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## Promoting Social Competence in Adolescents with Autism Spectrum Disorders

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## Handout Summary

This is an outline of the basic information we will be covering. Actual slides include example photos, materials, etc.

We will include video clips, demonstrations, and examples the day of the presentation.

## Learner Objectives

1. Describe the construct of social competence and how social skills influence this construct.
2. Identify, describe, and implement at least three evidence based strategies to promote social skills in adolescents with ASD.
3. Identify appropriate measures and procedures to evaluate the implementation of these strategies.

## ASD and Social Competence

- 1 in 110 affected by ASD (Center for Disease Control-Prevention, 2009).
- Boys 4-5 times more likely to have Dx than girls
- Core areas impacted: **social, communication & behavior**
- Focus on early diagnosis and intervention
- Similarities for individuals with other DD

## ASD & Social Competence + Adolescence!



- The adolescent years are often difficult to navigate socially for everyone.
- Interactions go from "play" to more social conversations and shared interests.
- Adolescents at risk for co-occurring conditions
- Physical appearance contributes most to self-esteem during adolescence compared with other domains of perceived competence (Harter, 1990). The second domain is social acceptance.



## Social Skills & Social Competence

What's the difference?

Why is this important?

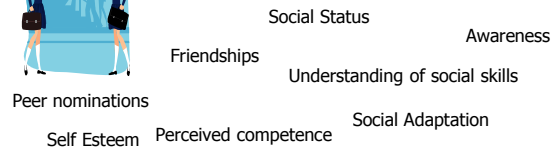
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### Social Competence: What is it?

- Social, emotional, cognitive skills and behaviors that children need for successful social adaptation (Welsh & Bieman)
- Adequacy of a person's social functioning (Gresham, 1998)
- Improvements in social skills likely **result** in higher social competence.

### Social Competence: Who's got it and how do you know?

- Those who other's believe have it.....
- And Probably those who believe they have it....(Perceived social competence)



### Changes in Social Competence



- When social skills result in peer acceptance and positive judgments from important others
- Change in target social behaviors should predict status on important social outcomes such as peer status  
In other words....someone has to notice!!!!

### What Does the Literature Say?

- Social skills studies show *some* effectiveness
  - Difficult to define construct
  - Many different interventions
  - Generalization data is poor

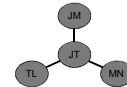
### General Components in Effective Programs

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| • Modeling                          | • Assessment                          |
| • Coaching / Feedback               | • Typically developing peers          |
| • Reinforcement                     | • Generalization component / plan!!!! |
| • Cognitive – Behavioral Strategies | • Individual goals                    |
|                                     | • Evaluation of outcomes              |

Gresham, Sugai, & Horner, 2001

### Social Outcome Data

- Rating Scales (parent, teacher, self report)
- Behavior / Skill Observations
- Sociometrics
- Anecdotal data & Quantitative Change
- Goal achievement data



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### Promoting Generalization....

- Skills taught / practiced in natural settings
- Practice in multiple settings with multiple people
- Inclusion of Trained Peers
- Reinforcement of specific behaviors
- Goal setting and follow up

### Let's Get Busy

Come prepared to play!

We need some volunteers!

### Models and Examples of EBPs

Visual Supports

- Visual schedule, task analysis / task strip, conversation key rings

Video Modeling

- Video self modeling (how to steps, resources, example activity, support)
- Video modeling (introduce skills, movie clips), include in social narrative/talking book on IPAD.

Social Narratives

- Critical elements (social stories, what lit says, adaptations such as visual supports + social narrative, video modeling + social narrative, summary/gabby/power card)

Direct Teaching / Role Playing

- Facilitator modeled/demo/, peer modeling, participant-peer practice

Peer Mediated Social Skills

- Ratio (peers 2-1 if possible, at least 1-1), training (setting the stage with bids, pausing, reinforcement of skills, feedback from peers, social status, set up for successful practice)

Coaching/Feedback/Reinforcement

- Specific praise/feedback, token economy/lotto ticket system/reinforcement program, self evaluation

Cognitive / Behavioral Approaches

- Self monitoring, positive self talk/journaling, empowerment, self esteem

### Visual Supports

- Visual Schedule
- Task Analysis
- Conversation Key Rings
- Scrapbooks / Organizational Reference

### Social Narratives

- Critical elements, adaptations such as visual supports + social narrative, video modeling + social narrative, summary/gabby/power card)


### Social Narrative



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### Conversation Key Rings

• What are you going to have the stylist do to your hair?  
 “What kind of jewelry are you going to make?”  
 “What is your favorite TV show?”  
 “What do you like to do after school?”  
 “I like their hair or that it “looks cute” today.”  
 “What colors do you think you look best in?”  
 “What do you like to do on the weekends?”



### More Visual Supports for Conversation

#### Question Flower

- Add picture here.....
- Action Idea:
  - Steps / verbiage on support
  - Tool to promote behavior (move pedals)

#### Mobile “Conversation Key Ring”

- Picture here...or link to “notes” pages.....IPOD/PHONE
- Action Idea:
  - Text/email support/reminder
  - Notes app
  - Picture of support / ideas

### Video Modeling / Video Self Modeling

- Who it works for
- What it is
- Examples
  - VM tips / examples
  - VSM tips / examples

### VSM: Steps / Tips DRAFT....

- Select behavior to IMPROVE
- Identify steps / tasks person needs to complete to successfully engage in behavior
- Make video of person doing it CORRECTLY!!!
- Consider an “intro” to the film
- Take the footage (natural, practiced, coached)
- Edit together clips and/or edit out coaching
- Person watches video daily....also before engaging in activity.
- EXAMPLES.....

### Direct Teaching / Role Play

**Example Lessons: Targeted Conversation Skills**

- Specific Skills Taught (4-5 sessions per skill):
  - Personal Information / Activity Related Information
  - Giving and Receiving Compliments
  - Asking Questions
- Other targets
  - Conversation starters / initiations
  - Nonverbal behaviors
  - Reciprocity

### Peer Mediated Social Skills

- Ratio (peers 2-1 if possible, at least 1-1)
- Training (setting the stage with bids, pausing, reinforcement of skills, feedback from peers, social status, set up for successful practice)
- Strategies to promote interaction and skill practice

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## Coaching/Feedback/Reinforcement

- Specific praise/feedback in vivo
- Token economy
- Lotto ticket system/reinforcement program
- Self evaluation

\*\*\*\*Examples (GNO bucks/store, demo in presentation/drawing, coaching demo/video)

## The Big Ah Ha!

- Generalizability...of skills, people, environments...etc.
- Teaching in multiple contexts and environments (Stokes and Bahr –sp???, 197???)

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