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**A Systematic Approach to  
Social Skills Instruction for  
Students with  
Autism Spectrum Disorder**

**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction

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**A Systematic Approach to Social Skills Instruction  
for Students with Autism Spectrum Disorder**

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**Autism Society  
of NORTH CAROLINA**

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**Objectives:**

- Briefly review core features of ASD and link those to best practices to promote acquisition of social skills among those with mild forms of autism spectrum disorder (ASD).
- Identify an instructional framework to address social understanding and social skills for students with ASD.
- Identify key conceptual areas and social skill domains (modifiable scope and sequence) to target within this framework.
- Identify key design and delivery features of effective small group social skills interventions in school contexts.

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### Social skills, so what?




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### Common misconceptions regarding those who are "high functioning"



- They don't need explicit instruction, structure and support
- They are highly verbal so they always understand /process verbally delivered information
- They struggle to participate because they are lazy
- They say rude things because they are rude
- Some can tell you what the social rules are so they should be able to adhere to those rules
- They are all finding and maintaining great jobs in Silicon Valley

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### Social Skills Do Not Equal Compliance

#### Should promote:

- Self regulation
- Functional communication including how to reject
- Executive functioning
- Inclusion within community, with peers

#### Requires ongoing coaching/mentoring

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### Social skills vs. Social understanding

Social skills: Who, what, when, where, how = topography is focus

Social understanding: The "WHY" is the foundation, & it informs topography

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### Example of Social Skill: Greeting

- Who? Identify individual/group
- What? What to say
- How? Tone and volume; what will support delivery, how long, what to do next
- When? Identify when this would be appropriate
- Where? What is the context

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### Example of Social Understanding

Why?

- Why is it important to greet someone?
- Why should it be important to me?
- How does it impact the other person?
- How do I adjust my greeting based on context?

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*Social skills and understanding are important for increasing an individual's overall quality of life, across settings: home, school, the workplace, and the broader social communities.*

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*Social understanding as it relates to academics:*

**Common Core Standards**

**3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- -examining **reasons** for a character's actions, taking into account the situation and basic **motivation** of the character.
- -examining alternative **perspectives**.
- -examining **relationships** among characters.
- -making and evaluating **inferences** and conclusions about characters, events, and themes.

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**Common Core Standards**

**4.01** Read aloud grade-appropriate text with fluency, comprehension, **expression**, and personal style demonstrating an **awareness of volume, pace, audience, and purpose**.

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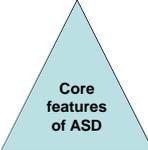
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## Why is Teaching Something So Important So Difficult?

- Joint attention
- Motivation
- Impulse-control, self-regulation
- Organization, planning (executive function)
- Big picture thinking (central coherence)
- Sensory regulation
- Perspective taking and attribution
- Anxiety management




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## Anxiety



**Stuck** patterns of thinking =  
**Stuck** patterns of behavior

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## In our own words...

*“It is difficult for even a high-functioning autistic adult to know exactly when to say something, when to ask for help, or when to be quiet. To such a person, life is a game in which the rules are constantly changing without rhyme or reason.”*

*Anne Carpenter*

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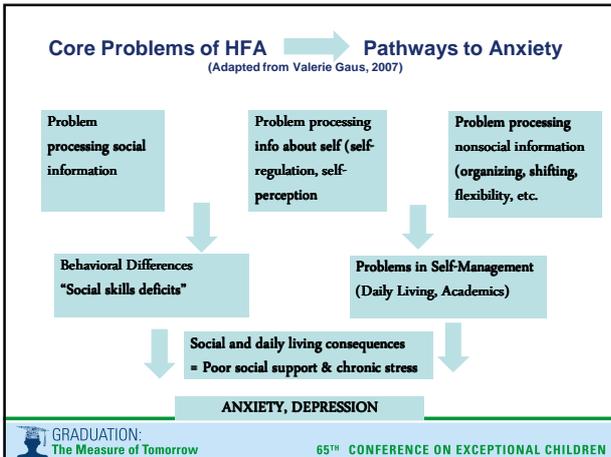
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### Social Deficits in the School Setting

- Isolated from other students
- Can't work or stay in the group during activities
- Unfocused
- Blurts out
- Dominates conversations
- Doesn't seem to care about others feelings
- Inappropriate topics
- Misreads social clues and cues
- Lots of absences
- Doesn't complete work

Some Behaviors Interpreted as Non-Compliance

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### Don't make assumptions

Students with ASD often understand only:

- Part of the social interaction
- Part of the social problem-solving
- Part of the communication
- Part of the rules



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## Where do I start?

- Assess the baseline level of skill, across social domains.
  - Identify if there is a need and if so, where is the bulk of the impact? Start there.
- Work social skill development into the individual's IEP

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## Measuring Progress

- Data Collection
  - Imperative for objective measurement of progress.
- Specificity is important!
  - Track specific skills within broader social domains
- Increase/fade supports as necessary
  - Based on measureable behaviors of the students.

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## IEP Goals

*Specific:*

- Student will approach a peer(s) and will display socially expected verbal and non-verbal behaviors in at least 8 out of 10 opportunities.
- Student will sustain engagement with a small group (3-5 peers) in a structured play activity for up to 15 minutes, without additional prompts, in at least 4 out of 5 opportunities.
- Student will refrain from exhibiting maladaptive behaviors such as crying, yelling, or cursing following losing a game with peers on at least 4 out of 5 opportunities.

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## Fundamentals of Social Interaction

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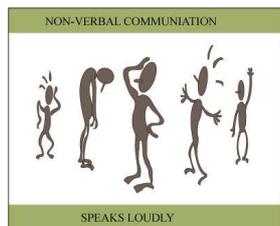
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## Nonverbal Communication

- 60-80% of communication is nonverbal
- Early pre-cursors to communication impacted
- Difficulty deciphering non-verbal cues
- Difficulty using gestures and language at the same time



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## Communication & Structure

- Structure *is* Communication (of social norms/expectations):
  - Going to a neighbor's **front door**, not sitting in the **boss's chair** in a meeting, driving on the **right side** of the road.
- Types of Structure:
  - Physical (Environment, **Where?**)
  - Expectations (Schedule, Activity Systems, Instructions, **What & How?**)
  - Rules (Guide the process, **How and Why**)
- Many games tap into the weaknesses of students with ASD
  - Games need *clear structure* to be fun

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## Visual Strategies

- Cues in physical environment
- Schedules
- To do lists, written sequences
- Show clear beginning and end to activities
- Visual, explicitly stated rules



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## Structured activity systems aren't just for "work" or self-contained settings

- Breaks/downtime
- Group time
- Lunch bunch
- Recess
- Leisure and play routines
- Art, PE, Media, Music, etc.
- Extracurricular events
- Relaxation and calming routines
- Field trips
- Assemblies

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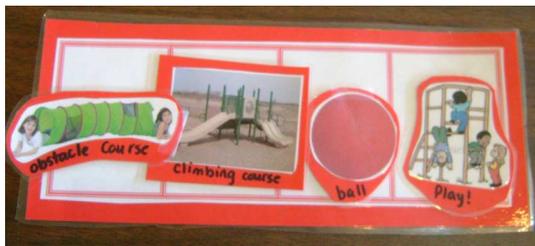
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**Example of visual schedule for social play group:**

- \_\_\_ *Introductions ball toss*
- \_\_\_ *Three songs*
- \_\_\_ *Lego crews*
- \_\_\_ *Clean up*
- \_\_\_ *Snack*
- \_\_\_ *Go home*

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**Example: Some need “play” to be structured:**

*Hide and Seek:*

- *Jacob hides*
- *Alex hides*
- *Jacob hides*
- *Alex hides*
- *Jacob hides*
- *All done, next game!*

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**Playing Catch**

**When you are throwing the ball:**

 1.) Look at the person	 2.) Call their name	 3.) Throw the ball
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**When you are catching the ball:**

 1.) Listen for your name	 2.) Look at the person	 3.) Put hands out to catch the ball
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Photo Courtesy of Making Connections LLC

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**Example of Visual Instructions:**

*If you don't agree with what your partner is saying:*

1. Listen without talking
2. Stay calm in your words and body
3. Say something like, "It's ok, we don't have to agree on everything."



