

Social Engagement & the Steps to Being Social *Webinar*

- ▶ Presented by
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Disclosure

- ▶ Marci Laurel is an employee of the University of New Mexico where some of this content has been developed.
- ▶ Presenters have published *Social Engagement & the Steps to Being Social* with Future Horizons.
- ▶ Marci Laurel is the author *Our Hearts’ Desire: For Parents Navigating the Journey of Sensory Processing Challenges* which is used as a reference for the model presented today.
- ▶ Kathleen Taylor is a part-time faculty at the University of New Mexico Occupational Therapy Department where some of this content is taught.
- ▶ Kathleen Taylor is the owner of a private therapy business “Theraplay” where this content has been developed and disseminated.
- ▶ Presenters have no relevant nonfinancial relationships to disclose.

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Training Objectives

Participants will:

- Define the four components of engagement.
- Identify at least three of the Steps to Being Social.
- Link two evidence based practices for teaching specific social skills.

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Social



*Why is it so, so
important?*

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Social Skills Count

“Having good social skills simply means people share their space with others effectively.”

-- Winner, 2005

Social skills are not just for social situations or for making friends...these skills are needed to function every day in all settings.

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Where Did you Learn Social Skills?

We do it intuitively

Now we have to teach it cognitively

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Teach Me How

- Social skills need to be taught directly and explicitly in a variety of settings.
- Learners with ASD will not learn social skills just by being with other people.

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Some Basics of the Model

- Everyone needs to be self-regulated in order to “be social.”
- Engagement is the foundation of “being social.”
- Skills have to be broken down into small and specific “steps.”
- Social needs change as social demands change.

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All Communication is Social!

- ▶ Children may learn to talk or use alternative methods of communication, but these have little value if social interaction skills are not developed to provide opportunities to use those skills for *meaningful communication with another person*. (Frea, 2015)
- ▶ Difficulties using social communication are often related to problem behaviors identified in children with ASD.

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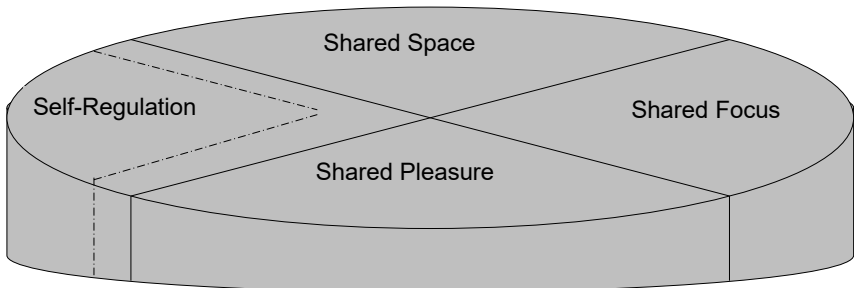
Engagement is the Foundation

What is it?
What does it look like?
Why is it important?



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The Four Components of Engagement



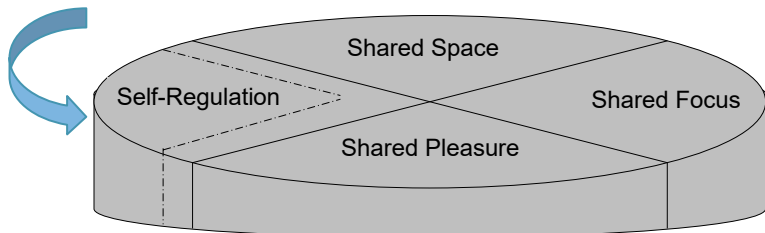
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ENGAGEMENT

Self-Regulation: being in an emotional and physical state to learn and respond positively within an interaction

Calm + Alert = READY



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What Type of Sensory Input Helps this Person?

