



Understanding and Addressing Challenging Behavior: Expect Success

**BONUS Webcasts Social:
Evidence Based and Promising Practices to
Support Building the Intervention Plan**



Assess Yourself



Directions:

Mark each practice/intervention using key below

- ✓ **Have it on my tool belt:** can implement with fidelity
- ★ **Know a little bit:** need to learn more to be able to use it
- ✗ **Haven't heard of it:** need to look this up



Informal Assessment: Social Challenges

Social Challenges

- Problems understanding and adjusting to the social rules in a variety of situations
- Knowing the social rules (acquisition) but not being able to apply them (performance)
- Difficulty problem-solving what to do in social situations
- Difficulty accurately interpreting social messages from others
- **Lacks Coping Skills** to tolerate the social situations
- Does the student have the level of social competence needed to understand the various school settings?
- What social skills is the student missing in order to actively participate?
- What problem-solving skills does the student need to meet the social situations in his/her life?
- What social rules does the student understand, but not apply yet?



SOCIAL

Evidence Based and Promising Practices

- Social narratives
- Social stories TM
- Cartooning
- Social autopsies
- Relaxation Strategies
- Video modeling
- PRT (see Learning/Teaching area)
- Priming (see Learning/Teaching area)
- Prompting (see Learning/Teaching area)
- Peer-Mediated Interventions
- Hidden Curriculum
- Visual Supports



Example of a Social Narrative



“Pretending”

Sometimes when I play with my friends, we may pretend to be someone else. Pretending means to act like someone else for a short time and then be myself again. Sometimes, we might pretend to work at a grocery store. We might use pretend food and money in a play cash register. We pretend to be workers and shoppers. When we finish pretending, my friends and I are ourselves again. We are like actors and actresses who perform a play and then, it is over. Pretending can be fun.



DASHBOARD > SOCIAL NARRATIVES

<http://www.autisminternetmodules.org/>



Example of a Play Social Script

Assess: Child likes to watch cooking shows

- *Materials:* Chef's coat and hat, play kitchen set, pretend appliances, dishes, and food
- *Script:* Picture cue cards showing dishes, appliances, and ingredients to use to make a recipe
- *Prompting:* DEPENDING ON CHILD, may need modeling, help with setup, gestural prompts for picture cues, or verbal help
- *Progress:* Work towards less prompting and development of own scripts. Allow for imagination and ideas outside of the scripts



Social Stories™: An Overview

- A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses.
- The vocabulary, perspective, length, and content is adjusted to suit the child's comprehension level, interests, and abilities.
- Half of all Social Stories™ developed should affirm something that an individual does well.
- Written in first person and present tense.

The term Social Story™ and the process for writing Social Stories™ is owned by Carol Gray



Example of a Social Story™

Playing Together

My name is Kyle and I am an awesome person.

Part of being an awesome person is learning to play with other children and make new friends.

I can play with other children during recess. During recess, many children play with toys. When they play with toys they have fun.

It can be a lot of fun to play with other children and make new friends.

Sometimes we will play the games I like and sometimes we will play the games that other children like.

Playing the games that other children like can be lots of fun.

Playing the games I like is also fun.

When I play with other children I will always try to have fun.

Adapted from http://www.latrobe.edu.au/hcs/projects/autism/social_stories.htm
(Groom and Launonen, 2005).



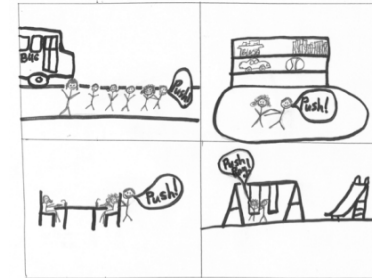
Cartooning



- Draw out a cartoon of what happened, including speech bubbles of what people said
- Insert thought bubbles for the individual to fill in so you know how s/he is viewing the situation
- Use the cartoon to discuss what happened, to clarify what people might have been thinking, and to teach what to do differently

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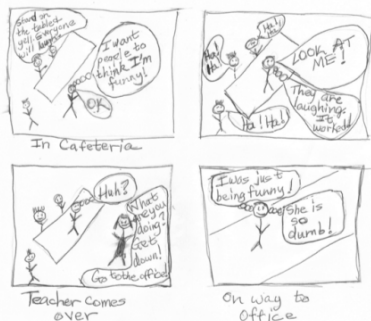
Example of Cartooning



Roy's teacher asked him why he was pushing LaVerne--at the bus, at playtime, at lunch. Roy pointed to the last block and said, "Swing," then "LaVerne," and then "Push!" He was trying to play!

