Using Practical Strategies to Obtain Critical Mass in Emotional Understanding, Conversation, & Problem Solving

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ABOUT THE PRESENTER

Kerry Mataya, M.S.Ed., is the Executive Director of Bridgeway Services in Birmingham, Alabama, providing individual and group intervention-based services in the areas of social development, problem-solving, perspective taking, academics, self-awareness, behavior regulation, and executive functioning. She received a Master's in Education with emphasis in Autism and Asperger Syndrome from the University of Kansas under the leadership of Dr. Brenda Smith Myles. Ms. Mataya holds many contracts with school systems for individual, group, and training services. Mataya has co-authored three books, including, *Excelling with Autism: Obtaining Critical Mass Using Deliberate Practice*, *Talk With Me: A Step-by-Step Conversation Framework for Teaching Conversational Balance and Fluency*, and *Successful Problem-Solving for High Functioning Students with Autism Spectrum Disorders*. She is currently working on additional projects that systematize learning for students with ASD. Ms. Mataya has presented at numerous conferences and workshops in the US and internationally. She is also involved with Asperger Connection, a small non-profit organization that provides funding to improve the quality of life for high-functioning individuals with ASD. She has two children – an 12 year-old son (6th grade) and 8 year-old daughter (2nd grade).

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LEARNER OBJECTIVES

After attending this webinar participants will:

1. Be able to define the educational meaning of critical mass.
2. Learn the steps necessary to obtain critical mass.
3. Identify the three-part system for improving emotional understanding.
4. Verbalize the three parts of the Conversation Framework needed for a balanced conversation.
5. Utilize the components of the Problem Solving Chart and Advanced Problem Solving Chart to explain how to work a student through a problem situation.

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IN OTHER WORDS

Understand a Relatively New Concept of Critical Mass

1. Be able to define the educational meaning of critical mass.
2. Learn the steps necessary to obtain critical mass.

Three Ways to Apply the New Concept of Critical Mass

1. Identify the three-part system for improving emotional understanding.
2. Verbalize the three parts of the Conversation Framework needed for a balanced conversation.
3. Utilize the components of the Problem Solving Chart and Advanced Problem Solving Chart to explain how to work a student through a problem situation.

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CRITICAL MASS
EMOTIONAL UNDERSTANDING
CONVERSATION
PROBLEM SOLVING

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CRITICAL MASS

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WHAT IS CRITICAL MASS?

- Spontaneous generalization
- After instruction and experiences, the learner can apply the information to new situations
- Gained enough information to be successful in situations, activities, or skills for which instruction has not been provided.
- Rather than obtaining critical mass across a group, *Excelling with Autism* focuses on attaining critical mass of knowledge and skills in an individual.

Excelling with Autism. *Myles, Aspy, Mataya, and Shaffer* (2018)

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WHAT IS CRITICAL MASS?

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Educational Definition of Critical Mass and A Guide to Obtaining Critical Mass Using Deliberate Practice

Published in 2018

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WHAT IS DELIBERATE PRACTICE?

Deliberate practice is a specific type of practice that is intentional and systematic. According to Ericsson (2016), there are four components to deliberate practice, each accomplished under the guidance of an expert coach, such as a teacher or mentor.

1. Developing specific and meaningful goals
2. Ensuring focus
3. Communicating outcomes
4. Assisting learner to move out of his or her comfort zone

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ABOUT THE RESEARCHER

Anders Ericsson is a Swedish psychologist and Conradi Eminent Scholar and Professor of Psychology at Florida State University who is internationally recognized as a researcher in the psychological nature of expertise and human performance.

www.findingmastery.net

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ABOUT THE RESEARCHER

Ericsson studies expert performance in areas such as medicine, music, chess, and sports, focusing exclusively on extended deliberate practice (e.g., high concentration practice beyond one's comfort zone) as a means of how expert performers acquire their superior performance.

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"If you as a parent have more or less just trained your child, that's quite different from preparing your child to be an independent performer who is actually in control of their training so that once they reach an adult level they will be actually able to take over responsibility for their development."

- Anders Ericsson

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"If you just keep doing what you have been doing, you are going to be limited in how much you can actually improve your performance."

- Anders Ericsson

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"What are the motivational driving forces that really reward people for sustaining this commitment to improving across a lifetime?"

- Anders Ericsson

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"There is a fundamental truth about any sort of practice: If you never push yourself beyond your comfort zone, you will never improve."

- Anders Ericsson, *Peak*

YES, BUT…

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Let's take another look….

SUCCESS BASED OFF OF FOUR AREAS OF 'DELIBERATE PRACTICE'

1. Developing specific and meaningful goals
2. Ensuring focus
3. Communicating outcomes
4. Assisting learner to move out of his or her comfort zone

HOW CAN WE APPLY THIS INFORMATION TO SOMEONE WITH ASD?

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RESPONSES TO CONFLICT

Fight
- Verbal or physical aggression
- Defensiveness
- Passive aggressiveness

Flight
- Running away
- Avoidance and distractions
- Fear and anxiety

Freeze
- Shutting Down
- Detachment or withdrawal
- Giving Up

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RESPONSES TO CONFLICT

Fight
- I can win.
- I am right.

Flight
- I can escape.
- I don't have to be here.

Freeze
- I can't win or escape.
- I feel utterly helpless.

Unofficial Kerry Criteria

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"Learned helplessness is the giving up reaction, the quitting response that follows from the belief that whatever you do doesn't matter."

-Arnold Schwarzenegger

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FOUR AREAS TO ACHIEVING CRITICAL MASS AND WHAT WORKED FOR US

1. **Developing specific and meaningful goals**
   - Providing categories
   - Working on skills that are not implicitly learned by students with ASD
   - Using all levels of learning from awareness to maintenance for mastery
2. **Ensuring focus**
   - Increasing perceived probability of success
   - Learning why achieving each goal has value to the student
   - Maintaining positive relationships
   - Using special interests when possible
   - Using priming and pre-teaching
   - Pairing external reinforcement with learning until self-motivated

Levels of Learning. *Hudson, Colson, & Braxdale* (1984)

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FOUR AREAS TO ACHIEVING CRITICAL MASS AND WHAT WORKED FOR US

3. **Communicating outcomes**
   - Providing opportunities for immediate and informative feedback through video and audio recording on a variety of skills and interactions
   - Providing peer feedback
   - Providing opportunities for self-analysis and reflection
4. **Assisting learner to move out of comfort zone**
   - Progressively using levels of demands to challenge students to the next step
   - Matching individual abilities to the group size through individual and small group teaching, when needed
   - When ready, providing opportunities to practice with a group or real-life situation

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REPEAT PROCESS OVER AND OVER UNTIL…

SPONTANEOUS
GENERALIZATION OCCURS

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"WHEN THEY GET IT, THEY'VE GOT IT"

This is what Kerry used to always say 15 years ago.

