

Let's Talk About SOCIAL SKILLS!

Disclosure Statements

- **STATEMENT OF RELEVANT FINANCIAL RELATIONSHIP**

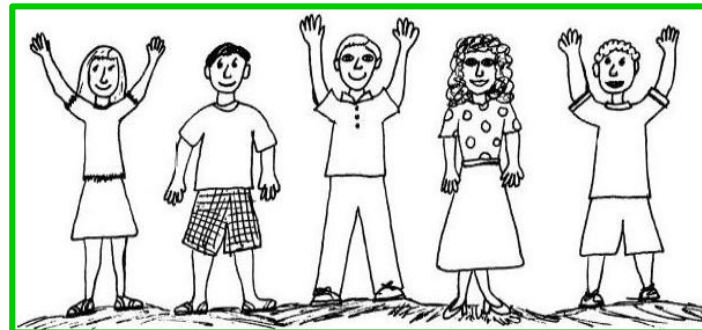
- Jennifer has created, copyrighted, and published therapy materials and owns the company that distributes them as well (The Joyful Noise Press); she also works as a private contractor/consultant. She has speaking engagements made through this company and has received payment for some of these engagements, however she is not receiving payment for speaking today. Jennifer is also currently employed as adjunct faculty with The University of Texas Health Science Center - San Antonio.

- **STATEMENT OF RELEVANT NONFINANCIAL RELATIONSHIP**

- Although this presentation is not designed to focus on Jennifer's published materials, it should be noted that she believes in the value of multi-modal types of learning opportunities (visual, auditory, kinesthetic), such as music (when used appropriately by relevant personnel), in working with individuals with special needs. She is also an educator of graduate speech-language pathology students.

Let's Talk About SOCIAL SKILLS! (Preschool-Secondary)

Jennifer Buhrmann
M.S., CCC-SLP, MT-BC

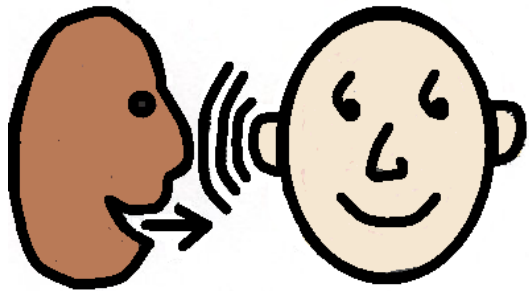


Online version of handout?

www.joyfulnoisesonline.com



Why do we need social communication skills?



Why do we need social communication skills?

Because **everything** we do as humans **eventually**
involves other humans!

Jogging at the park	Going to the grocery store	Job
Working on the computer	Friendships	Relationships
Banking	Reading	Crafting

.....

*Sooner or later, **other humans are involved!***

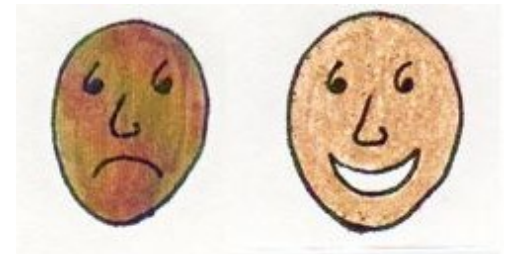
Social Skills are the Gateway to Success!

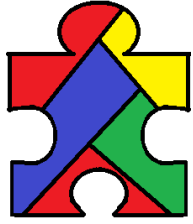
(or failure 😞)

We can have great skills in an area, but if we cannot get along or consistently communicate effectively with others, opportunities will be limited!

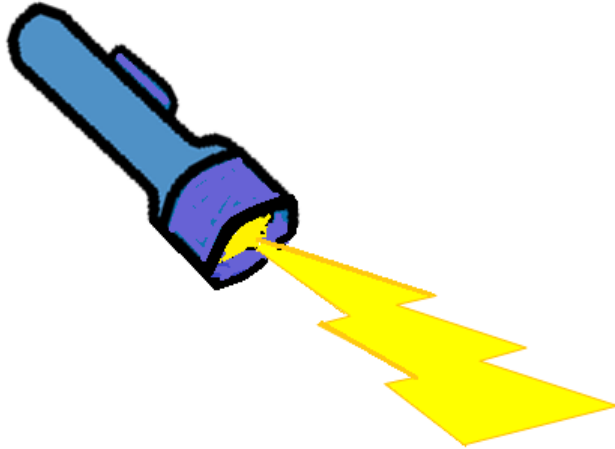
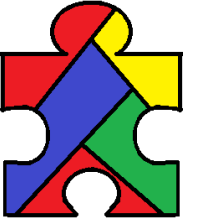


*True for **ALL** of us!*

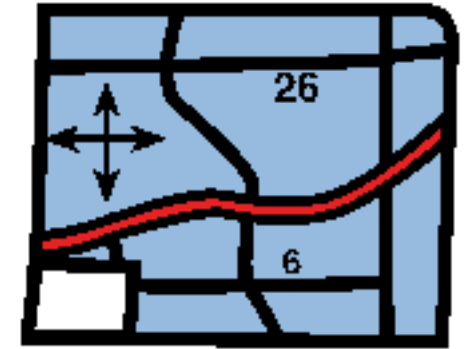




ASD can lead the way!

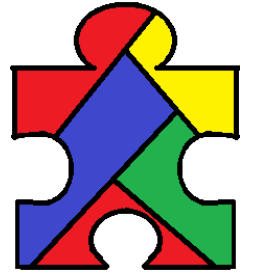


Patterns of function
Response to supports
Process of thinking



*True for **ALL** of us!*

Treatment



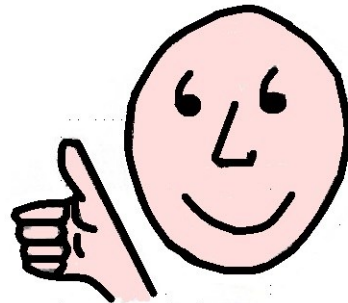
ASHA Practice Portal says:

“The goal of intervention is to improve social communication and other language impairments and modify behaviors to improve an individual’s quality of life and increase social acceptance. Essential outcomes focus on improvements in social communication that affect the individuals’ ability to develop relationships, function effectively, and actively participate in everyday life. SLPs often collaborate with other professionals on the individuals’ team in designing and implementing effective treatment plans.”

<https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/>

How do we combine evidence-based practice with REAL LIFE for therapists and clients alike?!

Client needs Research
Scheduling Staffing Opinions
Ethics *Sanity*



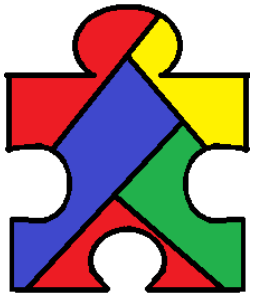
REMEMBER

the CORE of evidence-based practice is:

What is the evidence to support that what you're doing with that client is making a positive difference?

-DATA-

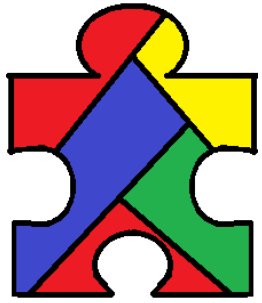
Treatment



Further:

- Goals are based on assessment data
- Goals target core areas of need for ASD
 - Initiating spontaneous communication
 - Reciprocal communication
 - Generalization of skills
- Use multimodal communication systems
- Consider family/team priorities and values
- Use, “a range of approaches for enhancing communication skills along a continuum from behavioral to developmental”
- Use developmental sequences/processes of language development
- Measure, “progress using systematic methods to determine whether an individual with ASD is benefitting from a particular treatment program or strategy”

Treatment



To accomplish this, effective programming:

1. Emphasizes natural learning environments
2. Incorporates family involvement
3. Incorporates interdisciplinary collaboration
4. Emphasizes appropriate communication (and social skills) instead of maladaptive behaviors
5. Monitors regularly for evidence of progress

Treatment Approaches

There can be a lot of information to sort through...

...but what can they show us?!

Basic Approaches Side-by-Side

Sensory Integration	Developmental	Behavioral	Cognitive Behavioral
<p>“Sensory integration is an innate neurobiological process and refers to the integration and interpretation of sensory stimulation from the environment by the brain”</p> <p>Deficits in sensory integration can pose challenges in performing activities of daily living (ADLs), in addition to development, learning, playing, working, socializing, and exhibiting appropriate behavior</p>	<p>Language learning is thought to be, “an active process in which children ‘construct’ or build knowledge and shared meanings based on emotions and interactions with people and experiences in their environment”</p> <p>“All behavior should be viewed in reference to the child’s relative level of functioning across developmental domains”</p>	<p>Communication skills are learned behaviors that are controlled by environmental factors</p> <p>Focus on decreasing problem behaviors and teaching functional alternative ones through principles of behavior change (behavior/operant conditioning principles) by examining: Antecedents, Behavior, Consequences, Adjust as needed to modify behavior</p>	<p>“Intervention approach that combines cognitive and behavioral learning principles to shape and encourage desired behaviors”</p> <p>“The underlying assumptions of CBT are that an individual’s behavior is mediated by maladaptive patterns of thought or understanding and that change in thinking or cognitive patterns can lead to changes in behavior”</p> <p>Assist clients in improving behavior by regulating emotions and controlling impulses</p>
<p>http://www.autism.com/symptoms_sensory_overview</p> <p>https://www.aota.org/-/media/Corporate/Files/AboutOT/Professionals/WhatIsOT/CY/FactSheets/FactSheet_SensoryIntegration.pdf</p>	<p>Prelock, P. & McCauley, R. (2012). <u>Treatment of Autism Spectrum Disorders</u>. Baltimore, MD: Paul H. Brookes Publishing Co.</p>	<p>https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/</p>	<p>https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/</p>

Basic Approaches Side-by-Side

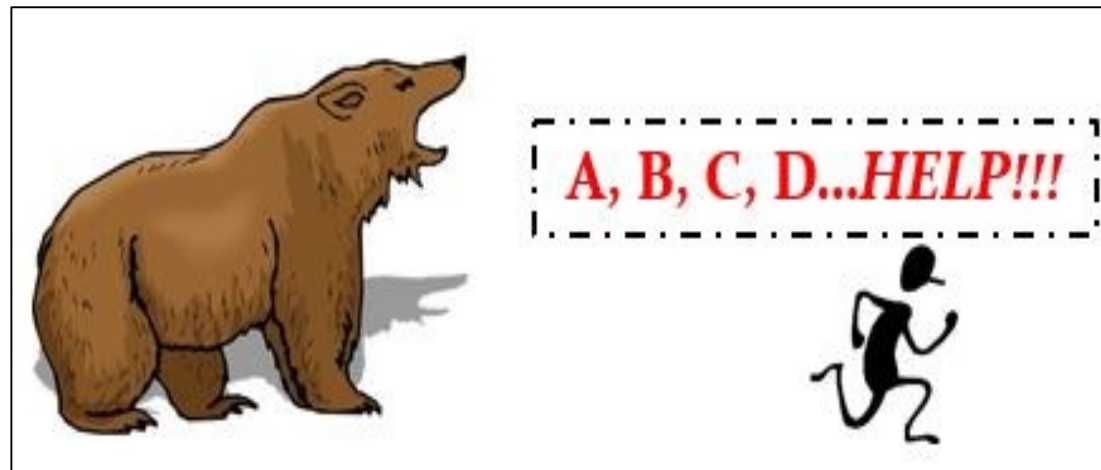
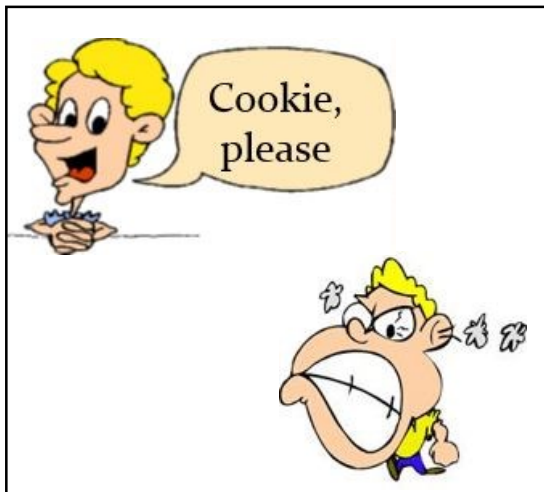
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The 3-Part Model:

1. *Language/Communication*
2. *Sensory Processing*
3. *Behavior*



Treatment Models

What about the different treatment models?

What can they show us?!

Some Common Models Side-by-Side

ABA
Imitation
Respond to questions
Initiate requests and comments

DIR Floortime
Shared attention and regulation
Engagement and relating
2-way intentional communication
Complex problem solving
Creative representations and elaboration
Representational differentiation & emotional thinking

SCERTS Social Communication-Emotional Regulation-Transactional Support
Social Partner
Language Partner
Conversational Partner

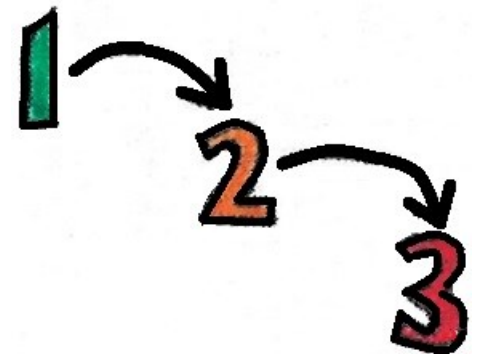
Some Common Models Side-by-Side

ABA	DIR Floortime	SCERTS Social Communication-Emotional Regulation-Transactional Support
Imitation	Shared attention and regulation	Social Partner
Respond to questions	Engagement and relating	Language Partner
Initiate requests and comments	2-way intentional communication	Conversational Partner
	Complex problem solving	
	Creative representations and elaboration	
	Representational differentiation & emotional thinking	

Therapy Concepts Review

Progression of skills:

1. Awareness
2. Physical capability (know what they can do)
3. Comprehension (Receptive)
4. Execution (Expressive)

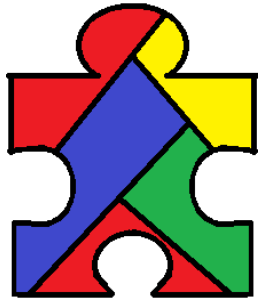


Task Analysis

Identifying Body Parts – Head

1. Understand that when you and I are together, and you make noises and look at me, I'm supposed to do something
2. Have the physical capability to see and execute specific movements/movement patterns
3. Understand how to imitate generally
 - a. Be aware of you
 - b. Understand that you want me to be doing something specific
 - c. Observe you
 - d. Think about what you're doing
 - e. Know I have a body, too
 - f. Move my body like you just moved yours
4. Understand how to imitate more specifically (more details)
a-f, again!
5. Understand people make noises with their mouths, and they mean something specific
6. Understand things have names
7. Understand body parts have names
8. Understand that when you give me a direction, you want me to do something specific
(May need to add verbs, or just pair body part name with action of touching it)
9. When someone names a body part, or asks me, "Where's your ___?", I'm supposed to touch/move only that part of my body.

