



Autism and Tertiary Behavior Supports
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Social Competencies:
Implementation Across the Lifespan

4/25/2018

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Tri-State Autism Spectrum Disorder Webinar Series



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Tri State Webinar Series 2017-2018

About Us



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Objectives



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Participants will:

- understand the importance of instruction and intervention that supports social competencies for students with autism and other disabilities;
- discuss, describe, and understand social competencies;
- discuss available resources;
- use implementation cycle to plan instruction for individuals and/or groups.

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Participants will understand the importance of instruction and intervention that supports social competencies for students with autism and other disabilities.



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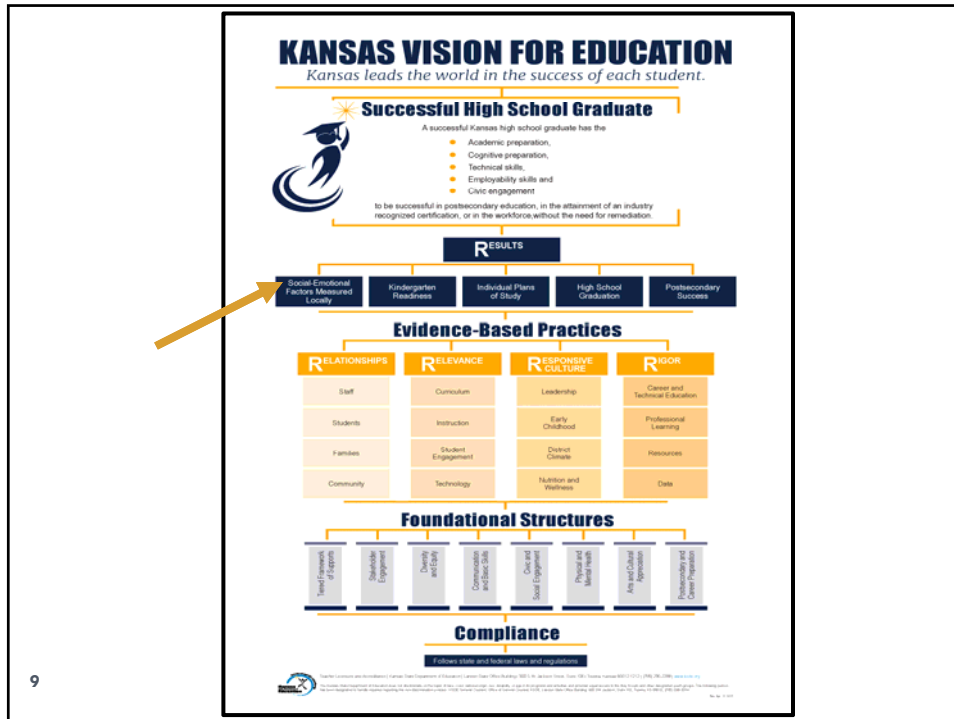


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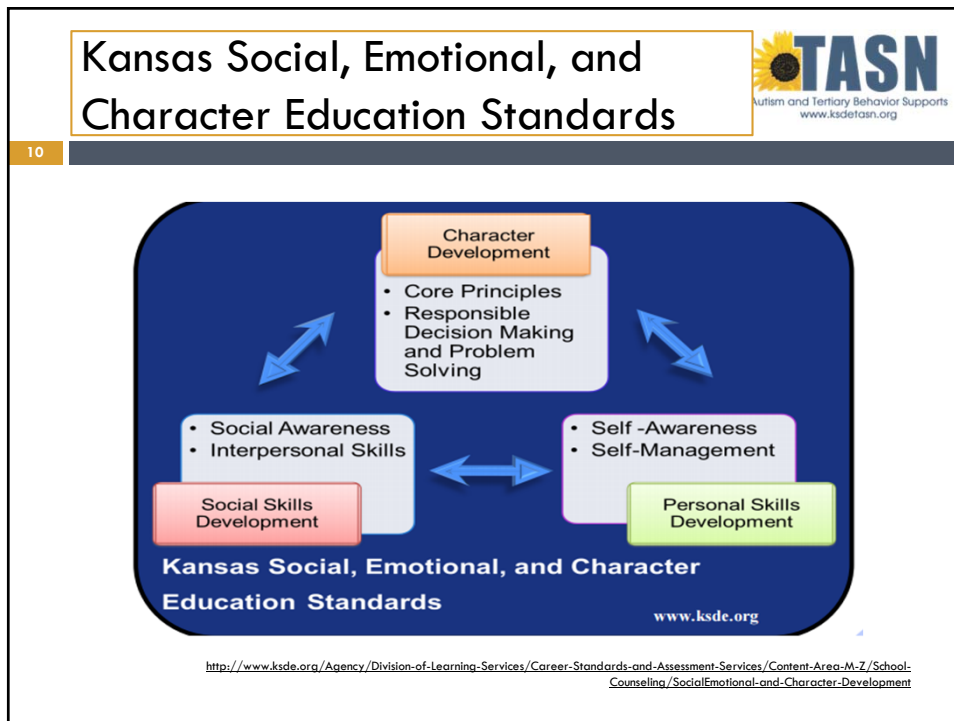