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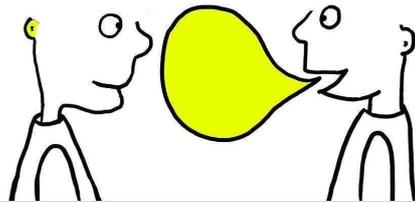
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**Example of Visually Depicted Rule:**

Wait to speak until the other person has stopped talking.



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### Concretely and visually clarify how long, when finished



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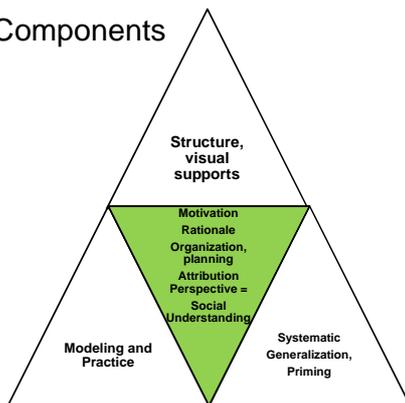
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### Key Components



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### Strategies to Increase Social Understanding

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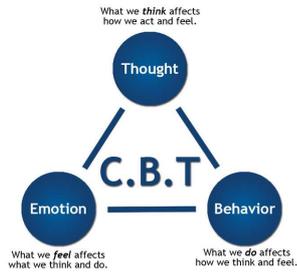
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## Cognitive Behavior Therapy:



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## Goals of CBT

- To target distorted thoughts individuals have about themselves and their lives.
- Shift the way an individual interprets situations, how they feel about those situations, and how they respond to these situations.
- Set concrete, measurable goals to target an external change in behavior, which is reflective of an internal change in thought.

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## Modifications to CBT that render it more ASD-appropriate:

- Repetition
- Explicit, concrete instruction
- Use of visual supports to offer concrete depictions of thoughts, feelings and behaviors
- Reinforcement systems in place to maintain external behavior change.

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## Effective Tools to Address Social Understanding

- Social Narratives: Social Stories™, Comic Strip Conversations™, Thinking Stories™, Power Card Strategy™
- Visual analysis activities (pictures, videos, text, live action)
- Social Behavior Mapping™ and other graphic organizer activities

All should be presented in a framework of direct instruction: modeling, role-play and multiple practice opportunities, graduated guidance, emphasis on generalization

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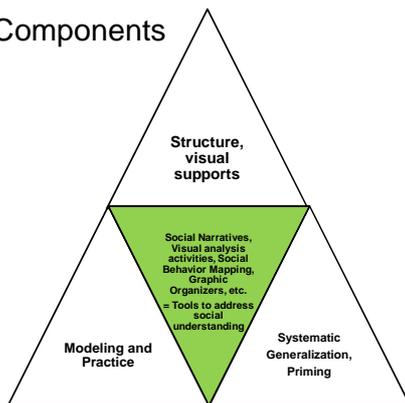
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## Key Components



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## Intrinsic Motivators can be Elusive



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### Why do I need to know/do this "social skill"?

- I am not interested in this
- I don't want to do it this way
- This is stupid
- I don't agree that this is important



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### I don't need to do this...



- Reinforcers
- Contracts
- Access contingencies
- Social skills and social thinking training

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### Hidden Curriculum

*"The set of unwritten rules that no one has been directly taught, but everyone knows. Violations of these rules can make an individual a social outcast."*

*-Brenda Smith Myles*

*"Soft skills" = The skills that pay the bills*

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### The Hidden Curriculum

- I shouldn't have to tell you, but.....
- It should be obvious that.....
- Everyone knows that.....
- Common sense tells us.....
- No one ever.....

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### Perspective-Taking



- Recognizing what someone else might be thinking in a situation
- Other people have thoughts that are **different** from your thoughts
- People have thoughts about other people
- My behavior affects other people's thoughts about me

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### Attribution

- Understanding what happened and why it happened
- Identifying cause and effect of another person's behavior
- Understanding their motivation

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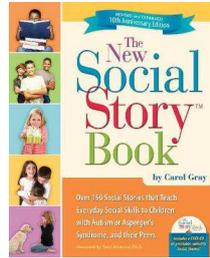
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## Social Stories

“A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.”

–Carol Gray



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A brief social story helps Emily understand how others might perceive her words and actions. A comic with a speech bubble scripts a more appropriate response to peers.

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## Swinging

I like to go to the playground. When I first go outside I make a loud scream. It is a happy noise because I am happy to be outside. I really like to go on the swings. I can swing very high! When I am swinging, sometimes other kids walk nearby. I need to tell them not to walk in front of my swing, but I do not want to be rude.

The next time I am swinging, I will try to remember to say:

***“Please be careful. I don't want to kick you.”***

That is using good manners!

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## Provide Explicit Social Interpretation

*Sometimes, I may want to interrupt a classmate to talk about things that I am really interested in and my favorite hobbies. If I interrupt someone when they are talking about a different topic, they might feel annoyed. They might not want to talk with me if I do this.*

*So, when I want to talk about my interests and hobbies, I need to wait until a better time. I can talk about these topics when someone else brings them up first, or if no-one else is talking about their topic.*

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## Possible components to include in a social narrative:

- Description of the situation
- What the individual thinks, feels, does, or says in this situation
- What others may think, feel, do, or say in this situation
- Description of appropriate response or behavior in that situation
- Explanation of why that response or behavior is appropriate

**Tailor the number and complexity of details to the individual!**

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## Individualize the narrative:

- Embed images to support attention and comprehension (student draws them, photos, icons, you draw them?)
- Focus on key aspects, don't bombard with multiple concepts
- Use appropriate, concrete language and structure
- PowerPoint versions
- Audio recordings, song versions
- Use the individual's words / language

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**weird**

Sometimes people look weird to me.

if their face doesn't look like I think it should I think in my head, "they are really ugly" and am curious why they look that way.

Sometimes I say this out loud or will ask them a question about why they look that way.

When I say this out loud it makes them very sad, embarrassed and angry. 😞

I do not want them to be angry or sad.

I do not want them to have bad thoughts about me.

I will not say anything about the way people look.

if I decide to say something out loud or to them I will automatically lose screen time for that day/night.



if I want to say something to them I can say hi, or ask them a question about something we are working on.




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## Thought Bubbles/Comic Strip Conversation

- A fun and effective tool for teaching basic social concepts.
- Through the use of "speech bubbles" and "thinking clouds" we can better understand the student's perspective, and help the student understand the perspective of others

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**Example:**

**Meet Brandon and his teacher**



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**Social Concept:**

**People have thoughts about other people**



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**Social Concept:**

**We do not have to say everything we are thinking**



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**What was Ms. Ginn thinking?**



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**Social Concept:**  
Our words and actions affect the thoughts of others



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**Social scripting is "expected"**



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**Social Concept:**  
Our words and actions affect how people feel about us and treat us



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### Provide explicit social interpretation

■ Think to yourself, "If I wait, then I will get a turn, too."

**Right Way**  
The boys think that if they wait, they will get a turn at bat.

**Wrong Way**  
The boys don't wait their turn. They try to take the bat away.

Paul Sam Adam Paul Sam Adam

(Jed Baker)

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### What's he missing?

And then, I went to the museum. There was a new Paleolithic Age exhibit. That is an ancient cultural stage of human development, often characterized by the use of rudimentary stone...

He won't stop talking long enough for me to say anything. This is annoying!

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### The Power Card Strategy™ (Elisa Gagnon)

A condensed social narrative that visually and/or thematically connects appropriate behaviors to the individual's special interest, to increase motivation to perform the expected behavior:

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### Power Card: Example

"Captain Moonbeamer's rocket ship is very small, and it is hard not to bump into people sometimes.

But, he always tries to follow the personal space rules, and not be a SPACE INVADER!

He will stay at least one arms' length away from other people.

This makes all of the astronauts happy.

