

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**.



www.facebook.com/lasard.project

2012-2013 Workgroup Schedule

Friday	Aug. 24	1:00 PM	Supporting Social Interactions
Tuesday	Sept. 4	2:30 PM	How to Use "An Introduction to ASD and Effective Educational Programming" DVD in Professional Development (1 ½ hours)
Thursday	Sept. 20	1:00 PM	Effectively Utilizing <u>Paraeducators</u>
Thursday	Oct. 11	2:30 PM	Sharing Effective Strategies <u>Between Home and School</u>
Tuesday	Oct. 30	1:00 PM	Supporting Social Interactions
Thursday	Nov. 29	2:30 PM	Self-Determination
Thursday	Dec. 13	1:00 PM	Success at Recess and Other Unstructured Times
Tuesday	Jan. 8	2:30 PM	Using Reinforcement Appropriately
Tuesday	Feb. 5	1:00 PM	Communication Systems for Early Learners
Tuesday	March 5	2:30 PM	Lesson Plans: Addressing Individualized Goals within General Education Settings
Tuesday	March 26	1:00 PM	Including Students with ASD in General Education Science Class



Promoting Positive Social Interactions

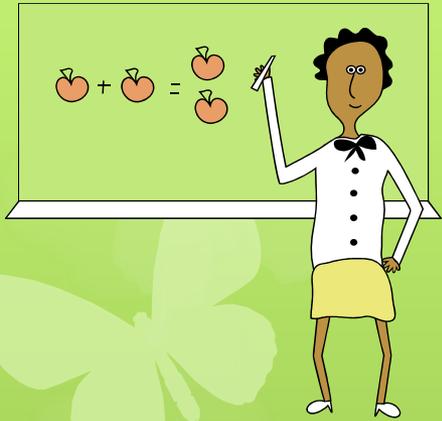
Among Students with Autism and Their Typical Peers