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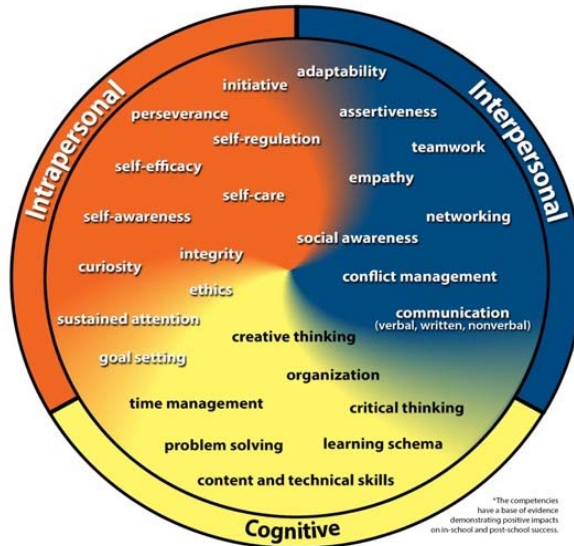
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Kansans Can Competency Framework



Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

For more information, visit:
<http://ResearchCollaboration.org/page/CCCFramework>



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All means all



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Elementary: School



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Polling Question



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- What competencies will be required for this experience to be engaging and successful?

Secondary: Employment



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Polling Question



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- Name the competencies that may require instruction for this young man to be successful in this role.

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Participants will discuss, describe, and understand social competencies.

Definition



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Social and emotional learning enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges (CASEL, 2017).

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Social Competence



Social Motivation

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Social competence



Social cognition	Social skills
<ul style="list-style-type: none">• Taking perspective of others	<ul style="list-style-type: none">• What to do and when to do it

(Carter et al., 2012)

Social competence



21

Social cognition

- Taking perspective of others

(Carter et al., 2012)

Social competence



22


Social skills

- What to do and when to do it



(Carter et al., 2012)

Social motivation



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Social orienting	Social seeking	Social maintenance
<ul style="list-style-type: none">Aware of others and potential for interaction	<ul style="list-style-type: none">Desire for interaction	<ul style="list-style-type: none">Relationship preservation & impression management

(Benning et al., 2016)

Social motivation



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Social orienting
<ul style="list-style-type: none">Aware of others and potential for interaction



(Benning et al., 2016)

Social motivation



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Social seeking

- Desire for interaction



(Benning et al., 2016)

Social motivation



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Social maintenance

- Relationship preservation & impression management



(Benning et al., 2016)

Social competencies



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- Social competence
 - ▣ Skills
 - ▣ Cognition
- Social motivation
 - ▣ Orienting
 - ▣ Seeking
 - ▣ Maintenance



Outcomes




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Research has identified teachable, transferable skills that positively impact behavior, academic achievement, graduation rates, and post-school outcomes (National Academy of Sciences, 2012).

- ▣ Intrapersonal
- ▣ Interpersonal
- ▣ Cognitive

Current Research




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- 82 different interventions
- 97,000 students
- K-12
- Effects assessed 6 months to 18 years after programs ended

(Taylor, Oberle, Durlak, & Weissberg, 2017).

Current Research



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Higher rates


- Academic performance 13 percentile points higher
- Social-emotional skills, positive attitudes towards self, others, and school was higher
- Increase in high school graduation rates

Lower rates

- Conduct problems, emotional distress, and drug use significantly lower
- Less likely to have clinical mental health disorders, be arrested, or be involved with juvenile justice system

(Taylor, Oberle, Durlak, & Weissberg, 2017)

Current Research




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- 2013 survey
- 704 employers


Applicants had the technical prowess, but lacked communication, adaptability, decision-making, and problem-solving skills needed to do the job.

(Sigmar, Hynes, & Hill, 2012)

Current Research




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93% of teachers believe teaching SEL is very or fairly important

Current Research




33

Young adults with autism are less likely to work than those in other disability groups.