Treatment



To accomplish this, effective programming:

- 1. Emphasizes natural learning environments**
- 2. Incorporates family involvement**
- 3. Incorporates interdisciplinary collaboration**
4. Emphasizes appropriate communication (and social skills) instead of maladaptive behaviors
5. Monitors regularly for evidence of progress

As SLPs, we always have to remember LONG-RANGE TARGETS:

1. Relationships

2. Job

3. As independent a living situation as possible



To reach our GOALS, we need:

3 Basic Functional Skills

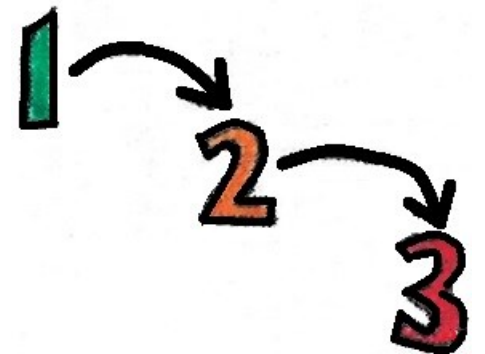
1. Reliable means of communication
2. Behavior under control
3. *Independent toileting*



Therapy Concepts Review

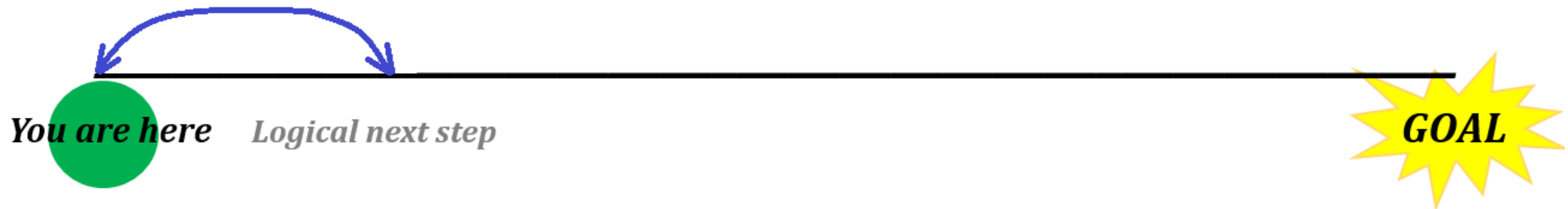
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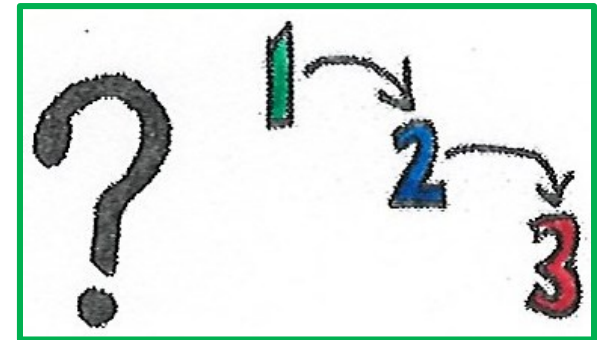
Remember TASK ANALYSIS,

Then, let's get going!



So what do we do *NOW*?!

- We know our long-term targets.
- We know the factors to consider for/in therapy.
- How do we get there?!



What specific skills should we be on the lookout for?



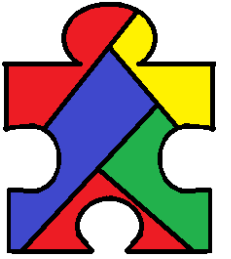
Definition of Autism Spectrum Disorder:

ASHA Practice Portal:

<https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/>

Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in **social communication** and social interaction and the presence of restricted, repetitive behaviors. Social communication deficits include impairments in aspects of **joint attention** and **social reciprocity**, as well as *challenges in the use of verbal and nonverbal communicative behaviors* or social interaction. Restricted, repetitive behaviors, interests, or activities are manifested by stereotyped, repetitive speech, motor movement, or use of objects; inflexible adherence to routines; restricted interests; and hyper- and/or hypo-sensitivity to sensory input.

Signs and Symptoms of ASD



Issues with:

- Social Communication
- Language and Related Cognitive Skills
- Behavior and Emotional Regulation
- Sensory and Feeding

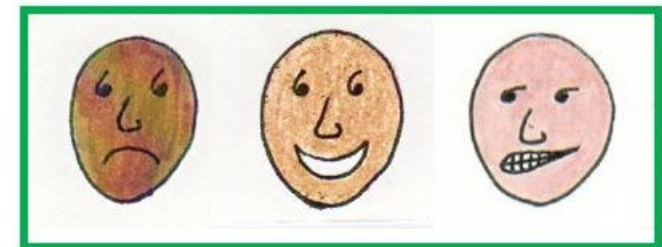
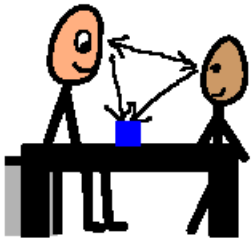
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Speech/Language Assessment

Social communication

Typically assesses:

- Eye gaze
- Joint attention
- Initiation of communication
- Social reciprocity
- Range of communicative functions
- Sharing affect
- Play behaviors
- Use of gestures



<https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/>

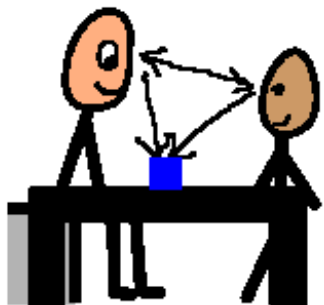
Eye Gaze / Joint Attention

Foundation for Communication

Are you (and/or is it) interesting *enough*?

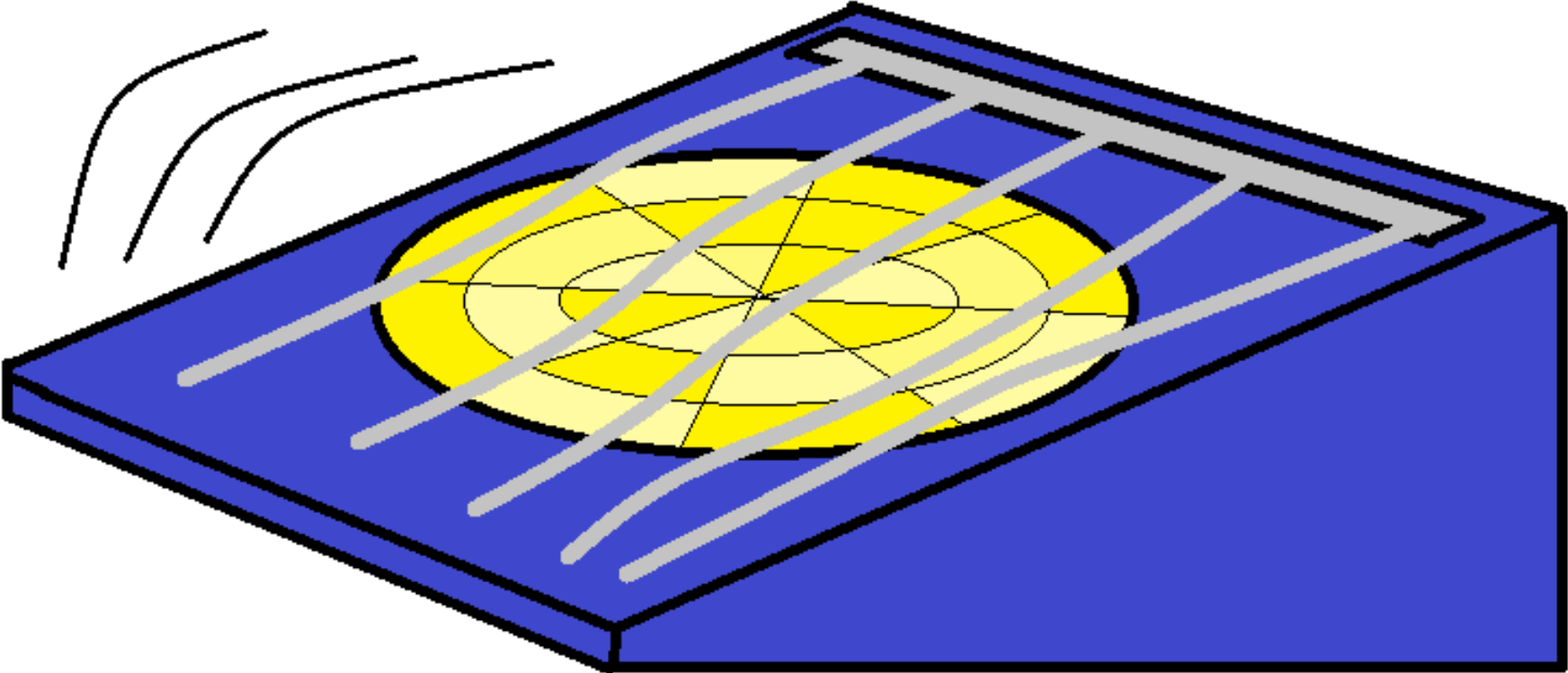
*Client interest led

*Multimodal – Music can be a helpful addition!



*Make me **want** to look at it/you!*

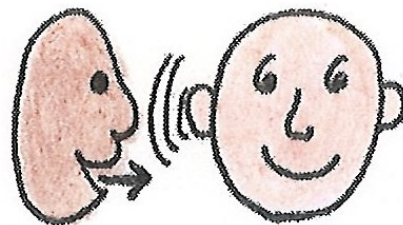
MULTIMODAL Magic Switch Toy



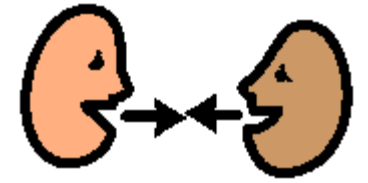
Initiation of Communication

Foundation for Communication

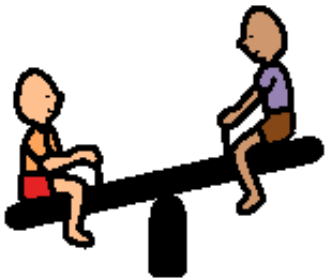
- I can tell people things
- I get more of what I want when I tell people things



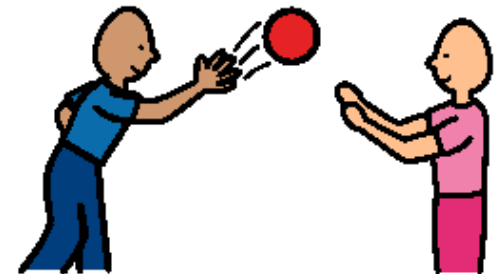
Social Reciprocity



- Initiating/responding to interaction attempts (bids) of others
- Maintenance of turn-taking when interacting
- “Providing contingent responses to bids for interaction initiated by others.”



<https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/>



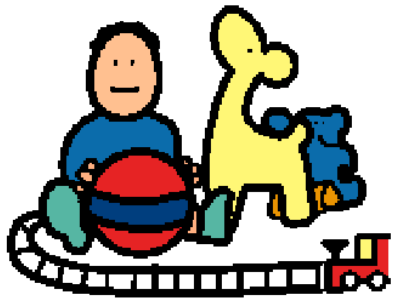
Range of Communicative Functions

- Label
- Request
- Refuse
- Greet
- Seek help



Play

- Acquisition of functional/conventional object use
- Play that is not repetitive and/or inflexible
- Cooperative play



Language & Related Cognitive Skills

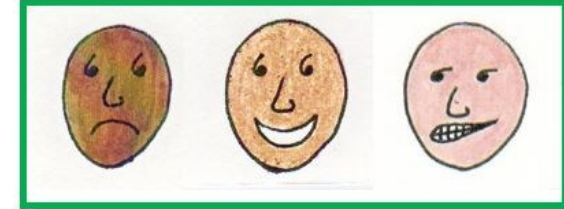
Understanding nonverbal & verbal communication

- Facial expressions/gaze shifting/body language/physical proximity/gestures
- Unconventional gestures vs. conventional ones

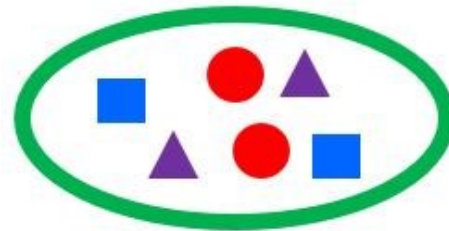
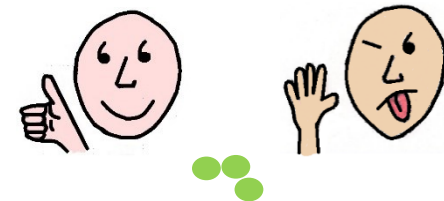


Language & Related Cognitive Skills

Social Cognition



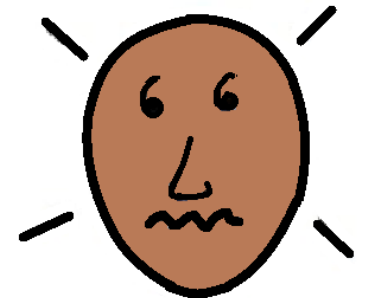
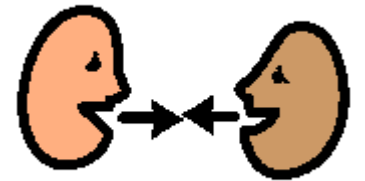
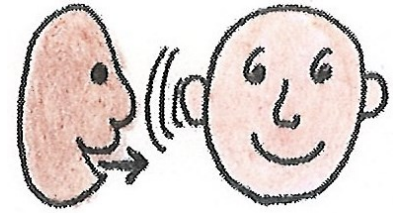
- Social/Emotional learning:
 - “Managing emotions”
 - Appreciating others’ perspectives
 - “Developing prosocial goals”
 - Using interpersonal skills to accomplish tasks
- Theory of Mind (differentiating own vs. others’ feelings)
- Integrating diverse information to get meaning in context (“central coherence”)