He wants Kevin to always try to do this too!"



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### Social Narratives to Address Anxiety

I usually feel really good.

This means I am calm and happy.



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Sometimes when I have to be around a lot of people

or new people, I feel bad or tense.

I worry that I won't know what to say or do.



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Feeling worried, bad or tense feels like

- I'm frozen
- I'm trapped in a hole and cannot get out.
- I'm stuck in glue.



Everyone feels this way sometimes, even if I don't know it or see it.

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But I can handle these frozen feelings!

1. First, I take 3 slow, deep breaths.
2. If I need to step away for 1-2 minutes, I do this.
3. Then, I try to find a small group to talk to.

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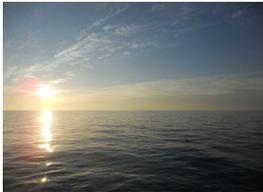
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The bad feeling will melt away.

I can meet new people.

I can feel calm and happy again.



THE END

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### Learning to Relax

When I get angry or tense my body can feel many different ways -

- My teeth may be clenched
- My hands may feel sweaty
- My hands may be in a fist
- My face may feel warm
- My muscles may be tight and hurt

When I begin to feel angry or tense there are many ways to help me relax-

- Close my eyes and take 5 deep breaths
- Ask to take a break
- Ask to take a walk
- Ask to stand up and stretch
- Get a relaxation toy

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### Key Components

Structure, visual supports

Social Narratives, Visual analysis activities, Social Behavior Mapping, Graphic Organizers, etc. = Tools to address social understanding

Modeling and Practice

Systematic Generalization, Priming

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### Social Autopsy

Analyzing a picture

Analyzing a TV/movie scene with no volume

Live role-play opportunities as watcher

Live role-play opportunities as actor

Increasing complexity

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 Calm	 Surprised	 Relaxed	 Concerned
 Cranky	 Disappointed	 Bored	 Hurt

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### Social Autopsy: Analyze a picture



Photo from: Dreamstime.com

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### A Closer Look at Social Clues

Begin by deciphering non-verbal cues:

- What is he/she looking at?
- What is his/her proximity to others?
- Does the facial expression or posture offer clues?

Are there other environmental /context clues?

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### To whom is the question being directed?



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### Reading intention, "reading people's plans":

- Use still images: What is s/he about to do?
- Transfer to live action:
  - What am I about to do? (e.g., packing up purse; make a difficult phone call; take a test)
  - What do I want? (e.g., via reaching, looking, forms of asking)
- More advanced: Target in appropriate passages from reading /literature curricula
- Hidden agenda in print and TV ads, etc.

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### What's the hidden message?

MISSED OUR HOLIDAY CLOTHES LAST YEAR? YOU CAN BUY THE EXACT SAME ONES THIS YEAR. OR THE YEAR AFTER THAT. OR...



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### “What’s Your Take?”

1. Present a situation (e.g. “You just won a free kitten”)
  - How do you feel in this situation?
  - How would I feel in this situation?
  - We might not feel the same way....
2. Present an object
  - How could you use it?
  - Blind test in the bag– what is it?
3. Present an abstract image
  - What do you see? What do I see?
  - We might not see the same things....

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A photograph of three young women in school uniforms standing together. Below it is a 'Sequencing Board' with five panels showing a girl making a cake. The panels are numbered 1 through 5. Below the board is the word 'ATTRIBUTION'.

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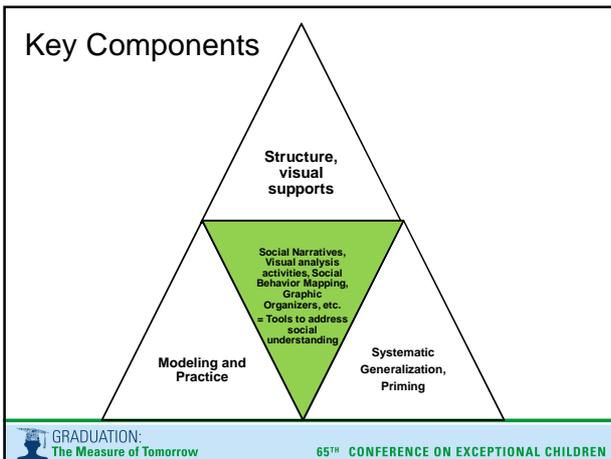
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**Social Behavior Maps™ (Michele Garcia Winner)**

- Structured way to brainstorm and write down the expected and unexpected behavior in a specific context.
- “Map” the outcome of expected and unexpected behavior
- 1:1 or group instruction

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**Get buy-in; agreement on why**

<ul style="list-style-type: none"> <li>▪ <i>I am not interested in this</i></li> <li>▪ <i>I don't want to do it this way</i></li> <li>▪ <i>This is stupid</i></li> <li>▪ <i>I don't agree that this is important</i></li> </ul>	<ul style="list-style-type: none"> <li>• Visually connect concrete choices to concrete outcomes, linking to their goals and interests</li> <li>• Concretely clarify differences in perspectives</li> <li>• Guide them in generating options; present options on how it can get done</li> <li>• Provide lots of specific positive feedback, reinforcement</li> </ul>
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### Social Behavior Map

Behaviors That Are EXPECTED For...				Behaviors That Are UNEXPECTED For...			
Expectation	How They Behave	Behavior	How They Behave	Expectation	How They Behave	Behavior	How They Behave
	→	→	→		→	→	→

Michelle Garcia Winner, Social Thinking ©

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#### Recognizing Others' Points of View

Situational Observations

From My Perspective:      From \_\_\_\_\_'s Perspective

Result	Result
Recognizing others' point of view	

Solution: Make it Right For Both

Recognizing Point of View is First Step to Social Problem-Solving

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OKAY	NOT OKAY



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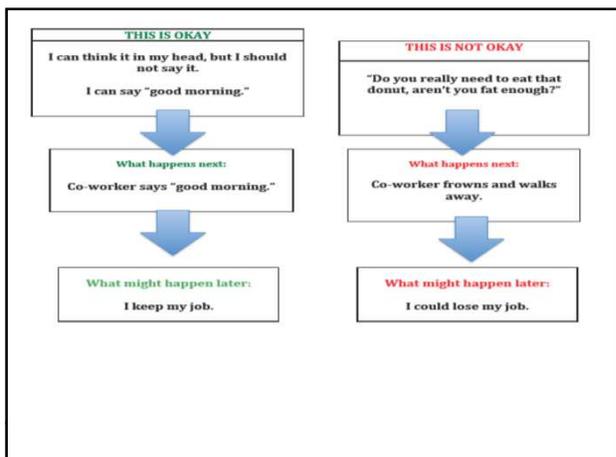
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### Faulty Attribution = Learned Helplessness

Pros of going to chess club	Cons of going to chess club
<i>I might get better at chess</i>	<i>I was no good at talking to people at my old school</i>
<i>I might meet people who are nice</i>	<i>I lost a chess piece that was mine, someone might have taken it</i>
<i>I might meet people who like chess as much as I do</i>	
<i>Playing chess makes me feel good</i>	

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### He bumped into me – WHY is he doing that?

HAVE A PLAN IF THIS IS TOO HARD FOR ME – GO TO MY "SOCIAL INTERPRETER"

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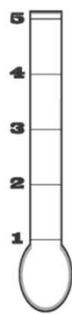
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Organizing thoughts, feelings and behaviors on a scale:



**Social Behavior and Self-Management**

5-Point Scales for Adolescents and Adults

This award-winning tool was expanded for adults!

**How to Use This Question Response Scale**

**How to Monitor the Student's Behavior**

Karl Dunn Baron, MS  
Jane Thierfeld Brown, EdD  
Mikel Curtis, MA  
Lisa King, MEd

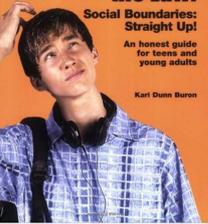
Foreword by Stephen Shore, EdD

**A 5 Is Against the Law!**

**Social Boundaries: Straight Up!**

An honest guide for teens and young adults

Karl Dunn Baron



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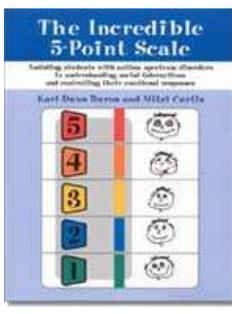
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*Karen's Voice Scale*

**The Incredible 5-Point Scale**

Helping students with autism spectrum disorders to understand, control, and monitor their emotional responses.