(Shattuck, Narendorf, Cooper, Sterzing, Wagner, & Taylor, 2012)

Current Research



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Young adults with autism:

- are more likely to lose their employment for behavioral and social interaction reasons
- have much higher rates of complete social isolation

(Roux, Shattuck, Rast, Rava, & Anderson, 2015)

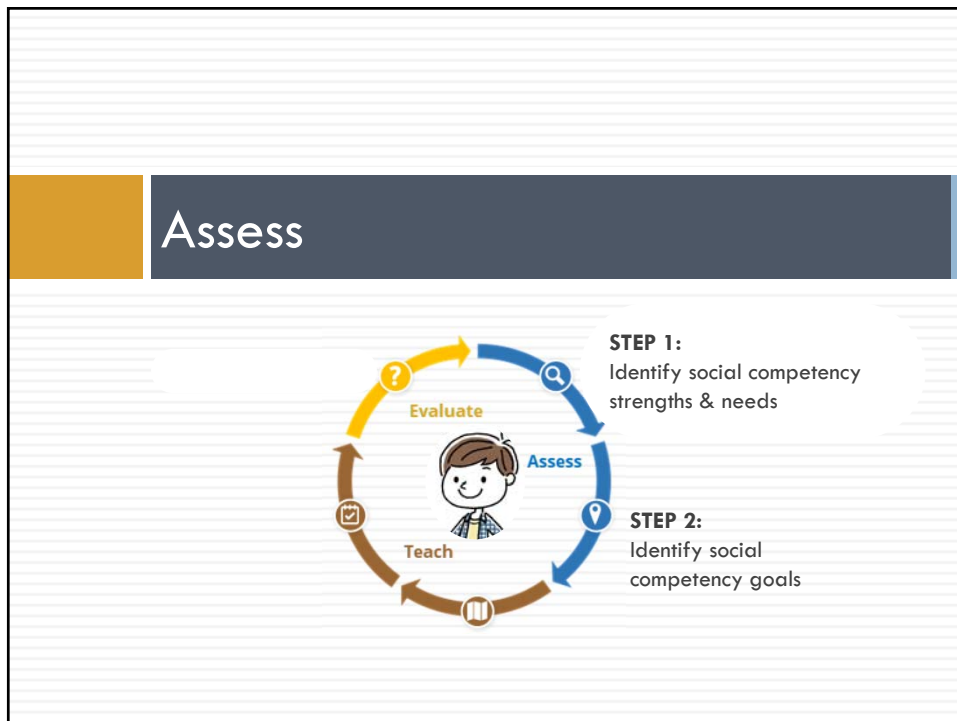
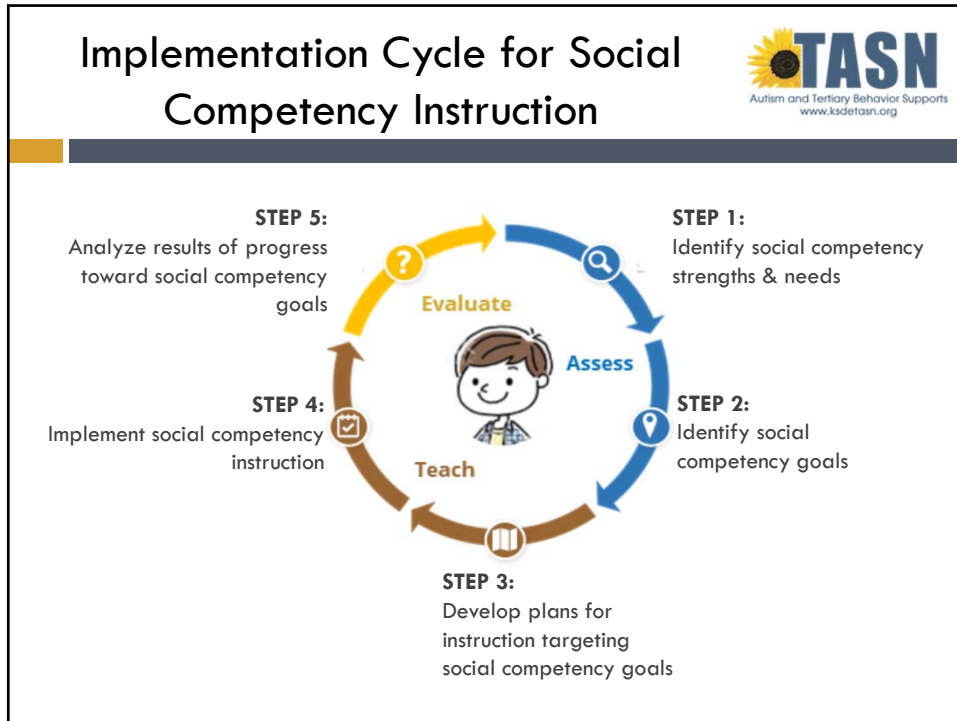