Language & Related Cognitive Skills

Conversation

- Understanding/using conversation social norms (turns, proximity, volume, etc.)
- Giving inappropriate and/or unnecessary information
- Turn-taking
- Initiating topics with shared interest
- Perseveration on and/or, “preference for topics of special interest”
- Recognizing, “need for clarification”
- Conversational repair
- Figurative language



<https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/>

Language & Related Cognitive Skills

Literacy

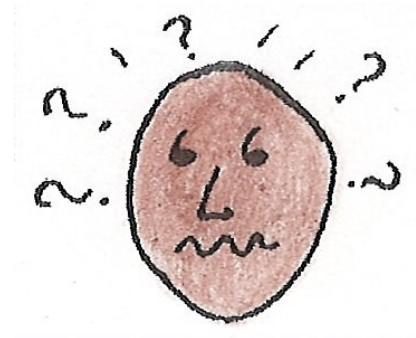
- Reading in order to gain meaning
- Understanding selections requiring differing perspectives
- Main idea
- Summarizing
- Giving enough information when writing

<https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/>

Language & Related Cognitive Skills

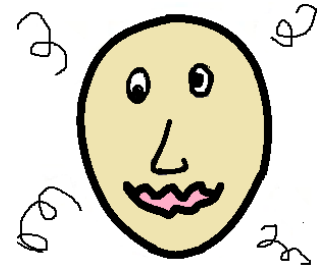
Executive Function

- Flexibility
- Problem solving
- Planning and organization
- Inhibition



<https://www.asha.org/Practice-Portal/Clinical-Topics/Autism/>

Behavior and Emotional Regulation



May display issues with:

- Dealing with transitions/changes (in routine, or between activities)
- Generalizing skills that have been learned
- Object use (use in usual ways, or be unusually attached)
- Sleeping
- Emotional displays for no reason, and/or at inappropriate times
- Anxiety and/or withdrawal
- Developmentally inappropriate or idiosyncratic self-regulation strategies
- Unusual behaviors or methods of emotional expression (tantrums, etc.)
- Self-management
- *“Restricted, repetitive patterns of behavior, interest, or activities”*

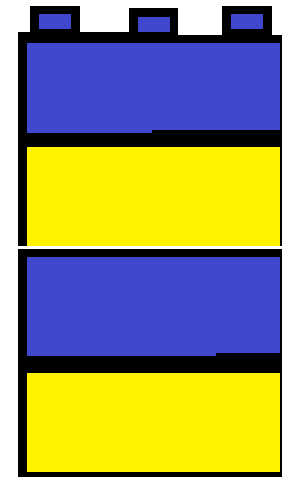


**Let's bring it all
TOGETHER!**

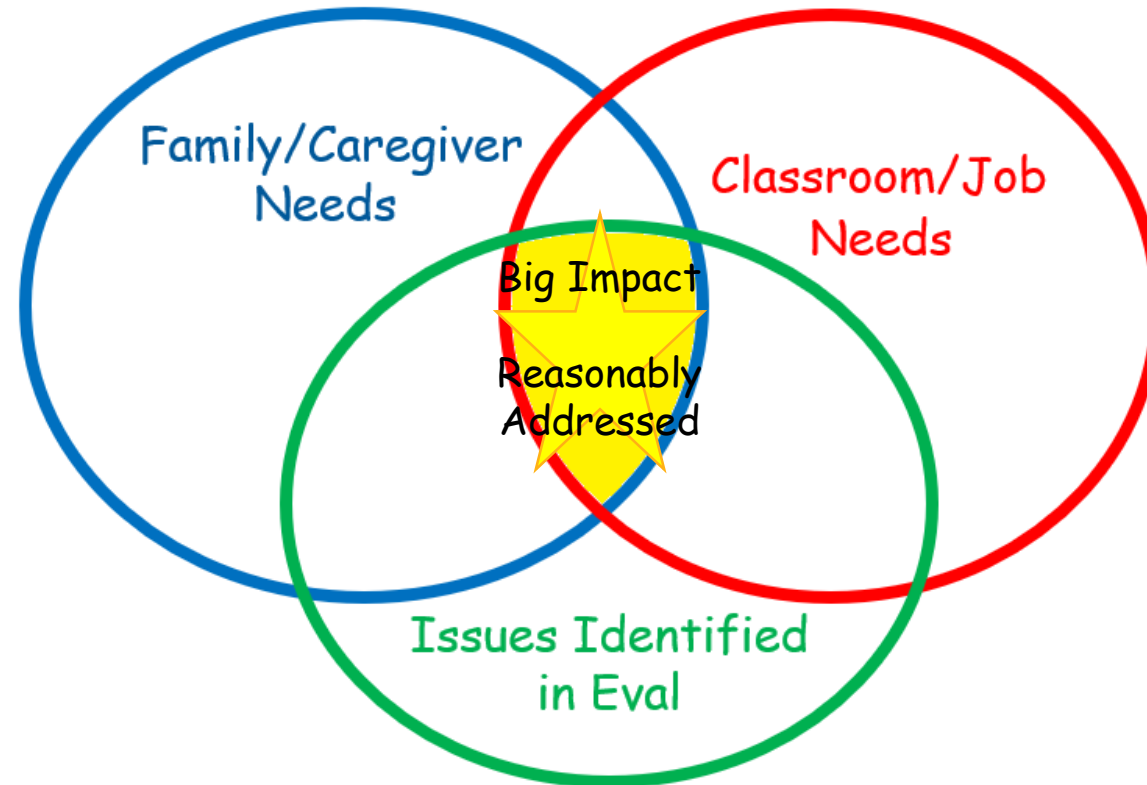


4 Cornerstones of Social Awareness

1. Perspective-taking
2. Flexible thinking
3. Positive self-esteem
4. Motivation



Goals/Recommendations



**What does *YOUR* client need?
How can *YOU* help?!**

What do we need first?

AWARENESS & Basic COMMUNICATION!

Response to name

Attention (task, person, length of time)

Instill the value of Words

Solidify that interacting with people can be GOOD!

**This will get the cart in motion for appropriate communication instead of maladaptive behaviors*

Remember what, **“normal,”** or
typical, looks like!





Response to Name

GOAL: [Child] will respond to his/her name (i.e., make eye contact, localize to speaker, pause activity, etc.) in 85% of trials, in 3/4 consecutive sessions.

REMEMBER: SHAPE SUCCESS! We do NOT want to pair us saying his/her name with ignoring, we want Stimulus:Response, **1:1!**

Bubbles, Songs, Novel sounds = “____%, with cues”

Name-Response = “____%”

Attention to Task/Person

GOAL: [Child] will attend to a structured task for 30 seconds to 2 minutes (30 seconds until met, then 1 min., etc.), with cues, in 80% of tasks presented, in 3/4 consecutive sessions.

REMEMBER: Music can be a great ally (and alley!)

Using music, etc. = “___%, with moderate (or specify) cues”

With periodic redirection = “___% with periodic (or specify
[#] redirections per [time]_”

With visual schedule/token system = ___% with use of a ___”

Task itself = ___%”

Instilling the Value of Words

GOAL: [Child] will appropriately request a desired item/activity/person (i.e., use word approximation, picture icon exchange, sign, etc.), in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Payoff is bigger for requesting!

If you cue/prompt = “___%, with cues (specify)”

***Watch out for prompt dependency, though!**

If using icons or reaching/eye contact, specify field size in goal and/or data reporting

Greetings/Farewells

GOAL: [Child] will appropriately participate in greetings/farewells (i.e., initiate, and/or wave, vocalize, or verbalize greeting), in 85% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Communication **partners need reinforcement**, too!

Keep track of child's level of participation

– initiate, respond, verbalize, add extra exchanges?

Remember to add meaningful reinforcement to equation during training process!



Foundational Skills

We want **HIGH level of reinforcement/return** for the child!

Remember, up til now, **people have been VERY frustrating!**

We want to show how to communicate effectively to increase communication success across environments

We want to show that interaction with people can be pleasant

Celebrate *ALL* success in your sessions **AND** your **DATA/reporting!**

Before we move ahead, you need!

HELP!!!

Tools that are INDISPENSABLE in helping set up the reinforcement ratio/level needed!



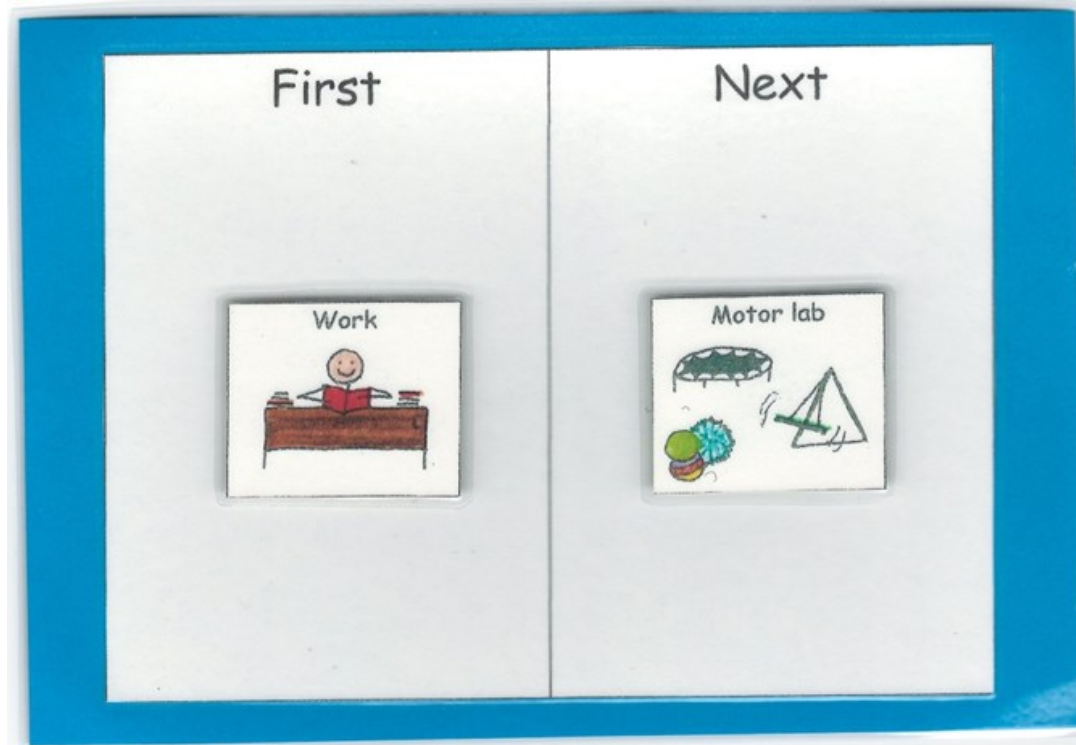
Reinforcement

What is important to remember about it?







We ***ALL*** do what ***WORKS*** for us!

First/Then Card

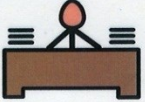
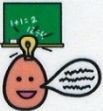




Work System

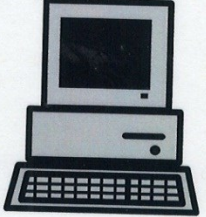
I am  working  for 






1 First  **2** Then **1** → **2**

working
mouth, feet, and hands

computer

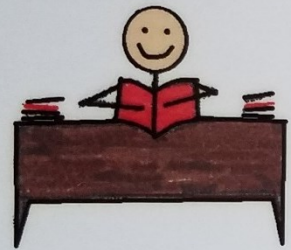


Work System

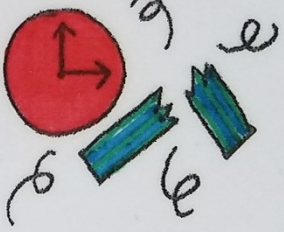
I am working for

First






Working mouth, feet, and hands

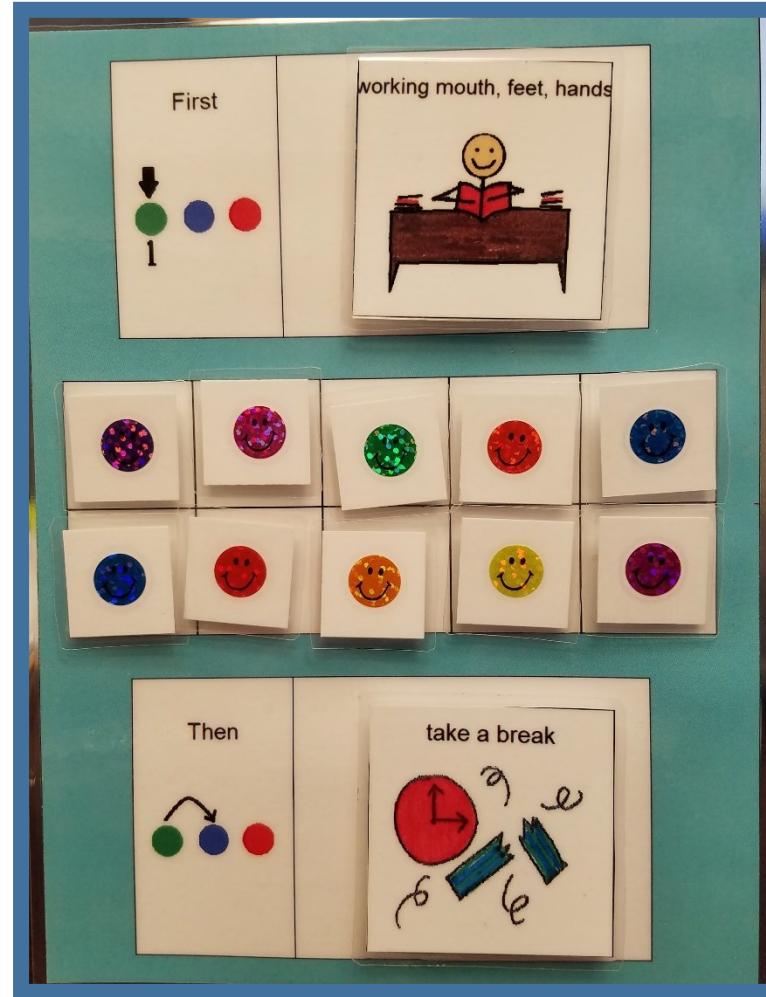
Then



Take a break



Work System



Schedules

Get one that **WORKS**
set up **NOW!!!**

Schedule

1. Breakfast
2. Bathroom
3. Sensory diet
4. Group
5. Work
6. Motor lab
7. Music

Jennifer's Schedule

Time	Class	Room
	Arrive at school	100
8:45	Breakfast	Caf
9:20	English/Language Arts	121
10:10	Math	200
10:55	Choir	105
12:00	Lunch	Caf
12:50	Social Studies	215
1:40	P.E.	Gym
2:30	Science	Lab2
3:20	Independent Study	100
4:10	Prepare to go home	Bus

