

Welcome to Special Learning's Webcast Training Series July 26, 2012



Topic: Transition Survival 103:
Advanced Social Skills for Adolescent
and Adults - Part 2

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Special Learning



Professional Training Series



Transition Survival 103:

Advanced Social Skills for Adolescent and Adults - Part 2

Presented by: Michele LaMarche, BCBA and Christine Austin, BCaBA





Speaker Bios

Christine Austin is the Director of Clinical Operations at Step By Step Academy, a position she has held since 2009, where she previously served as Training and Behavior Plan Supervisor, Outreach and Training Coordinator, Program Supervisor/Outreach Support Technician and Behavior Technician.

Christine regularly publishes and presents at professional conferences on the topic of autism and behavioral support. Her areas of expertise include ABA, training, individual education plans (IEPs), treatment planning and behavior modification and behavior management. She has a Master's of Science in Applied Behavior Analysis from The Sage Colleges. A Board Certified Assistant Behavior Analyst (BCaBA), Christine trained in Applied Behavior Analysis with the University of North Texas and is certified in Crisis Prevention.

Michele LaMarche is a BCBA and co-founder of Special Learning, Inc. She is also the founder and Executive Director of Step By Step Academy (SBSA), a highly-regarded center-based non profit Autism treatment facility in Columbus, Ohio. Since its formation almost ten years ago, SBSA has touched the lives of over one thousand students through rigorous application of Applied Behavior Analysis (ABA) treatments, resulting in exceptional outcomes.

Michele, with over fifteen years of professional experience in the field of ABA, uses her knowledge of behavioral treatment to produce ground breaking, effective, empirically validated curricula, a critical factor in successfully mainstreaming hundreds of students with ASD. With her credentials and work through Special Learning and SBSA, she has changed the lives of countless individuals and families affected by ASD.





Objectives

- Identify a minimum of 25 must-have social skills for an adolescent and/or adult with autism and Asperger Syndrome
- Create and prioritize a social skills treatment plan for their student
- Learn several teaching strategies for use with the student

Begin Code: cam19012s





Thank you

.....to **Gabriel Valley** for the assistance with the presentation!!

- Gabriel Valley is an executive assistant at Step by Step Academy, where he previously served as a Behavior Technician. Additionally, he is an Independent Provider for the Ohio Department of Jobs and Family Services. He has published and presented at conferences on the topic of “Treating Food Refusal and Selectivity in Children With Autism Spectrum Disorder.” Gabriel holds a BA in Interdepartmental Studies, Social Work from Wittenberg University. He is a certified trainer in Nonviolent Crisis Prevention and Intervention, a Certified Staff Trainer and has obtained advanced certification in Applied Physical Training.





Characteristics of Autism and Asperger's

➤ *Autism*

- Qualitative impairment in social interaction
- Qualitative impairment in communication
- Restricted, repetitive, and stereotyped patterns of behavior, interests, and activities

➤ *Asperger Syndrome*

- Qualitative impairment in social interaction
- Restricted, repetitive, and stereotyped patterns of behavior, interests, and activities





Theories

- Individuals with ASD lack the ability to integrate multiple linguistic, social and emotional messages in social situations (Frith, 1989)
- “Mindblindness” – individuals with ASD lack “theory of mind” – ability to understand thoughts and feelings of others (Baron-Cohen, 1995)
- Individuals with ASD have the inability to perceive and understand expressions (Hobson, 1996)





Areas to Target

- Perspective-Taking and Empathy
 - How one's behavior impacts others
- Non-verbal Communication
 - Reading and expressing interests and disinterests, providing a welcoming attitude and sincere emotional expression
- Conversation Skills
 - Ability to initiate, respond to, and manage a conversation
- Frustration/Anger and Anxiety
 - Managing negative behaviors





Assess the Individual's Strengths

➤ Adaptive

- Verbal Skills
- Receptive Language/Comprehension
- Visual-spatial Skills
- Reasoning
- Written Expression
- Organizing Ideas
- Connecting Ideas

➤ Behavioral/Emotional Challenges

- Attention and Concentration
- Impulse Control
- Frustration Control
- Acceptance of Authority
- Anxiety Issues
- Depression Issues

➤ Sensory Challenges

- Noise
- Light
- Smells
- Taste
- Touch

➤ Motor Challenges

- Fine Motor Limitations
- Gross Motor Limitations

➤ Social Challenges

- What do I do too much of?
- What do I do too little of?





Social Skills Areas

- Body Language
- Dealing with Frustration/Anger
- Dealing with Anxiety
- Conversation Skills
- Creating and Maintaining Friendships
- Dating
- Employment Skills
- Dealing with Emergencies





How to Teach Social Skills

- Discrete Trial Teaching
- Incidental Teaching
- Natural Environment Teaching
- Social Skill Picture Stories
- Cognitive Picture Rehearsal
- Social Stories
- Structured Learning





Discrete Trial Teaching

- Four components: discriminative stimulus, prompt, response, reinforcer

$$S^D \rightarrow R \leftarrow R^+$$

- Highly-structured and multiple presentations of the cues delivered
- May be required for teaching pre-requisite skills for social skill training
- Does not typically foster spontaneous social interaction





Natural Environment Teaching

- Form of teaching that involves *planned* use of behavior change procedures within an individual's natural environment
 - Home
 - School
 - Work
 - Friend's house
 - Day placement
- Everyday objects, routines, and situations are used to present teaching trials
- Promotes generalization and learning is ongoing





NET

- Learning is based primarily on the learner's motivating operation (MO) in the moment
- The instructor *follows* the learner to a preferred activity OR the instructor *contrives* a learning opportunity within the natural space (e.g., living room, McDonald's, etc.) with a learning activity
- Uses errorless learning procedures, intersperse discrete trials, both mastered and acquisition targets, from multiple programs
- Try to relate the targets to the activity (e.g., ask the child to identify the color of the shirt he is putting on)
- Promotes generalization and learning is ongoing





The Need for Contrived Sitings

- Because NET is done in the natural environment there may be less opportunity for a particular skill to be taught
- In addition, there may be less opportunity for repetition of a target skill
 - Therefore, instructors must *CONTRIVE* sitings to make NET an effective teaching method