Karl Dunn Baron and Mikel Curtis



5	Way too loud!	
4	loud	
3	talking	
2	whispering	
1	no talking	

Idea from: The Incredible 5-Point Scale, by Baron, Karl Dunn and Curtis, Mikel, 2003

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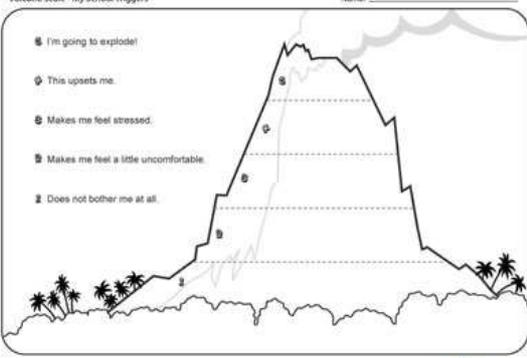
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Volcano Scale - My School Triggers

Name: \_\_\_\_\_



- 5 I'm going to explode!
- 4 This upsets me.
- 3 Makes me feel stressed.
- 2 Makes me feel a little uncomfortable.
- 1 Does not bother me at all.

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**Self-Management Scale**

	How Does this Feel?	What Makes you Feel this Way	How Can I Tell	What can I do now?
5				
4				
3				
2				
1				

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### Circle Map

Can be used to teach appropriate topics for discussion & appropriate displays of affection in different social circles.

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### “Sorting the concept” card activities:

- Sorting appropriate versus less appropriate responses
- Sorting images to characterize emotions, situations, contexts

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## Design and delivery features of small group social skills interventions



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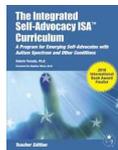
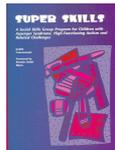
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## Skills and Interest Inventories

- Autism Social Skills Profile (Bellini)  
[http://www.ocali.org/up\\_doc/Autism\\_Social\\_Skills\\_Profile.pdf](http://www.ocali.org/up_doc/Autism_Social_Skills_Profile.pdf)
- Profile of Social Difficulty from the Super Skills Curriculum (Coucounaris)  
[http://www.ocali.org/up\\_doc/Profile\\_of\\_Social\\_Difficulty.pdf](http://www.ocali.org/up_doc/Profile_of_Social_Difficulty.pdf)
- Sensory Profile from the Integrated Self-Advocacy Curriculum (Paradiz)
- Teacher Interview of Social Functioning (Bellini)  
[http://www.ocali.org/up\\_doc/Teacher\\_Interview\\_of\\_Social\\_Functioning.pdf](http://www.ocali.org/up_doc/Teacher_Interview_of_Social_Functioning.pdf)
- Parent Interview of Social Functioning  
[http://www.ocali.org/up\\_doc/Parent\\_Interview\\_of\\_Social\\_Functioning.pdf](http://www.ocali.org/up_doc/Parent_Interview_of_Social_Functioning.pdf)
- Child Interview of Social Functioning  
[http://www.ocali.org/up\\_doc/Child\\_Interview\\_of\\_Social\\_Functioning.pdf](http://www.ocali.org/up_doc/Child_Interview_of_Social_Functioning.pdf)



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## Using assessment tools:

- Pre and post measures (from previous slide)
- Eclipse Model: Universal Goal Tracking Sheets, My Personal Goal Tracker, Daily Data Tracker
- Self-assessment and instructor matching component
- Test of Adolescent Social Skills Knowledge (PEERS model, Laugeson)

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### Group Composition

- No more than 6-8 for younger students
- 6-8 Middle school
- Up to 10 high school
- Within same cognitive band (e.g., near average through above average IQ)
- Try to formulate group around shared interest; animae club, chess club, lego club, movie review, food review club, etc.

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### Have a Plan for Group Dynamic Problems

- A student doesn't want to participate
- Group has difficulty agreeing on an activity
- One student repeatedly highlights the disability of another group member
- One student is feeling attacked or singled out
- If a student requires more support than others
- Anxiety about group



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### Social Anxiety

- Group is hard
- Not participating does not equal defiance
- Allow member to just watch
- Allow modified response
- Allow systematic increases in time
- Prime, prime, prime
- Coach in a super "safe" zone; 1:1 mini-lessons if possible
- Reinforce attempts, baby steps
- Develop and use concrete, visual tools that help to shift stuck & anxious patterns of thinking



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### Faulty Attribution and Anxious Thinking

Pros of participating	Cons of participating
<i>I might meet people who like what I like.</i>	<i>I will mess up in this group just like I do in my other classes.</i>
<i>I might meet people who think like I do.</i>	<i>No-one will like me.</i>
<i>I might learn some new skills to help me make friends.</i>	<i>I'll feel stormy and frozen just like I do in other places with people.</i>
<i>I'll feel better and calmer if I practice.</i>	
<i>I get to play some games, and we get to pick some of the activities.</i>	

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### Resources and Publications:

- Michele Garcia Winner - Social Thinking curricula
- Jed Baker - Social Skills Picture Books; Preparing for Life
- 3-C Institute - SS Grin Curriculum
- Judith Coucouvanis - Super Skills
- Brenda Smith Myles - Hidden Curriculum
- Elizabeth Laugeson – The PEERS Curriculum
- Sherry Moyer – The Eclipse Model
- Carol Gray – Social Stories
- Karen Buron and Mitzi Curtis – The Incredible 5 Point Scale
- Do2learn.com – Socio-emotional skills toolbox, JobTIPS, etc.
- Valerie Gaus - Cognitive Behavioral Therapy for Adult Asperger Syndrome
- Ruth Aspy and Barry Grossman – The Ziggurat Model

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<h4 style="margin: 0;">Fundamentals/Building Blocks</h4> <p style="font-size: 8px; margin: 0;">Non-Verbal Communication Whole Body Listening How You Say It</p>	<h4 style="margin: 0;">Social Reciprocity</h4> <p style="font-size: 8px; margin: 0;">Ping Ponging Initiating Joining Giving and Receiving Compliments</p>
<h4 style="margin: 0;">Flexible Thinking = Flexible Behavior</h4> <p style="font-size: 8px; margin: 0;">Stop and Think Problem-Solving Sharing and Cooperating Being a Good Sport</p>	<h4 style="margin: 0;">Recognizing Intentions</h4> <p style="font-size: 8px; margin: 0;">Laughing at You, Laughing with You Bullying</p>

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## Other Topics




- Ending a conversation
- How to make future plans
- How to debate and not argue; and when to drop it
- When I am smarter than everyone
- Texting and email
- When a friend is a friend
- Understanding sarcasm and idioms
- Facebook
- Social rules that don't make sense
- Opinions and Belief Systems
- Taking responsibility
- Flexing your flexibility muscles
- Peer pressure
- Grooming & hygiene
- Managing angry feelings
- Private behaviors
- Totally rude words
- Manners
- Big worried feelings
- Asking for help
- Offering help



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## Topic-Selection

- Assessment results
- Input from students, buy-in (voting, here's what I need)
- Reality: Planned scope and sequence + on the spot fire-fighting



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<b>Open and Recap</b>	<ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	<p>*Individualized supports are necessary</p> <p>*For one topic, the sequence might be implemented across days or weeks.</p>
<b>Topic Introduction</b>	<ul style="list-style-type: none"> <li>• Concretely define topic/skill</li> <li>• Visual tools to support social understanding (narratives, visual analysis, organizers) and any "rules"</li> </ul>	
<b>Demo Modeling</b>	<ul style="list-style-type: none"> <li>• Demonstration of key parts and whole</li> <li>• Role play</li> <li>• Video modeling / video dissection</li> </ul>	
<b>Behavioral rehearsal</b>	<ul style="list-style-type: none"> <li>• Guided practice and rehearsal</li> <li>• Game centering on concept/topic</li> <li>• Review of visual supports, priming tools</li> </ul>	
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Reinforcers</li> <li>• Points</li> <li>• Survey</li> </ul>	



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**Points System:**

- Earned in each session
- Groups points earned for party at end of program
- Individual points earned
- Prizes should promote social interaction
- It's a win-win! "So when you earn points, you are helping the group and yourself!"