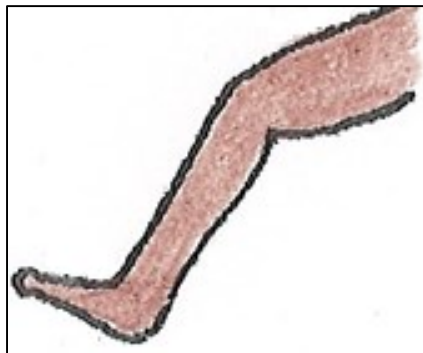


Visual icons for activities:

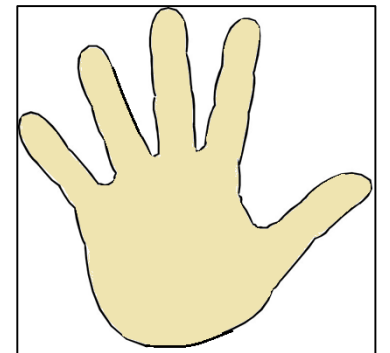
- Lunch: Plate with fork and knife
- Bathroom: Toilet and sink
- Sensory diet: Hand with arrow pointing to a circular object
- Group: Three people around a table
- Work: Person at a desk reading
- Art: Scissors, paper, pencil, and glue

Visual Cues

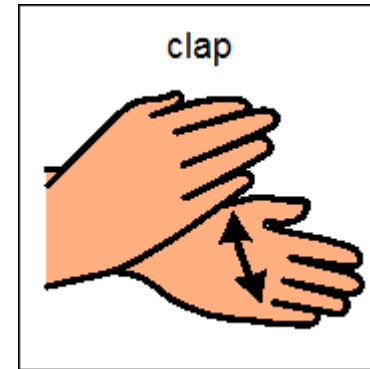
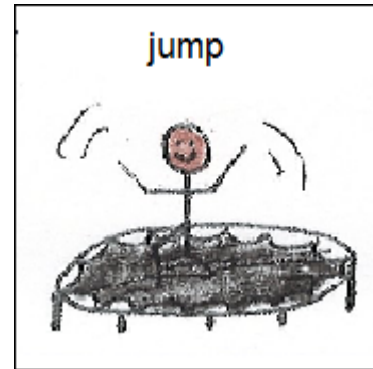
Easily add some extra multimodal language processing support!



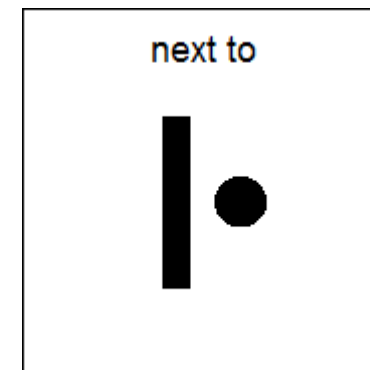
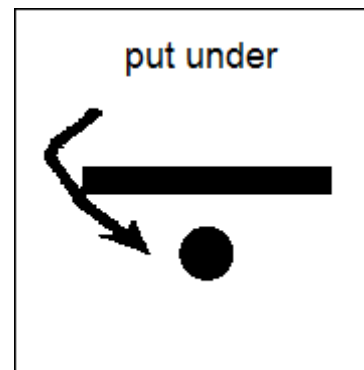
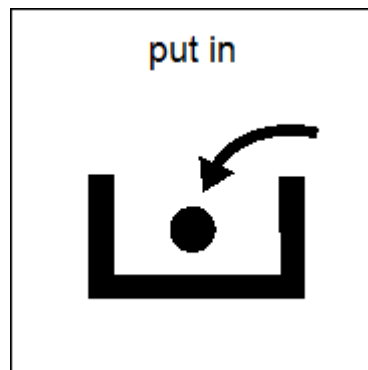
Body parts, toys....



Work for Following Directions



...and Spatial Concepts, too!!!



Once we have the basics,

Where do we go from here?!

-Going deeper/bigger!

4 Cornerstones of Social Awareness

1. Perspective-taking
2. Flexible thinking
3. Positive self-esteem
4. Motivation

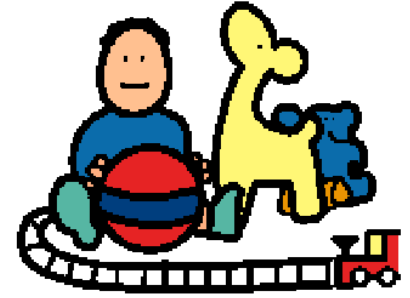


4 Cornerstones of Social Awareness



CORNERSTONE	WAYS TO ADDRESS
Perspective-taking	Flexible thinking practice Build up from there
Flexible thinking	Categories Problem-solving
Positive self-esteem	Natural/Interesting Learning Opportunities SUCCESS
Motivation	Natural/Interesting Learning Opportunities SUCCESS

For little ones:



What do little children do?

Build communication & PLAY!!!

Turn-Taking

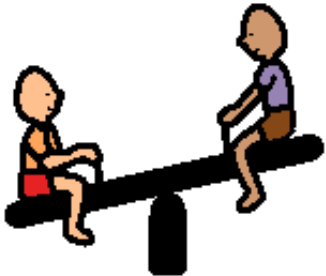
Functional/Relational/Cooperative/Symbolic Play

Contingent Responses

Build vocabulary (+verbs, social, attributes)

Problem-solving

Requesting



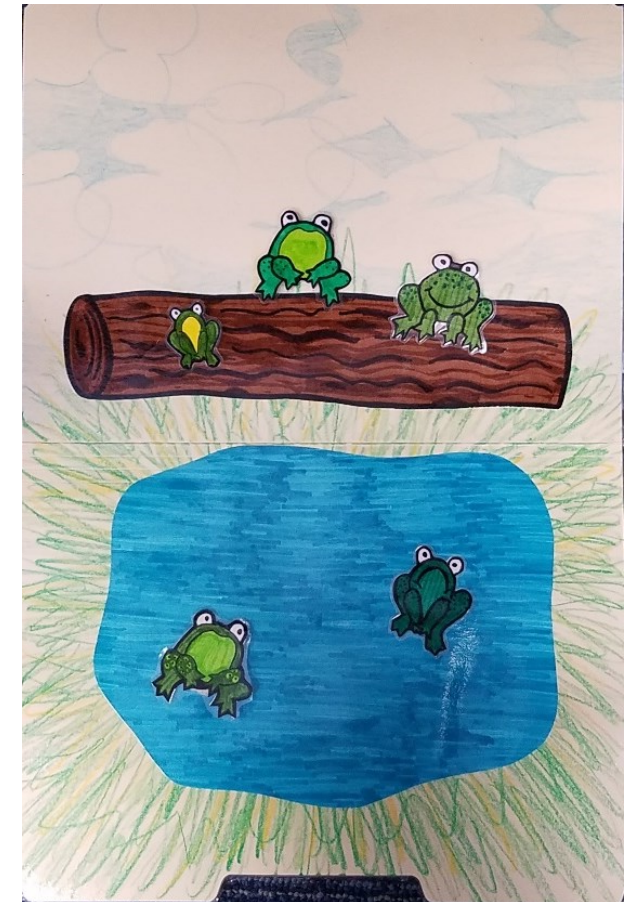
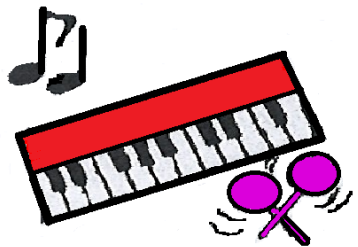
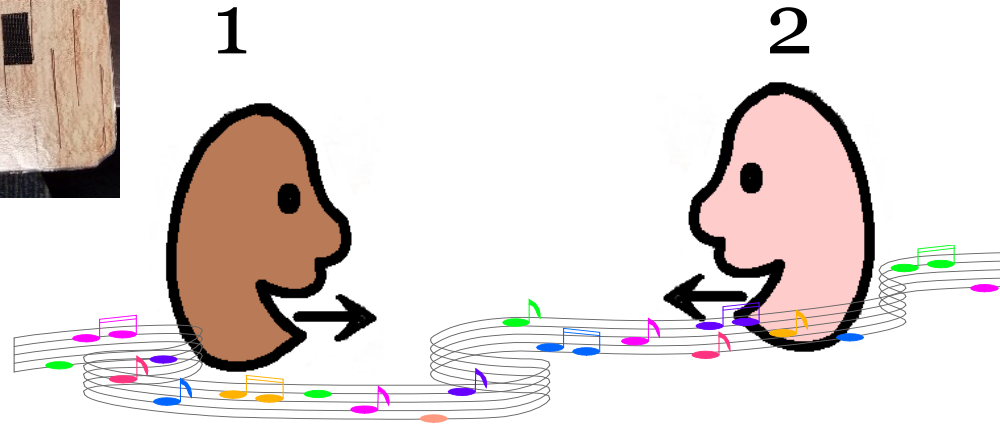
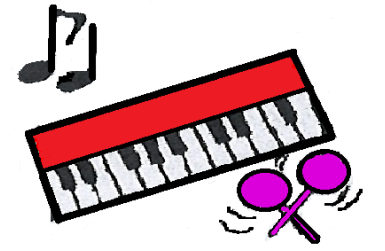
Turn-Taking & Contingent Responses

GOAL: [Child] will appropriately participate in 2-5 exchanges during a task (i.e., child gets that many turns and that many opportunities to give someone else a turn, and responses are related), in 80% of trials presented, in 3/4 consecutive sessions.

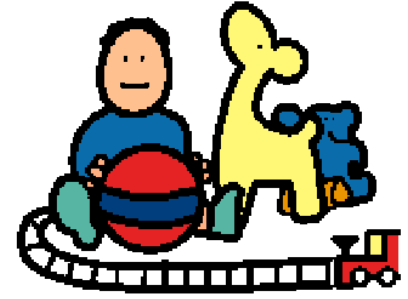
REMEMBER: Music can help!

Using music or other format that assists = “__%, with cues”

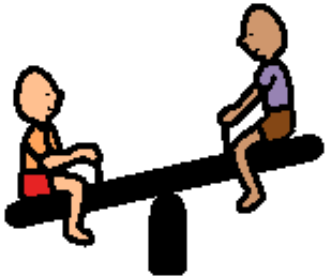
Make turns SHORT at first, keep track of how short, as this can be a way to document progress as well



Play



- 1. Allow you to participate in HIS/HER play routine**
- 2. Functional play**
- 3. Relational play**
- 4. Cooperative play**
- 5. Symbolic play**



-Build in flexibility and tolerance for others!

Play

GOAL: [Child] will tolerate an interaction partner during play (i.e., allow communication partner to be near and periodically manipulate some of the toys/items as well), for 1-5 minutes (1 until met, then 2, etc.), in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Be reasonable, intervene only briefly at first!

Keep track of child's level of participation/tolerance

- initiate, respond, verbalize, add extra exchanges?

Add simple language models as well, don't overwhelm, though!

-pick language carefully, perhaps add visuals

Play

GOAL: [Child] will demonstrate appropriate functional use of 2-10 objects/toys (the same 2 until met, then 3, etc.) at least 2 times each, in 3/4 consecutive sessions.

REMEMBER: Watch interest/motivation!

Start with things of interest and/or (preferably and) functional need in the child's environment!

Requesting

GOAL: [Child] will appropriately request a desired item/activity/person with item name (i.e, use word approximation, picture icon exchange, sign, etc.), in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Payoff is bigger for requesting, and this can be an opportunity to build vocabulary & reinforce appropriate communication!

“More” vs. “Cookie/Ball”

Keeping a list can be another way to collaborate and demonstrate progress

Building Vocabulary - VERBS

GOAL: [Child] will demonstrate understanding (i.e., demonstrate action, point to picture of action, etc.) of 2-10 verbs (same 2 until met, then 3, etc.), with 80% accuracy, in 3/4 consecutive sessions.

REMEMBER: Think functionally, they can't give you what they don't know!

Choose verbs of high interest and/or frequent functional need for the child

Keeping a list can be another way to collaborate and demonstrate progress

Problem-Solving

One word: S-A-B-O-T-A-G-E!!!

-Build in flexibility and appreciation of others!

Problem-Solving

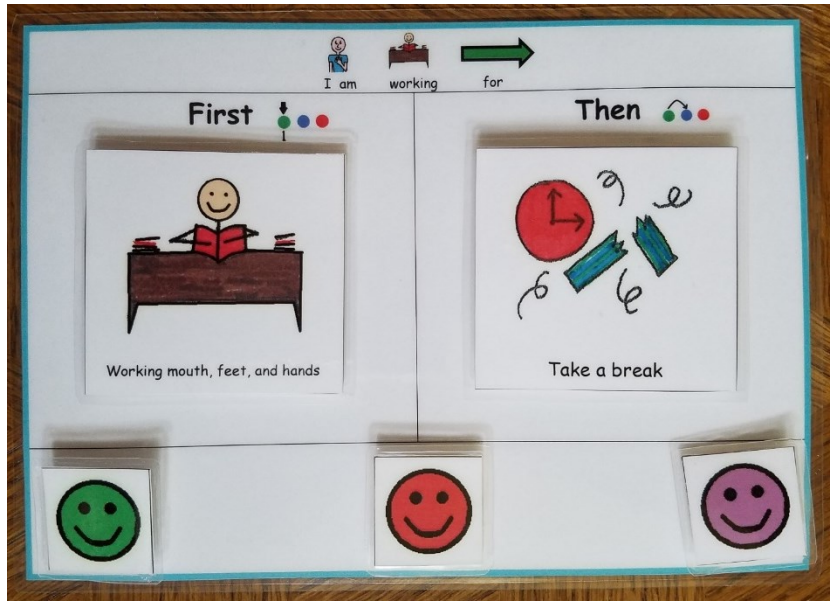
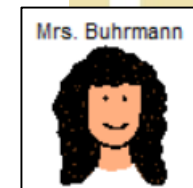
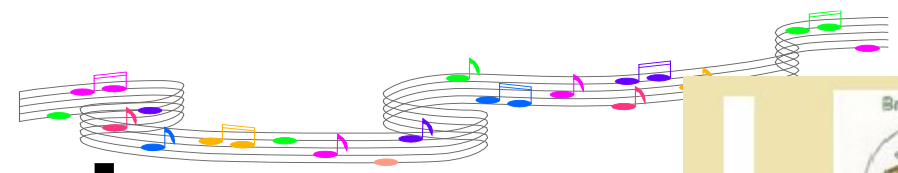
GOAL: [Child] will appropriately solve problem and/or ask for help (i.e., find missing part, turn piece, or request assistance/part without yelling/throwing) to complete a task, in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Be reasonable – You want to train SUCCESS!