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“...hope that students have friendships with people they care about and who care about them, work in jobs that provide them with a sense of contribution and satisfaction, live interdependently with people who care about and for them, pursue higher education courses, and report that they are basically happy with their lives” (Wehman, Smith, and Schall, 2009).

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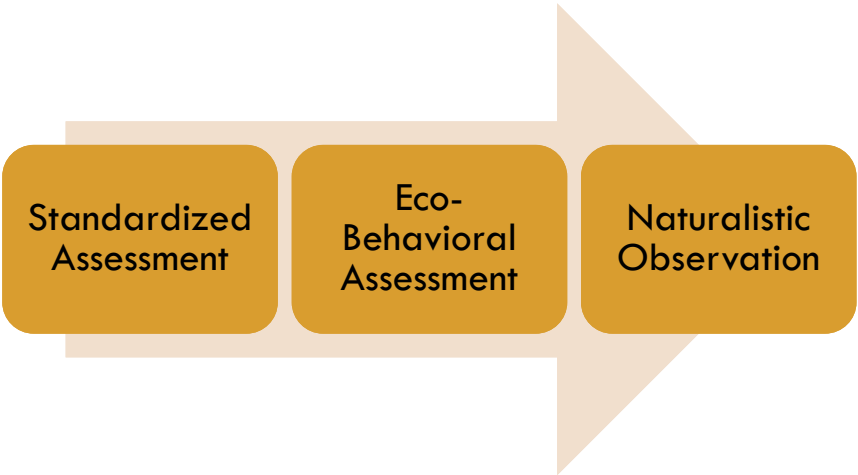
Participants will use implementation cycle to plan instruction for individuals and/or groups.



Assessing Social Competence

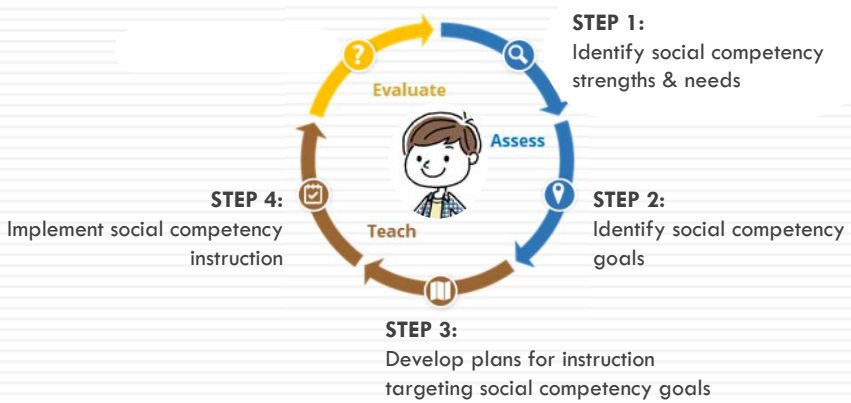


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(Conroy, Whalon, & Martinez, 2014)

Teach



STEP 1:
Identify social competency strengths & needs

STEP 2:
Identify social competency goals

STEP 3:
Develop plans for instruction targeting social competency goals

STEP 4:
Implement social competency instruction

Communication Considerations



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- ❑ Use strategies that include the student's communication system.
- ❑ Recognize relationship between communication and social competencies.



Selecting Strategies




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1. Does the selected strategy have a functional relationship with the targeted skill(s)?
2. Does the strategy match the type of skill deficit (for each skill)?
3. Does the selected strategy match the developmental level of the individual (i.e. language and cognitive functioning)?
4. Is the strategy supported by research?

(Bellini, Benner, & Peters-Myszak, 2009)

Instructional Strategies




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- Peer-mediated interventions
- Priming
- Prompting
- Reinforcement
- Self-monitoring

- Social narratives
- Social-skills groups
- Video-modeling
- Visual supports

Peer-mediated Interventions



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Interventions that identify and systematically train peers to be models for and buddies to individuals with special needs

- Peer modeling
- Peer initiation training
- Direct training for target student and peer
- Peer networks
- Peer supports

(Bellini, 2016)

Using peer supports

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Assertiveness

What **WILL** or **WOULD** do...
What others **CAN** do for me...