**Earn points for:**

- Completing homework
- Participating
- Following the rules (co-determined and defined by instructor and group)
- Trying new skills

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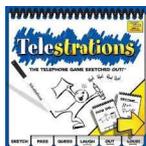
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**Initial Session(s)**

M & M activity – common threads

- Role play with coach and leader
- Interview each other-behavioral rehearsal
- Share one thing they know w/group (name in hat)
- Show commonalities, interests
- Game vote
- Game
- Snack
- Survey




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<p><b>Open and Recap</b></p> <ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	<p><b>Non-Verbal Communication</b></p>
<p><b>Topic Introduction</b></p> <ul style="list-style-type: none"> <li>• Concretely define topic/skill</li> <li>• Visual tools to support social understanding (narratives, visual analysis, organizers) and any "rules"</li> </ul>	
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### Concretely defining the topic:

Whole body communicating

- What it is? (Model parts and whole: eye contact, body position, body language/gestures, nodding/acknowledging others', Facial expressions, etc.)
- Why does it matter?

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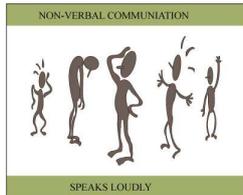
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### Identifying Clues

Visual analysis activities to support accurate interpretation:

- Photos
- Videos
- Live action observer
- Live action participation



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### Modeling and Role-Play Scenarios

Can you communicate without talking?

- Tell me that you want the chips without saying it
- Tell me you love the pizza without saying it
- Tell me you are confused without saying it
- Tell me you are stressed out without saying it

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<b>Open and Recap</b>	<ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	<h2>Whole Body Listening</h2>
<b>Topic introduction</b>	<ul style="list-style-type: none"> <li>• Concretely define topic/skill</li> <li>• Visual tools to support social understanding (narratives, visual analysis, organizers, etc.) and any "rules"</li> </ul>	
<b>Demo Modeling</b>	<ul style="list-style-type: none"> <li>• Demonstration of key parts and whole</li> <li>• Role play</li> <li>• Video modeling / video dissection</li> </ul>	
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**Modeling, Discrimination and Rehearsal:**



What do they think if I am not listening?

**Eyes**

**Voice**

**Body**

**Brain**

**Ears**

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**Modeling and Rehearsal: Eye contact**

There's a difference between making eye contact and staring!

- Compensate if it's too hard



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### Communicator and Listener Activity with Conversation Topic Cards or Object Props:

conversation starter cards

Describe your ideal birthday party?

If you met an alien what would you say?

If you met a pirate what would you say?

What do you want to be when you grow up?

If you can star in any TV show, what would it be?

List things that make you cry.



<http://speechtimefun.blogspot.com/>




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### Listening Games / Activities:

- If you have / are...then...  
*(If you like purple and are in 3<sup>rd</sup> grade, stand up)*
- Who remembers?
- Telephone game
- Describe – one word clues
- I Spy




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<b>Open and Recap</b>	<ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	<h3 style="margin: 0;">Tone, How You Say It</h3>
<b>Topic Introduction</b>	<ul style="list-style-type: none"> <li>• Concretely define topic/skill</li> <li>• Visual tools to support social understanding (narratives, visual analysis and graphic organizers) and any "rules"</li> </ul>	
<b>Demo Modeling</b>	<ul style="list-style-type: none"> <li>• Demonstration of key parts and whole</li> <li>• Role play</li> <li>• Video modeling / video dissection</li> </ul>	
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**Tone: *What did s/he say and how did s/he sound?***

- “Well, I did an awesome job on that assignment.”
- “Stop it!”
- “You’re hilarious.”
- “Thanks a lot.”

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**Modeling and Rehearsal:  
*What did s/he say and how did s/he sound?***

“Hi John!” .... “**Hey.**”

“Did you see that?”.... “**Yeah, I did.**”

“Do you want to go outside?” ... “**Sure.**”

“Pass the markers.”

“That’s not right.”




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**Social Behavior and Self-Management**

4-Point Scales for Adolescents and Adults

This award-winning tool now expanded for adults!

Kari Dunn Buron, MS  
Jane Therfield Brown, EdD  
Mitzi Curtis, MA  
Lisa King, MEd

Foreword by Stephen Shore, EdD

The group determines what images/ themes represent each level.

**Karen's Voice Scale**

5	Way too loud!	
4	loud	
3	talking	
2	whispering	
1	no talking	

Idea from: The Incredible 5-Point Scale, by Buron, Kari Dunn and Curtis, MEd, 2002

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<p><b>Open and Recap</b></p>	<ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	<p><b>Ping Ponging: Conversations</b></p>
<p><b>Topic introduction</b></p>	<ul style="list-style-type: none"> <li>• Concretely define topic/skill</li> <li>• Visual tools to support social understanding (narratives, visual analysis and graphic organizers) and any "rules"</li> </ul>	
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## Defining the topic: Conversations

*Conversations: When two or more people take turns talking to share / trade information. Having a conversation is like a ping pong game. There is a back and forth to keep the conversation moving.*

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## Modeling and Rehearsal:

**Two-sided conversations involves:**

- Commenting on what others are saying
- Asking questions of others, mirroring their questions
- Not interrupting
- Elaborating on what others say to maintain a topic = asking follow up questions or giving follow up comments
- Pausing intermittently after several statements, sentences to give the other person a chance to talk
- Verbally checking for agreement, interest, understanding (e.g. "You know what I mean?")

**BREAK THIS DOWN. PRACTICE PARTS.**

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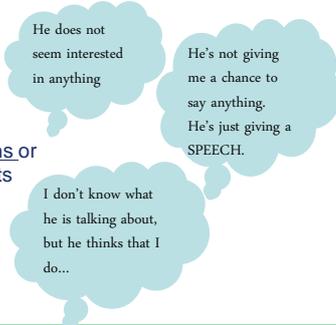
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### Why? –Modeling and Making Perspectives Explicit:

Two-sided conversations involve:

- Commenting
- Asking questions
- Not interrupting
- Asking follow up questions or giving follow up comments
- Pausing intermittently
- Verbally checking for agreement, interest, understanding




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### Reciprocal Conversation, Ping-Ponging

- Someone asks you a question.
- You answer it.
- Then, you make a comment or ask a question about that topic.

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### Sample Rehearsal Topics:

- What you did last weekend
- Travel plans
- Current events
- Sporting events
- An upcoming school event
- Movies or television shows
- Upcoming holiday
- Hobbies
- Pets
- Books
- Upcoming school assignments
- Upcoming plans for the weekend




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**Visual cues, kinesthetic features to support “ping-ponging,” the ebb and flow in conversations:**

- Visual scripts
- Arrow cues
- Baton or ball pass
- Ball drop signaling abrupt shift
- Block building exercises
- My turn, your turn cue cards for blurting, dominating, etc.
- Comment card versus shift card
- Jenga




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**Modeling and Rehearsal:  
That's not enough! OR That's too much!**

*Limited response to initiations  
Limited response to questions,  
the conversation is empty*



*Way too much info  
No pausing, “pouring”  
without looking & thinking*




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**Language for Social Interaction**

- One part of our brain is for our own thoughts about ourselves.
- Another part of our brain thinks about other people.
- We learn about other people by asking questions and listening to the answers.

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### Checking In Across the Interaction:

- Think with your eyes. Notice the other person.
- **Are you thinking only about you or also about them?**
- Read their body language. Are they still interested?
- Are we both taking turns with talking, or just me?
- Have they changed topics and have I followed the change?
- Have I gone off the "road" and made a sudden topic drop?

