friend?"
"How can you solve this problem?"
"Could you do .. by yourself, without the help of an adult?"
"What would happen if you....?"
"Did this turn out the way you expected?"
"Would that strategy be direct? Assertive? Polite?"
"Can you think of a compromise?"
"If you did that, would it cause even more problems?"
"Were there any results beyond what you expected?"

Retrieved www.csde.umb.edu/tools 9/9/11

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Reinforcement/Prompting

Students will need to receive positive reinforcement and prompting when they are learning new social skills/concepts/strategies

- Positive-to Negative Ratio: **4 to 1**

- **Behavior specific**: "I really like the way you talked with Jon about his birthday party", rather than "Good job!"

- **Match** the reinforcement to the student's **age and interests**

- **New skills** may need **more frequent** reinforcement and prompting; fade both as the skill is mastered

- **Prompting** can include priming with rules/routines just before event occurs

  Social Competence building through making sure the student knows their new skill/understanding is valued and desired

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Self-Monitoring

- Teach students how to track progress on their own social behaviors

- Choose a social behavior from assessed needs; develop a system for tracking (sticker chart, token chart, fill-in graph, electronic tally); teach how to track the chosen behavior; reinforce progress

    Social Competence building through motivation by seeing improvement, teaching one positive skill/concept at a time,

Peer Supports

- All students can benefit from social competence instruction

- Can have a class wide reinforcement system for learning a new social skill/concept (tokens in jar, "Saw it" cards)

- Peers can model appropriate social competence; arrange for student with limited peer interaction skills to be with students who are more socially competent and respond well to the student

    Social Competence building through models, repetition, monitoring, and reinforcement

Peers Can Help

Well-informed students who are taught how to support their peers with social challenges and how to respond if these students need assistance often become your best helpers and have a powerful impact on the lives of these individuals.

Otten & Tuttle

OCALI

Parent Involvement

- Parents/families can help reinforce a skill/concept and generalize it to new environments with different people

- Examples: share skills student is working on; send home Hidden Curriculum situations to discuss; set up a home-school social journal

- Social Competence Strategies for Families Webcast Series: http://www.ocali.org/project/social_competence_strategies_families_webcasts

- **Social Competence building** through teaching across environments and people and also through repetition

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Summary: Embedding Social Competence

- Systematic, planned, purposeful teaching of social competence components throughout the day

- Awareness of "teachable moments" for social competence

- Assessment to determine strengths and challenges of the individual

- Find social themes across possible groupings of students

- Match interventions to strengths and needs

- Progress monitor using baseline and ongoing assessment data

Work Time

- Web Search Possible sites:

  - http://www.do2learn.com/organizationtools/SocialSkillsToolbox/index.htm

  - YouTube then search Social Stories

  - http://csefel.vanderbilt.edu/   (Early Childhood)

  - http://challengingbehavior.fmhi.usf.edu/do/resources/backpack.html (Early Childhood)

  - http://www.edutopia.org/search/apachesolr_search/why%20champion%20social%20and%20emotional%20learning

  - http://www.dol.gov/odep/topics/youth/softskills/ (Transition Youth)

OCALI Lending Library

OCALI Lending Library

Autism Internet Modules

- Overview of Social Skills Functioning and Programming

- Social Narratives

- Social Supports for Transition-Aged Individuals

- Language and Communication

- The Incredible 5-Point Scale

Summary

Social Competence is a life long growth experience for all people. Persons with ASD need to learn about social competence in a different way, using purposeful and repeated experiences, visual supports, stories, videos, and lots of help from others who care about them. Social competence can help persons with ASD lead an ENVIABLE life.

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linking research to real life.

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