

United States | Canada | United Kingdom | Australia | Hong Kong | Korea | Singapore | Philippines

Presented By:  
Autism Partnership, Korea


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**Enriching Social Lives  
For Children with Autism**




**3 PERFECT DAYS IN SEOUL**

- **DAY 1:** Stressful/Delightful...
- **DAY 2:** Ron's Workshop...
- **DAY 3:** Consultations...
- Impressions: All The Right Stuff...
  - Smart, Caring, Invested, Appreciative, Hopeful
- Priorities: Product Over Process
  - *Interesting Tour, How Do I Get To...?*
  - Cognitive, Academic



**WHY Social Skills Are ESSENTIAL!**

- "Fill Attention Tanks"
- Social Competence = Success in School, Work & Life
- Learn More Natural Language
- Peer Approval & Acceptance
- Develop "**Meaningful**" Friendships--Quality Of Life!!!




**Why Social Skills  
Are NOT A Priority?**

- "**Students With ASD Aren't Social**"




**Social Diagnostic Criteria  
For Autism Spectrum Disorder**

- a. **Marked Impairment in the Use of Multiple Nonverbal Behaviors (e.g., Eye-to-Eye Gaze, Facial Expression, Body Postures, Gestures)**
- b. **Failure to Develop Peer Relationships Appropriate to Developmental Level**
- c. **Lack of Spontaneous Seeking to Share Enjoyment, Interests, or Achievements with Other People**
- d. **Lack of Social or Emotional Reciprocity**




**Why Social Skills  
Are NOT A Priority?**

- "**Students With ASD Aren't Social**"
- **Academics & Language Take Precedence**
- **It is Extremely Difficult to Teach**



### WHY So Difficult?

- **Limited Access To Curriculum & Training**
  - In Standard School Curriculum
  - In The Usual Training Teachers Receive
- **Nature Of Social Skills**
  - Elusiveness
  - Breadth Of Needs
  - Requires Individualization




### WHAT Is Typically Taught

- **Greetings:** "Hi, My Name is Cole"
- **Turn Taking:** "My Turn", "Your Turn"
- **Politeness:** "Please" & "Thank you"
- **Eye Contact:** "Look at Me"
- **Sharing Information:** "I am 3 Years Old"
- **Initiation:** "Do You Want to Play With Me?"
- **Assertion:** " That Hurts My Feelings"



### HOW: Approaches

- Floor Time
- Play Therapy
- Scripting
- Social Stories
- Experience & Exposure: Lunch Bunch, Peer Tutors, Weekly Social Skills Class, **Inclusion**




### Why Social Skills Are NOT A Priority?

- "Students With ASD Aren't Social"
- Academics & Language Take Precedence
- It is Extremely Difficult to Teach
- **NO Comprehensive Social Curriculum**



### Social Skills: Fundamentals

- Develop Motivation: Powerful Reinforcement
- Reduce Interfering Behaviors
- Teach Learning How to Learn Skills
- **Building Blocks/Social Development**



### Build A Sturdy Foundation

↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑↑

Hygiene Peers as a Reinforcement Is Cool Tolerance to Peers

**Behavior Control**

**MOTIVATION & INTERESTS**

- **Develop Age Typical Interests/Themes:**
  - For Peer Acceptance
  - Reinforcement Is Less Obvious
  - Enable Shared & Common Interests
- **Develop Social & Intrinsic Motivation:**
  - Facilitate Interest In & Value Of Peers
  - Allow/Create Experience Of Natural Contingencies

**Add Layers Systematically**

**Assessment → Curriculum**

- **Assess Deficits & Identify Objectives That --**
  - Are Individualized, Meaningful, Authentic
  - Establish & Improve Social Competency
  - Cultivate Relationships and Friendship
- **Develop Curriculum That Captures --**
  - Natural Progression Of How Skills Develop
  - Social Meaning & Purpose/Intent Of These Skills
  - Utilize Natural Reasons--Lesson of *Communication Temptations*


**SOCIAL MANSION**

**Process: Teaching & Generalization**

- **TEACH** The Way Individuals with Autism Learn
  - Requires Strategic Plan + Proactive Teaching
  - Systematic With Necessary Structure & Intensity
  - Emphasis On Process, **Not** Simply Content
- Program For **GENERALIZATION:**
  - Systematic Transfer Of Competencies
  - Meaningful To Everyday Social Life
  - Build Social Connection And Sustain Relationships
- **\*\*Consider** Where To Teach, To Facilitate This Process