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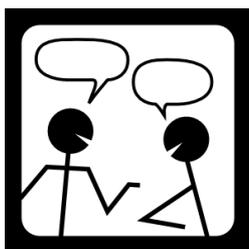
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### Are you thinking only about you or also about them?

Tools to support "us" thinking:

- Social narratives
- Visual analysis activities (observing live action, modeling and role-play)



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It's not about staying on topic, it's about making smooth shifts and managing other's topic shifts



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### Are we on the road together or did I make a weird topic drop?

Modeling, role play to support distinction between "on course" and "off a cliff" talking



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### Compensating all along the way:

**Ask clarifying questions:**

- "Can you say that again? I did not understand it."
- "Are you joking or serious?"
- "What do you mean by that?"

**Correcting the "off-course" talking:**

- "Sorry, we were talking about..."

**Filling up awkward pauses, silences:**

- "I'm thinking about what you just said."
- "Well...what else has been going on with you lately?"

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### Setting Up for Future Interactions

- How can I tell if they were interested?
- Did you ask "future" questions, were they related?
- Context
- What is my "cover story," why we should get together again?
- Exact plan or vague?



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### Video Modeling and Video Dissection

- Social Skills Training: Taking Turns Speaking
- Saying Hi to Friends
- “Video Modeling – Conversation”
- “Model Me Conversation Cues – Video Modeling”




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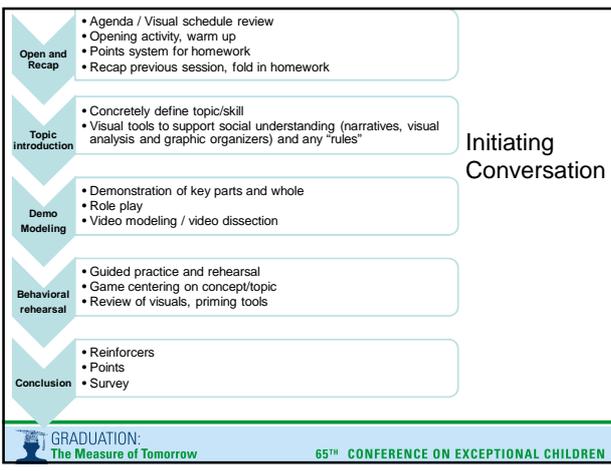
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### Initiating Conversations:

**Stop and look.** Think with your eyes:

- Who is the other person?
- Do I know them?
  - If I don’t know them, how does this change my approach?
- What are they doing at this moment?
- Where are they: how does the location determine appropriateness of approach?

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### Initiating Conversations:

Visual analysis activities to support initiation decisions:

- Photos
- Videos
- Live action observer
- Live action participation



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### Making the approach, identifying rules:

Physical Proximity:

At what distance do I begin talking?  
When do I stop moving towards them?

Body Language & Mirroring:

If they are sitting, sit down.  
If they are standing, remain standing.  
If they are getting up out of their seat, you stand.

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### Making the approach, scenario analysis:

What Works Best?	
	Running into the group and telling them about the Pokeman cards you got
	Approaching the group from the side and waiting for a pause
	Sitting right next to them and staring
	Commenting on what they are playing with

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### Initiating Conversations: What to say?

- **Right now:** Should I make an initiating comment or question about what they are **doing right now**, or about **what is happening** in this setting right now?
- **We share it:** Should I bring up something that I **know** is interesting to both of us?
- **Past or present:** Should I make a **comment** or **ask a question** about something that happened to me or to them recently – and is this something that is potentially interesting to the other person?

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T-Chart


Graphic Organizers to Support Topic Selection - Sorting by:

- Topic
- People
- Contexts/Settings

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- Open and Recap**
  - Agenda / Visual schedule review
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- Conclusion**
  - Reinforcers
  - Points
  - Survey

### Joining the Conversation

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### Defining the topic: Joining Conversations

- *Sometimes it can be hard to know if we should join people who are already talking.*
- *This is really hard if we don't know them very well or we don't know them at all.*
- *Joining conversations is a way to meet people and maybe make friends.*
- *Joining and invading / interrupting are not the same.*

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### What makes joining hard? (for lots of us!)

- Reading non-verbal cues (thinking with our eyes)
- Finding the perfect pause to say something
- Feeling shy, scared and anxious
- Some groups are closed

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### Modeling and Rehearsal: When to join?



- **Stop and look.** Think with your eyes:
  - Who is in the conversation? Does I know them? How do I know them?



- Look for signs that might indicate that the conversation is personal (e.g. people huddling together, whispering, backs turned, upset, angry).
- Look for signs that might indicate that the conversation is informal and open to new people joining in (e.g. people speaking at a volume that allows others to hear their conversation, an open formation versus huddled, close formation).

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### Modeling and Rehearsal: How to Join

- Approach
- Circle open? (or closed/closing – step away)
- Listen and identify the topic (\*trading info personal items for practice scenarios)
- Move in
- Wait for pause
- Mention the topic (comment or question)
- Assess interest:
  - Are they talking to me?
  - Looking at me?
  - Facing me?
- Compensating if they don't seem interested

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### You Tube Videos for Topic Introduction and Demo stages

- "Joining a conversation" by Senseability
- "Joining a conversation" by 9<sup>th</sup> Planet Autism
- "Video modeling joining a small group conversation"
- "Autism Talk TV 23 – How To Join A Social Circle & Make Friends In A Group" by Wrong Planet Autism




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### Homework example:

- Practice slipping into a conversation between at least two people you feel somewhat comfortable with.
- Follow the "How to Join" script.
- Talk with parents /trusted adult about how it went.

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<p><b>Open and Recap</b></p>	<ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	<h3>Giving and Receiving Compliments</h3>
<p><b>Topic Introduction</b></p>	<ul style="list-style-type: none"> <li>• Concretely define topic/skill</li> <li>• Visual tools to support social understanding (narratives, visual analysis, organizers, etc.) and any "rules"</li> </ul>	
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### Concretely defining the topic:

*A compliment is something nice we say to someone to make them feel good.*

*A compliment can usually be about something they do or something they own:*

- *Their special talent*
- *Something that person just did*
- *A skill that the person does well*
- *A cool thing that the person owns (their stuff: clothing, toy, game, bike).*

\*Beware of **danger zones, weird and creepy** (e.g., weight, appearance; excessive complimenting -some need quantifiable rules/limits)

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### When do compliments happen?

- To start the conversation

Demo, Modeling Stage & Behavioral Rehearsal Stage

- During the conversation  
(on the topic, to shift it, or as a "by the way")
- Via text, social networking

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### Scenarios for demo and rehearsal: What to say and how to say it?

- Your classmate / co-worker got a new gadget that you really like.
- You and a classmate had to complete a group assignment. Your classmate did an excellent job on his part of the assignment.
- A classmate or co-worker is wearing a funny tee-shirt that you like.
- You are standing in line at Starbucks and the person in front of you has a cool phone cover.

\*A girl in your class got a hair cut and you think it looks way better than it used to.

*How might this one be different?*

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**Polite Compliments**  
When it is better to "lie"

Name: \_\_\_\_\_

<p><b>1</b></p> <p><b>Situation:</b> Uncle shows you his favorite neck ties!</p>	<p><b>What you think:</b> I don't like looking at ties!</p>	<p><b>You give a compliment instead!</b></p> <p>_____</p>
<p><b>2</b></p> <p><b>Situation:</b> Present from Aunt; soap and a brush!</p>	<p><b>What you think:</b> I don't want it!</p>	<p><b>You say instead:</b></p> <p>_____</p>
<p><b>3</b></p> <p><b>Situation:</b> Girl plays music for the class, badly!</p>	<p><b>What you think:</b> That sounds bad!</p>	<p><b>You say instead:</b></p> <p>_____</p>

- We do not say everything we think.
- Some thoughts are just for us.
- If we say everything we think, some of our words will hurt other's feelings.

CONFERENCE ON EXCEPTIONAL CHILDREN

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### Keep it to yourself, or share it?