- Tactile (touch) input
- Auditory (sound) input
- Visual (sight) input
- Vestibular (movement) input
- Olfactory/gustatory (smell/taste) input
- Proprioceptive (position) input

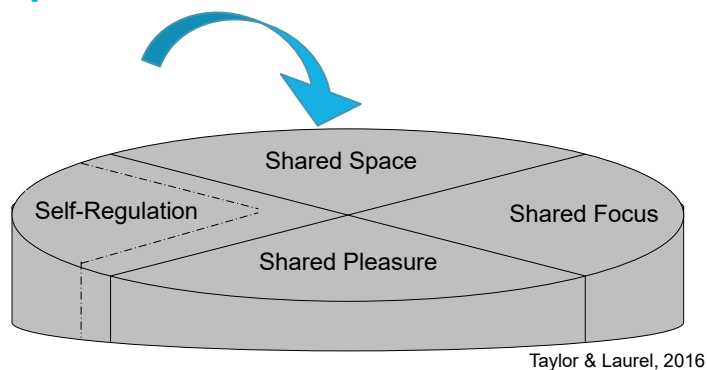
What sensory input helps you stay regulated for a social interaction?

*ONLY when self-regulated
can one begin to share space to pursue a positive social interaction*

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Shared Space: being in proximity



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What Space Will Support this Person?

- In what settings are they calm and alert?
- What proximity to others do they prefer?
- How is the space visually defined?
- How will you limit or organize materials?

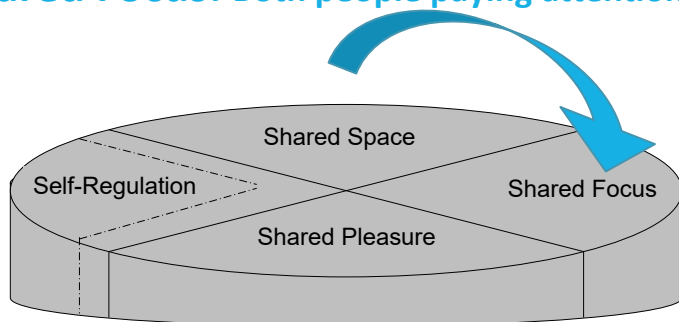
Why would you want control of the materials during the social interaction?

*Within a shared space,
we can begin to be attentive together*

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Shared Focus: Both people paying attention to the same thing



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How Could You Support this Person to Share Focus?

- ❑ What is the person interested in?
- ❑ How do they bring your attention to it?
- ❑ How do you bring their attention to something else?
- ❑ How long can you share focus?

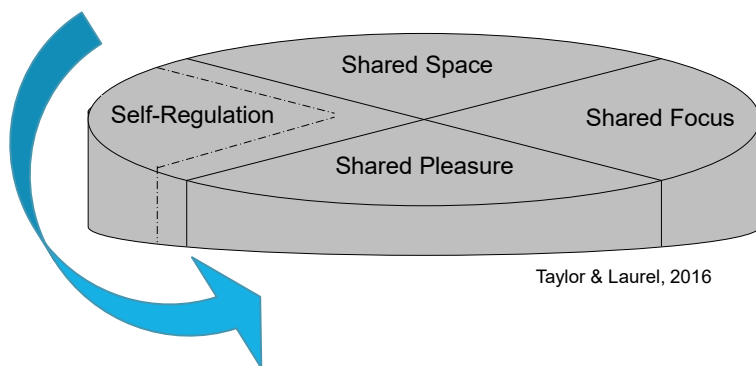
What items have you noticed that your learners enjoy?

Now that we are on the same topic, we can begin having fun together

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ENGAGEMENT

Shared Pleasure: Enjoying the same moment together



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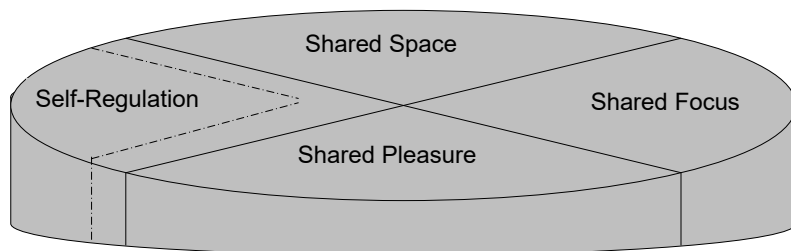
How Can You Identify Pleasure In This Person?

- ❑ Identify what nonverbal cues are associated with “fun?”
- ❑ Who can help you identify individual cues?
- ❑ Where and when can you observe?

What does pleasure look like for your learners?

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It is the synergy of shared space, shared focus and shared pleasure in the context of a calm and alert state, that defines the very special moments of engagement.