Incidental Teaching

- Form of teaching that involves *unintentional* or *unplanned* use of behavior change procedures within an individual's natural environment
- Social teaching is imbedded in everyday routines to amplify the social environment for the learner to pick up on cues, rules, other's feelings and perceptions
- Errorless teaching, use of visual aids, describing the situation, and other prompting strategies
- When situations arise, the instructor will prompt the learner





Social Skill Picture Stories

- Mini-books that depict individuals demonstrating various social skills
- Comic books/cartoon strips
 - Combines the action with word bubbles (speaking or thinking)
 - Demonstrates the correct and incorrect way to behave
- Set up the book by:
 - The target skill
 - Task analysis of the skill
 - Target perceptions, thoughts, and/or feelings of each individual





Cognitive Picture Rehearsal

- Individual pictures of social situation depicting antecedents to a problem situation, the socially appropriate behavior, reinforcement for an appropriate response
 - The individual practices putting the sequence in order
 - The individual practices letting the story of the situation
- Aides in taking perspectives
- Can be used for priming

Used for specific problem behavior, not just teaching general prosocial responses

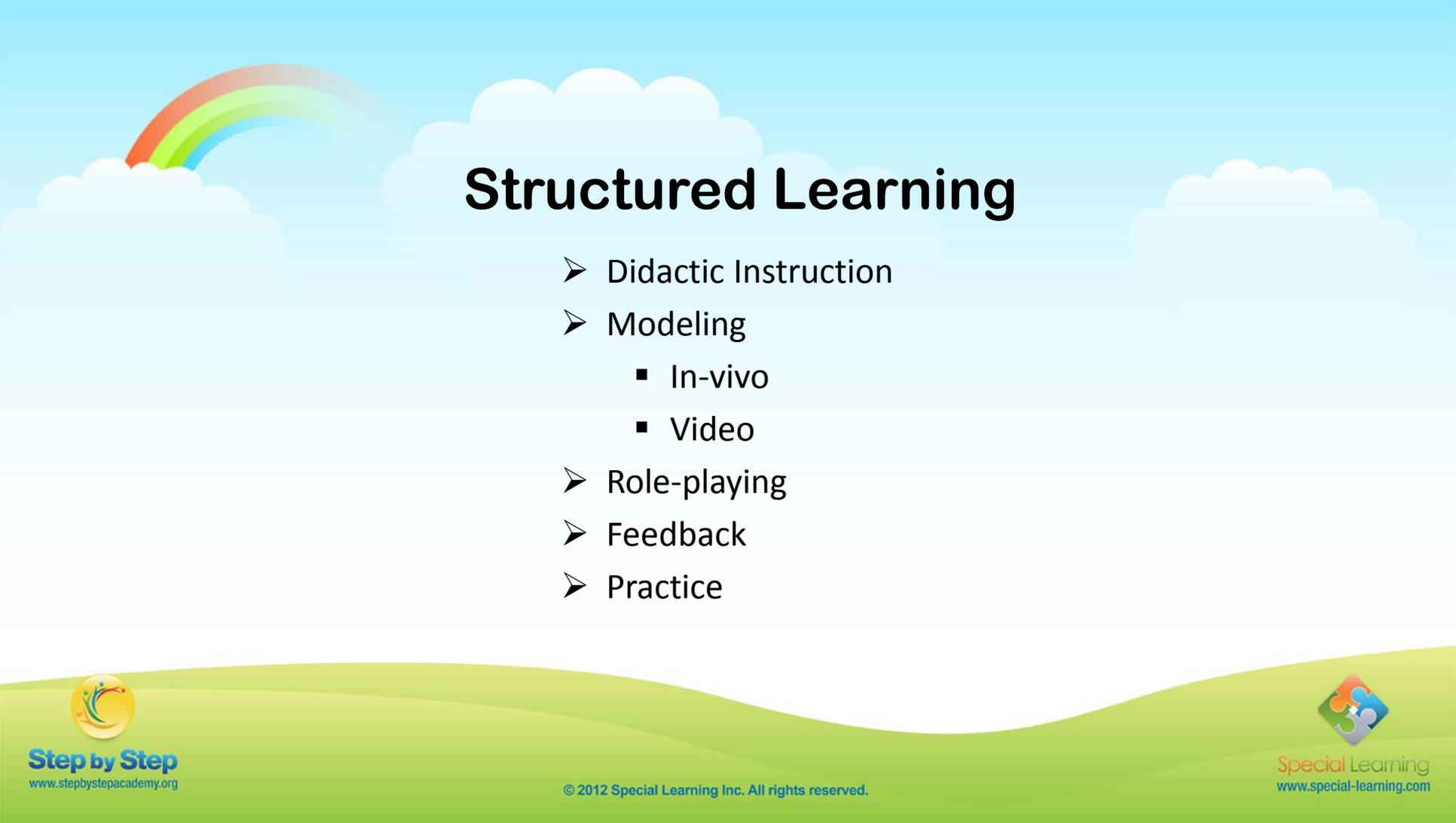




Social Stories

- Structure of the Social Story
 - Descriptive sentences: identify the relevant factors in a social situation, truthful and observable
 - Perspective sentences: describe the internal state of other people (knowledge, thoughts, feelings, motivation)
 - ❖ Aides in teaching perception
 - Directive sentences: presents the socially appropriate response in positive terms
 - Affirmative sentences: enhances the meaning of statements, may express a commonly shared value or opinion or stress the important points.
 - ❖ “It is important to complete homework in time to avoid a failing grade.”
 - Control sentences: identifies the strategies the individual will use to apply information
 - Cooperative sentences: describe what other individuals will do to aid the individual
- Written in first person
- Aides in taking perspectives
- Can be used for priming





Structured Learning

- Didactic Instruction
- Modeling
 - In-vivo
 - Video
- Role-playing
- Feedback
- Practice





Supports to Promote Learning

- Visual Supports
 - Exposed
 - Hidden
- Motivator
- Peer Mediation
- Video taping
- Recorders





How to Prepare for a Teaching Session

1. Build rapport with the individual
2. Establish rules and the purpose
3. Identify rewards and interested
4. State behavioral contingencies
5. Remind the learner that you are here to help (non-judgement)
6. Collect materials
 - Visual cues
 - Scoring sheets for practice and feedback
7. Determine teaching method
8. Provide list of the targeted social skills

Start teaching as early as possible!