What Did They Get?

- Increased self-motivation
- Increased confidence and self-esteem
- Increased experiences

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ASD + IMPORTANT RESEARCH ON CATEGORIES

- High-functioning individuals with ASD often interpret and form categories differently than others.
- They may tend to pay specific attention to detail rather than to focus on the big picture.
- While attention to detail can be helpful for many life tasks, attending to minute details within a story tends to negatively impact fluent conversation and interaction with others.

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ASD + IMPORTANT RESEARCH

- Bock successfully taught various skills using categorization, including laundry sorting, stocking shelves in a grocery store, noun and verb endings, and social interaction skills (1994, 1999, 2001, 2007).
- Focused on teaching categories, Bock (1994, 1999) found that children with ASD achieved spontaneous generalization and maintenance through interventions using categorical thinking.

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RESEARCH BY MARJORIE A. BOCK

Sorting Laundry:
Categorization Strategy Application to an Authentic Learning Activity by Children with Autism

Marjorie A. Bock

Untrained Generalization and Maintenance

The current study replicates generalization and maintenance data reported in an earlier study (Bock, 1994). Scott, Beth, Hendrick, and Julian demonstrated spontaneous skill generalization and maintenance. Generality occurred concurrent with strategy acquisition and continued after the study. Maintenance was demonstrated 4 months after the study.

earlier study (Bock, 1994). Scott, Beth, Hendrick, and Julian demonstrated spontaneous skill generalization and maintenance. Generality occurred concurrent with strategy acquisition and continued after the study. Maintenance was demonstrated 4 months after the study.

The significance of these findings is underscored by the limited skill transfer typically shown by children with autism (Simpson & Regan, 1986). Participants in this study did receive learning strategy training across a range of stimuli using direct instruction and an easy-to-hard training sequence, as in general case instruction (Horner & Albin, 1988). However, participants in this study did not receive strategy training across a set of natural settings where they would sort laundry or across the full range of dirty laundry, as in general case instruction (Horner & Albin, 1988). Consequently, the potential correlation between learning strategy generalization and maintenance and general case instruction remains unclear and warrants further research.

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Sorting Laundry:
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Marjorie A. Bock

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THE KEY TO BRIDGEWAY'S SUCCESS:

DEFINING the **CATEGORIES**

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THINKING IN CATEGORIES

Our brain typically creates categories to make sense of what we see.

CATEGORIES:

- Teacher, student
- Adult, children
- Boys, girls
- On task, off task
- Working, not working
- Learning, confused
- Smiling, not smiling
- Caucasian, African American

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VARIETY OF CATEGORIES

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WHAT IF YOUR BRAIN WASN'T GIVING YOU THE SAME CATEGORIES?

Temple Grandin (1995) said that before she learned to categorize, she processed each dog as unique and did not group them as "dogs"

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Adapted from Munch, C. (2010, November 22). Pushing an online business to gain momentum. Retrieved June 16, 2017 from http://munchweb.com/the-tipping-point.

Excelling with Autism. *Myles, Aspy, Mataya, and Shaffer* (2018)

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40% of young adults with ASD never worked for pay into their early twenties compared to 99% of their typically developing peers. Rates of independent living are also abysmal – 81% live with family members or caregivers. And this is consistent across the spectrum – from those who have a classic presentation of ASD to those who have average-to-above-average IQs (Roux, Shattuck, Rast, Rava, & Anderson, 2015).

Excelling with Autism. *Myles, Aspy, Mataya, and Shaffer* (2018)

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DIFFICULTY DEVELOPING CRITICAL MASS IN SOCIAL SITUATIONS

Individuals with ASD

- Have reduced practice opportunities for interaction as compared to NT peers.
- Have few specific goals that address all the levels of learning (awareness, recognition, recall, application, generalization, maintenance).
- Have difficulty maintaining focus, including motivation and attention.

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Figure 1.1. Percent of Time Preschool Students Engaged With Others During a One-Hour Playtime. *Jahr, Eikeseth, Eldevik, & Aase (2007)*

Excelling with Autism. *Myles, Aspy, Mataya, and Shaffer* (2018)

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Figure 1.2. A Comparison of Play Formats for Preschool Children with ASD and Their NT Peers. (Estimated). *Hestenes & Carroll (2000)*

Excelling with Autism. *Myles, Aspy, Mataya, and Shaffer* (2018)

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SAMPLE OF SKILLS THAT FACILITATE LIFE SUCCESS

Adaptability	Negotiation	Curiosity and questions	Self-control and staying calm
Asking for help	Observation	Daily living skills	Self-determination
Assertive communication	Organization of materials	Delegating	Self-awareness
Attention	Patience	Emotional connection	Sequencing
Attribution	Persistence	Emotional understanding	Social judgment
Categorization	Perspective taking	Enjoyment	Stamina
Cause and effect	Positive thinking	Executive function	Task analysis
Central coherence	Prioritizing	Flexibility	Task completion
Change	Problem solving	Follow through	Teamwork
Collaboration	Regulation	Goal setting	Theory of mind
Compromise	Role model	Hidden curriculum	Time management
Confidence	Safety	Inhibition	Using resources
Conflict resolution	Seeking information	Interdependence	Waiting
Conversation	Self-analysis	Internal motivation	Willingness to learn
		Listening	Work ethic

Excelling with Autism, *Myles, Aspy, Mataya, and Shaffer* on page 21 (2018)

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DEVELOPING CRITICAL MASS

EMOTIONAL UNDERSTANDING

CONVERSATION

PROBLEM SOLVING

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USING DELIBERATE PRACTICE WITHIN EACH AREA

1. Developing specific and meaningful goals
2. Ensuring focus
3. Communicating outcomes
4. Assisting learner to move out of comfort zone

Levels of Learning. *Hudson, Colson, & Braxdale* (1984)

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EMBEDDED SKILL: "GIVE ME THREE…"

- I will offer "Give Me Three" ideas during all topic areas – all can be incorporated into your teaching to help your child obtain critical mass.
- "Give Me Three" promotes cognitive flexibility, which is an important life skill.
- Even though one response is good, three demonstrates a good understanding of what is being discussed.
- Here's what happens at Bridgeway:
  - The student may have no issues or hesitation in providing the first response. It's often a learned response. If someone is new to a skill or services, providing a first response may be difficult.
  - The student takes longer to give response two. Sometimes the response is acceptable. Sometimes it's "*out there*" and shows a lack of understanding of the topic.
  - Many times, the student cannot think of a third response no matter how much time has been provided.