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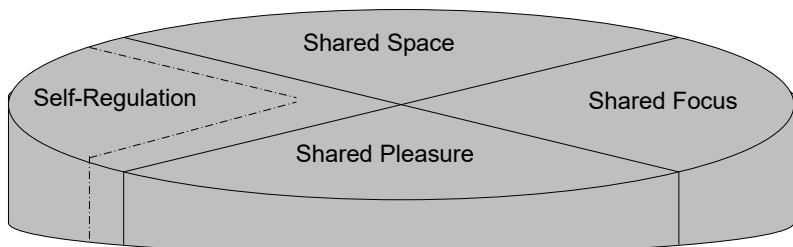
Strategies for *Engagement*

- ▶ Shrink in the space
- ▶ Limit the materials
- ▶ Use motivating items or topics
- ▶ Identify the moments of engagement
- ▶ Try to increase the duration and frequency of the “engaged moments”
- ▶ Teach others the importance of “engagement”

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Skill Set: **FOUNDATION**

Engagement is the Foundation
to all the “Steps” of
Being Social



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Evidence-Based Practices: *FOUNDATION*

- Task Analysis
- Parent Implemented Intervention
- Reinforcement
- Visual Supports
- Prompting
- Antecedent Based Interventions

FOUNDATION

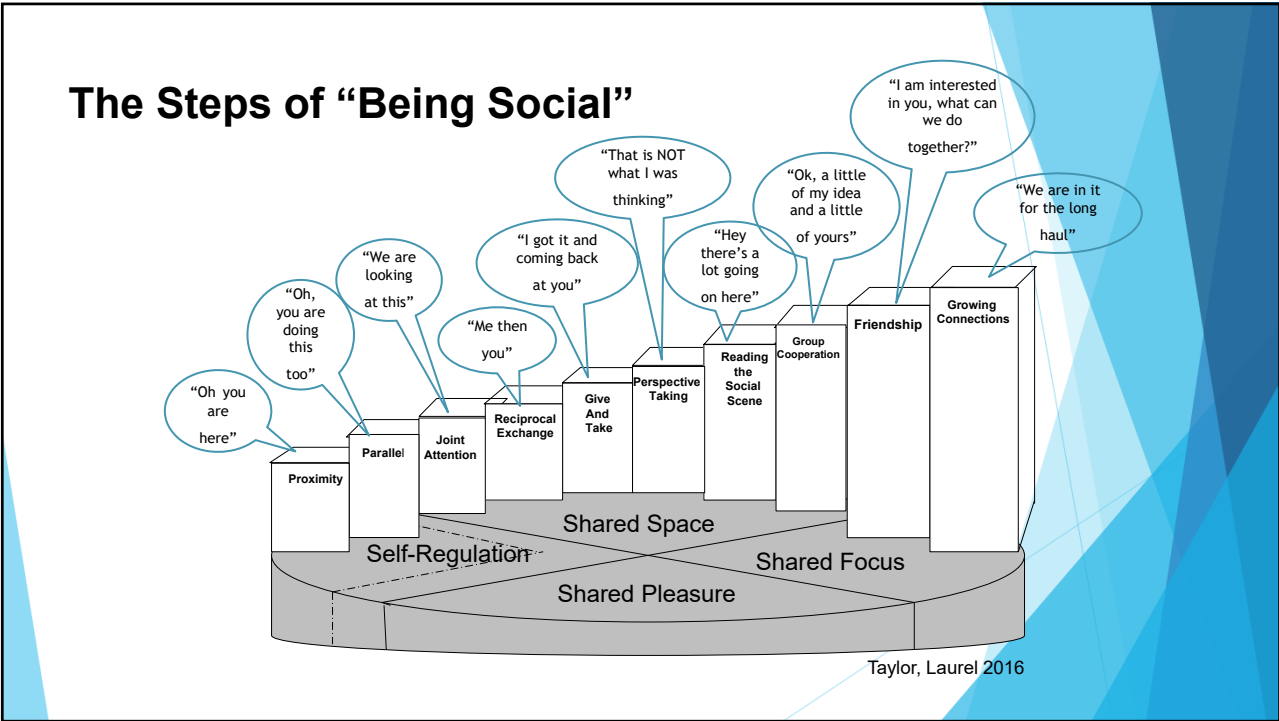
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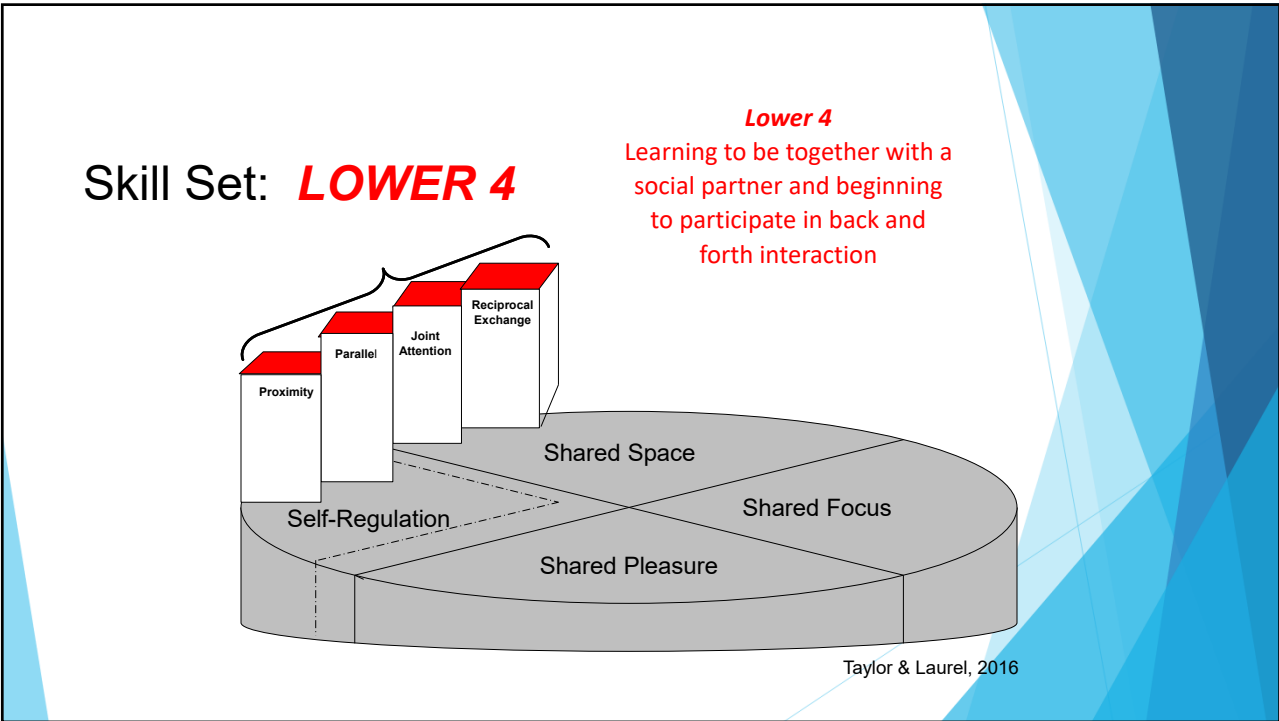
The Steps of “Being Social”

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Evidence-Based Practices: **LOWER 4**

Task Analysis, Parent Implemented Intervention, Reinforcement, Visual Supports (boundaries), Prompting

- Visual Supports (schedules/cues)
- Discrete Trial Teaching
- Naturalistic Interventions
 - Joint Attention Training

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Skill Set: **MIDDLE 4**

Middle 4
Learning to use directed back and forth communication and understand that others have different ideas, and that social activity is happening everywhere

