Welcome to the LASARD Workgroup on Supporting Social Interactions

The Workgroup will **start promptly at 1PM** (2PM ET).

Please **mute your microphone** in the upper left corner “Voice and Video”. Your input in the Workgroup is appreciated so just unmute your mic to speak.

If you are participating in a group, one person should email Bambi Polotzola at **bpolot@lsuhsc.edu** with the names of those who participated in the group. That person will receive an email within the next two weeks with the CEU certificates of all persons in the group and will be asked to disseminate to their group.

Please feel free to contact a LASARD Facilitator should you have any questions regarding this Workgroup. Each person will receive a **follow-up email with additional resources**. In the follow-up email you will receive a link to a survey, please **complete that survey**.

The next Workgroup will be on Tuesday, September 4 from 2:30-4:00PM on **How to Use “An Introduction to ASD and Effective Educational Programming” DVD in Professional Development**.
### 2012-2013 Workgroup Schedule

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<th>Date</th>
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<td>Aug. 24</td>
<td>Friday</td>
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<td>Supporting Social Interactions</td>
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<tr>
<td>Sept. 4</td>
<td>Tuesday</td>
<td>2:30 PM</td>
<td>How to Use “An Introduction to ASD and Effective Educational Programming” DVD in Professional Development (1 ½ hours)</td>
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<td>Sept. 20</td>
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<td>Nov. 29</td>
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<td>March 5</td>
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<td>March 26</td>
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<td>Including Students with ASD in General Education Science Class</td>
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Promoting Positive Social Interactions Among Students with Autism and Their Typical Peers
Organizer of Topics Covered

- Social skills deficits as described by the DSM IV-TR
- Social Competence
- Social difference in students with ASD
- Assessments
- Strategies and Interventions
- Summary
159. Initial assessment data is available on specific social skill intervention for students (e.g., current level of progress or baseline data included in IEP folder)

161. Progress monitoring data is available on specific interventions for students.

162. Social skills instructional plans for students include peer supported strategies.

163. School routines for students include unstructured opportunities for social interaction with typical peers in social and academic context.
Maslow’s Hierarchy of Needs

(Zalenski & Richards, 2006)
Social Skills Deficits

- qualitative impairment in social interaction, as manifested by at least two of the following:
  - marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction
  - failure to develop peer relationships appropriate to developmental level
- a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest)
- lack of social or emotional reciprocity

(Diagnostic and Statistical Manual of Mental Disorders, 2000)
Social Competence

- An individual’s social competence is typically defined by the perceptions of others.
- Those who are socially competent are viewed by others to have appropriate behavior.
- Social competence: implies that the individual has the knowledge and skills to successfully navigate constantly changing situations.

(Heflin & Alaimo, 2007)
Social Competence

Three predictors of social competence in students

1. The extent to which students are accepted by peers

2. The degree to which students are aggressive towards peers
   - fighting, hitting, pushing, or threatening

3. The degree to which students withdraw from peer interactions
   - Playing alone rather than with peers. (Crick&Dodge, 1994)
Social Differences in ASD

- Children with ASD show a strong attachment to objects and a lack of relatedness to other people.

- As infants, smile and vocalize less and often do not respond to their name.

- By 3-5 years old, may show preference for caregivers, but in an unusual way.

(Heflin & Alaimo, 2007)
Social Differences in ASD

- Children with ASD may have unusual eye gaze
  - is a critical component of socialization
  - Individual may not look at face of person at all or may have fleeting eye gaze

- Children with autism may not participate in *joint attention* or parent referencing

- Children with ASD may not engage in social referencing

(Heflin & Alaimo, 2007)
Social Differences in ASD

- May appear unaware of social aspects of interpersonal relationships
  - Not interested in others

Lack of social reciprocity

- Initiate less (verbally & nonverbally)
- Make fewer spontaneous requests
- Fixate on topic or toy
- Remain totally isolated

(Heflin & Alaimo, 2007)
Social Differences in ASD

- Hidden Social Curriculum:
  - Skills that are learned through trial and error

- Typically developing students learn very quickly

- Tells individuals how to behave around certain people

- Includes learned information regarding what behaviors to avoid to stay out of trouble

(Heflin & Alaimo, 2007)
Social Differences in ASD

- Students with ASD typically cannot access this Hidden Curriculum
- May have no concept of how people are expected to behave in different contexts.
  - No behavioral inhibitions
- May engage in behaviors that are considered socially unacceptable

(Heflin & Alaimo, 2007)
Social Differences in ASD

- Some students with ASD may be successful in learning and storing some hidden social curriculum
  - Typically, they can repeat learned social rules verbatim

- Unfortunately, these students are often not able to recall, use, and then apply these “rules” to situations appropriately

- Can lead to undue punishment, rejection by peers and teasing/bullying

(Heflin & Alaimo, 2007)
Social Skills Training

- Assessment
  - Objective data on social strengths and social skills deficits
  - Compare with social skills of age-appropriate peers
  - Indirect or direct observations
  - Observe skills across contexts
    - People, places, and tasks

(Heflin & Alaimo, 2007)
Assessment

Assessment Observations:

- **Natural environments**: do not alter activities or routines nor cause student to interact with others.