Social Skills to Foster Appropriate Self-Regulation and Relationship Skills

➤ Skills Sets

- Prerequisite
- Beginner
- Advanced

➤ Social Contexts

- Friends
- Family
- Work/School

❖ *Social norms are different within different social contexts!*





Informal vs. Formal Social Skills

- There are different ways to interact with different individuals, depending on the nature of the relationship that exists between two people
- It is important to discuss a distinction between how the learner will use different skills, depending on how he/she knows the people he/she will interact with
 - More formal behavior should be reserved for people the learner does not know well, such as employers, group leaders, or teachers
 - More informal behavior should be reserved for people the learner knows well, such as close family members or good friends
- Discuss with the learner the nuances behind how to approach people you know formally versus those you know well
 - Greeting someone at work versus greeting a best friend
 - Asking permission of a friend's parents versus whether permission needs to be asked at all
 - Formal listening behavior versus listening behavior the learner would use with a friend or sibling
 - Deciding what to do when working with a figure of authority, versus when the learner is spending time with family or friends
 - Deciding whether or not telling jokes is appropriate in the moment, based on who the learner's audience may be





Communication Skills Review from Part 1

Prerequisite Skills:

- Making Eye Contact
- Appropriate Facial Expression
- Appropriate Voice Volume
- Appropriate Vocal Tone
- Appropriate Timing

Beginner Skills:

- Maintaining Appropriate Physical Distance from Others
- Listening
- Greetings
- Turn-Taking During Conversation
- Starting a Conversation
- Ending a Conversation
- Knowing How Long to Talk
- Saying “Thank You”
- Making an Introduction
- Introducing Others
- Being Introduced

Advanced Skills:

- Asking a Question
- Asking for Help
- Joining a Conversation
- How and When to Interrupt
- Saying “I Don’t Know”
- Offering Assistance
- Giving Instructions
- Following Instructions
- Giving a Compliment
- Apologizing
- Convincing Others
- Giving a Suggestion
- Receiving a Suggestion

Advanced Skills continued:

- Asking Someone to Join You in an Activity
- Joining Others in a Leisure Activity
- Compromising When Spending Time with Someone Else
- Sharing
- Ending a Leisure Activity
- Maintaining a Conversation
- Discussing Something New
- Talking Briefly So Others Will Listen
- Sensitive Subjects
- Having a Conversation





Self-Regulation Skills

- Regulation of one's own behavior
 - Planned behavior
 - Made of many different behaviors
 - Essential skill for independence
-
- Without this skill, it can hinder someone's academic, social and community participation





Interaction Readiness Prerequisite

- The learner demonstrates appropriate listening behavior when spoken to
- The learner demonstrates an appropriate facial expression
- The learner utilizes an appropriate vocal tone
- The learner uses polite and/or appropriate word choice when speaking with someone else
- Social rules:
 - Look at the person.
 - Use a friendly face.
 - Use a calm voice.
 - Use nice words.





Interaction Readiness

- Context to practice:
 - The learner's co-worker has brought in lunch for the office, but the learner would rather eat the lunch she packed
 - The learner's little brother keeps standing in front of the television while the learner is trying to watch a favorite show, and the learner wants her brother to move
 - The learner is at the pool during the summer, and someone splashes him





Appropriate Waiting Prerequisite

- The learner readily demonstrates appropriate behavior (i.e., does not attempt to leave, does not engage in disruptive behavior, etc.) in anticipation of the delivery of a desired item, activity, or of another person's attention or response, in at least 80% of opportunities
- The learner readily responds appropriately to a variety of language cues which indicate he/she must wait
 - "In a little bit"
 - "In awhile"
 - "Not right now"
 - "Hang on"
 - "Sit tight"
- Social rules:
 - Stay still, quiet, and calm.
 - Think: "It's hard to wait but I can do it."
 - Make a waiting plan.
 - Do it.





Appropriate Waiting

- Context to practice:
 - The learner is working on an in-class assignment and has a question, but the teacher is helping someone else
 - Dad is grilling burgers on the grill, and the learner is feeling very hungry
 - Someone is in the bathroom when the learner needs to use it





Adjusting to Change Prerequisite

- The learner readily demonstrates appropriate behavior (i.e., does not engage in disruptive behavior, does not attempt to leave, etc.) in scenarios during which he/she experiences an unexpected change, in at least 80% of opportunities

- Social rules:
 - Stop.
 - Take a deep breath.
 - Let it go.
 - Think: “What is happening here?”
 - Make a plan.
 - Remember:
 - There is more than one right way.
 - There is always another way.





Adjusting to Change

- Context to practice:
 - The learner walks into class and a substitute teacher is sitting at his usual teacher's desk
 - The learner and a colleague are working on a presentation together, and the learner's colleague wants to present the information in a different order than the learner does
 - The learner and her friend want to go to the mall to go shopping, but by the time they get there, the mall is closed
- May want to incorporate practicing the skill of compromising





Attends to Own Behavior

Beginner

- The learner readily discriminates between scenarios where he/she should attend to what others are doing and where he/she should not
- The learner readily avoids telling others what to do when he/she is not in a position to do so
- Social rules:
 - Stop.
 - Take a deep breath.
 - Let it go.
 - Think: “What is happening here?”
 - Make a plan.
 - Remember:
 - There is more than one right way.
 - There is always another way.





Attends to Own Behavior

- Context to practice:
 - A coworker is wearing flip-flops in the office building when the company dress code specifically prohibits them
 - A classmate is whispering while the learner is trying to take notes
 - A friend is performing dangerous skateboard tricks without wearing a helmet
- Discuss emergency situations vs. non-emergencies





Reading Body Language – Beginner

- The learner readily look to another's face, gestures, or other bodily cues during interactions
- The learner readily identifies changes in another's face, gestures, or other bodily cues
- The learner demonstrates the ability to explain changes in another's facial expression, gestures, or other bodily cues
- The learner provides an appropriate response to changes he/she observes in another's face, gestures, or other bodily cues
- Social rules:
 - Look for clues:
 - The face
 - Gestures
 - What the body does
 - Recognize the clue.
 - Understand the clue.
 - Respond to the clue.