Be ready to **cue appropriate communication and problem solving** at **earliest signs of distress**, then fade out once you get some consistency

Waiting / Transitioning

Schedules, Systems, Songs, and Sunshine



Personal Space

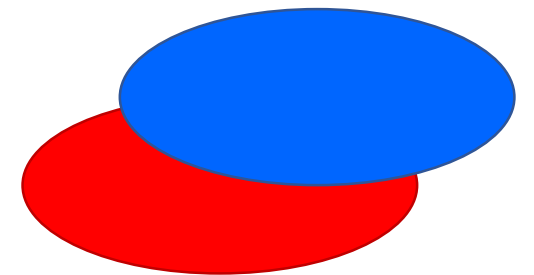
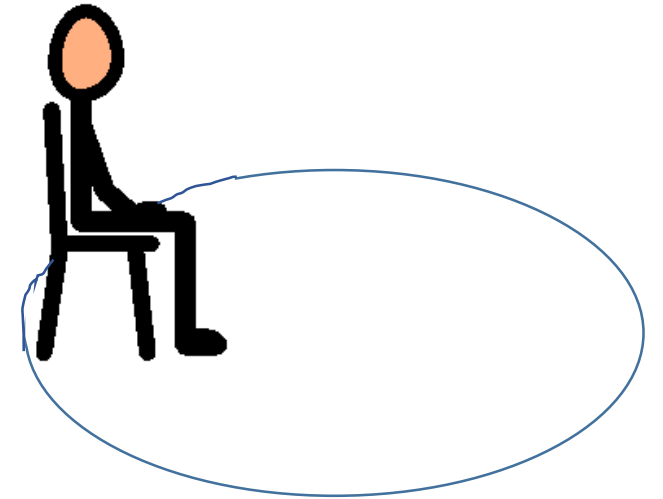
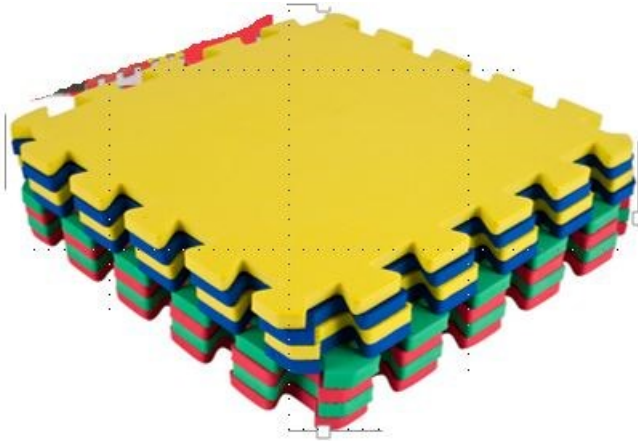
GOAL: [Child] will remain in a designated area for 1-5 minutes (1 until met, then 2, etc.), in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Does he/she **KNOW** where to be?!

Keep track of cues being used – Document progress!

Personal Space DEFINE IT!



Pronouns

GOAL: [Child] will appropriately utilize singular personal pronouns, with cues, in 85% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Train from *CHILD'S* perspective!

Start with the child and you

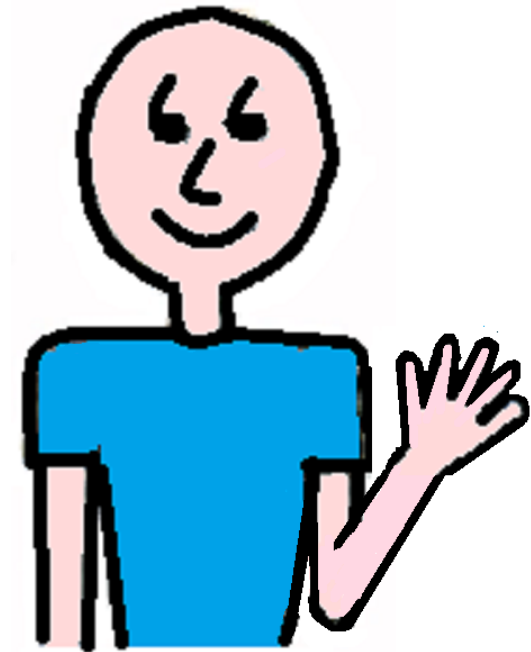
Keep track of cues being used – Document progress!

Pronouns

Me / My / I



You / Your / Yours



Problem Behaviors

GOAL: [Child] will appropriately transition to bus/car (i.e., gather needed materials and walk to car/bus without tantrumming), for 3/4 consecutive school days.

REMEMBER: Support comprehension – Make it concrete!

Keep track of cues being used – Document progress!

Which do you think will be more effective?

When it is time to go home,
I do not yell.

I do not kick or say no.

I do not hit my teacher or Grandma.

I do not sit in the floor.

I do not throw my shoes or my bag.

I do not pull things off the wall.

When school is over, I go home with
Grandma.

1

When it is time to go home,
I have quiet working mouth,
hands, and feet.

I go to my cubby and get my
backpack.

I put my homework in my
backpack.

I get my lunchbox.

I say bye to my teacher.

I walk with Grandma to the car
with working mouth, hands, and
feet.

2

Social Narratives

*Spend “air time” on behaviors you’d **LIKE** to see!*

(Think of it as advertising)

When it is time to go home,
I have quiet working mouth,
hands, and feet.
I go to my cubby and get my backpack.
I put my homework in my backpack.
I get my lunchbox.
I say bye to my teacher.
I walk with Grandma to the car with
working mouth, hands, and feet.

2

Working Mouth, Feet, and Hands



I like to do puzzles, and make things with scissors, glue, and play-doh.



Sometimes when I am working, Mrs. Jennifer says, STOP! Mrs. Jennifer says, STOP, I have quiet hands and feet and listen to her.



She may tell me to give her something, like scissors, glue, or play-doh.



When Mrs. Jennifer says to give her something, I stop. She may want to help, or have something new that is fun for me to do! When she says stop, I can ask if I can have more.



She may say it is ok, and then I can have more. But, she may say no.



If Mrs. Jennifer says, NO, I stop and give her what is in my hands.



I do not turn away or grab things off the table. I give her what is in my hands, and have quiet hands and feet. When I have quiet working hands and feet and listen to Mrs. Jennifer, she will have a happy face.



Social Narratives

Classroom Helper – My Turn

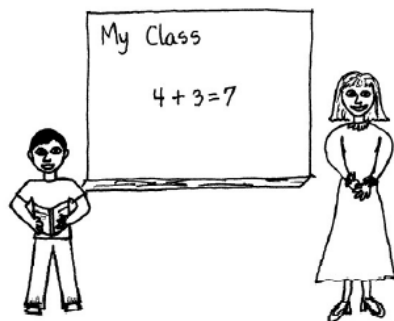
To the tune of “On Top of Old Smokey”

It may be my turn
to help in my class.
I raise my hand and
wait quietly.

When my teacher calls on me,
I may get to read,
Or I may get to answer
her question.

I may get to put something
on the board.
I’ll listen to my teacher,
so I’ll know what to do.

I like to help
in my class.
My teacher and friends are happy
when I help nicely.



Classroom Helper – My Friend’s Turn

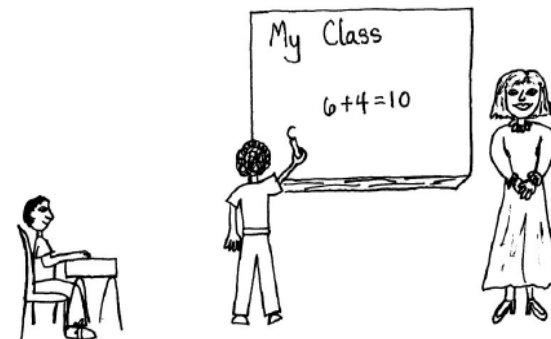
To the tune of, “On Top of Old Smokey”

It may be my friend’s turn
to help in my class.
So I sit quietly,
to help my friend think.

My friend may read,
or answer questions.
Or my friend may put something
on the board.

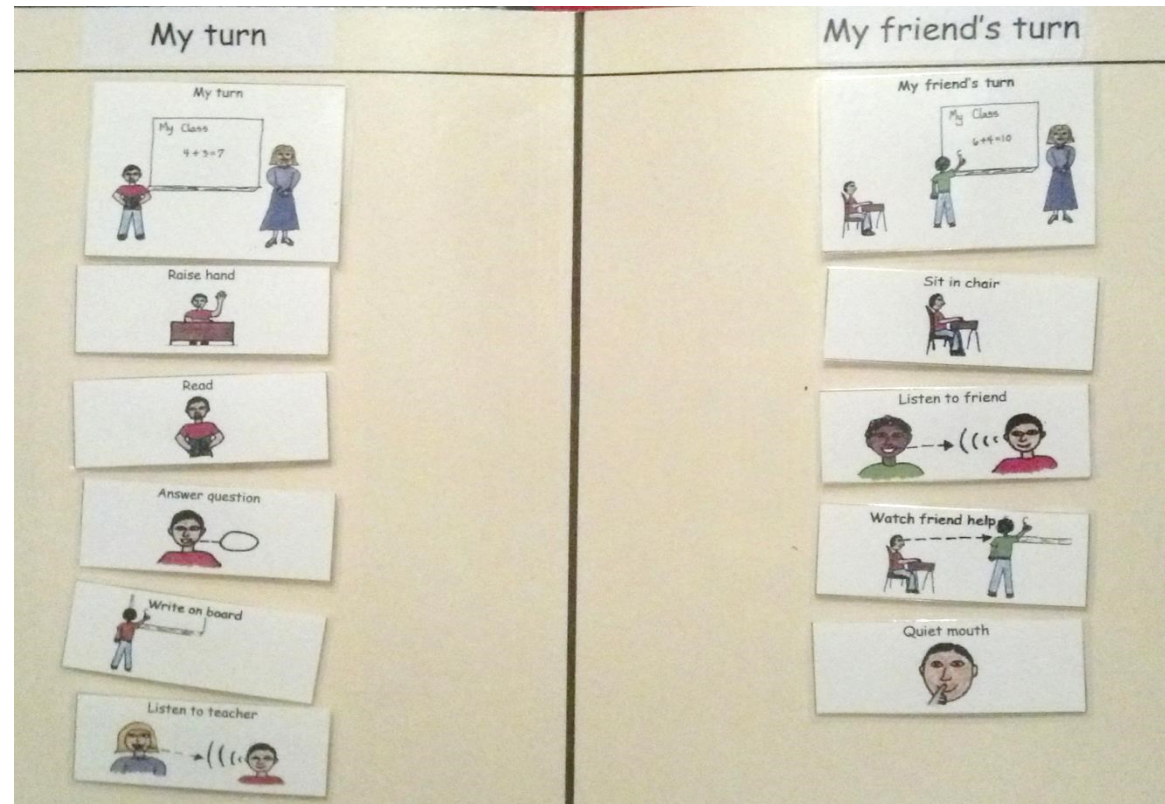
It is okay for
my friend to have a turn.
Then I get to help by
working quietly.

I like to help
in my class.
My teacher and friends are happy
when I help nicely.



Social Narratives

Can be written, but can also be pictorial!



-Way to build in generalization opportunities!



For adolescents/adults with ASD:



Social skills/language are KEY
(work/peers)

Hygiene

Conversation

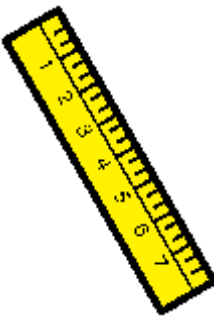
Dealing with mistakes/problems

Developing talents

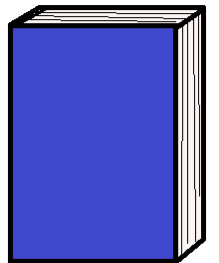
Managing self/materials

Don't always get my way

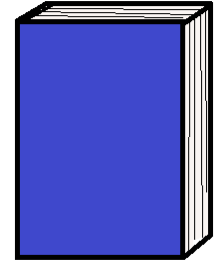
10 Unwritten Rules



1. Rules are not absolute. They are situation-based and people-based.
2. Not everything is equally important in the grand scheme of things.
3. Everyone in the world makes mistakes. It doesn't have to ruin your day.
4. Honesty is different than diplomacy.
5. Being polite is appropriate in any situation.
6. Not everyone who is nice to me is my friend.
7. People act differently in public than they do in private.
8. Know when you're turning people off.
9. "Fitting in," is often tied to looking and sounding like you fit in.
10. People are responsible for their own behaviors.

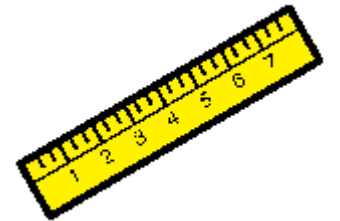


10 Unwritten Rules



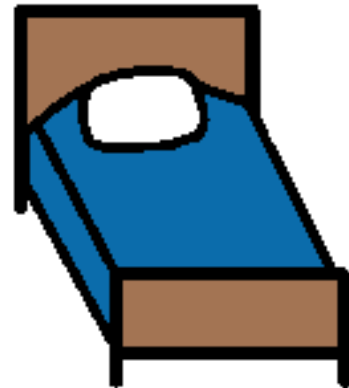
#1

**Rules are not absolute.
They are situation-based and people-based.**



Rules are NOT Absolute

SAFETY!!!!!!