Even when it's difficult, **express my wants, needs, and thoughts**

I want...
I think...



Even when it's difficult, **respect what others want, need, and think**



College & Career Competency Framework
© 2016 Amy Gammie Erickson and Patricia Morrison


Peer supports and networks

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<https://www.ksdetasn.org/resources/1776>

Social Narratives




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Using narratives that describe social situations by highlighting relevant cues and offering examples of appropriate responses


- Comic strip conversations
- Power cards
- Social autopsy
- Scripting/social scripting
- Social narratives
- Cartooning

(Wong, et al)



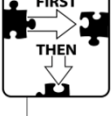
Using cartooning




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Conflict Management

-  **Know your usual response** to conflict
-  **Know the reasons** for the conflict
-  **Take steps to manage** the conflict


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Social Skills Groups



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Small-group instructional practice in which participants can learn, practice, and receive feedback that target social skills

- Instruction on targeted social skills
- Modeling
- Role-playing
- Coaching and feedback



Video Modeling



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Using videotapes of an individual performing a target behavior or sequence of behaviors.



Empathy




Try to **understand** others



Show your understanding

CCC College & Career Competency
High School Version
CCCframework.org






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Goal Setting


Set a goal that is...




meaningful to you





focused on personal improvement
(don't compare yourself to others)



based on data /input

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Visual Supports

Using any visual display that supports the learner engaging in a desired behavior or skills independent of prompts

Rules for Board Games	
	Only touch your own pieces.
	Hands away from board unless it is your turn.
	Wait patiently for your turn.
	Win politely - "Good game, thanks for playing."
	Lose politely - "Good game, thanks for playing."
	Have fun with your friends.

(Wong, et al., 2013)

Considerations



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- Prioritize social skills instruction
- Student characteristics
 - ▣ Social
 - ▣ Communication
 - ▣ Repetitive activities & interests
- Frequency, location, duration
- Quality and consistency of implementation

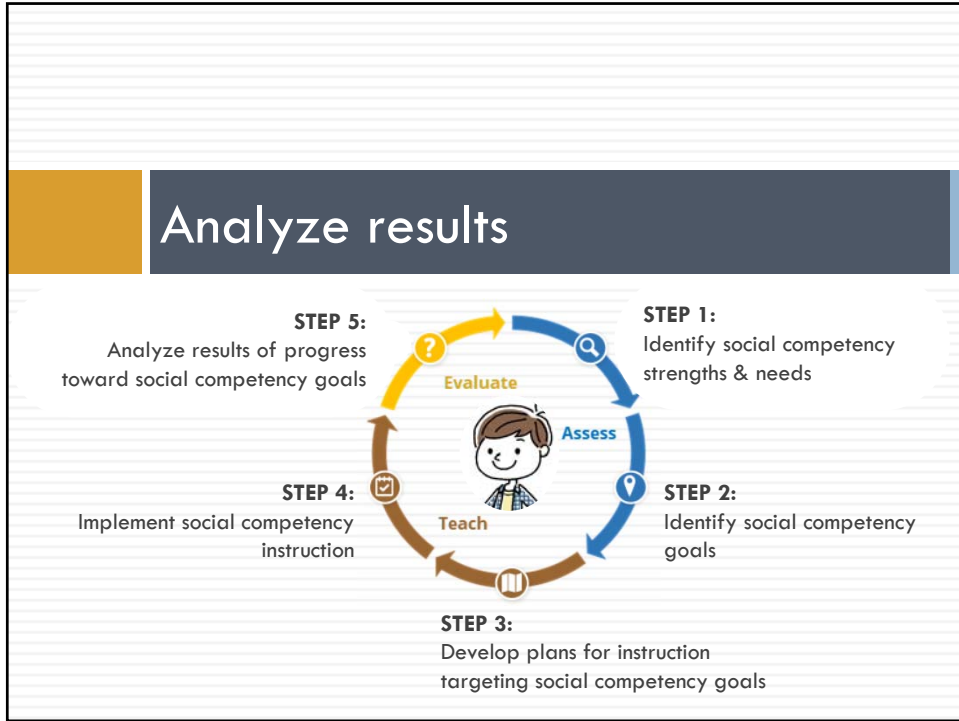
The Role of Communication



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Speech Pathologist:
Communication and Social Competencies

<https://www.ksdetasn.org/resources/1777>



Data

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Monitoring progress and analyzing results are key to modifying instruction.