Reading Body Language

- Context to practice:
 - Exchanging greetings
 - The learner is talking to someone and the individual looks bored
 - The learner is saying something to his dad, but Dad is having trouble hearing the learner
- Practice a range of scenarios





Understanding Feelings

Beginner

- The learner readily identifies bodily cues that occur when experiencing different emotions or feelings (i.e., blushing, the feeling of butterflies in the stomach, tightness in muscles, sweating, etc.)
- The learner demonstrates the ability to decide what occurred to cause him/her to feel the way he/she does
- The learner readily assigns a name to the way he/she feels
- Social rules:
 - Tune in to what is going on in your body that helps you know what you are feeling.
 - Decide what happened to make you feel that way.
 - Decide what you could call the feeling.





Understanding Feelings

- Context to practice:
 - The learner is preparing for a first day at a new job
 - The learner's little sister accuses him of breaking her iPod
 - The learner is wearing a new shirt and a peer she has a crush on tells her she looks nice
- Teach multiple exemplars:
 - Fear
 - Confusion
 - Anger
 - Embarrassment
 - Sorrow
 - Sympathy
- Visual cues, such as a feelings thermometer, may help the learner gauge ranges in emotions with more success





Expressing Feelings – Beginner

- The learner readily identifies bodily cues that occur when experiencing different emotions or feelings
- The learner demonstrates the ability to decide what occurred to cause him/her to feel the way he/she does
- The learner readily assigns a name to the way he/she feels
- The learner identifies different ways to express his/her feelings and choose one that is appropriate
- The learner appropriately expresses his/her feelings or emotions
- Social rules:
 - Tune in to what is going on in your body.
 - Decide what happened to make you feel that way.
 - Decide what you are feeling.
 - Think about the different ways to express your feeling and pick one.
 - Express your feeling.





Expressing Feelings

- Context to practice:
 - The learner has a big exam coming up, and doesn't feel prepared
 - The learner is upset when his mother scolds him for not completing chores in front of his friends
 - The learner's coworker has just been promoted
- Teach multiple exemplars:
 - Fear
 - Confusion
 - Anger
 - Embarrassment
 - Sorrow
 - Sympathy
- Visual cues, such as a feelings thermometer, may help the learner gauge ranges in emotions with more success





Using Self-Control – Beginner

- The learner readily identifies bodily cues that occur when experiencing different emotions or feelings (i.e., blushing, the feeling of butterflies in the stomach, tightness in muscles, sweating, etc.)
- The learner demonstrates the ability to decide what occurred to cause him/her to feel the way he/she does
- The learner identifies different ways he/she might regulate his/her behavior in the moment
- The learner chooses an appropriate response and engages in appropriate corresponding behavior
- Social rules:
 - Tune in to what is going on in your body that helps you know you are getting upset.
 - Decide what happened to make you feel this way.
 - Think about ways in which you might respond.
 - Choose the best way to respond, and do it.





Using Self-Control

- Context to practice:
 - The learner's friend uses her computer without asking
 - The learner makes a request of his boss, and his boss says no
 - The learner's teacher reprimands the learner for disrupting class, when it was actually one of the learner's peers



Dealing with Anger

Beginner

- The learner readily prevents himself/herself from engaging in problem behavior when angry
 - Aggression toward self, others, or objects
 - Eloping from environment
- The learner engages in de-escalation behavior (i.e., taking a deep breath and releasing it, squeezing his/her hands together, massaging palms of hands with thumbs, etc.) to assist himself/herself in regulating his/her behavior
- The learner identifies what has occurred to cause him/her to become angry
- The learner identifies options he/she has to address his/her anger
- The learner chooses an appropriate response and engages in appropriate corresponding behavior

- Social rules:
 - Stop.
 - Take a deep breath.
 - Let it go.
 - Think: “What is happening here?”
 - Make a plan:
 - Wait it out.
 - Talk it out.
 - Walk it out.
 - Apologize if necessary.
 - Do it.





Dealing with Anger

- Context to practice:
 - The learner's mother says she cannot go to the movies with friends because her chores are not done
 - The learner's coworker spills coffee on his computer
 - A friend of the learner's borrows a book from her and accidentally loses it

- Identify common triggers of anger and appropriate ways to address it in context
 - Journal about anger as a good outlet as well as a way to better identify what evokes feelings of anger

- Identify degrees of anger that are commonly experienced
 - Annoyed
 - Frustrated
 - Angry
 - Furious
 - Enraged





Problem Solving – Beginner

- The learner readily prevents himself/herself from engaging in problem behavior (i.e., demonstrating aggression toward self, others, or objects, running away from situation, etc.) when presented with a potential problem
- The learner readily identifies what has caused the problem he/she is facing
- The learner readily identifies possible solutions to the problem at hand, as well as consequences which could follow
- The learner identifies an appropriate solution to solve his/her problem, and engages in an appropriate response

- Social rules:
 - Keep calm. Tell yourself, “I can solve this problem if I stay calm.”
 - Decide what the problem is.
 - Are you frustrated because you could not do something you wanted?
 - Are you upset because someone did something to you?
 - Brainstorm. Think about possible solutions.
 - Think about the consequences. What will happen if you try different solutions?
 - Pick the best solution.





Problem Solving

- Context to practice:
 - The learner and a friend are trying to play a board game, and the game is missing a critical component
 - The learner is working on something for work, and has made a mistake
 - The learner's mom says she cannot drive her to a friend's, because she is waiting for someone to come to the house to repair the air conditioner
- Compromising, understanding feelings, and using self-control could also be addressed within the same learning opportunity





Expressing Affection – Beginner

- The learner readily identifies whether he/she experiences positive feelings about another person
- The learner readily identifies whether the other person would like to know about his/her feelings
- The learner identifies appropriate ways to share his/her feelings
- The learner identifies an appropriate time and place to express his/her feelings
- The learner expresses his/her feelings in an appropriate way
- Social rules:
 - Decide if you have good feelings about the other person.
 - Decide if the other person would like to know about your feelings.
 - Choose the best way to express your feelings.
 - Choose the best time and place to express your feelings.
 - Express your feelings in a friendly way.