- If you aren't sure if you should say something because it may be hurtful or otherwise inappropriate:
  - Write it down
  - Put it in your pocket
  - Save for later
  - Share with a trusted adult to help you figure out (after the fact) if it's something you should say or should keep to yourself.

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## Teach *Thinking*

Think about  $3 + 3$

Add 2

Add 2

“Raise your hand if you know the answer.”

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## Practice Activities:

I am thinking about going to Mordor.  
**Think** about all the things that I should take.  
Now, **tell** me ONE thing that I should take.  
(adapted from Michelle Garcia Winner)



**Simon Says**

**20 Questions**

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## Social Context; Teach Thinking

- I am thinking about what I am thinking  
“my list”
- I am waiting and listening to what you  
are saying
- I select one or two things to tell

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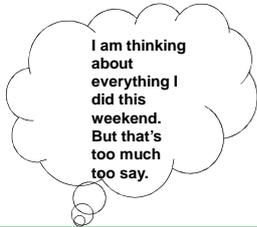
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### Example

My friend comes in to class and tells me about her weekend. I am thinking about my own weekend  
She asks me "how was your weekend?"  
How many details does she want?



I should only **say one or two things** I did this weekend.

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### Group Activity: Stop and Go



She just hit me.  
I am so upset and just lost the game.  
I do not want to do my homework.  
I'm skipping class, I just don't want to be here today.

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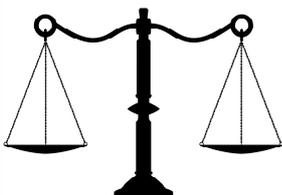
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### Weighing options and outcomes



Marbles, rocks on a scale

Visual organizers to identify where different "paths" lead

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### Video Modeling and Video Dissection

- A Video Story: Staying Calm When Angry
- Keep Your Hands to Yourself: Wonder Grove Kids
- Managing Impulsivity: Wonder Grove Kids




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### Instructions to support calming:

**Relaxation routine**

Smell the flower, blow out the candle

**1 2 3 4 5**  
Count to 5

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Smell the flower, blow out the candle

**1 2 3 4 5**  
Count to 5

#### When I am upset, I can:

- Make a list
- Look at my photos
- Get a drink of water

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<b>Open and Recap</b>	<ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	<b>Problem-Solving</b>
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**Not all problems are the same size!**

**How Big is My Problem?**

<b>5</b>	Emergencies, Injury, Danger	Crying uncontrollably, Very Scared, Shamed	
<b>4</b>	People talking about you, someone fails you	Crying, Very Sad, Mad, Frustrated	
<b>3</b>	Having to work with someone you don't like, receiving consequences for unexpected behavior	Nervous, Sad, Irritated, Disappointed	
<b>2</b>	Not being first in line, having to wait or take turns	Uncomfortable, Disappointed	
<b>1</b>	No Real Problem	Happy, Calm, Relaxed	

**Group: Where does this problem go on our scale?**

- Can't find my favorite pencil
- My dad is very sick is in the hospital
- I am being bullied
- I lost a video game
- I'm going to miss my favorite show tonight
- Etc.

The size of my REACTION should match the size of the PROBLEM! \*Don't overreact ☺

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**Sorting the concept in words and pictures:**  
**How big is the problem?**

I can handle this: I should try to fix it	I will try first, but might need help.	I need help with this problem.	This is an emergency. I need help now.

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**Basic Process to Model and Rehearse:**

- This is a problem. The problem is that \_\_\_\_
- Do I know what caused this problem?
- What can I do? Think about choices.
- Try the best way.



*\* Get help from an adult for some problems.*

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### Collaborative Problem-Solving

- *Identify the problem*
- *Why / how is it a problem?*
- *How do others see this problem? - (perspective taking)*
- *How are others solving this problem?*
- *Consider options*
- *Consider outcomes of each option*
- *Make choice, take action*

-Group discussion  
-Collaboratively work through scenarios  
-Then solicit scenarios from group members

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### Stop and Go Ideas (and Proceed with Caution Ideas)



Examples:  
I lost my lunch money today.  
You borrowed my book but you lost it.  
I saw her cheating on a test.  
He keeps pushing me down at recess.

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### Modeling and Rehearsal Scenarios:

- *I lost my notebook for school.*
- *I cannot find the bathroom.*
- *I had plans with a friend but then he was not able to come over.*
- *I am feeling sick.*
- *I did not get to finish my video game.*
- *He accidentally broke my lego structure.*
- *I can't find my parents in the store.*
- *I lost the board game.*
- *I am being teased by some kids at school.*
- *I think you are angry with me.*

### WRITE, DRAW, & ACT OUT RESPONSE SEQUENCES

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**Games to support problem solving process:**

- Board game sabotage
- Tic Tac Toe – adding X's and O's as a solution is identified
- Missing construction pieces
- Mother May I? variation

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**Sharing and Cooperating**

- Open and Recap**
  - Agenda / Visual schedule review
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- Topic introduction**
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**Defining the topic – Cooperation in leisure and group work:**

- *Cooperating means that we work together to complete an activity.*
- *Each person gets to share their ideas on how things should go, but not every idea can be included.*
- *Cooperation means shared control – no person is in charge of the whole activity.*
- *Cooperation means taking turns.*
- *Cooperation means sharing materials.*
- *Cooperation means compromise – Finding a way that lets everyone get some of what they want. A compromise means we might not get exactly everything we want.*



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Defining the topic (modified):

- Following instructions /directions
- Agreeing to do something,
- saying "ok" or "yes"
- Following the rules
- Sharing materials
- Participating, joining in
- Use calm, nice words and
- actions




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When does cooperation need to happen?

Group discussion:

- *Classwork, group assignments*
- *Playing games*
- *Choosing what to do or where to go with a friend*
- *At work in some tasks*
- *In close personal relationships*

What does this cooperation look like in these examples?

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Defining the topic, generating discussion:  
Why is it hard for me?

- *My ideas might truly be better, or right. Their ideas really might be terrible or wrong.*
- *I get worried when people use my things.*
- *I might have to put some ideas "in my pocket" – cannot use them here this time.*
- *Taking turns and waiting is hard, I feel like it's an emergency for me to go now.*

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### Why is it hard for everyone?

I feel...  
I think....  
I want....

They feel....  
They think...  
They want....

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### Modeling and Rehearsal: Basic Compromising behaviors

- *Take turns*
- *Do each idea*
- *Give up something, they give up something*
- *Use a friendly voice and face*

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Cooperating	Alone
	

Identify and sort words and actions that define cooperation vs. "alone/on my own/ flying solo" responses.

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Live Modeling & Rehearsal

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### Group Work: Delegating Tasks Script

"I would like to do \_\_\_\_\_."

Is that ok with everyone?

What part do you want to do?"

- Take turns so each person has a chance to choose favorite parts.
- Each person should have almost the same number of parts (but it might not be totally equal!).
- If there is any disagreement, ask \_\_\_\_\_ for help!

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### Scenario examples (tailor to your group!):

Let's say we are having a party. I'm buying cookies. Some of you want chocolate chip, some want oatmeal, some want Oreos, and some don't like cookies. What do we do?

Let's say you are having a friend over. He wants to play video games first, but you want him to see your new robotic dinosaur. What do we do?

You are working with a partner on a Civics project. He wants to create a poster and you want to create a 3-D model. What do we do?

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### Video Modeling and Video Dissection

- Work Together as a Team: Wonder Grove Kids
- Always be a Good Sport: Wonder Grove Kids
- BJM Autism Video Modeling Taking Turns with Toy



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### Collaborative Games / Activities to Rehearse Cooperation Behaviors

- Make a poster using images from magazines to represent what cooperation looks like and feels like.
- Pick one image to represent cooperation
- Build a structure using materials
- Making trail mix
- Select board game – vote
- Topic selection - vote
- Choose a place to go for a community meet-up
- Collaborative story building (one person starts story, then next, then next)
- Pick 2 characters (movies, books, video games) who are master cooperators

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### Exception area to consider: Peer pressure and compromise

Defining, distinguishing with visual supports and modeling:

- When it does not feel safe to do what others want me to do.
- When agreeing means breaking rules at home or school.
- When I get none of what I want with this group, ever, over and over.