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EMOTIONAL UNDERSTANDING

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DIFFERENT WAYS TO INTERPRET 'EMOTIONAL UNDERSTANDING'

SELF-AWARENESS

SELF-REGULATION

EMOTIONAL RECOGNITION

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EMOTIONAL UNDERSTANDING

For this presentation:

Recognize varying emotions in a variety of people with different age, gender, and skin tone in pictures and video clips.

EMOTIONAL RECOGNITION

Advanced Emotion Words

	Afraid		Flirtatious		Sad
	Angry		Frustrated		Sarcastic
	Annoyed		Guilty		Scared
	Anxious		Happy		Shocked (bad)
	Ashamed		Hesitant		Shocked (good)
	Awkward		Hopeful		Shy
	Bashful		Hopeless		Silly
	Betrayed		Hurt		Skeptical
	Bored		Hyper		Smug
	Brave		Impatient		Sneaky
	Calm		Interested		Sorry
	Caring		Irritated		Stressed
	Concerned		Jealous		Surprised (bad)
	Confident		Lonely		Surprised (good)
	Confused		Loved		Suspicious
	Content		Mischievous		Tense
	Defensive		Nervous		Tired
	Disappointed		Overwhelmed		Uncomfortable
	Disbelief		Pain		Understanding
	Disgusted		Panicked		Unimpressed
	Doubt		Patient		Uninterested
	Embarrassed		Peace		Unloved
	Excited		Proud		Unsure
	Excluded		Relaxed		Upset
	Exhausted		Remorseful		Worried

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LOOKS LIKE CATEGORIES, BUT SOME INDIVIDUALS WITH ASD GET STUCK

https://flourishnthrive.wordpress.com/2012/05/29/feelings-chart-and-feelings-faces/

- Not always a true depiction of what this emotion looks like in a natural setting
  - Do not always yawn when tired
  - Do not always put hands by face when surprised
- Students with ASD would learn one representation of that emotion and exclude other pictures of the same emotion presented differently
- It's important to learn variations that could make up each of these emotions to get a full understanding of each emotional category.

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Many times, I see well-intended teachers and therapists giving the answers rather than teaching a process for students to figure it out on their own.

Resources can even lead a child to the right answer by the way the questions are asked on the back of a picture card.

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FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. **Developing specific and meaningful goals**
2. Ensuring focus
3. Communicating outcomes
4. Assisting learner to move out of comfort zone

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DEVELOP SPECIFIC AND MEANINGFUL GOALS

- Student will label the three categories to look at in a situation to determine meaning including (1) face, (2) body, and (3) objects.
- Using pictures (i.e. emotion cards, online pictures, emotion chart, photographs), student will identify basic emotions of others (i.e. happy, sad, mad) and will justify three reasons why the person may feel that way using ideas relevant to the picture.
- Using pictures (i.e. emotion cards, online pictures, emotion chart, photographs), student will identify subtle emotions of others (i.e. skeptical, disappointed, confused) and will justify three reasons why the person may feel that way using ideas relevant to the picture.

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DEVELOP SPECIFIC AND MEANINGFUL GOALS

- Student will correctly label 10 unfamiliar emotions.
- Using short video clips of familiar peers and adults, student will identify what's happening in the clip with attention to basic and subtle emotions.
- Using video clips, student will identify basic emotions of others (e.g. happy, sad, mad) and will justify three reasons why the person may feel that way using ideas relevant to the picture.
- Using video clips, student will identify subtle emotions of others (e.g. skeptical, disappointed, confused) and will justify three reasons why the person may feel that way using ideas relevant to the picture.

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PROVIDE A PROCESS FOR MASTERY

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DETERMINE THE CATEGORIES

Face

Body

Objects

Eyebrows

Eyes

Mouth

Emotion Words

	Afraid		Hyper		Scared
	Angry		Impatient		Shocked (bad)
	Annoyed		Interested		Shocked (good)
	Anxious		Irritated		Shy
	Awkward		Jealous		Silly
	Bored		Lonely		Skeptical
	Calm		Loved		Sneaky
	Confident		Mischievous		Sorry
	Confused		Nervous		Stressed
	Disappointed		Overwhelmed		Surprised (bad)
	Disgusted		Pain		Surprised (good)
	Doubt		Panicked		Suspicious
	Embarrassed		Patient		Tired
	Excited		Peace		Uncomfortable
	Frustrated		Proud		Uninterested
	Guilty		Relaxed		Unloved
	Happy		Sad		Upset
	Hopeful		Sarcastic		Worried

Laminate the visual supports.
Use the visual supports until they are memorized.

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Emotion Words

	Afraid		Hyper		Scared
	Angry		Impatient		Shocked (bad)
	Annoyed		Interested		Shocked (good)
	Anxious		Irritated		Shy
	Awkward		Jealous		Silly
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	Calm		Loved		Sneaky
	Confident		Mischievous		Sorry
	Confused		Nervous		Stressed
	Disappointed		Overwhelmed		Surprised (bad)
	Disgusted		Pain		Surprised (good)
	Doubt		Panicked		Suspicious
	Embarrassed		Patient		Tired
	Excited		Peace		Uncomfortable
	Frustrated		Proud		Uninterested
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	Excluded		Relaxed		Upset
	Exhausted		Remorseful		Worried

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Suspicious
Sarcastic
Proud
Hopeful
Content
Awkward
Bashful

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Google Search: Angry

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FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. Developing specific and meaningful goals
2. **Ensuring focus**
3. Communicating outcomes
4. Assisting learner to move out of comfort zone

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ENSURING FOCUS

- Keep video clips short and manageable (5-180 seconds)
- Use visual supports until categories are mastered
- Create still pictures when needed from the video so it is easier to break down the face, body, and objects when needed

Emotion Words

	Afraid		Hyper		Scared
	Angry		Impatient		Shocked (bad)
	Annoyed		Interested		Shocked (good)
	Anxious		Irritated		Shy
	Awkward		Jealous		Silly
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	Frustrated		Proud		Uninterested
	Guilty		Relaxed		Unloved
	Happy		Sad		Upset
	Hopeful		Sarcastic		Worried

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ENSURING FOCUS

- Provide lots of encouragement (what the student would find encouraging)
- Be supportive (e.g. "We can go back and watch this as many times as you need to")
- Pause the video as much as necessary
- Take as much time as needed, possibility coming back to it next session/week

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Prompt the Process, Not the Answer

PROMPTS FOR INFERENCE SESSIONS

What's happening in the picture/video clip?
Okay, it could be that. Anything else? (2-3 logical things happening)
Okay, it could be that. Anything else? (2-3 logical things happening)

If they don't get it right, then you have to break it down by Face, Body, and Objects:

F = Face
Let's look at their faces. What do you notice about his/her face?