Expressing Affection

- Context to practice:
 - The learner wants to tell his best friend how much he likes hanging out together
 - The learner is interested in asking a boy she likes out for coffee sometime
 - The learner has a favorite teacher, and wishes to tell the teacher how much she likes having her for class





Trying When Work is Hard – Beginner

- The learner readily makes an attempt to complete the task presented
- The learner requests for assistance in completing the task if he/she does not know how to complete it or he/she has difficulty with a portion of the task
- The learner requests for a break while attempting the task
- The learner returns to the task and readily engage in it, either following someone else's assistance and/or after completing a short break
- Social rules:
 - Try to do some of the work.
 - Ask for help if you do not know how to do it, or if you think some of it is too difficult to do by yourself.
 - Ask for a short break.
 - Try the work again.





Trying When Work is Hard

- Context to practice:
 - The learner is working on math homework after school, and finds the work challenging
 - The learner needs to complete a lengthy and detailed report for her boss, and generally does not prefer writing tasks
 - The learner is getting ready in the morning and is having difficulty tying his tie





Making Mistakes – Beginner

- The learner readily prevents himself/herself from engaging in problem behavior (i.e., demonstrating aggression toward self, others, or objects, running away from situation, etc.) after making a mistake
- The learner readily identifies options he/she has in addressing his/her mistake
 - Trying again until he/she is successful
 - Asking for help
 - Apologizing if his/her mistake upsets someone else
- The learner engages in an appropriate response to correct his/her mistake
- Social rules:
 - Take a deep breath.
 - Keep calm.
 - Think, “I made a mistake, and it’s okay to make a mistake. Mistakes help us to learn.”
 - Think about what you can do to learn from your mistake:
 - Try again until you get it right.
 - Ask someone for help.
 - Apologize if your mistake upsets someone else.
 - Pick your best choice and do it.





Making Mistakes

- Context to practice:
 - The learner spills milk on the counter while pouring himself a bowl of cereal
 - The learner asks to borrow a pencil from a classmate and accidentally breaks it
 - The learner calls a new coworker by the wrong name
- Utilizing the skill of apologizing could also be ideal to practice with this skill





Deciding on Something to Do

Beginner

- The learner readily identifies when he/she is feeling disinterested in or displeased with what he/she is currently doing
- The learner identifies activities he/she has previously enjoyed
- The learner identifies which activities would be appropriate for him/her to engage in within the moment
- The learner engages in his/her chosen activity
- Social rules:
 - Decide whether you are feeling bored or dissatisfied with what you are doing.
 - Think of things you have enjoyed doing in the past.
 - Decide which one you might be able to do now.
 - Start the activity.





Deciding on Something to Do

- Context to practice:
 - The learner has just gotten home from school and wants to find something to do before starting homework
 - The learner is hanging out at a friend's house and she and her friend have just finished watching a movie
 - The learner is not scheduled to work that day and wants to do something to relax on his day off
- Important to discuss with the learner the difference between tasks he/she doesn't prefer but which must be completed and those he/she can more freely decide to complete – some tasks that are given as part of a job may be ones that are mandatory for the learner to complete, even if he/she wouldn't choose to do so during leisure time, and it would not be appropriate for the learner to discontinue with the task because he/she is bored.





Rewarding Yourself – Beginner

- The learner identifies when he/she has engaged in some behavior that should be rewarded
- The learner identifies what he/she could say to himself/herself to reward himself/herself
- The learner identifies what he/she could do to reward himself/herself
- The learner engages in corresponding behavior to reward himself/herself
- Social rules:
 - Decide if you have done something that deserves a reward.
 - Decide what you could say to reward yourself.
 - Decide what you could do to reward yourself.
 - Reward yourself.





Rewarding Yourself

- Context to practice:
 - The learner studied diligently for an exam and did well
 - The learner has been following a diet plan to lose weight, and has found he's reached his goal
 - The learner delivered a presentation for work that she'd put a lot of time into, and it was well-received by her colleagues





Reading Another Person's Feelings Advanced

- The learner attends toward the other person
- The learner looks for non-verbal cues the other person's body language may be communicating
- The learner demonstrates appropriate listening behavior
- The learner identifies the feeling the other person is communicating
- The learner identifies ways in which he/she can demonstrate his/her understanding of the other person's feelings
- The learner engages in corresponding behavior to show he/she understands what the other person is feeling
- Social rules:
 - Watch the other person.
 - Look for clues in the other person's body language.
 - Listen to what the other person is saying.
 - Identify the feeling the other person is sharing.
 - Think about ways to show you understand what he/she is feeling.
 - Decide on the best way to respond to the feeling and do it.





Reading Another Person's Feelings

- Context to practice:
 - A friend of the learner's returns to school after being absent for a few days, and tells the learner his grandmother passed away
 - The learner's mother tells her that she got a new job
 - A colleague of the learner's tells the learner how frustrated she is with something going on at work





Dealing with Someone Else's Anger Advanced

- The learner engages in appropriate listening behavior
- The learner engages in behavior which shows the other person he/she understands his/her anger
 - Asks questions to receive explanations of things that are said which he/she does not understand
 - Restates things that are said to himself/herself
- The learner identifies ways in which he/she can respond to the other person's anger
 - Listening
 - Being empathetic
 - Engaging in behavior to correct the problem
 - Ignoring the other person's anger
 - Being assertive
- Does the learner engage in corresponding behavior to respond appropriately to the other person's anger?
- Social rules:
 - Listen to the person who is angry.
 - Try to understand what the angry person is saying and feeling.
 - Decide if you can say or do something to deal with the situation.
 - If you can, deal with the other person's anger.





Dealing with Someone Else's Anger

- Context to practice:
 - The learner is reprimanded by his teacher for behaving in a disruptive manner during class
 - The learner's roommate is upset with him for failing to clean up the kitchen after he has cooked dinner for himself
 - The learner finishes her portion of a project for work and submits it to her colleague, who in turn is displeased by what the learner has submitted





Dealing with Embarrassment Advanced

- The learner readily identifies bodily cues that occur when experiencing feelings of embarrassment
 - Flushing of the face
 - Sweating
 - The feeling of butterflies in the stomach and/or clenching of the stomach
- The learner identifies what has happened to make him/her feel embarrassed
- The learner identifies ways in which he/she can feel less embarrassed
- The learner engages in corresponding behavior to respond appropriately to feeling embarrassed
- Social rules:
 - Decide if you are feeling embarrassed.
 - Decide what happened to make you feel embarrassed.
 - Decide on what will help you feel less embarrassed and do it.





