Social Competence Series: Strategies for Social Competence and Other Relationships
Go To Meeting Instructions

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Social Competence Series: Strategies for Social Competence and Other Relationships
Outcomes

- Participants will be able to identify and utilize supports that can help build social competence.
- Participants will be able to identify and utilize supports that can be applied after a social situation goes wrong.
- Participants will be able to identify relationship-building keys for parent-child, sibling, and romantic relationships.
Social Competence

The ability to interact successfully with peers and adults; social effectiveness

Assumes a certain set of expectations:

- Knowing the rules
- Reading facial expressions and body language of other people
- Reacting consistently to your own and others’ emotions
- Communicating appropriately with different groups
Social Competence Description

“[S]ocial [competence] means one is able to adapt to an ever-changing landscape that takes into consideration the environment, the people in it, the thoughts, beliefs and needs of the individual and others who share the environment--whether or not they are in direct communication--as well as individual and collective history of knowledge and experience.”

(Winner, 2002, p.21)
Proactive Strategies for Building Social Competence

- Visual Supports
- Social Skills
- Social Stories
- Social Narratives
- Social Scripts/Role-Playing
- Video Modeling
- Stop-Observe-Deliberate-Act (SODA)
Schedules and Social "Rule" Cards
Visual Support: Anger

STOP! - THINK!

- STOP
- Think
- Wait
- Act
Social Skills

- Asking for help
- Using names
- Listening
- Sharing ideas
- Helping others
- Communicating clearly
- Following directions
- Taking turns

- Greeting others
- Using good manners
- Friendship skills
- Empathy
- Sense of humor
- How to share
- Initiation of conversation
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)
Formula to Develop a Social Story™

...using four types of sentences

1. **Descriptive** – Tells where situations occur, who is involved, what they are doing, and why
2. **Directive** – Tells student what to do
3. **Perspective** – Describes the reactions and feelings of the student and of other people
4. **Control** – After the social story is read, the student writes sentences to help her remember the information from the social story (often considered optional)
Examples of Type of Sentences

Descriptive Sentence
The bell rings for the children to come in from recess. The children go to their classroom where the teacher reads a story.

Directive Sentence
I am playing during recess. The bell rings for me to come in. I stop playing and line up to come in. I follow the other children and quietly go to the classroom. When we get to the classroom, I go to my desk and sit down. I listen as my teacher reads a story.

(http://ourworld.compuserve.com/homepages/mdenoncourt/ss.htm)
Examples of Type of Sentences

**Perspective Sentence**
When the bell rings for recess to end, the teacher is happy to see all the children line up quietly and walk to their classroom. Many children are excited that they get to hear a story. The teacher likes to see the children listen. The teacher likes it when children are quiet during the story.

**Control Sentence**
I remember that the bell means it's time for recess to end by thinking of a teapot. I know that when it whistles, the water is done. The bell is like the whistle; when it rings, recess is done.

(http://ourworld.compuserve.com/homepages/mdenoncourt/ss.htm)
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.

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.

Sometimes, we might play dress-up and pretend to be a doctor or nurse. Someone pretends to be a patient and someone pretends to make them better. When we pretend, we never use real medicine or other things that might hurt us.

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.
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
Video Modeling

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

Video Modeling Resources
- Flip Video Camera
- Cell Phone Video
- YouTube
- Tooble/Download Helper
- TeacherTube
Video Modeling Example
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
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
Additional Social Activities

Relational Activities
- Reading
- Playing musical instruments
- Playing board games

Sensory Integration
- Playing on outdoor play sets/playgrounds
- Using textured clothes, blocks
- Using sensory bins
- Playing chase, tag, running games

Everyday Experiences
- Try to stress the beginning, the middle and the end to each activity
- Prompt for eye contact and rewards
- Model appropriate behavior
- Encourage discussion with animated gestures and facial expressions

(Retrieved from: http://autism.lovetoknow.com/Social_Skills_Activities_for_Kids_with_Autism)
Reactive Strategies for Building Social Competence

- Comic Strip Conversations
- Social Autopsy
- SOCCS
- Stress Thermometer

Ohio Center for Autism and Low Incidence
Comic Strip Conversations

- Simple drawing between 2 or more people
- Illustrate a situation that occurred
- Show speech and thought bubbles
- Can use colors to represent emotions
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!
Social Autopsies

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

(Texas Autism Resource Guide for Effective Teaching)
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.
SOCCSS
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

(Texas Autism Resource Guide for Effective Teaching)
Example of SOCCSS

- **Situation:** Luis came to play at my house for one hour. I wanted to play a computer game and Luis wanted to go ride bikes. I got mad. He’s at my house and should do what I want.

- **Options:**
  1. I could make Luis play a computer game with me;
  2. I could go out and ride bikes with Luis;
  3. I could play a computer game and Luis could go out and ride a bike;
  4. I could send Luis home and play a computer game alone;
  5. we could play the computer game for 30 minutes and then ride bikes for 30 minutes.
Example of SOCCSS Continued

- **Consequences:** (a) Luis won’t like playing the computer game; (b) I won’t like riding bikes; (c) we would both be alone; (d) I would be alone and mom wouldn’t let me play anyway; (e) we both get to do some of what we want to do.