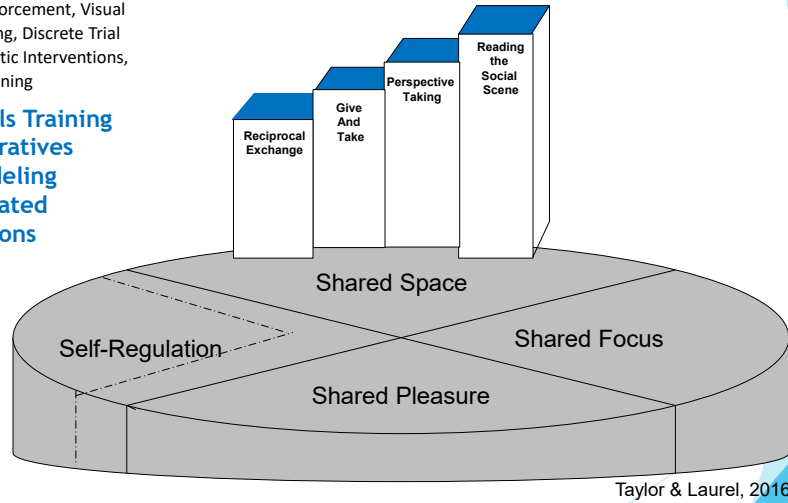
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Evidence-Based Practices: *MIDDLE 4*

Task Analysis, Parent Implemented Intervention, Reinforcement, Visual Supports, Prompting, Discrete Trial Teaching, Naturalistic Interventions, Joint Attention Training

- Social Skills Training
- Social Narratives
- Video Modeling
- Peer Mediated Interventions

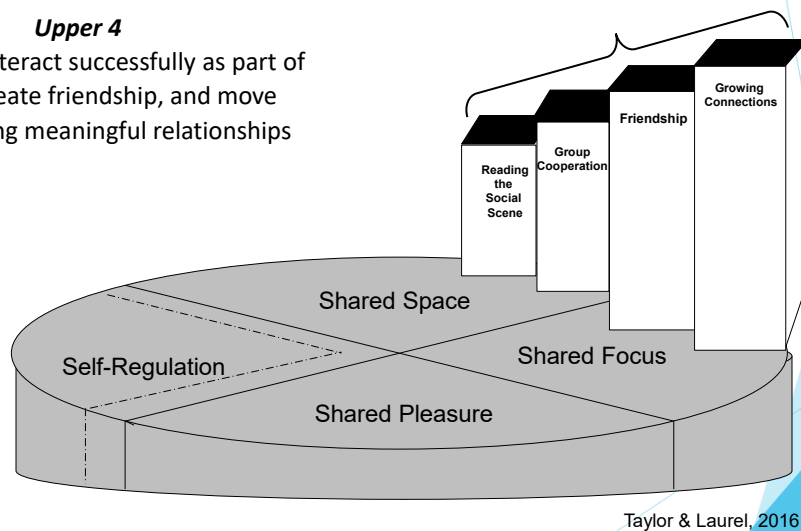


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Skill Set: *UPPER 4*

Upper 4

Learning to interact successfully as part of a group, create friendship, and move toward lasting meaningful relationships

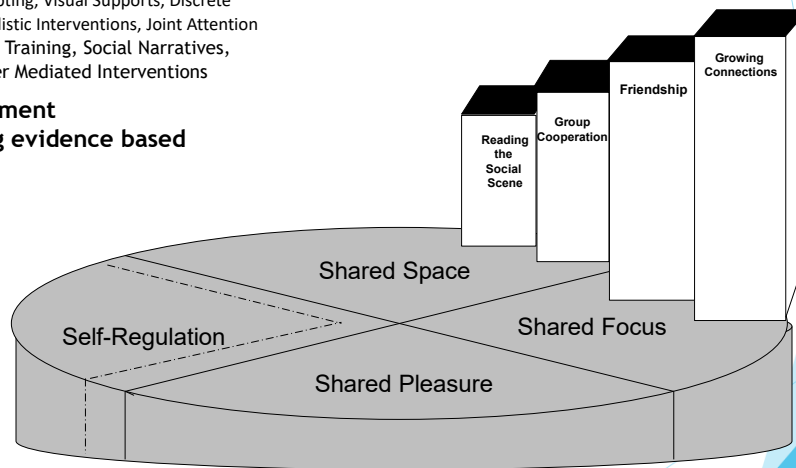


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Evidence-Based Practices: *UPPER 4*

Task Analysis, Parent Implemented Intervention, Reinforcement, Prompting, Visual Supports, Discrete Trial Teaching, Naturalistic Interventions, Joint Attention Training, Social Skills Training, Social Narratives, Video Modeling, Peer Mediated Interventions