Dealing with Embarrassment

- Context to practice:
 - The learner's mom sees her kissing her boyfriend good-bye
 - The learner's younger brother overhears him talking to a friend about something private and repeats it at the dinner table
 - The learner's boss calls him the wrong name during a large, important staff meeting





Dealing with Fear – Advanced

- The learner readily identifies when he/she is feeling afraid
- The learner identifies which variables in his/her situation make him/her feel afraid
- The learner identifies if his/her fear is appropriate, given the context of his/her situation
- The learner identifies ways in which he/she can feel less afraid
- The learner engages in corresponding behavior to respond appropriately to his/her fear
- Social rules:
 - Decide if you are feeling afraid.
 - Think about what you might be afraid of.
 - Figure out if the fear is realistic.
 - Take steps to reduce your fear.





Dealing with Fear

- Context to practice:
 - The learner drops his laptop while at work and cracks the screen, and needs to tell someone about it
 - The learner is at a friend's house, and her friend's parents are not home when a large thunderstorm moves into the area
 - One of the learner's classmates threatens to beat him up after school





Modesty – Advanced

- The learner readily demonstrates an understanding of the concept of modesty
- The learner identifies advantages of behaving modestly
- The learner identifies both scenarios which call for modest behavior as well as examples of modest behavior
- The learner engages in behavior to demonstrate modesty when presented with such scenarios
- Social rules:
 - Modesty means that you present your abilities as “good”, but not great. It means that you do not brag about your talents or accomplishments in front of others.
 - Think about the advantages of acting modestly:
 - When you are modest, people have more respect for you.
 - Others will feel that you are equal to and not better than they are, so they will good when they are around you.
 - Modesty looks and sounds like:
 - Handing in your homework without saying to the whole class, “I did all of the work.”
 - Answering some, but not every one, of the questions the teacher asks the class.
 - Thinking, but not saying, what all your talents and accomplishments are unless someone asks you.





Modesty

- Context to practice:
 - Another person praises the learner for a job well done on a project
 - The learner demonstrates an outstanding performance during his soccer game
 - A man the learner is interested in romantically tells her that she's very attractive





Trying Something New Advanced

- The learner readily identifies when he/she feels nervous or afraid to try something new
- The learner identifies ways he/she can ease his/her stress or anxiety around trying something new
- The learner readily attempts to engage in something new, after using techniques to reduce his/her anxiety or fear
- Social rules:
 - Tell someone if you are afraid to try something new.
 - Tell yourself, “It’s okay to be afraid the first time;. After I try it, I will feel better.”
 - Use strategies to calm yourself:
 - Read a book
 - Listen to music
 - Hold a stuffed animal
 - Play with the computer
 - Think of being at your favorite place
 - Watch others try it.
 - Try it.





Trying Something New

- Context to practice:
 - The learner is hanging out with friends, and one suggests they play a game the learner has never played
 - The learner is transferred to a new department at work, and does not have a lot of previous experience in that particular area
 - The learner is at a dinner party, and the meal being served is comprised of items the learner has not previously tried





Making a Decision – Advanced

- The learner identifies what the presenting problem is in a given scenario
- The learner identifies possible solutions to the presenting problem
- The learner seeks out additional information specific to potential solutions, to aide him/her in choosing the best solution
- The learner considers the outcomes to each possible solution he/she has identified
- The learner decides which solution will be best in the given scenario
- Social rules:
 - Think about the problem that requires you to make a decision.
 - Think about possible decisions you could make.
 - Gather accurate information about these possible decisions.
 - Reconsider your possible decisions using the information you have gathered.
 - Make the best decision.





Making a Decision

- Context to practice:
 - The learner wants to apply for a job, and finds several local businesses are hiring
 - Several of the learner's friends have each invited her to different events on Saturday
 - The learner is shopping for clothes and finds several shirts he likes, but only has enough money for one





Prioritizing Problems Advanced

- The learner identifies the things in his/her life which are causing him/her stress or anxiety
- The learner identifies which problems are most important
- The learner attends to problems which are more important first, and address less important problems at a later time
- Social rules:
 - Think about the problems that are bothering you.
 - List these problems in order from most important to least important.
 - Do what you can to hold off on your less important problems.
 - Go to work on your most important problems.





Prioritizing Problems

- Context to practice:
 - The learner has been assigned several challenging projects at work, each with different due dates
 - The learner's mom asks him to finish a short list of chores before he goes out with friends
 - The learner is experiencing difficulty in balancing school work, time spent at an after-school job, and time with friends





Setting a Goal – Advanced

- The learner identifies a milestone he/she wishes to reach
- The learner seeks out additional information specific to attaining his/her goal
- The learner identifies steps he/she must take in order to reach his/her goal
- The learner engages in behavior which corresponds with the first step in obtaining his/her goal
- Social rules:
 - Figure out what goal you want to reach.
 - Find out all the information you can about how to reach your goal.
 - Think about the steps you will need to take to reach your goal.
 - Take the first step toward your goal.





Setting a Goal

- Context to practice:
 - The learner would like lose weight
 - The learner would like to go on a vacation with some friends
 - The learner would like to have a party at her house





Deciding on Your Abilities Advanced

- The learner identifies skills he/she possesses
- The learner identifies appropriate context for use of his/her skills
- The learner identifies experiences he/she has had previously, when using his/her skills
- The learner solicits feedback from other people regarding his/her skills
- The learner evaluates the information he/she has identified and/or collected about his/her skills prior to using them in context
- Social rules:
 - Decide which abilities you might want to use.
 - Think about how you have done in the past when you have tried to use these abilities.
 - Get other people's opinions about your abilities.
 - Think about what you found out and decide how well you use these abilities.