- **Choices:** Prioritizing would be (e), (a), (b), (c), (d) and I would choose (e).

- **Strategies:** When I am having a friend over, I need to do some of what we each want to do even if what my friend wants to do isn’t a lot of fun for me.

- **Simulation:** Mom and dad give me choices of things to do with them, even though some aren’t my favorites. And then they do something I like to do too.
**Stress Thermometer**

**Most stressed ever**
- Team sport activities
- When my peers are not listening to me
- When I’m introduced to new people

**No stress**
- Read my coping cards
- Read my conversation cue cards
- Use my greetings cue cards

**Ohio Center for Autism and Low Incidence**
Relationships

- Relationships with parents
- Relationships with siblings
- Dating/romantic relationships
Parent Relationships

*Keys to Acceptance and Building Positive Relationships*

- Watch for progress, even when the steps are small
- Look to the future as you keep an eye on what is happening now
- Find out what transition services are available in your community for individuals with disabilities
- Gather insights from adults in the ASD community

(Sakai, 2005)
Parent Relationships

More Keys to Acceptance and Building Positive Relationships

- Encourage your child to dream
- Tune in to his/her world
- Experience the delight of their passion
- Find your funny bone
- Live in the moment

(Sakai, 2005)
Parent Relationships

More Keys to Building Positive Relationships

- Play games or engage in fun cooperative activities such as the “compliment game” - each person in the family gives a compliment to another person in the family.
- Watch movies together and point out social skills of the characters - what social skills can be improved.
- Role play - use scripts at first, then move to partially scripted scenes as you try different scenes and situations.
- Read all about it - Use age appropriate books and videos that can help teach good manners and give the individual a rule-based system for learning social skills.
- Have fun - put on a talent show, put together music compilations on computer, or make a dessert together

Kluth, 2009
Sibling Relationships

• During childhood, siblings of children with ASD spend a considerable amount of time with their brother or sister. In an observational study of siblings ages 2–12, siblings spent on average 40 minutes out of every hour together when observed at home (Knott et al., 1995).

• In a study by Kaminsky and Dewey (2001), siblings ages 8–18 of children with autism reported greater admiration of and less competition and conflict with their brother or sister than siblings of typical developing children.

(Orsmond & Seltzer, 2007) and (Harris & Glasberg, 2003)
Sibling Relationships

• A study using self-reports from siblings found that siblings of brothers and sisters with autism ages 7–12 expressed primarily positive feelings about their sibling relationship (Rivers and Stoneman, 2003).

• Most frequent activities that siblings engage in are playing together, watching television, and spending time outside.

(Orsmond & Seltzer, 2007)
Sibling Relationships

*Keys to Building Positive Relationships*

- Find activities siblings can do together that involve the special interest of the child with ASD.
- Read books by siblings of individuals with ASD and/or meet other siblings.
- Use visual supports, like schedules and picture directions, to organize activities.
- Allow time apart for individualized interests.
- Work through negative feelings.
Sibling Relationships

More Keys to Building Positive Relationships

- **Play games** - computer, board games, Wii, and outside games that focus on the strengths of the individual affected by ASD
- **Role Play** - act out different scenes and situations that express feelings and desires; barbies/dolls, puppets, theater play
- **Make a craft together** - create something that represents something special between the siblings
- **Watch movies or TV shows together** - find shows that feature young people involved in social problems and navigating social terrain- Hannah Montana, iCarly, The Cosby Show, The Brady Bunch- are all good examples
Sibling Relationships

More Keys to Building Positive Relationships

- **Walking/Hiking** - take time to just walk and talk; asking about each other’s day, feelings, etc.....
- **Recreational activities** - swimming, horseback riding, baseball, four wheeler riding, etc..... making time to just enjoy the outdoors
- **Cartooning** - illustrating thoughts, feelings, ideas
- **Pictures** - take pictures of one another and create a scrapbook together; add comments and captions to illustrate the pictures
Dating/Romantic Relationships

“A boy that I like kissed me at the dance... Are we dating now?”
Dating/Romantic Relationships

Keys to Building Positive Relationships

- May experience misunderstandings due to differences in emotional responses, communication problems and social skills problems.
- May not seek the same depth and frequency of expressions of love and affection.
- May not realize that an expression of affection is expected in certain situations.
- May be immature in their expressions of affection.
- May perceive acts of affection as aversive experiences.

(Attwood, 2009)
Dating/Romantic Relationships

Keys to Building Positive Relationships

- Focus on a mutual interest or project, like an activity or homework assignment.
- Meet people at a special interest group or club.
- Educate yourself on social interaction.
- Take your time developing a relationship.
- Know your intimacy comfort level.
- Find a mentor who you trust and can ask for advice.
- Keep trying even when rejection happens, as it does to everyone.

(Stephen Shore article, specialfamilies.com, retrieved 9/1/10; weareautism.org, retrieved 9/1/10)
Summary

All relationships, from playing when we are young, through middle school and adolescence as we build relationships, into the world of dating and romance, and with our families throughout life, will have wonderful times and difficult times. Keep talking, teaching, sharing, and using tools that help make sense of social interactions at all ages and with many people.
Thanks for Learning with OCALI.

For further information on this topic, contact Wendy Szakacs, OCALI Regional Coach

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References


References Continued