If they do not name an emotion, say:
Let's look at his/her eyebrows. What are his/her eyebrows doing? (up, down, narrowed)
Let's look at his/her eyes. What are his/her eyes doing? (open, closed, looking down, wide open)
Where are his/her eyes looking?
Sometimes they look closed, but sometimes people can be doing this [imitate if needed]
Let's look at his/her mouth. What do you notice about his/her mouth? (wide open, smiling, frowning, grimacing)
So what emotion is he/she feeling? (go through each person individually)

If they name a simplistic emotion (happy, sad, mad, scared):
Yes, it could be that emotion. What else could it be? (2-3 logical emotions)
Yes, it could be that emotion. What else could it be? (2-3 logical emotions)
If they are not able to label the emotion, go back to specific parts of faces (eyebrows, eyes, mouth).

If they name an appropriate emotion, say:
Yes, it could be that emotion. What else could it be? (2-3 logical emotions)

B = Body
Sometimes we get meaning from someone's hand gestures or body position.
Let's look at each person's body.
What do you notice about his/her body? Look at each part of his/her body.
What does that mean? Why are they doing that?

O = Object
Let's look at the objects in the picture. What do you notice about the background and any objects in the picture?
What does that mean?

If they didn't get it right before, go back to the initial question.
What's happening in the picture? Break it down to still pictures from video if needed.
If they can't figure it out, say, you said ____ and _____ and ____. What does that mean?

Okay, it could be that. Anything else? (2-3 logical things happening)
Okay, it could be that. Anything else? (2-3 logical things happening)

Do not ask leading questions such as:
Where do you think they are? – This makes a person focus on what you pointed out and takes away from the process that is required for figuring it out and pulling it all together.

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FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. Developing specific and meaningful goals
2. Ensuring focus
3. **Communicating outcomes**
4. Assisting learner to move out of comfort zone

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COMMUNICATING OUTCOMES

- Communicate expectations ("I'm going to ask you to give me 3 reasons why they might be ___ [*emotion*]")
- Use feedback from the emotion files ("Let's look at other pictures of scared to see if you think they look similar")

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FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

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ASSISTING OUT OF COMFORT ZONE

- Pick an age appropriate and realistic picture card or video clip
- Start using video clips
- Start using more subtle emotions when ready

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Linguisystems Picture Card Sets

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Emotion Words

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	Frustrated		Proud		Uninterested
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	Happy		Sad		Upset
	Hopeful		Sarcastic		Worried

Face **Eyebrows**

Body **Eyes**

Objects **Mouth**

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Where are his/her eyes looking?
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So what emotion is he/she feeling? (go through each person individually)

If they name a simplistic emotion (happy, sad, mad, scared):
Yes, it could be that emotion. What else could it be? (2-3 logical emotions)
Yes, it could be that emotion. What else could it be? (2-3 logical emotions)
If they are not able to label the emotion, go back to specific parts of faces (eyebrows, eyes, mouth).

If they name an appropriate emotion, say:
Yes, it could be that emotion. What else could it be? (2-3 logical emotions)

B = Body
Sometimes we get meaning from someone's hand gestures or body position.
Let's look at each person's body.
What do you notice about his/her body? Look at each part of his/her body.
What does that mean? Why are they doing that?

O = Object
Let's look at the objects in the picture. What do you notice about the background and any objects in the picture?
What does that mean?

If they didn't get it right before, go back to the initial question.
What's happening in the picture? Break it down to still pictures from video if needed.
If they can't figure it out, say, you said ____ and _____ and ____. What does that mean?

Okay, it could be that. Anything else? (2-3 logical things happening)
Okay, it could be that. Anything else? (2-3 logical things happening)

Do not ask leading questions such as:
Where do you think they are? – This makes a person focus on what you pointed out and takes away from the process that is required for figuring it out and pulling it all together.

bridgeway

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Movie Clip: Dolphin Tale, PG

Emotion Words

●	Afraid		Hyper		Scared
	Angry		Impatient	●	Shocked (bad)
	Annoyed		Interested		Shocked (good)
	Anxious		Irritated		Shy
	Awkward		Jealous		Silly
	Bored		Lonely		Skeptical
	Calm		Loved		Sneaky
	Confident		Mischievous		Sorry
	Confused		Nervous		Stressed
	Disappointed		Overwhelmed	●	Surprised (bad)
	Disgusted		Pain		Surprised (good)
	Doubt		Panicked		Suspicious
	Embarrassed		Patient		Tired
	Excited		Peace		Uncomfortable
	Frustrated		Proud		Uninterested
	Guilty		Relaxed		Unloved
	Happy		Sad	●	Upset
	Hopeful		Sarcastic	●	Worried

Eyebrows

Eyes

Mouth

71

Eyebrows

Eyes

Mouth

Emotion Words

	Afraid		Hyper		Scared
	Angry		Impatient		Shocked (bad)
	Annoyed		Interested		Shocked (good)
	Anxious		Irritated		Shy
	Awkward		Jealous		Silly
	Bored		Lonely		Skeptical
	Calm		Loved		Sneaky
	Confident		Mischievous		Sorry
	Confused		Nervous		Stressed
	Disappointed		Overwhelmed		Surprised (bad)
	Disgusted		Pain		Surprised (good)
	Doubt		Panicked		Suspicious
	Embarrassed		Patient		Tired
	Excited		Peace		Uncomfortable
	Frustrated		Proud		Uninterested
	Guilty		Relaxed		Unloved
	Happy		Sad		Upset
	Hopeful		Sarcastic		Worried

Movie Clip: Dolphin Tale, PG

72

VIDEO CLIP: THIS IS US

73

EMBEDDED SKILL: "GIVE ME THREE…"

- Give me three emotions it could be.
- Give me three reasons he/she might be feeling that emotion.

84

CONVERSATION

85

WHAT YOU SEE
+
WHAT YOU HEAR

86

Volkswagen Beetle Commercial
"Top Down Day" in 2013

https://www.youtube.com/watch?v=-5WrilaNLlY

87

Movie Clip: The Pursuit of Happyness, 2006

88

FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. **Developing specific and meaningful goals**
2. Ensuring focus
3. Communicating outcomes
4. Assisting learner to move out of comfort zone

89

DEVELOP SPECIFIC AND MEANINGFUL GOALS

- Student will identify the subject of a conversation (general and specific).
- Student will identify the weight or seriousness of what is being discussed (light, medium, and heavy or joking/serious).
- Student will identify the inferred meaning of the conversation.
- Student will ask reciprocal questions (e.g. how are you, what about you).
- Student will ask questions to start a conversation.
- Student will ask at least two follow up questions on topic.