Deciding on Your Abilities

- Context to practice:
 - The learner enjoys singing and wants to audition for choir at school
 - The learner wishes to remodel his condo extensively
 - The learner is asked by a colleague if he could take over her role on a project





Relationship Skills

- Essential to foster positive and safe relationships with others
- Relationships are an essential part of our lives
- Core deficit of autism spectrum disorders
 - This might be a skill set to target throughout life
- They are not that easy for everyone





Appropriate Touch Beginner

- Does the learner readily discriminate between appropriate touch and inappropriate touch?
- Does the learner identify scenarios in which some kinds of touching, is appropriate?
- Does the learner ask other people if he/she may touch them in a particular manner, if he/she is unsure?
- Social rules:
 - Appropriate touch is when you touch people in ways that they want to be touched. Inappropriate touch is touching that makes people feel bad.
 - If you are not sure whether or not a certain kind of touch will upset others, ask before you touch.
 - You could say, “Is it okay to hug you?”





Appropriate Touch

- Context to practice:
 - Appropriate ways to touch parents
 - Appropriate ways to touch friends
- Appropriate ways to touch coworkers, teachers
 - Appropriate ways to touch significant others
 - Appropriate ways to touch strangers
- The skill of expressing affection is a related skill the learner could work on simultaneously





Giving Encouragement – Beginner

- The learner readily identifies when another person is upset
- The learner independently asks the other person a generalized inquiry as to how he/she is feeling
 - “Are you okay?”
 - “What happened?”
- The learner independently asks the other person if he/she would like to be cheered up
 - Some individuals would prefer to be left alone when upset
- The learner identifies ways he/she could cheer the other person, if other person consents
 - Offer words of encouragement
 - Offer to engage the other person in an enjoyable activity
 - Tell the other person an appropriate joke
- The learner chooses an appropriate means to cheer the other person up, and engage in corresponding behavior to do so
- Social rules:
 - Read the other person’s feelings – look for signs that the other person is upset
 - Ask, “Are you okay?” or “What happened?”
 - Ask, “Do you want me to try to cheer you up?”
 - Some people would rather be left alone when they are upset
 - If the other person says yes, think about your choices to cheer him/her up:
 - Try to make the other person laugh, with a joke or through making a funny face
 - Offer to do something with the person that he/she enjoys
 - Offer words of encouragement:
 - “It’ll get better”
 - “It’ll be okay”
 - “I will help you.”





Giving Encouragement

- Context to practice:
 - The learner's friend tells him that his mom very ill
 - The learner's coworker tells her that she didn't get a promotion she was really hoping to get
 - The learner's little sister is having trouble with her math homework





Asking Permission – Beginner

- The learner identifies when he/she will need to ask permission, prior to engaging in the activity
- The learner identifies to whom he/she will need to ask
- The learner identifies appropriate ways to ask permission
- The learner identifies an appropriate time and place to ask
- The learner engages in behavior which corresponds with asking permission appropriately
- Social rules:
 - Decide what you would like to do for which you need permission.
 - Decide whom you have to ask for permission.
 - Decide how to ask for permission.
 - Ask out loud
 - Ask privately
 - Ask in writing
 - Pick the right time and place.
 - Ask for permission.





Asking Permission

- Context to practice:
 - The learner wants to stay at her friend's past her evening curfew
 - The learner needs to borrow a pen from a coworker's desk
 - The learner wants to use some tools on the art teacher's desk





Accepting “No” for an Answer – Beginner

- The learner readily prevents himself/herself from engaging in problem behavior (i.e., demonstrating aggression toward self, others, or objects, running away from situation, etc.) when told no
- The learner redirects himself/herself to another activity if told no
- Social rules:
 - Sometimes people say “no” when you ask them for something.
 - Say “okay” and do not get mad.
 - If you accept no for an answer, the other person will be happy, and may give you permission to do something else you like to do, later.





Accepting “No” for an Answer

- Context to practice:
 - The learner’s mom tells her she cannot spend the night at a friend’s
 - The learner’s boss says he cannot have an extension on a project’s due date
 - A friend of the learner’s tells him he isn’t interested in hanging out that evening





Calling Someone on the Phone

Beginner

- Does the learner use an appropriate greeting when using the phone?
- Does the learner appropriately request to speak to the person he/she intended to call, if that individual does not answer?
- Does the learner engage in an appropriate conversation with the person he/she intended to call, if that individual is available?
- Does the learner leave an appropriate message for the person he/she intended to call, if the individual is not available?
- Social rules:
 - Say hello and give your name when someone answers.
 - Ask to speak to the person you intended to call, if he/she does not answer.
 - When speaking to the person you intended to call, use your best conversation skills.
 - Use a greeting.
 - Tell the other person why you called.
 - Start a conversation about something new, if it's appropriate.
 - If the person whom you wished to speak with is not available, ask to leave a message.
 - When you want to get off the phone, use an appropriate closing.





Calling Someone on the Phone

- Context to practice:
 - The learner needs to call a classmate to ask a question about homework that evening
 - The learner wants to call a friend after school
 - The learner needs to return a coworker's phone call, to answer some questions





Answering the Phone Beginner

- The learner uses an appropriate greeting when answering the phone
- The learner identifies himself/herself to whoever is calling
- The learner determines to whom the call is directed
- If the call is for the learner, the learner demonstrates appropriate conversation skills
- If the call is for someone who is present within the learner's environment, he/she appropriately asks the caller to hold while he/she goes to get that individual
- If the call is for someone who is typically present within the learner's environment, but who is unavailable, the learner appropriately takes down a message
- If the call is from someone to whom the learner or someone within the learner's environment do not wish to speak, the learner appropriately ends the conversation



Answering the Phone

Social rules:

- Say hello.
- Get the caller's name.
 - "Who is calling, please?"
 - "May I ask who is calling?"
- Find out why the person is calling.
 - "Who are you trying to reach?"
- If the phone is for you:
 - Greet the other person
 - Use good conversation skills
 - Use a polite closing statement when you want to get off the phone
- If the phone is for someone who is near you:
 - Say, "Hold on. I will go get him/her." Put the phone down.
 - Go tell the other person that he/she has a phone call, and from whom. Do not yell this information from another room.
 - Give the phone to the person.
- If the phone is for someone who is not available:
 - Say, "He/she cannot come to the phone right now." Offer to take a message.
 - Get something to write with and ask for the caller's name and phone number, as well as any message the caller may have.
 - Repeat the message back to be sure it is correct.
 - Use a polite closing statement to end the conversation.
- If the phone is someone trying to sell you something:
 - Say, "Sorry, I am not interested."
 - Do not give the caller any information.
 - Say, "Goodbye", and hang up.