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



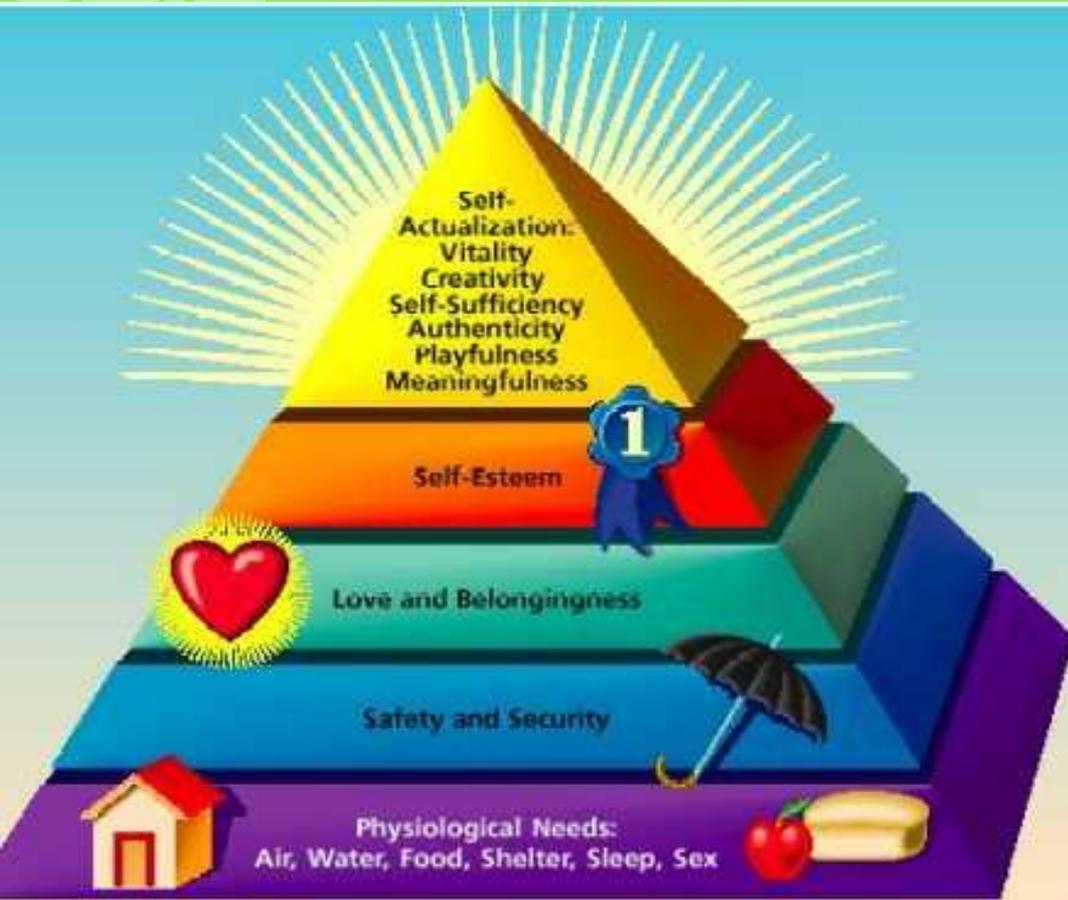


L A Q I Indicators



- 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



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





Turn and Talk



● 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,

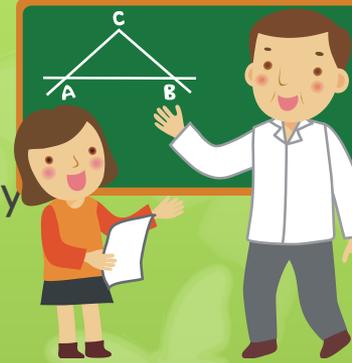
● peer modeling,

● 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 On going 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.



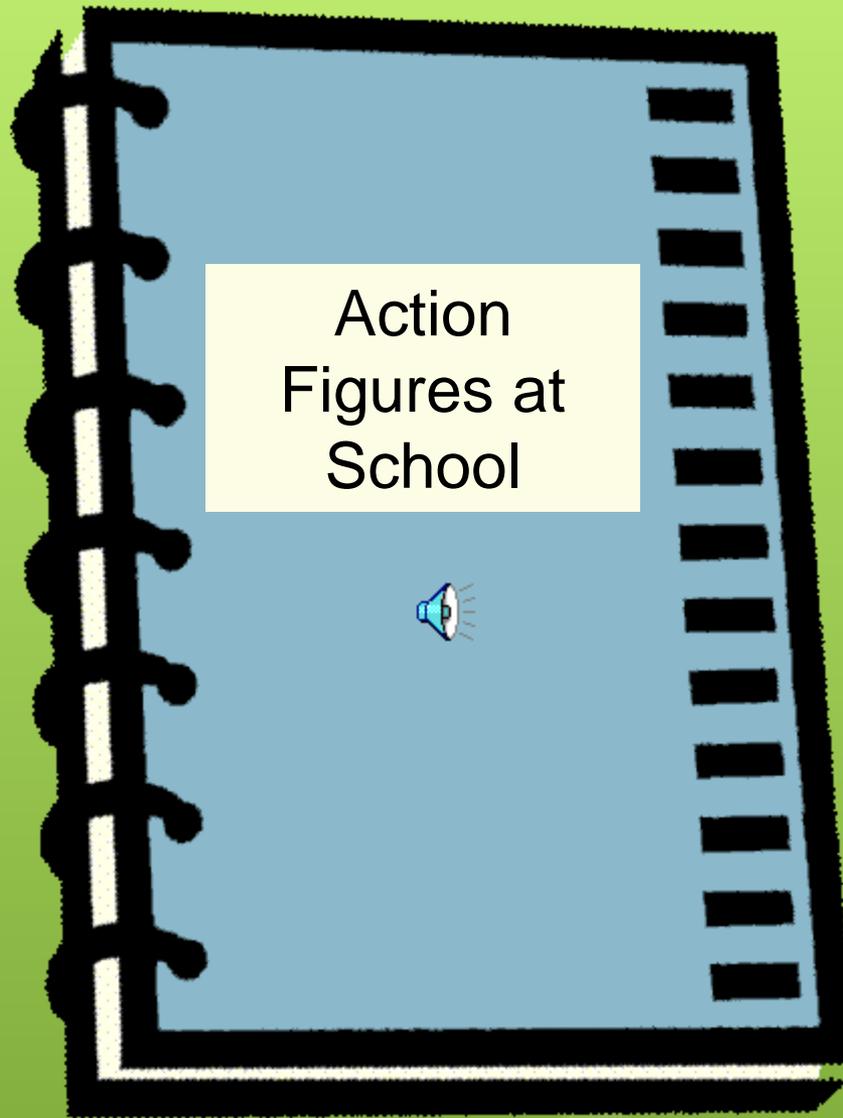
Strategies to Enhance Socialization and Social Competence

Social stories

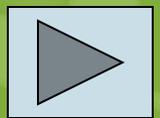


- written not to change behavior, but to facilitate the understanding of social situations and the perspectives of others.