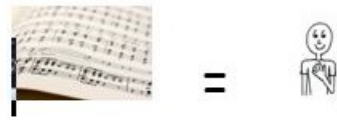


Perspective Taking & Flexible Thinking

GOAL: [Client] will appropriately identify an item/activity enjoyed by or identify as not enjoyed by a peer, in 80% of trials presented, in 3/4 consecutive sessions.

REMEMBER: Music can help!

Using music or other format that assists = “__%, with cues”



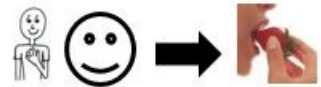
Song About Me



This is a song about _____.



My favorite color is _____.



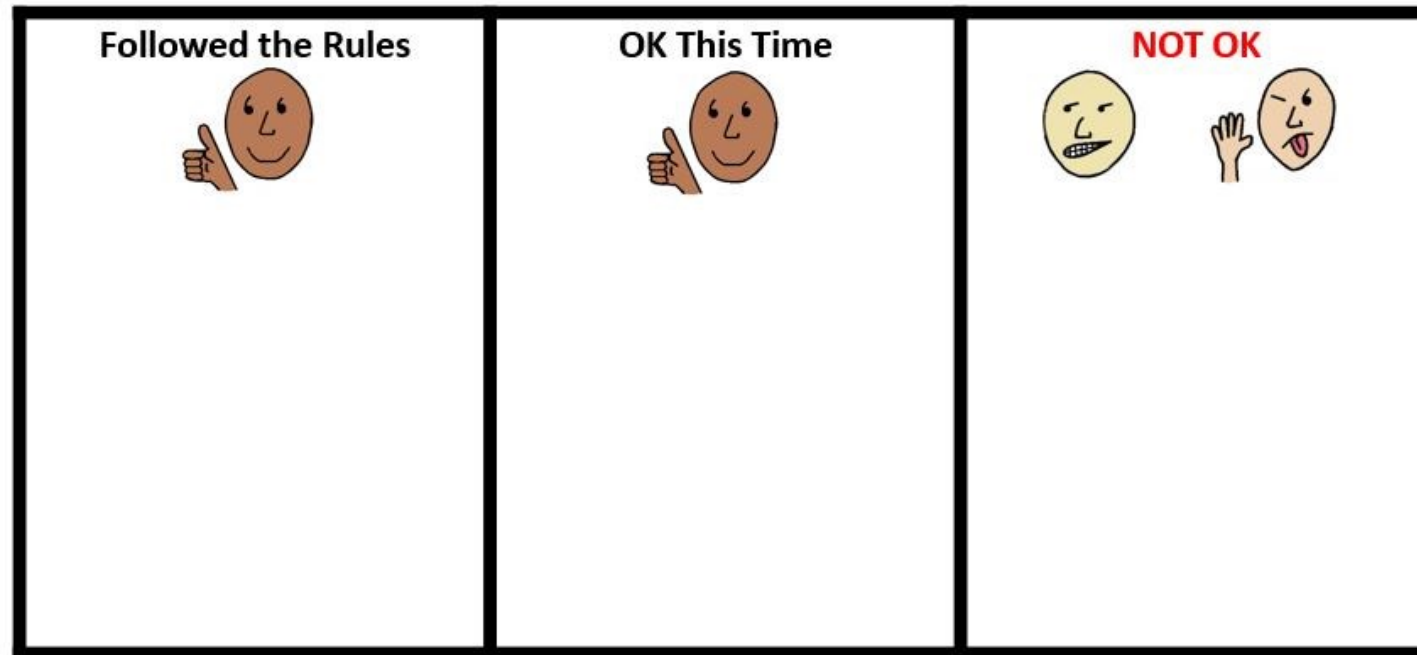
I like to eat _____.



And I like to _____.

Rules are Not Absolute

GOAL: When presented with a behavior and situation, [Client] will accurately identify whether the behavior was allowable/appropriate for that situation or not, and state 1 logical reason why, in 80% of opportunities presented, in 2/3 consecutive sessions.



Flexible Thinking

GOAL: [Client] will appropriately identify items in or not in a specific category, in 80% of trials presented, in 3/4 consecutive sessions.

REMEMBER: Start concrete and build up!

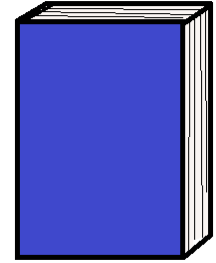
- Start with you give items and have client name category
- Have client identify an item in a set that does NOT belong and state why
- Have client generate items in a given category (1, 2, ...5)
- **Have client name 2 or more categories for a given item**

Problem-Solving - SOCIAL

GOAL: When presented with a scenario, [Client] will correctly identify 2 possible outcomes and/or things the character could do to solve the problem, in 80% of opportunities presented, in 3/4 consecutive sessions.

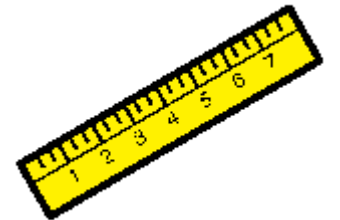
You could expand to 2 appropriate and 1 inappropriate thing and state what might happen and why inappropriate choice is not good.

10 Unwritten Rules



#2

**Not everything is equally important
in the grand scheme of things.**



Flexible Thinking

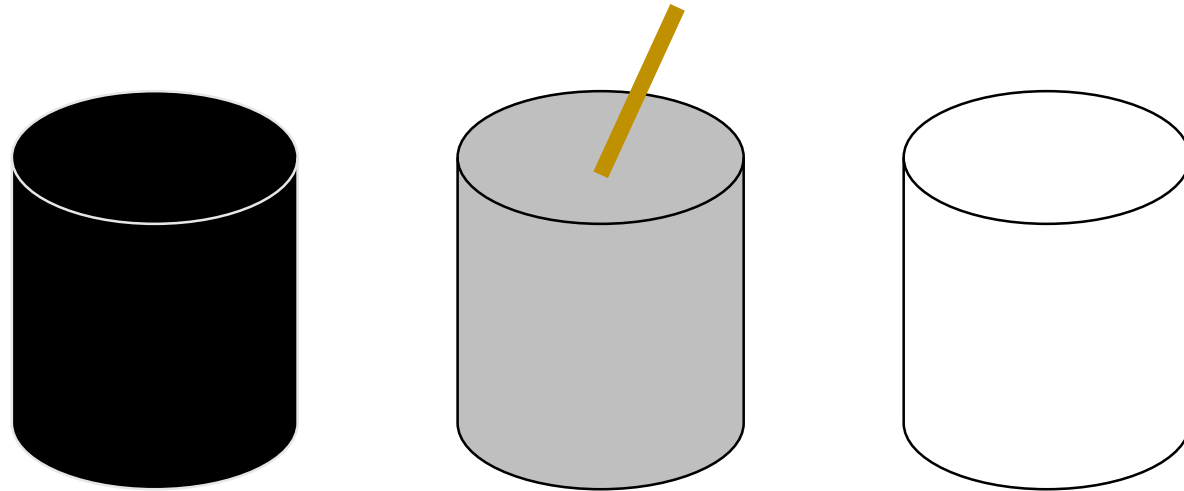
Revisit categories/subjects & preferences

Could use same goal, or increase to:

GOAL: Client will combine 1 preference of self and 1 each from 2 other people accurately (must actually be a preference of the other people involved) to plan and/or execute a task/event with no more than 2 cues per event (if multiple events occur in one session), across 2/3 sessions where the opportunity is given.

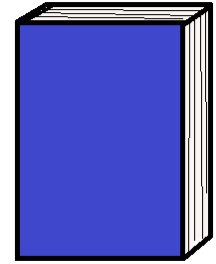
Flexible Thinking + Perspectives

Combining different preferences to plan a task



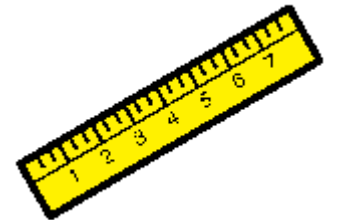
Party menu, Classroom decorating, Game, etc.

10 Unwritten Rules



#3

**Everyone in the world makes mistakes.
It doesn't have to ruin your day.**



Problem-Solving

-Dealing with Mistakes

GOAL: When presented with a scenario where a person makes a mistake, [Client] will identify 2 appropriate responses the person might have to the situation, in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Remember *CLIENT'S* perspective!

Supplement with social narrative, perhaps with role play.

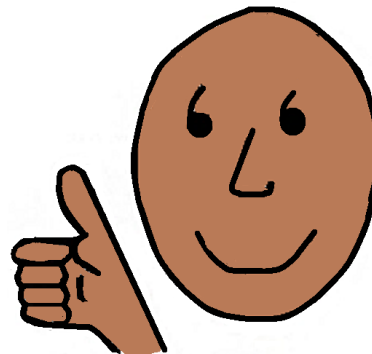
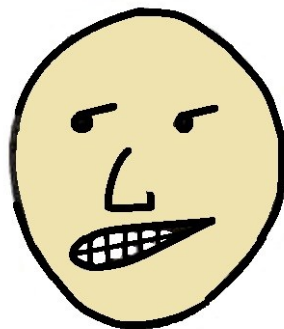
Might expand to add 1 inappropriate option and discuss why that wasn't a good choice.

Keep track of cues being used – Document progress!

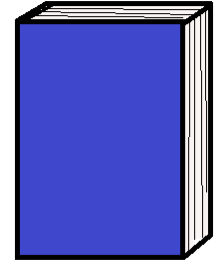
Making Mistakes

Also – Don't forget the value of modeling!

Think out loud when *YOU* make a mistake!

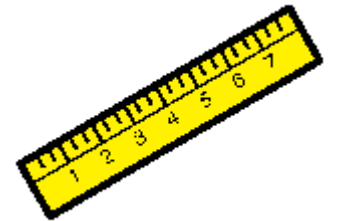


10 Unwritten Rules



#4

Honesty is different than diplomacy.



Honesty vs. Diplomacy

GOAL: When presented with a scenario where a person makes a comment or answers a question, [Client] will identify the statement as honest/true, diplomatic, or mean, in 75% of opportunities presented, in 2/3 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Remember *CLIENT'S* perspective!

Supplement with social narrative, perhaps describing some common issues (i.e., commenting on body-related things)

Keep track of cues being used – Document progress!

Diplomatic



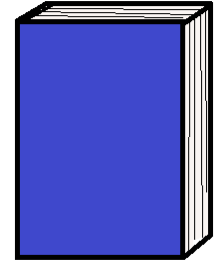
Honest



Mean

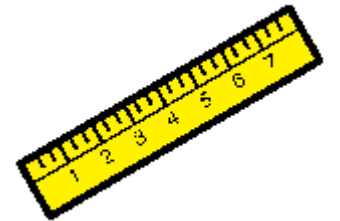


10 Unwritten Rules



#5

Being polite is appropriate in any situation.



Greetings/Farewells

GOAL: [Client] will appropriately participate in greetings/farewells (incorporate a gesture and/or word, make one expansion comment/question, and wait for response), in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Communication **partners need reinforcement**, too!

Keep track of client's level of participation

- initiate, respond, verbalize, add extra exchanges?

Remember to add meaningful reinforcement to equation during training process!



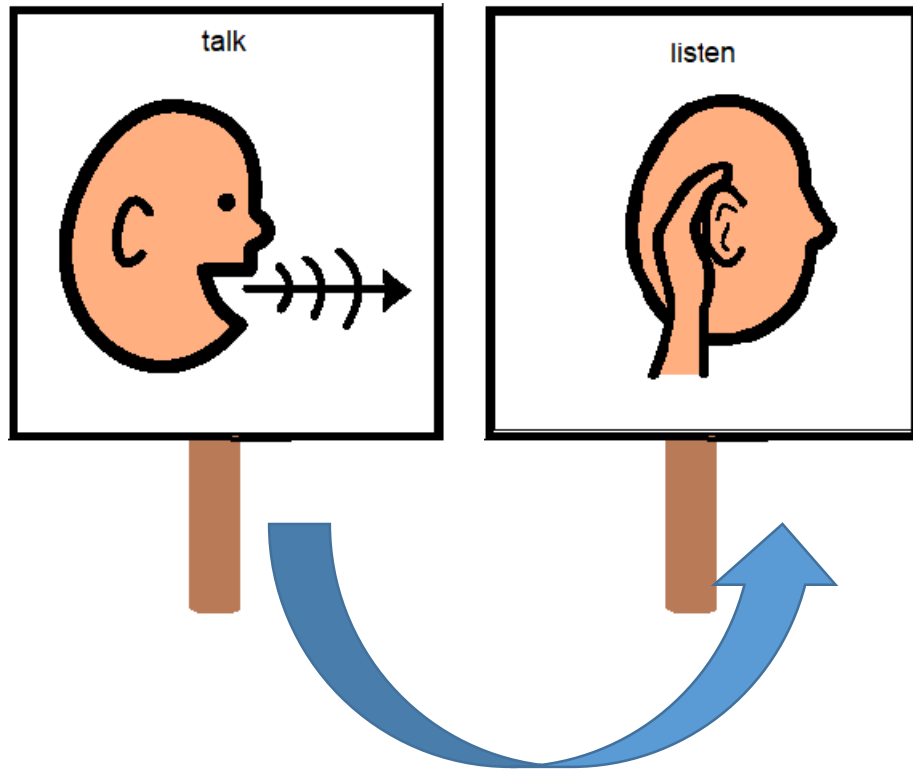
Conversation

GOAL: [Client] will maintain a given topic for 3-7 exchanges (client says that number of things, alternated by comments from a communication partner), in 85% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Keep track of cues being used – Document progress!

Visual Supports



Star Wars

Favorite foods

Sports

Conversation

Expand to:

- monitoring how much is said before the other person gets to talk
- asking appropriate questions
- body language that says the other person is interested or finished with the conversation

Social narratives are often a great place to start!

Detail

GOAL: [Client] will relate an event or story with the main idea or summative comment and at least 3 accurate details, in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Visual cues can be helpful

Keep track of cues being used – Document progress!

How was your day?