Functional Assessment-based Intervention

Data Collection: Frequency-Rate

Date: _____ Start time: _____ End time: _____
 Setting: _____ Activity: _____ No. Adults: _____ No. Students: _____
 Behavior: _____

Event Recording Directions: Place a tally mark in the box each time you see the behavior occur.

Observation 1
 Behavior occurrences: _____

of Occurrences / Time = Rate
 Lesser total / Greater total X 100 = IOA

Observation 2
 Behavior occurrences: _____

of Occurrences / Time = Rate
 Lesser total / Greater total X 100 = IOA

Observation 3
 Behavior occurrences: _____

of Occurrences / Time = Rate
 Lesser total / Greater total X 100 = IOA


Adapted by TASN: 7-22-2015
 Source: Lane, K. L. (2002). Data recording forms. Unpublished measures.

Data

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Use appropriate data collection procedures to monitor student progress.

- Frequency recording
- Momentary time sampling
- Average duration
- Opportunity recording
- Latency



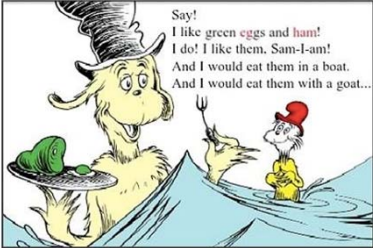
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Generalization


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Avoid “Train and Hope”

- Settings
- People
- Contexts




Say!
I like green eggs and ham!
I do! I like them, Sam-I-am!
And I would eat them in a boat.
And I would eat them with a goat...




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Generalization




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Lauren Luchow (2014)

Self-Efficacy




Ability **can grow** with **effort**




I CAN DO THIS!


Believe in your **ability**



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Polling Question

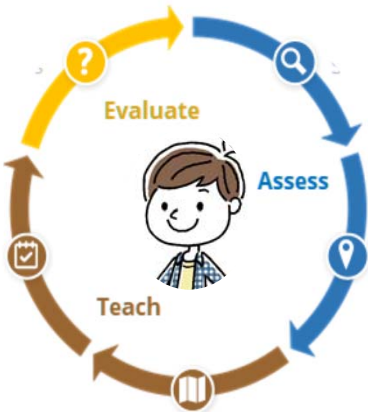



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- How might you generalize this skill with different contexts OR in different settings?

Implementation Guide



Social Competencies: Implementation Guide




Assess: Step 1: Identify social competency strengths and needs:


Assess: Step 2: Identify social competency goals:

Teach: Step 3: Develop plans for instruction targeting social competency goals:

Meet William



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- 6th grade
- Age 12
- Diagnosis of Autism
- Emerging Language Communicator (**SEE-KS**)
 - Uses single words and a few combinations of words
 - Uses some scripted phrases
- Participates in general and special education classes

Meet William




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Strengths and interests:

- Enjoys peer interactions
- Likes music
- Likes basketball

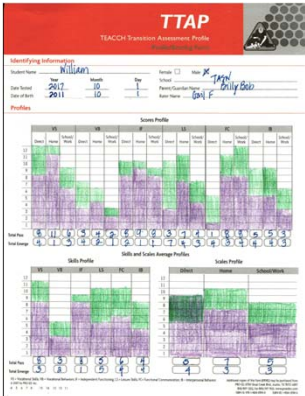


Meet William




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Standardized Assessment → Eco-Behavioral Assessment → Naturalistic Observation



Meet William



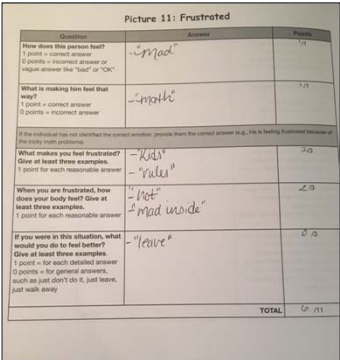
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Standardized Assessment


Eco-Behavioral Assessment

Naturalistic Observation

Assessed skills and performance in settings and with people



Meet William



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Standardized Assessment

Eco-Behavioral Assessment

Naturalistic Observation

Structured observations

- ❑ General and special education classrooms
- ❑ School routines
- ❑ Family routines and activities
- ❑ Leisure activities with peers



Observation Note:
Left classroom during small group project



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That's because we were using the Kagan jigsaw strategy and we move to the right when the timer goes off. Some people were moving to the left!!!

Observation Note: Eloped from P.E.



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We were playing H-O-R-S-E. Everyone knows if you miss you get to try again!!!!

Observation Note: Yelled at brother



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Everyone knows the household rules! You take your shoes off when you come in and you don't eat cereal in the living room!!!