90

DEVELOP SPECIFIC AND MEANINGFUL GOALS

- Student will tell an informative story using at least 5 sentences.
- Student will tell a story related to a specific emotion with at least 5 sentences.
- Student will make a comment to show interest.
- Student will engage in a balanced conversation using questions, stories and comments in a structured setting.
- Student will engage in a balanced conversation using questions, stories and comments with a peer.

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DEVELOP SPECIFIC AND MEANINGFUL GOALS

- Student will engage in a balanced conversation using questions, stories and comments with medium-sized group (3-5 students).
- Student will label the categories (from Conversation Topics list) that could be related to the current topic.
- Student will say, "Speaking of…" (or "That reminds me of…") when bridging the topic to a new and related topic.
- Student will bridge the topic to a new and related topic within 0-2 seconds.
- There are many options for goals related to the Conversation Framework considering embedded skills (tone, timing, listening) and group placement, size, and other considerations.

92

PROVIDE A PROCESS FOR MASTERY

93

DETERMINE THE CATEGORIES

CONVERSATION TOPICS

- People & Lives
- Books
- School
- Places
- Job
- Sports
- Hobbies & Interests
- Food
- Current Events
- Weather
- News
- Holidays
- Weekend
- Vacations
- TV Shows
- Family & Pets
- Movies
- Where You Are (right now)
- Music
- Who Is With You (right now)
- Electronics
- Weird Things

Q S C

Light

Medium

Heavy

Use the visual supports until the categories are memorized.

Starting Topic

_ People & Lives
_ Books
_ School
_ Places
_ Job
_ Sports
_ Hobbies & Interests
_ Food
_ Current Events
_ Weather
_ News
_ Holidays
_ Weekend
_ Vacations
_ TV Shows
_ Family & Pets
_ Movies
_ Where You Are (right now)
_ Music
_ Who Is With You (right now)
_ Electronics
_ Weird Things

94

WHAT IS THE CONVERSATION FRAMEWORK

- A Step-By-Step Conversation Framework for Teaching Conversational Balance and Fluency

CONVERSATION STEPS

STEP 1: Identify the Topic

Topic _____

Step 2: Ask Questions, Tell Stories, & Make Comments within 0 - 2 Seconds

Q Asking Questions

S Telling Stories

C Making Comments

Step 3: Bridge the Topic

Embedded Skills: Listening, Tone, Timing, Body Language

95

DISCONNECTION

SOCIAL ISOLATION

Roux, A. M., Shattuck, P. T., Rast, J. E., Rava, J. A., & Anderson, K. A. (2015). *National autism indicators report: Transition into young adulthood* (p. 49). Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University.

96

EMPLOYMENT

Roux, A. M., Shattuck, P. T., Rast, J. E., Rava, J. A., & Anderson, K. A. (2015). *National autism indicators report: Transition into young adulthood* (p. 49). Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University.

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STEP 1: IDENTIFY THE TOPIC

CONVERSATION TOPICS

- People & Lives
- School
- Job
- Hobbies & Interests
- Current Events
- News
- Weekend
- TV Shows
- Movies
- Music
- Electronics
- Books
- Places
- Sports
- Food
- Weather
- Holidays
- Vacations
- Family & Pets
- Where You Are (right now)
- Who Is With You (right now)
- Weird Things

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STEP 1: IDENTIFY THE TOPIC

Light

Medium

Heavy

99

STEP 2: BALANCE THE CONVERSATION WITH Q, S, C WITHIN 0-2 SECONDS

.

Q S C

100

STEP 2: BALANCE THE CONVERSATION WITH Q, S, C WITHIN 0-2 SECONDS

Unbalanced

	Asking Questions	Telling Stories	Making Comments
Person 1	-	-	III
Person 2	-	~~IIII~~ II	-
Person 3	-	-	I
Person 4	IIII	I	-

Balanced

	Asking Questions	Telling Stories	Making Comments
Person 1	II	II	III
Person 2	IIII	I	III
Person 3	III	III	III
Person 4	III	II	III

101

Unbalanced

	Asking Questions	Telling Stories	Making Comments
Person 1	-	III	-
Person 2	-	-	I
Person 3	III	IIII	~~IIII~~ I
Person 4	II	-	~~IIII~~ ~~IIII~~
Person 5	IIII	-	-
Person 6	-	-	~~IIII~~ II
Person 7	I	II	III
Person 8	~~IIII~~ IIII	~~IIII~~ III	~~IIII~~ ~~IIII~~

Balanced

	Asking Questions	Telling Stories	Making Comments
Person 1	IIII	I	~~IIII~~ I
Person 2	II	I	IIIII
Person 3	I	II	IIII
Person 4	II	I	~~IIII~~
Person 5	III	I	IIII
Person 6	II	II	~~IIII~~
Person 7	II	0	IIII
Person 8	II	I	IIII

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LABEL YOUR PAPER

Q S C

103

QUESTION STARTERS

- What did you ___?
- What _____?
- Did you ___?
- Have you ___?

QUESTIONS

Who ___?	How ___?
What ___?	Do you ___?
When ___?	Did you ___?
Where ___?	Are you ___?
Why ___?	Is it ___?

STORIES

I _____.

One time _____.

COMMENTS

Cool.	That's fun.
Me too.	I'm sorry to hear that.

104

STEP 3: BRIDGE THE TOPIC

Speaking of…

That reminds me of…

Starting Topic

_ People & Lives	_ Books
_ School	_ Places
_ Job	_ Sports
_ Hobbies & Interests	_ Food
_ Current Events	_ Weather
_ News	_ Holidays
_ Weekend	_ Vacations
_ TV Shows	_ Family & Pets
_ Movies	_ Where You Are (right now)
_ Music	_ Who Is With You (right now)
_ Electronics	_ Weird Things

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FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. Developing specific and meaningful goals
2. **Ensuring focus**
3. Communicating outcomes
4. Assisting learner to move out of comfort zone

106

ENSURING FOCUS

- Use age-appropriate audio clips to replicate a group conversation when needed
- Keep audio clips short and manageable (5-45 seconds)
- Pause the audio clip as much as necessary
- Pause the conversation for check-ins a minimum of every 5 minutes
- Use visual supports until categories are mastered
- Provide lots of encouragement (what the student would find encouraging)
- Be supportive (e.g. "You'll get it")
- Take as much time as needed, possibility coming back to it next session/week

107

INCREASING MOTIVATION

Say:

"Conversation is only asking questions, telling stories, and making comments."

"You have to do one of those three things to be in the conversation."

"I'll help you get good at all of those parts of conversation."

"Being good at all of those parts of conversation will help you be able to talk to anyone anywhere."

"We'll just work on it until you get it."

"I'll teach you how to listen for a pause to jump in."

"We won't move on to the next step until you've mastered the first step."