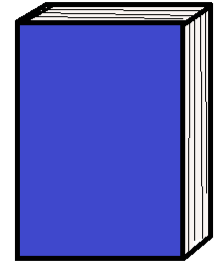
SUMMARY: *My day went well.*

1. *My friend was back at school.*

2. *I got an A on my English paper.*

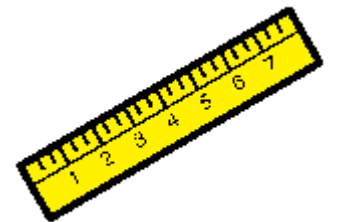
3. *We got to use the paints in Art.
Mr. Jones said he liked my painting.*

10 Unwritten Rules



#6

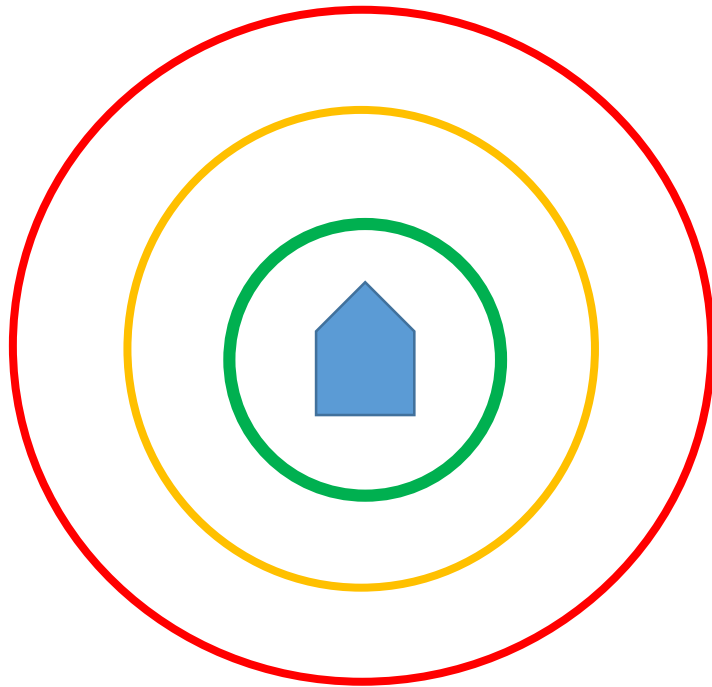
Not everyone who is nice to me is my friend.



Relationships – *Family, Friend, or Foe?*

We need to remember stranger danger is a ***REAL ISSUE!***

We don't go with them by ourselves OR give them information



* Define circles

- People in them
- What they're qualified to do
- PDA types/times

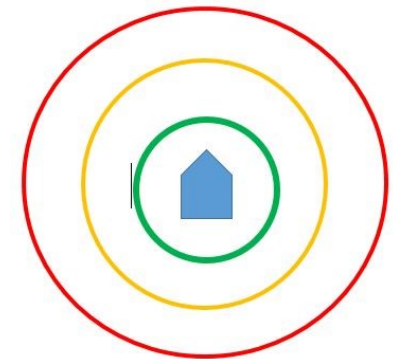
Relationships

GOAL: When presented with a behavior or comment, [Client] will identify which relationship circles(s) for which that would be appropriate, in 75% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Visual cues can be helpful

Keep track of cues being used – Document progress!

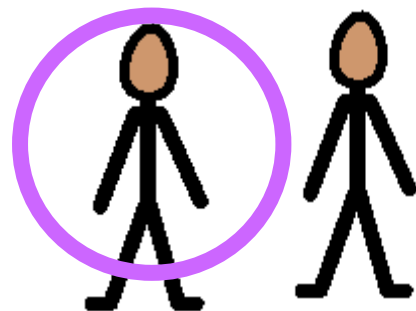


Personal Space - SOCIAL

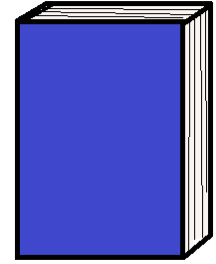
GOAL: [Client] will maintain appropriate distance from communication partner during social exchanges (i.e., not hug non-family/close friends, not crowd other person), in 85% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Does he/she KNOW where to be?!

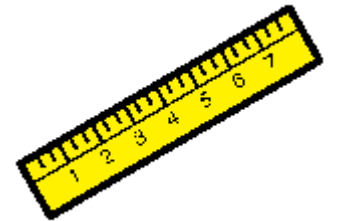


10 Unwritten Rules



#7

**People act differently in public than they
do in private.**



Private vs. Public

GOAL: [Client] will identify behaviors appropriate for school vs. home setting (i.e., state, point to, demonstrate, sort, etc.), in 85% of opportunities presented, in 2/3 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Keep track of cues being used – Document progress!

Private vs. Public



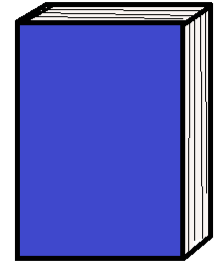
Private vs. Public

You could expand it – With scenarios read aloud or role play:

GOAL: When presented with a scenario, [Client] will identify if behaviors described/demonstrated are appropriate for school/work, home, or inappropriate (i.e., state, point to, sort, etc.), in 80% of opportunities presented, in 2/3 consecutive sessions.

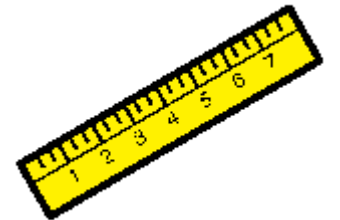
Keep track of cues being used – Document progress!

10 Unwritten Rules



#8

Know when you're turning people off.



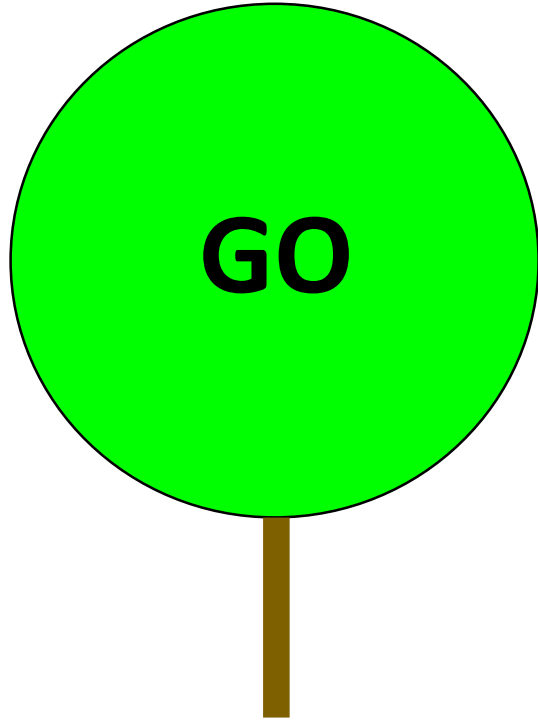
Turning People Off

GOAL: When presented with a scenario through video or role play, [Client] will identify if communication partner is interested or not/finished (i.e., state, point to, sort, etc.), in 80% of opportunities presented, in 2/3 consecutive sessions.

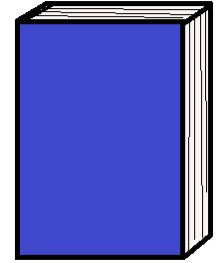
A Social Narrative would be a great introductory activity, describing behaviors in each category and what they mean.

Keep track of cues being used – Document progress!

Turning People Off

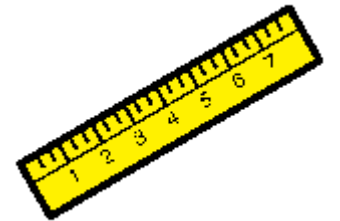


10 Unwritten Rules



#9

**“Fitting in,” is often tied to looking
and sounding like you fit in.**



Toileting (or SEQUENCING?...)

GOAL: [Client] will appropriately sequence 2-5 steps of a task (2 until met, then 3, etc.), in 80% of opportunities presented, in 3/4 consecutive sessions.

“Johnny Had a Birthday Party,” or **NEEDED TOILETING/HYGIENE SKILLS?!** – **GREAT opportunity** for interdisciplinary **collaboration!**

Keep track of whether cues are used or not – Document progress!



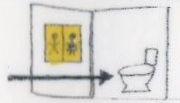
Bathroom Song

1.



Say, "Bathroom, please."

2.



Go in bathroom

3.



Pull down pants

4.



Sit on toilet

5.



Use toilet

6.



Wipe

7.



Pull up pants

8.



Fasten pants

9.



Turn on water

10.



Wash hands

11.



Dry hands

Hygiene

GOAL: [Client] will appropriately complete 2-5 specified hygiene tasks (same 2 until met, then 3, etc.), with cues, in 90% of opportunities presented, on 3/4 consecutive school days.






Remember: Make it concrete!

Supplement with Social Narrative

Have schedule/list of tasks

- Have client check off that they were completed when he gets to school each day, and then each time before leaving the bathroom (upon returning to classroom from the bathroom).

Keep track of whether cues are used or not – Document progress!

I need:	
Done	Task
	1. Pants zipped and buttoned 
	2. Belt fastened 
	3. Wash my hands with soap 
	4. Shirt is buttoned and straight 
	5. Hair is straight 

Fitting In

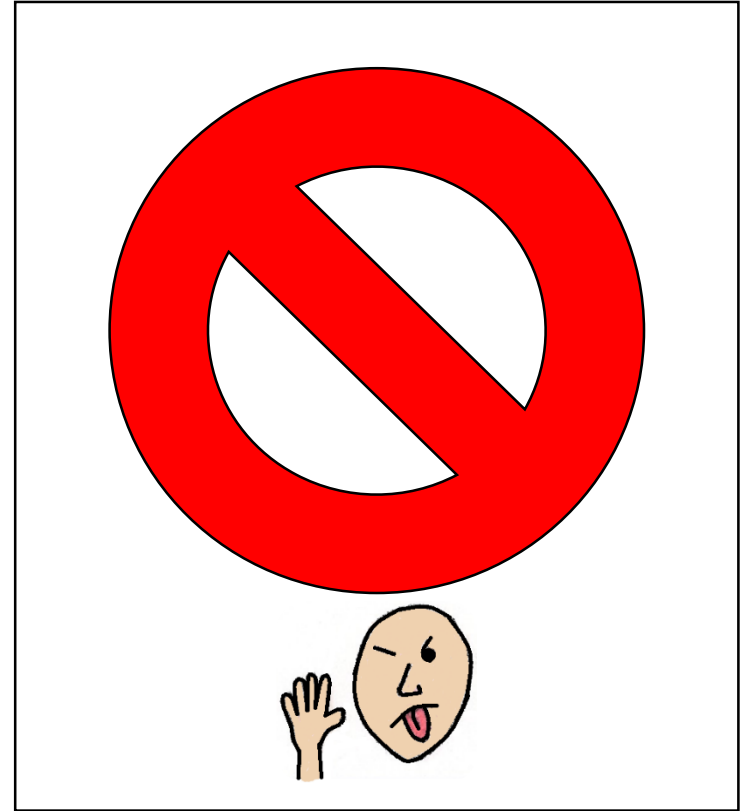
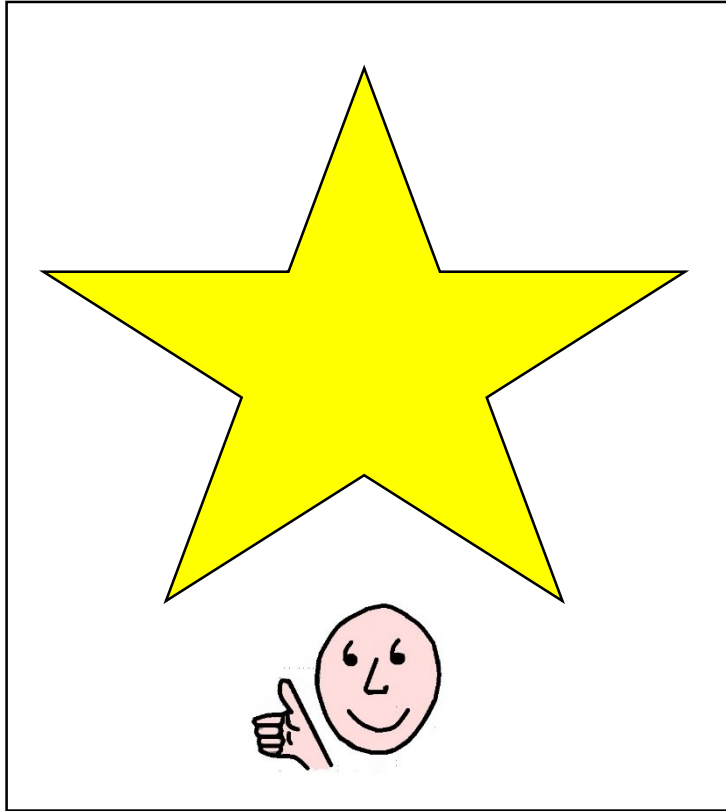
Don't forget about clothing!

Quirky is ok, but messy/dirty isn't!

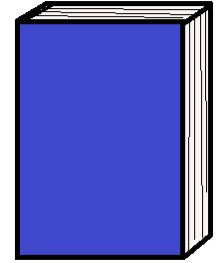
Eye for trendy?...

Videos or Role Play with Social Narratives may also be helpful

Fitting In

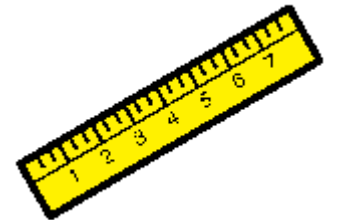


10 Unwritten Rules



#10

**People are responsible for their
own behaviors.**



Personal Space / Managing Materials

GOAL: [Client] will put materials (specify what?) in designated space when finished using them, in 80% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Does he/she KNOW where they should be?!

Keep track of cues being used – Document progress!