**Importance Of PEERS**


- Adult Relationships Are **NO Substitute**
  - Significant Difference in Nature (“One way Street”)
- **Peers “Teach” Unique, Crucial Lessons**
  - Relationships: Not An Entitlement, Require Work
  - Realities: Not The Prom Queen, Reap What You Sow!
- **Goals: Peers Become Primary**
  - Source of Motivation (Social)
  - Resource/Support: Emotional & Social
  - “Teachers” For Learning Social Lessons



## \*How: A Road Map Guide


- Instructional Techniques
- Curriculum Content
- Strategies To Build Skills, Opportunities & Friendships

*\*Meaningfulness, Essence And Authenticity*



## Instructional Techniques

- Cool VS Not Cool (Discrimination)
- Teaching Interactions
  - Identification and Labeling
  - Rationale
  - Description and Demonstration
  - Practice
  - Feedback
- Program for Generalization & Integration of Skills



## HOW

- **Social Skills Taxonomy**
  - Domains: To Structure & Organize
  - Guides Assessment & Intervention
  - *Overlap, Not Mutually Exclusive*
- **Skills & Programs**
  - Early, Intermediate, & Advanced in Each



## SOCIAL SKILLS TAXONOMY



Awareness      Interaction      Relatedness  
Communication      Learning



## SOCIAL AWARENESS

- **Identify Significant Others**
- Relationship Discrimination
- **Gestures**
- Impact of Behavior on Others
- Inferences
- Jokes
- Perspective Taking (Theory of Mind)
- Character Traits
- Interpersonal Dynamics



## SOCIAL COMMUNICATION

- Inflection Pattern
- Giving Compliments
- Acknowledging Points/Message
- Interrupting
- Expressing Feelings
- Conversational Repair
- Apologizing
- Maintaining or Changing Conversational Flow
- Implying/Subtleness/Hints
- Joke Provision
- Arguing/Discussing/Persuasion



### SOCIAL INTERACTION

- Responding to Other's Initiations
- **Sharing**
- Attention Seeking
- Initiating/Maintaining Interactions
- Being a Good Sport
- **Responding to Cues**
- **Helping**
- Assertion
- Negotiation
- Decision Making/Problem Solving/Coping




### SOCIAL LEARNING

- Imitation
- Observational Learning
- Vicarious Learning
- Incidental Learning
- Social Discriminations ("Cool Vs Not")
- Information Seeking
- Group Effects
- **Peer Culture Influence**
- Screening Negative Influences



### SOCIAL RELATEDNESS



- **Desire for Proximity**/Social Reinforcement Value
- **Joint Attention**
- **Engagement**
- Desire for Approval/Acceptance
- Attachments, Friendships
- Interpersonal Reciprocity/Being a Good Friend
- Empathy/Compassion/Caring/Altruism



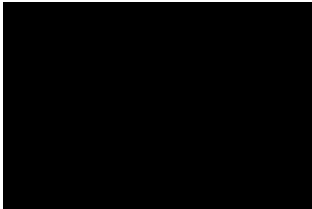

### BIG PICTURE:

Start DAY 1 → GENERALIZATION

**Reaching The Light At The End Of The Tunnel**


### A Child's Journey...

### SOCIAL GROUPS:

#### Programming For Generalization


- Your **GOAL**: Keep Sight Of Where You're Going
- Your **PLAN**: Don't Get Complacent with Structure
- Remember To **PROBE**: Evaluate Integrity Of Skills
- **FADE** Systematically - -
  - Structure, Supervision, Intervention, Contingencies

 Loosen Up:  
*More On Your Own...*


**Polliwogs (4/2014)**

PART #1:  
REDUCED STRUCTURE & MINIMAL INTERVENTION

PART #2:  
NO SUPERVISION, RULES OR CONTINGENCIES --  
\*\*\*FREE FOR ALL!!!

 Test The Waters:  
*Sea Lions Gone Wild*

Probe: No Staff, No Contingencies  
Only 2 RULES:  
Don't Leave the Room  
Don't Hurt Each Other

 \*How: A Road Map Guide