- Self-Management
- Generalizing evidence based strategies



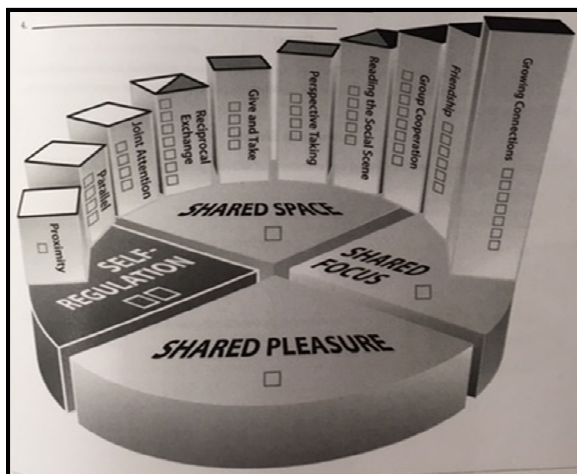
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Snapshot

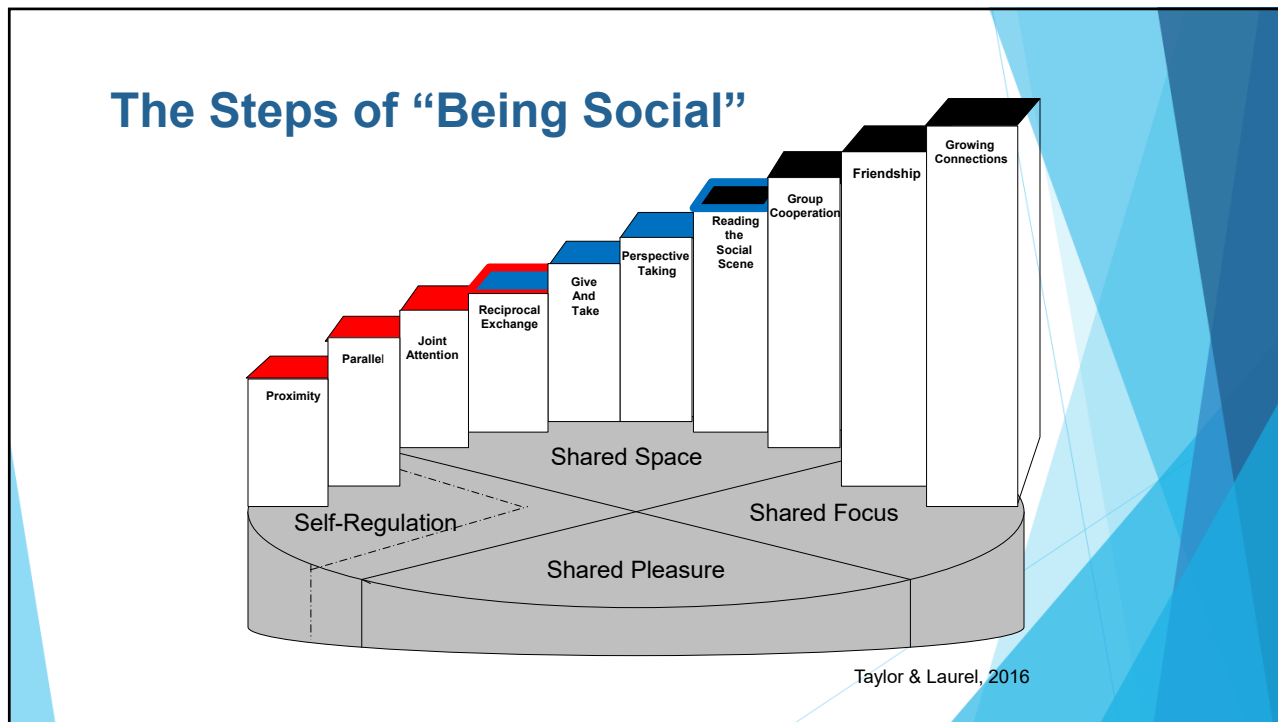
Sub Steps: The small pivotal skills that make up the STEPS

- Assessment
- Program planning
- IEP objectives



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Questions

For More Information:

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Social Engagement & the Steps to Being Social
A Practical Guide for Teaching Social Skills to Individuals with Autism Spectrum Disorder
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