"Practicing will help you to be more comfortable."

108

Prompt the Process, Not the Answer

109

FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. Developing specific and meaningful goals
2. Ensuring focus
3. **Communicating outcomes**
4. Assisting learner to move out of comfort zone

110

COMMUNICATING OUTCOMES

- Communicate expectations ("I'm going to ask you to give me at least 3 follow up questions that you could ask")
- Track hesitation time beginning at the pause after the leading question, story, or comment
- Communicate progress with student regarding his or her hesitation time
- Listen back to audio recording of helpful parts of the conversation
- Receive peer feedback and support toward goals

111

EXAMPLES OF DATA COLLECTION

Unbalanced

	Asking Questions	Telling Stories	Making Comments
Person 1	-	-	III
Person 2	-	~~IIII~~ II	-
Person 3	-	-	I
Person 4	IIII	I	-

Balanced

	Asking Questions	Telling Stories	Making Comments
Person 1	II	II	III
Person 2	IIII	I	III
Person 3	III	III	III
Person 4	III	II	III

Unbalanced

	Asking Questions	Telling Stories	Making Comments
Person 1	-	III	-
Person 2	-	-	I
Person 3	III	IIII	~~IIII~~ I
Person 4	II	-	~~IIII~~ ~~IIII~~
Person 5	IIII	-	-
Person 6	-	-	~~IIII~~ II
Person 7	I	II	III
Person 8	~~IIII~~ IIII	~~IIII~~ III	~~IIII~~ ~~IIII~~

Balanced

	Asking Questions	Telling Stories	Making Comments
Person 1	IIII	I	~~IIII~~ I
Person 2	II	I	IIIII
Person 3	I	II	IIII
Person 4	II	I	~~IIII~~
Person 5	III	I	IIII
Person 6	II	II	~~IIII~~
Person 7	II	0	IIII
Person 8	II	I	IIII

- This type of data collection can double as immediate feedback and long-term data on specific goals.

Q	S	C

Adapted from *Talk with Me: A Step-By-Step Conversation Framework for Teaching Conversational Balance and Fluency,* Mataya, Apsy, and Shaffer

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FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. Developing specific and meaningful goals
2. Ensuring focus
3. Communicating outcomes
4. **Assisting learner to move out of comfort zone**

113

ASSISTING OUT OF COMFORT ZONE

- Pick an age appropriate conversation to join.
- If student is not ready for a conversation with peers, use audio clips to replicate the pace of a conversation
- Increase goals and time expectations to get closer and closer to the overall 0-2 second goal for step 2 of the Conversation Framework
- Have student ask a question (initiate) in a structured setting
- Have student ask a question in an unfamiliar setting
- Have student stand up while having a conversation
- Have student balance conversation within 0-2 seconds with background noise

114

ASSISTING OUT OF COMFORT ZONE

- Add a new person to the structured conversation setting
- Go from group conversation to 1:1 conversation
- Go to smaller group to larger group (timing can be more difficult)

115

EMBEDDED SKILL: "GIVE ME THREE..."

- Give me three topics from the Conversation Topics list.
- Give me three topics you could talk about with him/her.
- Give me three follow up questions on topic within 0-2 seconds (each).
- Give me three different ways to bridge the topic to a new and related topic.

116

PROBLEM SOLVING

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119

FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. **Developing specific and meaningful goals**
2. Ensuring focus
3. Communicating outcomes
4. Assisting learner to move out of comfort zone

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DEVELOP SPECIFIC AND MEANINGFUL GOALS

- Refer to Checklist of Problem Solving Goals for Individuals with HF-ASD for a fairly comprehensive list of goal-setting ideas

Checklist of Problem Solving Goals for Individuals with HF-ASD
By: Kerry Mataya, M.S.Ed. (2016)

Biological – Self Aware

- ☐ Student will be able to identify his/her own basic feelings and emotions (e.g. happy, sad, mad) with and without a visual support.
- ☐ Student will be able to recognize his/her own biological needs (e.g. need for a hug, need for attention, need for sleep, need for a break).
- ☐ Using a visual support (e.g. 5 point scale, color scale), student will be able to identify his/her own feelings during and after problem situations.
- ☐ Student will be able to recognize his/her own warning signs before stronger emotions emerge (e.g. feelings of frustration before feelings of anger; feelings of embarrassed before anger).
- ☐ Student will be able to identify his/her own subtle feelings and emotions (e.g. embarrassed, lonely, annoyed) with and without a visual support.
- ☐ Student will be able to feel physical features related to emotional responses (e.g. elevated heart beat, stomach pain, stomach in knots, sweating, fidgeting, arms crossed, etc.).
- ☐ Student will be able to differentiate between different internal sensations related to his/her interoceptive sense (e.g. hungry vs. nervous; tired vs. irritable; hungry vs. sick, etc.).

121

PROVIDE A PROCESS FOR MASTERY

There are so many different problem solving skills that can be beneficial. Consider using the Levels of Learning model discussed earlier to promote spontaneous generalization of each skill.

122

DETERMINE THE CATEGORIES

PROBLEM SOLVING

STEP 1

My Problem

Emotion

My Solution

Good

Bad

STEP 2

Other Person's Problem

Emotion

Other Person's Solution

STEP 3

Our Problem

We have different perspectives.

We want different things.

We cannot both have it.

Our Compromise

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Use the visual supports until the categories are memorized.

123

DETERMINE THE CATEGORIES

What Worked

What Didn't Work

What to Do Differently

GROUP WORK EVALUATION

What worked?

_____

Give specific reasons why it worked.

1. _____
2. _____
3. _____

What didn't work?

_____

Give specific reasons why it didn't work.

1. _____
2. _____
3. _____

What should we do differently?

_____

Give specific ways to make each item work.

1. _____ → _____
2. _____ → _____
3. _____ → _____

Ask if others want to try your new idea ("Do you want to try that?")

Yes, they want to try it *OR* No, they want to give another idea

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COMPROMISE

1. **Majority Vote** (Raise your hand if you want to play __)
2. **First ___ Then ____**
3. **Brainstorm** (Let's put 2 ideas together)

Use the visual supports until the categories are memorized.

124

WHAT IS THE PROBLEM SOLVING CHART?

- An evidence based strategy to teach individual problem-solving skills.

125

VARIATIONS OF THE PROBLEM SOLVING CHART

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WHAT IS THE ADVANCED PROBLEM SOLVING CHART?

PROBLEM SOLVING

STEP 1

My Problem

Emotion

My Solution

Good

Bad

STEP 2

Other Person's Problem

Emotion

Other Person's Solution

STEP 3

Our Problem

We have different perspectives.

We want different things.

We cannot both have it.