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<p><b>Open and Recap</b></p> <ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	<p><b>Good Sportsmanship</b></p>
<p><b>Topic Introduction</b></p> <ul style="list-style-type: none"> <li>• Concretely define topic/skill</li> <li>• Visual tools to support social understanding (narratives, visual analysis, organizers, etc.) and any "rules"</li> </ul>	
<p><b>Demo Modeling</b></p> <ul style="list-style-type: none"> <li>• Demonstration of key parts and whole</li> <li>• Role play</li> <li>• Video modeling / video dissection</li> </ul>	
<p><b>Behavioral rehearsal</b></p> <ul style="list-style-type: none"> <li>• Guided practice and rehearsal</li> <li>• Game centering on concept/topic</li> <li>• Review of visual supports, priming tools</li> </ul>	
<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Reinforcers</li> <li>• Points</li> <li>• Survey</li> </ul>	

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Sportsmanship defined by:

- Sharing, taking turns in a game
- Following the rules of the game
- Accepting loss without “thumbs down” reactions
- Sharing responsibility (not hogging or bossing)
- Winning without making others feel bad about losing

Consider the need for group or individually-based social narratives to explain perspective of others

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Words that “look and sound like” good sportsmanship

THUMBS UP	THUMBS DOWN
Nice move!	Whatever..
Good try	You cheated
Good job!	I'm not playing that with you again
It's all good	I quit
Maybe next time...	
Losing is not so fun, but I enjoyed playing with you!	
No big deal, good game	

Defining, Modeling and Rehearsal Stages

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Actions that “look like” good sportsmanship  
\*SHOW IT

THUMBS UP	THUMBS DOWN
High five	Avoids high five offer
Smile, calm face	Angry, scowling face
Good game, I'll be right back (calmly walk away)	Storming off
Helping to clean up game materials	Head down
	Back turned

Defining, Modeling and Rehearsal Stages

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## Video Modeling and Game Activities



- You Tube “Captain Positive 3: Good Sportsmanship”
- You Tube “Good vs. Bad Sportsmanship”
- Game component of session– perfect opportunity for natural practice!

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## Visual calm down routines

Calm Down

take a deep breath

count to 5

rest in my chair

- I can handle it if they don't play the way I want them to.
- I can take a break if I really need to.
- I can only control my part.
- They control their part.
- Everything will be ok.

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<b>Open and Recap</b>	<ul style="list-style-type: none"> <li>• Agenda / Visual schedule review</li> <li>• Opening activity, warm up</li> <li>• Points system for homework</li> <li>• Recap previous session, fold in homework</li> </ul>	Laughing at You, Laughing with you
<b>Topic Introduction</b>	<ul style="list-style-type: none"> <li>• Concretely define topic/skill</li> <li>• Visual tools to support social understanding (narratives, visual analysis, organizers, etc.) and any “rules”</li> </ul>	
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**Defining and demonstrating the topic & the roles:**

- Joke tellers: Some people like to tell jokes to make people laugh.
- Joke receivers: Some people do not tell jokes often/at all, but enjoy hearing others tell them.
- It's also ok if you don't like to hear jokes. But you have to try to be polite. Being polite means smiling and maybe giving a courtesy laugh.
- Not every joke is laugh-out-loud funny. Some get a smile or a little giggle.

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**What kinds of jokes and where?  
Defining, Demonstration and Rehearsal:**

- Don't repeat jokes
- Jokes should be age appropriate (no "knock-knock," bathroom humor, etc.)
- Avoid insult jokes
- No jokes about gender, ethnicity/race, sex (dirty jokes), religion
- Avoid inside jokes, your funny scripts from movies and tv

**Where is it ok? Examples:**  
 -Hanging out  
 -Downtime/slowtime  
 -Get-togethers, clubs, meals

**Where is it not ok? Examples:**  
 -When someone is sad, angry  
 -When they are in a rush  
 -During class  
 -At work, unless in break  
 -Just walking up to new people or less familiar people

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**Making distinctions: Modeling and Rehearsal**

Laughing at You	Laughing with YOU
Laugh and roll eyes	Smiling, looking at you
Look at someone else	Saying something like, "That was pretty good!"
Laughing before the joke is done	Laughing when the joke is done
"You're too funny" (TONE: SARCASM)	You're too funny (seriously funny)
Long pause before they laugh	Immediate laugh when the joke is done

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### Modeling and Rehearsal: Mirroring

Laughing together;  
You both think it's  
funny

No-one else is  
laughing; It's not  
funny anymore, or  
it never was funny



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Open and Recap

- Agenda / Visual schedule review
- Opening activity, warm up
- Points system for homework
- Recap previous session, fold in homework

Topic introduction

- Concretely define topic/skill
- Visual tools to support social understanding (narratives, visual analysis, organizers, etc.) and any "rules"

### Bullying

Demo Modeling

- Demonstration of key parts and whole
- Role play
- Video modeling / video dissection

Behavioral rehearsal

- Guided practice and rehearsal
- Game centering on concept/topic
- Review of visual supports, priming tools

Conclusion

- Reinforcers
- Points
- Survey

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### Defining the Topic: Bullying

*Bullying is negative and unwanted actions toward a victim by a person who intends to cause them mental or physical harm.*

*The bully seems to have some sort of power over the victim and the victim feels that they cannot stop the bullying.*

*Bullying might happen once or many times.*

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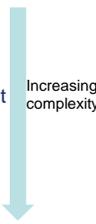
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### Bullying comes in many forms (define & demonstrate):

- Physical aggression (hurting a part of my body, or acting like they are going to do it)
- Verbal threats (saying they are going to hurt me)
- Teasing (laughing at me, saying things about me that are not true or things that make me feel bad)
- Cyber bullying (saying mean things about me online or via text)
- Manipulation and sabotage (tricking me, lying to me to get me to do something)






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### Analysis of words, body language and context to identify bullying




“Hey, you should go tell her that she is really hot and you want to go out on a date with her. I know she likes you and will say yes.”






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### Modeling and Rehearsal:

You sit near a guy who has figured out that it makes you feel really distracted and stressed when he cracks his knuckles. You have asked him to stop, but he just ignores you and does it more. One of his buddies in class has started to do it too.

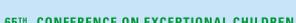
**Physical bullying & verbal threats:**

- Avoid
- Lay low
- Don't use teasing comebacks
- Stay near other people (allies)
- Get help from trusted adult

**Cyber bullying:**

- Don't respond
- Take a break
- Block the bully
- Save the evidence
- Get help from trusted adult

**1. What to do and say.**  
**2. Where to go for help, for safety.**  
**3. Who to tell.**

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Social Interpreters and Allies are CRUCIAL:

- If you think that you are being bullied, the **first** thing you need to do is talk to an adult who you trust.
- Do not try to handle this situation alone!
- This person should help you decide whether or not you are being bullied.
- They can help you decide what to do next.

WHO IS YOUR PERSON/PEOPLE?

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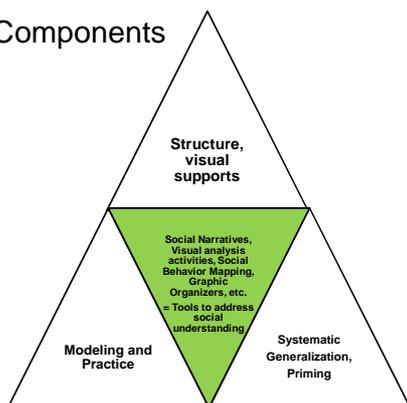
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### Key Components



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### ASNC's Statewide Services to Families and Professionals:

- Home and community-based services to children and adults with ASD, delivered by Services Department staff
- Support navigating IEP process; workshops and parent to parent consultation, delivered by Autism Resource Specialists
- Individualized, intensive consultation to families and professionals; comprehensive behavior analytic program development and oversight; curriculum development, workshops and site-based coaching to professional groups, delivered by Clinical Department's psychologists and behavior analysts

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