Mike	Carolyn	Bryan	Mindy
Chris	Joel	Jennifer	Barry

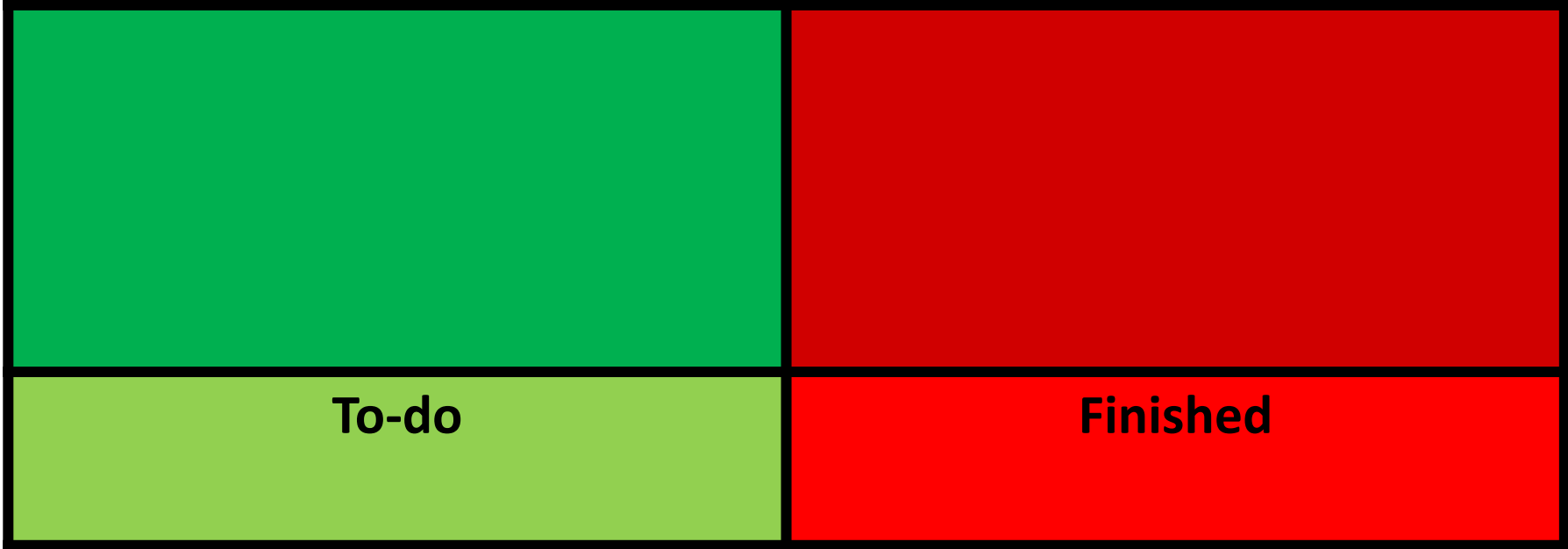
Personal Space / Managing Materials

GOAL: [Client] will complete 1-5 tasks (1 until met, then 2, etc.), using To-do/Finished bin system, in 85% of opportunities presented, in 3/4 consecutive sessions.

REMEMBER: Support comprehension – Make it concrete!

Does he/she KNOW where things should be and what he/she should be doing?!

Keep track of level – Document progress!



Joel's Work

1. Unload dishwasher

2. Clean dirty tables

3. If people have empty dishes on their table, ask if you can take them. If they say yes, bring to dirty station

4. When people leave their table, take dishes to dirty station and clean table

5. If all tables are clean, roll silverware until there is a table to clean

Personal Space / Managing Materials

GOAL: [Client] will arrive at school/work with all required materials, on 3/4 consecutive school/work days.

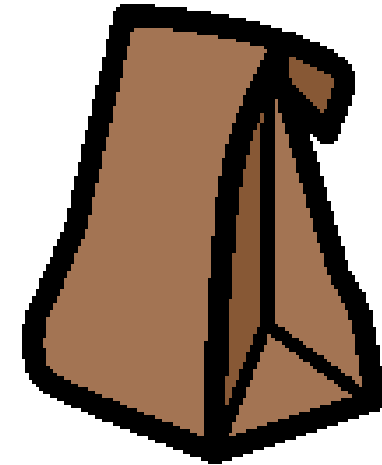
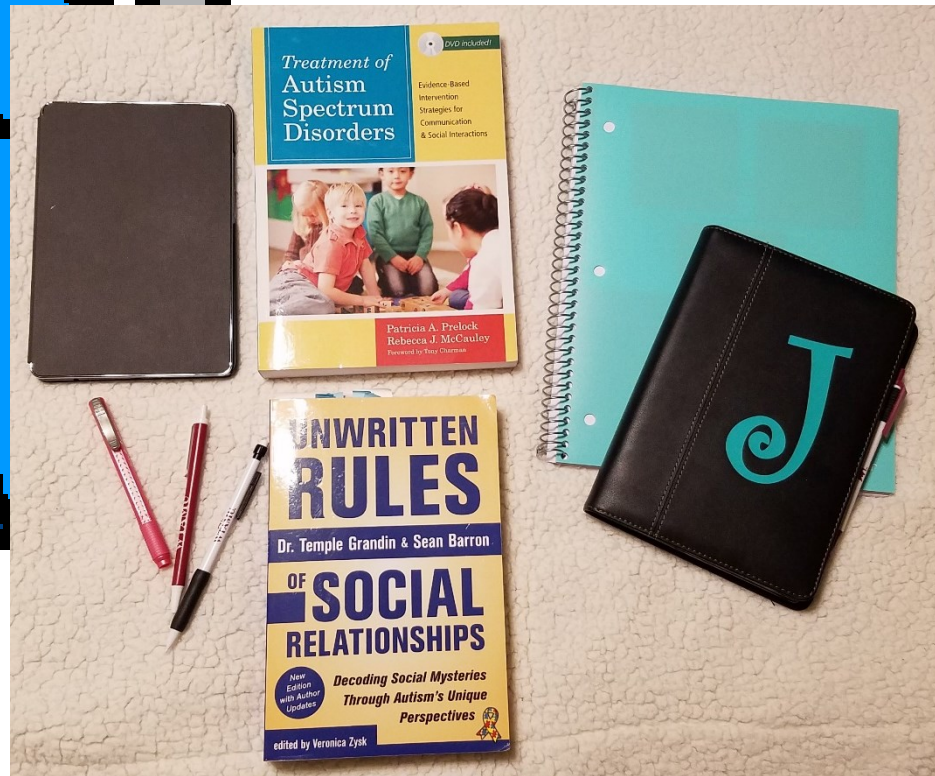
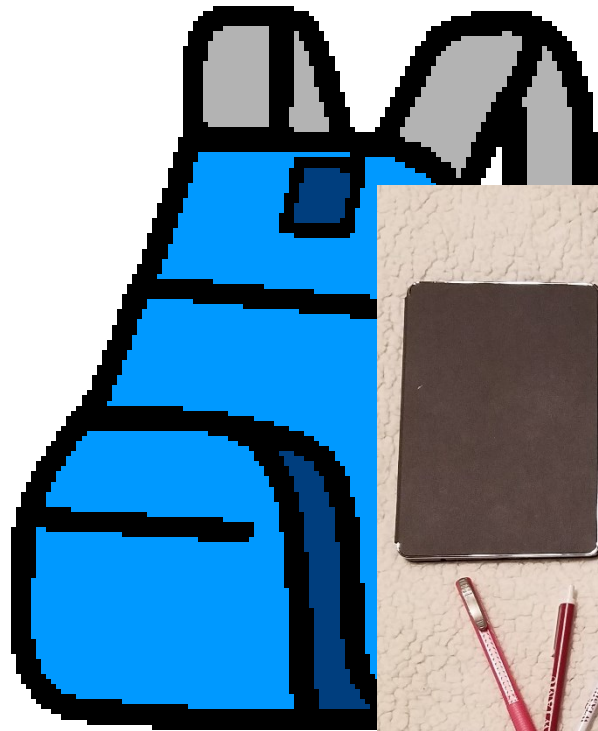
REMEMBER: Support comprehension – Make it concrete!

Does he/she KNOW what to have?!

Could memory/distraction be an issue?!

Keep track of level (i.e., “with visual cues”) – Document progress!

In the morning:



Emotions/Self-Regulation

GOAL: [Client] will sort emotions and/or related characteristics for 3-5 emotions (same 3 until mastered, then 4, etc.) with cues, with 80% accuracy, in 3/4 consecutive sessions.

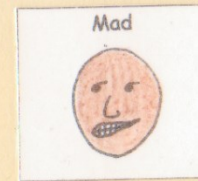
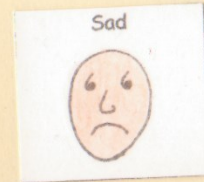
REMEMBER: Support comprehension – Make it concrete!

Remember *CLIENT'S* perspective!

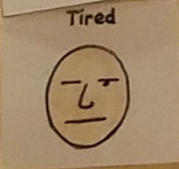
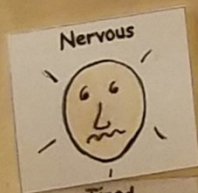
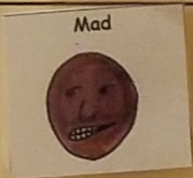
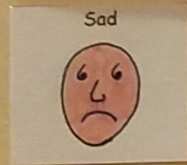
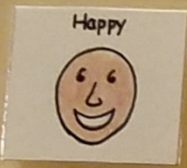
Build to when presented with a behavior, client identifies the emotion/arousal level the person is demonstrating

Keep track of cues being used – Document progress!

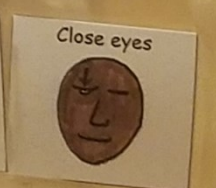
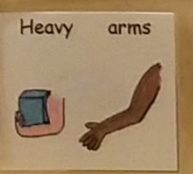
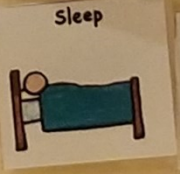
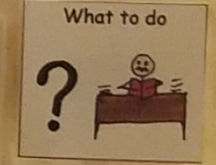
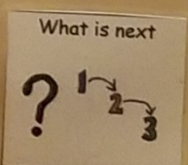
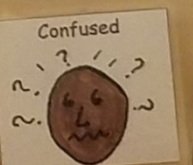
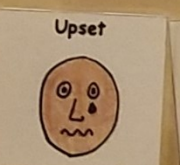
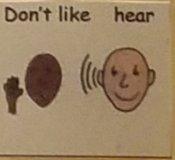
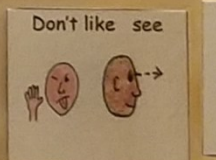
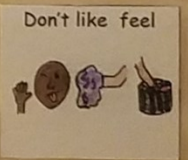
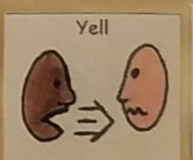
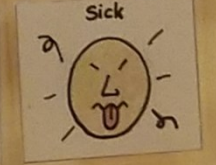
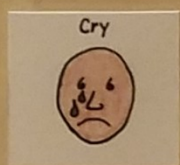
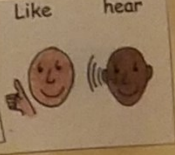
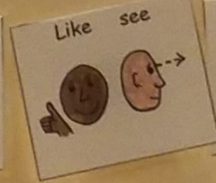
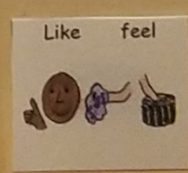
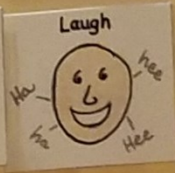
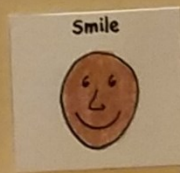
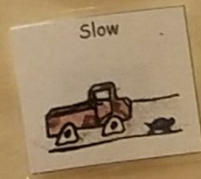
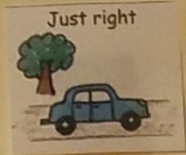
How I Feel



I feel



My motor



How I Feel

Emotions/Self-Regulation

GOAL: [Client] will appropriately identify (i.e., sort, name, etc.) emotions and/or activities/items that assist with self-regulation for 3-5 emotions (same 3 until mastered, then 4, etc.) with cues, in 80% of opportunities presented, in 3/4 consecutive sessions.

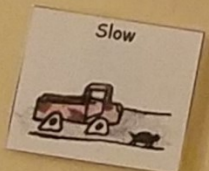
REMEMBER: Support comprehension – Make it concrete!

Remember *CLIENT'S* perspective!

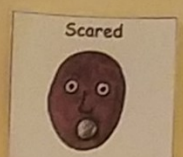
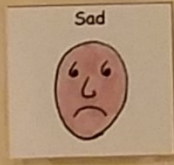
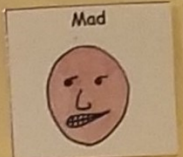
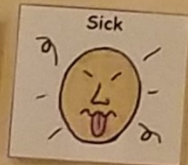
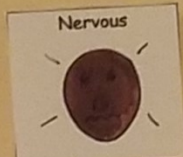
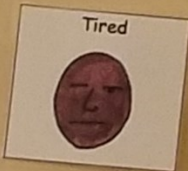
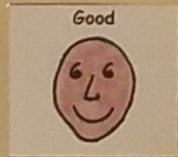
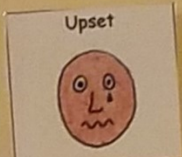
Build to when presented with a behavior, client identifies an item/task that could assist in returning to, “Just right.”

Keep track of cues being used – Document progress!

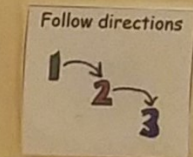
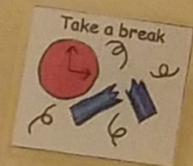
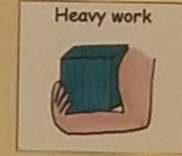
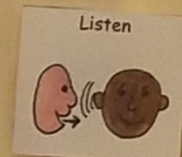
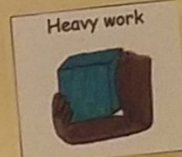
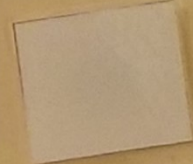
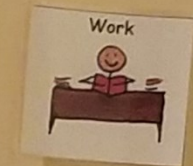
I am



I feel



I can



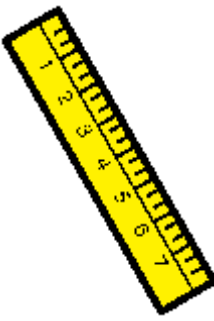
I Have a Motor

4 Cornerstones of Social Awareness

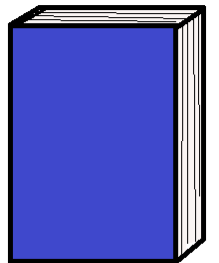
1. Perspective-taking
2. Flexible thinking
3. Positive self-esteem
4. Motivation



10 Unwritten Rules



1. Rules are not absolute. They are situation-based and people-based.
2. Not everything is equally important in the grand scheme of things.
3. Everyone in the world makes mistakes. It doesn't have to ruin your day.
4. Honesty is different than diplomacy.
5. Being polite is appropriate in any situation.
6. Not everyone who is nice to me is my friend.
7. People act differently in public than they do in private.
8. Know when you're turning people off.
9. "Fitting in," is often tied to looking and sounding like you fit in.
10. People are responsible for their own behaviors.



I love to help!

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