Our Compromise

bridgeway

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- An evidence based strategy to teach problem-solving skills with consideration for the other person's perspective as well as your own.
- Many students with HF-ASD have difficulty correctly identifying the other person's problem.
- Easy to make many copies for a binder, which can double as a teaching opportunity and data collection.
- Developed and used with hundreds of Bridgeway students since 2014.

127

WHAT IS FLEXIBLE=WILLING TO CHANGE?

FLEXIBLE =
WILLING TO *CHANGE*

- This is one of the easiest ways to help a student discern whether or not he was flexible in a situation.
- This concept lends itself to the following category possibilities:
  - Flexible vs. not flexible
  - Yes (I was flexible) vs. no (I was not flexible)
- This can be tied to external reinforcement, but often becomes internally motivating once the skill is learned.

128

WHAT IS COMPROMISE?

COMPROMISE

1. **Majority Vote** (Raise your hand if you want to play __)
2. **First ___ Then ____**
3. **Brainstorm** (Let's put 2 ideas together)

- Although there are many ways to compromise, this visual support provides three ways to compromise that would be appropriate in preschool and adult problem situations.
- Although rock, paper, and scissors and flipping a coin are also ways to compromise, they are generally not preferred in a professional meeting.
- These categories provide a way to troubleshoot issues when the group cannot agree or the first strategy of majority vote does not work.
- Make sure to teach not to lead a majority vote with only two people. ☺

129

WHAT IS GROUP WORK EVALUATION?

- This has been a necessary tool for Bridgeway clients to successful lead self-reflection.
- It prevents individuals and groups from repeating the same error over and over.
- This process requires the group to stop and evaluate what is working and not working, so they can have a better idea of what needs to be done differently to get a better outcome next time.
- Handwriting is not necessary. The most important thing is the process of thinking and discussing each of the categories.

130

WHAT IS 'I NEED TO/I WANT TO'?

- This is a backwards way to do a "First __ Then __" starting with what the student wants to happen.
- If a student wants to stay in class, that should be written in the box on the bottom (I want to). The behavior or action that is necessary to stay in class should be written in the top box.
- This hasn't been used for a majority of Bridgeway students, but it has been really helpful for some that need specific help with understanding cause and effect.

131

WHAT IS RED-GREEN CHART?

- This is a basic color-coded way to look at the impact that one's thoughts have on the outcome of the situation.
- It is discussed that a negative thought does not lead toward a positive outcome.
- Some students like to think of this as train tracks.
- A student can change tracks at the "thoughts" stage.

- Once this concept has been learned, it can be simplified into red thoughts and green thoughts. Color coded sticky notes work well. The green sticky note can easily cover to replace the red sticky note.

132

VARIATIONS OF RED-GREEN CHART

Bad Action

Good Action

Good Outcome

Bad Outcome

Bad Action

Good Action

Bad Outcome

Good Outcome

My Thoughts Control My Outcome

Thoughts	Feelings	Actions	Outcome

Thoughts	Feelings	Actions	Outcome

Thoughts	Feelings	Actions	Outcome

133

FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. Developing specific and meaningful goals
2. **Ensuring focus**
3. Communicating outcomes
4. Assisting learner to move out of comfort zone

134

ENSURING FOCUS

- Get student "buy-in" on his or her goal
- Decide on one main problem solving goal at a time
- Use visual supports until categories are mastered
- Provide lots of encouragement (what the student would find encouraging)
- Be supportive (e.g. "You'll get it")
- Take as much time as needed, possibility coming back to it next session/week

135

INCREASING MOTIVATION

Steps for getting the student's buy-in to work on something include:

1. Student *has to agree* that what he/she is doing is a problem.
2. Student has to understand *why* it is a problem.
3. Student has to have *opportunities* to practice replacement skills and experience success.

136

Provide Successful Opportunities

137

WHAT IS SCRIPTING?

- Scripting can be an effective way to ensure focus.
- Reinforcement can be tied to any of the phrases.
- Hundreds of Bridgeway students, during and after school, use scripting to increase effectiveness with problem solving and group interaction skills with others.

Oh Well, No Big Deal

I'll try it.

138

WHAT IS SCRIPTING?

- Teambuilding games can provide a great opportunity to practice these concepts.
- At times, it is necessary to teach the hidden categories (try it vs. not try it; no big deal vs. huge deal).
- Use the visual support until the skill has been learned.

Oh Well, No Big Deal

I'll try it.

139

FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. Developing specific and meaningful goals
2. Ensuring focus
3. **Communicating outcomes**
4. Assisting learner to move out of comfort zone

140

COMMUNICATING OUTCOMES

- Communicate expectations ("We'll go back and discuss this afterwards to see how it went")
- Use data collection to track strategies used and effectiveness
- Use picture and video feedback on goals
- Receive peer feedback and support toward goals

141

EXAMPLES OF DATA COLLECTION

Problem-Solving Observation – Pretest

Student Name: Karsten Grade: 5th
Person Completing Form: Laure Guyot Role: Teacher
Directions: Place an "X" in the most appropriate box based on independent use of the strategies.

Date:	Always	Sometimes	Rarely	Never
Seek Help from Adult	X			
Talk It Out and Compromise			X	
Let It Go and Move On			X	
Let It Bother You		X		

Problem-Solving: Effectiveness

Student Name: _____ Grade: _____
Person Completing Form: _____ Role: _____
Directions: Indicate (by circling the appropriate letter) for the first three problem-solving steps whether it was completed with a prompt (P) or independently (I).
Then rate each for effectiveness: excellent (E), good (G), fair (F), or poor (P).
Finally, indicate the duration of Let It Bother You if this strategy was used.

Strategy Used	Data Collection by Date					
Date	1/4/13	1/4/13	1/7/13	/ /	/ /	/ /
Location (list)	playground	hallway	playground			
Seek Help From Adult	P I	P I	P I	P I	P I	P I
Effectiveness	E G F P	E G F P	E G F P	E G F P	E G F P	E G F P
Talk It Out and Compromise	P I	P I	P I	P I	P I	P I
Effectiveness	E G F P	E G F P	E G F P	E G F P	E G F P	E G F P
Let It Go and Move On	P I	P I	P I	P I	P I	P I
Effectiveness	E G F P	E G F P	E G F P	E G F P	E G F P	E G F P
Let It Bother You *Duration in Minutes*	4 min. 15 sec.	2 min.	25 sec.			

Examples from *Successful Problem Solving from High Functioning Students with Autism Spectrum Disorders*, Mataya and Owens

142

VERY DETAILED DATA COLLECTION

PROBLEM SOLVING PRACTICE (BEFORE)

Problem Solving Client – *Aggressive outbursts school; Below average IQ*

Session: 11/29/11
We started questions from the HELP for Language book in category of "What Could You Do..." questions on page 15. You can see before that she was able to answer a basic answer correctly on some, but others she couldn't work to a correct response. I will continue data on this area similar to the last question written below (with detail of my prompts and her responses) so I can track progress. We will go back over these since it took a lot of work to try to get to a correct response.