Implementation Guide



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 Social Competencies: Implementation Guide

Implementation Guide for Social Competency Instruction




Assess: Step 1: Identify social competency strengths and needs:

Assess: Step 2: Identify social competency goals:

Teach: Step 3: Develop plans for instruction targeting social competency goals:

<https://www.ksdetasn.org/resources/1711>

Implementation Guide



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Assess: Step 1: Identify social competency strengths and needs:

- Enjoys interactions with peers, music, and basketball
- Few strategies for coping with frustrations
- Lack of skills when responding to wins and losses
- Limited vocabulary

Assess: Step 2: Identify social competency goals:

- Structured observations in school, home, and community
- Selects, learns, and uses calming strategy in order to gain skills in the social competency of self-regulation
- Selects, learns, and uses problem-solving approach in order to gain skills in the social competency of problem-solving

Implementation Guide: Develop Plans




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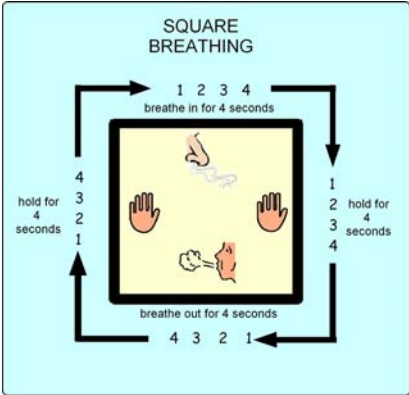
Teach: Step 3: Develop plans for instruction targeting social competency goals:

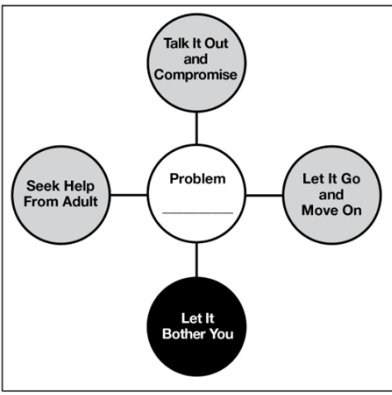
- Teach 4-step breathing technique for calming; visual on lanyard
- Teach 4-step problem-solving strategy; visual on lanyard
- Social narrative for responding to wins/losses
- Cartoon conversation for reflection


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SQUARE BREATHING





(Mataya & Owens, 2012)


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Implementation Guide: Implement Plans

Teach: Step 4: Implement social competency instruction:

- One-on-one instruction with teacher:
 - Frequency: Daily
 - Location: Resource classroom
 - Duration: 15 minutes
- Social Group:
 - Frequency: Daily
 - Day 1: Social worker
 - Day 2: Paraprofessional observes social worker
 - Day 3-5: Paraprofessional facilitates social group
 - Location: Study Skills Classroom
 - Duration: 30 minutes
- Other: (Peers cue William to utilize supports by tapping lanyard, etc.)
 - Frequency: Daily
 - Location: Gymnasium and commons area
- Duration: As needed

Implementation Guide: Analyze Results



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Evaluate: Step 5: Analyze results of progress toward social competency goals:

- Daily 10-minute observation in P.E. to assess number of references to visual supports when cued by peers
- Daily 10-minute observation in social skills group to assess level of independence when using visual supports and role-playing with peers
- Daily 10-minute observation in one-on-one instruction to assess independence with problem-solving and Cartoon conversation strategies
- After 4 weeks of instruction, data showed that William met the criteria for mastery on utilizing his breathing strategy, but not on using his 4-step problem-solving visual
- Data showed that he effectively used his problem-solving strategy during one-on-one instruction as well as when role-playing with peers, but not in classes
- Staff also noted that he could use his cartoon conversation strategy when working with an adult to reflect on a situation, but did not independently go through the reflection process. His teacher will increase instruction on this strategy to twice a day.


Generalization




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Notes and Next Steps:

- William's teacher shared the breathing strategy he has successfully been using at school with his parents so that they can begin using this strategy in their home. William attends a Wednesday night youth group at church and his parents plan to work with his peers there to teach them how to cue William to use the breathing strategy on his lanyard.
- William will begin using problem-solving strategies in two general education classes; Special Education teacher and William will meet with general education teachers to explain strategy.


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I am keeping track of school behaviors that I am doing. This is what it looks like:

If we had to take turns in gym, I remembered to do it!

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If I was OK when I or my team didn't win today, (I even said something nice to the winners)


1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If something frustrated me I remembered to use my breathing strategy.