(Gray, 2004)

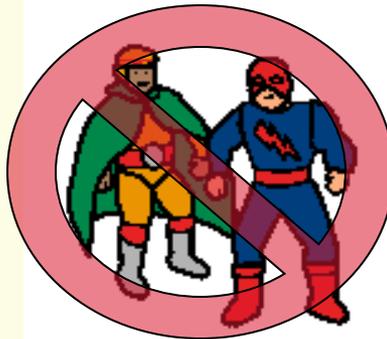


Story
adapted from,
The Kansas
Instructional
Support
Network

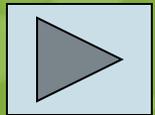
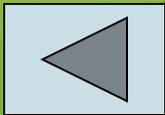


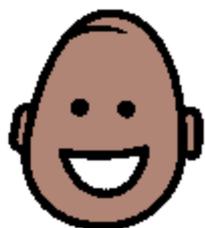


Children can play with their toys at home.



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.

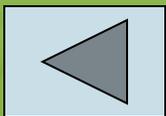


My action figures will stay home when I go to school.



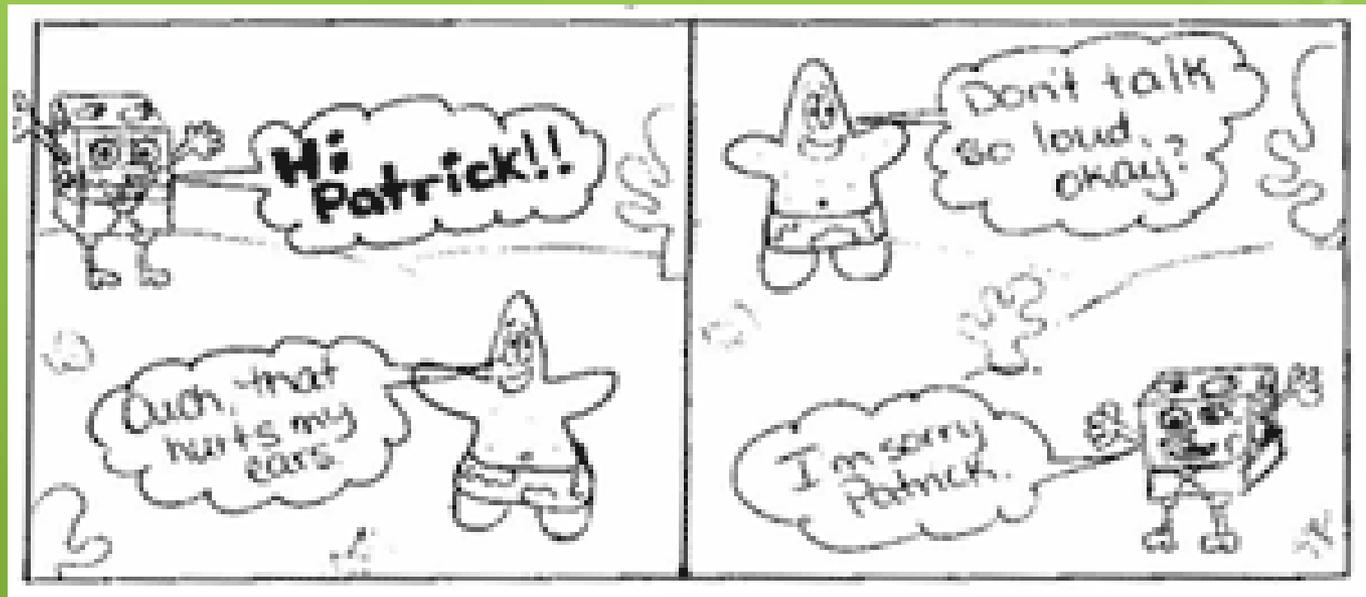
The End

By: Stephanie Dyer & Amy
Baad



Comic strip example....

- 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

- American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th ed., text revision). Washington, DC:Author.
- Crick, N.R., & Dodge, K.A. (1994). *A review and reformulation of social information processing mechanisms in children's social adjustment*. *Psychological Bulletin*, 115, 74-101.
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- Gray, C. (2004). Social Stories 10.0: The new defining criteria & guidelines. *Jennison Autism Journal*, 15(4), 2-21.
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- Neitzel, J. (2008). *Steps for implementation: PMII for elementary, middle, and high school*. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.
- Kansas Instructional Support Network:<http://www.region2library.org/SocialStories.htm>
- Zalenski, R.J., & Richard, R. (2006). Maslow's hierarchy of needs: A framework for achieving human potential in hospice. *Journal of Palliative Medicine*, 9(5), 1120-1127. DOI:10.1089/jpm.2006.9.1120