- **Behavioral Sampling**: evaluators set up situations that make the student want to interact.

- **Elicited Responses**: assess the student’s ability to respond to a variety of tasks

  (Heflin & Alaimo, 2007)
Assessment Tools

- **The Social Skills Rating Scale**
  - Assess 5 developmental domains in terms of frequency cooperation, assertiveness, internalizing & externalizing behaviors, & school-related behaviors.

- **The Autism Diagnostic Observation Schedule**
  - Observational tool for measuring how a child communicates and their social behavior, trained evaluators, provides info. on nonverbal communication, joint attention, and reciprocity.
  - (Heflin & Alaimo, 2007)
Acquisition, Performance & Generalization

• Some students need direct instruction in social skills, while others only need support to acquire appropriate social skills.

• Poor social skills fall into two categories:
  • Social skills deficits
  • Performance deficits
  • Fluency and generalization

  (Heflin & Alaimo, 2007)
With the start of a new school year, how do you promote social interactions within your classroom?
Strategies to Enhance Socialization and Social Competence

Peer-mediated Instruction and Interventions

- Process by which classroom knowledge is reinforced through social interactions with peers.

- Examples include:
  - Peer tutoring,
  - peer modeling,
  - cooperative groups. (Heflin & Alaimo, 2007)
Peer-mediated Instruction and Interventions

- **Step 1: Select Peers**
  - exhibit good social skills, language, and be well-liked by peers

- **Step 2: Training Peers**
  - initiating interactions,
  - responding to initiations,
  - keeping an interaction going,
  - starting and engaging in conversations (e.g., greetings, topics), etc...

- (Neitzel, 2008)
Peer-mediated Instruction and Interventions

- Step 3: Provide Ongoing Support to Peers
- Step 4: Implementation in Classroom Settings and Throughout the Day
  - providing classroom learning opportunities
  - creating a supportive social environment,
- Step 5: Extending Initiations across the Day
  - Students with ASD can generalize the skills throughout the day

(Neitzel, 2008)
Strategies to Enhance Socialization and Social Competence

- Adult Mediated Instruction and Interventions
  - Direct teaching of Social Skills
  - Social Stories (examples)
  - Comic Strip Conversations

(Heflin & Alaimo, 2007)
Strategies to Enhance Socialization and Social Competence

- Direct teaching of Social Skills
  - Explaining the social skill
  - Modeling the social skill
  - Having the student practice the social skill.
Strategies to Enhance Socialization and Social Competence

Social stories

- written not to change behavior, but to facilitate the understanding of social situations and the perspectives of others.

(Gray, 2004)
Action Figures at School

Story adapted from, The Kansas Instructional Support Network
Children can play with their toys at home. The Rule is “no toys” can be brought to school.
I like to play with my action figures.

I can play with my action figures in the car.
I can take 1 action figure in the store.

My action figures will stay home when I go to school.
The End

By: Stephanie Dyer & Amy Baad
Jimmy reacts inappropriately (by hitting) when people in his environment use a loud voice. He created this comic strip conversation using characters from his favorite TV show to provide him with the appropriate response.

(Gray, 1994)
Strategies for Enhancing Friendships

- Teach student to:
  - Broaden focus of conversations to include other’s interests
  - Practice initiating and sustaining conversations
  - Practice “talking with”, not “talking at” individuals.

- Stay, Play, & Talk
  (Heflin & Alaimo, 2007)
Social Differences in ASD

- In summary:
  - Being oblivious to presence of others
  - Showing disregard for social conventions
  - Failing to orient to another’s voice
  - Lack of joint attention and social referencing
  - Preferring to share only facts about favorite topics
  - Having few reciprocal relationships
Social Differences in ASD

In addition:

- Assessment is key to providing sound interventions

- Interventions can be in the form of Peer Mediated or Adult mediated instruction

- Friendships should be fostered in the classroom
Questions????????????
Resources

- Additional resources regarding promoting positive social interactions can be found at:
- LASARD Social Interaction Module: http://www.laqitm.org/Main_Menu.html
- OCALI Module on social narratives: http://www.autisminternetmodules.org/user_mod.php
- Additional information about social stories: www.thegraycenter.org
- Kansas Instructional Support Network: click on social narratives or use website: http://www.region2library.org/SocialStories.htm
- National Professional Development Center on Autism Spectrum Disorders- briefs can be found at: http://autismpdc.fpg.unc.edu/content/social-narratives
References

- Kansas Instructional Support Network: http://www.region2library.org/SocialStories.htm