1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If I had a problem, I used my 4 step problem-solving strategy.


1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----


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Where to find us



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Social Competencies



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Kansas Technical Assistance System Network (TASN)
provides technical assistance to support school districts' systematic implementation of evidence-based practices.

Social Competencies

- **Autism and Tertiary Behavior Supports Home**
- Staff Contacts
- ATBS Resources
 - ADOS-2 Activity Videos
 - Behavior
 - Coaching
 - Communication
 - Early Childhood Case Studies
 - Fact Sheets
 - Instructional Resources
 - Newsletters
 - Social Competencies
 - Social Narratives
 - Teacher Resources
 - Tri-State Webinars
 - Transition Across the Lifespan
 - Virtual Strategies Toolkit
 - De-Escalation Materials

ASSESSMENTS FOR SOCIAL COMPETENCIES

GENERAL INFORMATION ON SOCIAL COMPETENCIES

INSTRUCTIONAL STRATEGIES THAT SUPPORT SOCIAL COMPETENCIES

SOCIAL COMPETENCIES:

- Assertiveness
- Conflict Management
- Empathy
- Goal-Setting
- Self-Determination
- Self-Efficacy
- Self-Regulation

SOCIAL EMOTIONAL PROGRAMS

Assessments for Social Competencies



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Assessments for Social Competencies

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- **Assessment of Social Skills for Children with Autism (adapted)**
 - This checklist for school-age children was developed to drive intervention. It looks at the presence of skills and the generalization of the skill. Adapted from Kathleen Quill's book, *Do-Watch-Listen-Say*.
- **Autism Social Skills Profile**
 - A tool available in *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties* to assist in identifying social skills deficits as related to three areas: social reciprocity, social participation/avoidance, and detrimental social behaviors.
- **Behavior Assessment Scale for Children – 3rd Edition (BASC-3)**
 - A comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP). This assessment was created to help understand the behaviors and emotions of children and adolescents ages 2-21.
- **Child Interview of Social Functioning**
 - A set of questions to be answered by the child that address social, emotional, interests/routines, and stereotypical behaviors. Available in *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties*.
- **Community Skills Needs Assessment**
 - This article from the Indiana Institute on Disability and Community discusses strategies to support community based instruction and includes a quick community skills needs assessment.
- **The Double Interview**
 - This informal assessment could be used to assess the social communication abilities of students ages 8 and over with high functioning autism. In this assessment the student is interviewed by a teacher or clinician then has the opportunity to conduct his or her own interview of the teacher/clinician using photos as cues. Available in Michelle Garcia Winner's book *Thinking About You Thinking About Me: Teaching Perspective Taking and Social Thinking to Persons with Social Cognitive Learning Challenge-2nd Edition*; pages 217-225.

Instructional Strategies



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Social Competencies

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ASSESSMENTS FOR SOCIAL COMPETENCIES

GENERAL INFORMATION ON SOCIAL COMPETENCIES

INSTRUCTIONAL STRATEGIES THAT SUPPORT SOCIAL COMPETENCIES

SOCIAL COMPETENCIES:

- Assertiveness
- Conflict Management
- Empathy
- Goal-Setting
- Self-Determination
- Self-Efficacy
- Self-Regulation

SOCIAL EMOTIONAL PROGRAMS

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Social Emotional Programs



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Social Emotional Programs

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SOCIAL EMOTIONAL PROGRAMS TO SUPPORT SOCIAL COMPETENCIES IN ALL STUDENTS

“...recent research has demonstrated that high-quality, evidence-based social and emotional learning (SEL) programs produce positive outcomes for students, including improved behavior, attitudes, and academic performance” (Durlak et al., 2011).

Commissioned by the Wallace Foundation, 25 leading social emotional learning (SEL) and character education programs were analyzed by a research team at Harvard Graduate School of Education. Below are links to many of the 25 programs. Please see [Navigating SEL From the Inside Out: Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers \(Elementary School Focus\)](#) for detailed information on each program.

4R's

- The 4Rs Program (Reading, Writing, Respect & Resolution) integrates social and emotional learning (SEL) and the language arts for pre-kindergarten to middle school.

Caring School Community (CSC)

- The CSC program is a K-6 grade program that focuses on building a classroom and school wide community while developing social emotional skills and competencies. This program utilizes cross-age buddies and promotes collaboration between home, school, and the community.

Character First

Questions?



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Polling Question?



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- Given your role, what you're already doing with social competency instruction, and what you've learned today- what might be your next steps in implementing social competency instruction with an individual student or group of students?

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