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Example of Cartooning



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Cartooning via Technology



MakeBelief Comics: <http://www.makebeliefscomix.com/>
comic strip development utilizing writing skills



ToonDoo: <http://www.toondoo.com/>
even more features



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Social Autopsies



- Helps show cause and effect of the situation
- Uses positive reinforcement
- Teaches problem solving framework
- Utilizes pictures or words

Social Autopsy Worksheet

What happened?
What was the social error? Who was hurt by the social error?
What should be done to correct the error?
What should be done next time?

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Example of a Social Autopsy

- What happened? I kept interrupting Tasha's presentation in Science class
- What was the social error? Who was hurt by the social error? It was Tasha's turn to talk and I was supposed to be a quiet listener. I hurt Tasha and my other classmates.
- What should be done to correct the error? I need to apologize to Tasha and the class.
- What should be done next time? I need to sit quietly and listen when someone else is presenting. I will put my "Quiet" picture out on my desk to help me remember.



Relaxation Strategies



Teach calming techniques

- Yoga
- Deep breathing
- Visualization



Buron, 2006



Video Modeling



- Integrate video clips of "modeled behavior"
- Allows student to see wanted behavior

Video Modeling Resources

- Cell Phone Video
- YouTube
- Tooble/Download Helper
- TeacherTube



Peer Mediated Instruction and Intervention (PMII)

Intervention that teaches peers of children with social differences how to interact and help teach them about social initiation and social interactions in natural environments.



<http://www.autisminternetmodules.org/>



The Hidden Curriculum

“The set of rules or guidelines that are often not directly taught but are assumed to be known.”

Phrases associated with hidden curriculum:

- “I shouldn’t have to tell you but ...”
- “Everyone knows that ...”
- “It’s obvious ...”



(Myles, et al., 2004)



Role Play

- After being taught a skill, students can practice by acting out the situation
- Use developed scripts or develop own scripts given a story starter
- Role play situation “gone wrong” and then show it again using social competence strategies

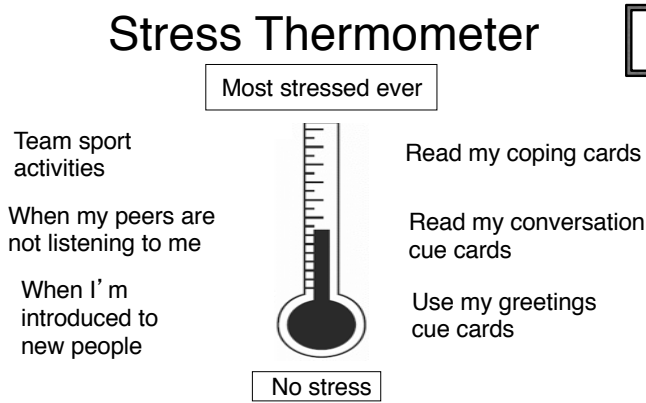
Social Competence building through watching examples/non-examples, practicing the skill, discussing situations/concepts/social thinking



EXAMPLES OF SUPPORTS FOR SOCIAL



Stress Thermometer



Most stressed ever

Team sport activities

When my peers are not listening to me

When I'm introduced to new people

Read my coping cards


Read my conversation cue cards

Use my greetings cue cards


No stress

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Stop-Observe-Deliberate-Act (SODA)



- **Stop:** Uses self-questioning to figure out new situations
- **Observe:** Tries to find what social cues are being used
- **Deliberate:** Figures out how to be successful in the situation
- **Act:** Follows through on plan developed during deliberate stage



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
Example of SODA

- **STOP:** Standing at entry to family room at a friend's house and getting ready to enter to watch a movie
- **OBSERVE:** Looking around to see where people are sitting, what they are talking about, how they are acting
- **DELIBERATE:** Where should I sit, who do I like to be near, what can I talk about with them, do I want to eat a snack
- **ACT:** I sit by Jacob because he is calm and we both like science fiction; everyone is eating popcorn so I have some too

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SOCSSS

Situation-Options-Consequences-Choices-Strategies-Simulation



- **Situation:** Who, what, when, where, why
- **Options:** Brainstorm possible options to the situation
- **Consequences:** List a possible consequence to each brainstorm option
- **Choices:** Choose best option after prioritizing list
- **Strategies:** Develop a plan using the option in case the situation occurs again
- **Simulation:** Practice the plan

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Reflection Time

Take a few of minutes to consider:

- Which of these strategies have you used successfully?
- Which of these would you like to explore?
- Which might be applicable to your individual and his/her target behavior?

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