She worked very hard and kept trying!

What could you do if you wrapped two Christmas girts, but forgot what each present contained before you gave them to your friends?
Student: "I'd look at the warning label"
Kerry: "What is the problem?"
Student: "I'd find out what it contains?"
Kerry: How?
Student: I don't know
Kerry: How could you find out what it contains?
Student: wrapped fragile present.
Kerry: Did it say anything about fragile?
Student: "I could try and remember"
Kerry: what if you can't remember?
Student: I don't know then

What could you do if you need to pound a nail but you have no hammer.

Student: I'd probably use a drill
Kerry: What would you use a drill for?
Student: To screw in the nail
Kerry: Have you seen a nail? Can you screw a nail in or do you need to pound it?
Student: I don't know, this is hard.
Kerry: (Modeling pounding)
Student: Use a screwdriver.
Kerry: Is that going to work?
Student: I don't know, a sledgehammer?

Session: 11/30/11

We used the HELP for Language material again. We are working on problem

PROBLEM SOLVING PRACTICE (AFTER)

Problem Solving Client – *Aggressive outbursts school; Below average IQ*

Session: April 10, 2012

Fantastic attitude today and hard worker. I cannot tell you how proud I am of her answers!

What could you do if you want to make a sandwich, but only have one slice of bread?
Options:
1. Go to the store and get extra slices of bread
2. Get more slices of bread
3. Try to look for more around the house
Prompt: What if you needed to eat the sandwich right then:
4. Cut the bread in half

What could you do if you need to feed your dog, but the dog food bag is empty?
Options:
1. Go to the pet store or grocery store and get some more
2. Try to look in cabinets to see if anymore dog food
Prompt: If your mom had to leave for work and didn't have time to pick up dog
3. Drop by grocery store on way to work
4. Call a pet delivery service
5. Go to neighbor's house and see if can borrow some
Prompt: Is dog food the only kind of food a dog can eat? Just for day could you feed dog something else?
6. Feed dog a dog treat

What would happen if it rained hard all day and the team played a football game that evening?
1. The players might slip
2. They might fall into mud puddles and get wet

What could you do if it rained on one of the nights of summer camp when you were supposed to be outside?
1. Find an indoor pool
2. Find ways to entertain yourself
3. Play card games and indoor games with your friends

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DATA COLLECTION IN SELF MONITORING CHART

NATE'S SELF MONITORING SHEET *REMINDER: Use Rugby or Fidget Box to Calm* Date:_____

Activity	Question	Student Response		Adult Response		Points Earned
English	Did I complain?	Yes	No	Yes	No	
	Did I stay off-task?	Yes	No	Yes	No	
	Was I disrespectful to the adult? (disrespectful tone, ignoring, putting head down)	Yes	No	Yes	No	
	Did I have aggression, property destruction, or threats to others?	Yes	No	Yes	No	
	Was I disrespectful to the adult? (disrespectful tone, ignoring, putting head down)	Yes	No	Yes	No	
	Did I have aggression, property destruction, or threats to others?	Yes	No	Yes	No	
	Did I let a problem go? (If one arose)	Yes	No	Yes	No	

Circle:			PERCENTAGE	DAILY POINTS /48
	48/48 – Extra 20 Points	Let a Problem Go in PE – Extra 5 Pts		
	47/48 – Extra 10 Points	Let a Problem Go in Math or Civics – Extra 10 Pts		
	46/48 – Extra 5 Points	Walk into hallway when asked w/o complaining – Extra 10 Pts	TOTAL POINTS	

REMINDER: Complete sheet in pre-engineering!

NOTES
_____
_____

Activity	Question	Student Response		Adult Response		Points Earned
PE	Did I complain?	Yes	No	Yes	No	
	Did I stay off-task?	Yes	No	Yes	No	
	Was I disrespectful to the adult? (disrespectful tone, ignoring, putting head down)	Yes	No	Yes	No	
	Did I have aggression, property destruction, or threats to others?	Yes	No	Yes	No	
	Did I let a problem go? (If one arose)	Yes	No	Yes	No	

Circle:			PERCENTAGE	DAILY POINTS /48
	48/48 – Extra 20 Points	Let a Problem Go in PE – Extra 5 Pts		
	47/48 – Extra 10 Points	Let a Problem Go in Math or Civics – Extra 10 Pts		
	46/48 – Extra 5 Points	Walk into hallway when asked w/o complaining – Extra 10 Pts	TOTAL POINTS	

REMINDER: Complete sheet in pre-engineering!

Can you tell where he had issues with letting things go?

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FOUR AREAS TO DEVELOP CRITICAL MASS USING DELIBERATE PRACTICE

1. Developing specific and meaningful goals
2. Ensuring focus
3. Communicating outcomes
4. **Assisting learner to move out of comfort zone**

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ASSISTING OUT OF COMFORT ZONE

- Have student initiate a majority vote with peers (raise your hand if)
- Have student lead the discussion on "What worked"

What Worked

What Didn't Work

What to Do Differently

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EMBEDDED SKILL: "GIVE ME THREE…"

- Give me three things that worked.
- Give me three things that didn't work.
- Give me three things that you could do in that situation.
- Give me three things that may be causing the problem.
- Give me three things that might happen.
- Give me three clues that helped you know that.

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THANK YOU!

- You are welcome to use my visual supports for your personal use within your home or school.
- These visual supports are NOT to be used for sale or mass distribution.
- Please be respectful to use the resources for the intended use of helping students with ASD to understand difficult concepts.
- Remember that support is only a support if it is necessary and helpful.

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I'm excited about the changes I plan to make since being in Birmingham last week to learn the Conversation Framework. I hope that'll give me more of a vision of what I can do to reach more of the children and teens I teach. I'm also thinking I might try to start a group for the younger children (under 12), which I haven't done in the past. I decided to scratch the lesson that was planned for my teen group last night and just do a "conversation group" and learn about "questions, stories, and comments." I was dismayed to see that my teens couldn't carry on an on-topic conversation for more than 1½ minutes without becoming silent or making a drastic change in topic.

They were interested in the change I made with the group and seemed excited to work on the new goals (although maybe a bit overwhelmed). One of them even said he couldn't believe that 50 minutes had already passed and we only have 10 minutes left. It's crazy to me that I had been following a curriculum, yet my teens were so unequipped. I look forward to seeing their progress because of what I learned from your group.

– Social Group Leader in Mobile, Alabama

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