Answering the Phone

- Context to practice:
 - A person calls the learner's office and wants to speak with his officemate, but she is not in
 - A friend of the family calls to speak to the learner's mother
 - One of the learner's friends calls him after school





Playing a Game – Beginner

- The learner readily identifies the objective of the game
- The learner readily identifies the game's rules
- The learner appropriately participate sin the decision regarding which player should go first
 - suggests others should go first
 - plays “rock, paper, scissors”
 - flips a coin
- The learner appropriately waits his/her turn
- The learner appropriately completes his/her turn

- Social rules:
 - Find out the rules of the game.
 - “What the is object of the game?”
 - “How do you play?”
 - Decide who goes first.
 - Let others go first, to make friends.
 - Decide through a game of chance, like flipping a coin or rolling dice
 - Wait your turn during the game.





Playing a Game

- Context to practice:
 - The learner has friends over and one of them suggests they play a game with cards
 - The learner is spending time with his significant other's family and someone suggests playing a game





Dealing with Losing – Beginner

- The learner readily prevents himself/herself from engaging in problem behavior (i.e., demonstrating aggression toward self, others, or objects, running away from situation, etc.) when he/she has lost during a game?
- The learner independently congratulates the individual who has won, using an appropriate tone of voice
- The learner offers to shake the winner's hand, and/or offer to assist in putting the game or game materials away, where appropriate
- Social rules:
 - Say to yourself, "It's only a game. There will be other games."
 - Remember, although you lost the game, you can win a friendships (which is more important) if you show good sportsmanship.
 - To show good sportsmanship, you should congratulate the person who has won:
 - "Congratulations."
 - "Good game."
 - "You played a good game."
 - "That was fun."
 - Offer to shake the winner's hand (as well as other players' hands, if applicable), and/or offer to help put the game or game materials away (where applicable).





Dealing with Losing

- Context to practice:
 - The learner is playing a team sport with some friends and their team loses
 - The learner is at a friend's and they are playing video games
 - The learner plays tennis for her high school's team





Dealing with Winning – Beginner

- The learners avoid engaging in self-congratulatory behavior that is inappropriate
- The learner offers to shake hands with other participants
- The learner thanks others for playing
- The learner independently gives encouragement to players who may be upset over the loss
- Social rules:
 - If you win a game, you can also win a friend if you show good sportsmanship.
 - “Sportsmanship” means:
 - Do not brag or show off that you won. This makes others feel bad.
 - Say, “Good game.”
 - If others are upset because they lost, remind them that it is only a game, and that they might win next time.





Dealing with Winning

- Context to practice:
 - The learner is on a sports team and his team just won a very close game
 - The learner is playing a board game with her little sister
 - The learner is playing video games with a group of his friends





Standing Up for a Friend Advanced

- The learner appropriately determines if his/her friend has been treated unfairly
 - A friend has been criticized
 - A friend has been teased
 - A friend has been taken advantage of
- The learner appropriately determines if his/her friend wants the learner to stand up for him/her
- The learner identifies appropriate ways to stand up for his/her friend
 - Discuss bullying, and the importance of responding to bullying without being a bully
- The learner engages in behavior which corresponds with standing up for his/her friend appropriately
 - Asserts friend's rights
 - Apologizes for friend
 - Explains friend's behavior
- Social rules:
 - Decide if your friend has not been treated fairly by others.
 - Decide if your friend wants you to stand up for him/her.
 - Decide how to stand up for your friend.
 - Stand up for your friend.





Standing Up for a Friend

- Context to practice:
 - The learner and his friend ride the bus home from school, and one of their classmates says something unkind about the learner's friend
 - The learner overhears two colleagues talking poorly about his officemate, and untrue things are being said
 - The learner is at a friend's house, and her friend's mother accuses the learner's friend of something her little brother did





Dealing with Teasing Advanced

- The learner readily prevents himself/herself from engaging in problem behavior (i.e., demonstrating aggression toward self, others, or objects, running away from situation, etc.) when being teased
- The learner engages in de-escalation behavior (i.e., taking a deep breath, squeezing his/her hands together, massaging palms of hands with thumbs, etc.) to assist himself/herself in regulating his/her behavior
- The learner identifies different ways to respond to teasing appropriately
- The learner chooses an appropriate means to respond to teasing, and engages in corresponding behavior to do so

- Social rules:
 - Take a deep breath.
 - Keep calm.
 - Think, “I can handle this.”
 - Choose:
 - Ignore.
 - Walk away.
 - In a friendly way, ask the person to stop.
 - Accept the teasing gracefully.
 - Make a joke of it.
 - Seek help.
 - Do it.





Dealing with Teasing

- Context to practice:
 - The learner spills his lunch tray in the cafeteria at school, and table of nearby students laughs
 - The learner is joking around with his officemates and one of them comments on his appearance
 - The learner is regularly sent harassing Facebook messages from one of her classmates and they cause her to feel poorly about herself
- Discuss the difference between teasing that is malicious (i.e., bullying) and friendly teasing that occurs between familiar individuals





Dealing with Feeling Left Out Advanced

- The learner identifies potential reasons he/she may have been left out of a particular activity
- If the learner was excluded because he/she did not express his/her interest in the activity to someone else participating, he/she independently approaches and requests to join
- If the learner was excluded because others did not want him/her to join, the learner seeks others who will include him/her in an activity
- If the learner was excluded because others did not want him/her to join and experiencing difficulty in finding others who will include him/her, he/she seeks assistance from someone else who may be able to facilitate his/her participation with another or others
- The learner engages in an alternative activity he/she enjoys if joining an activity with others will not be possible

- Social rules:
 - Think about the possible reasons why you were left out.
 - If it was because no one knew you wanted to join in, then ask to join in.
 - If it was because the others do not want you to join in, then:
 - Don't let these people influence how you feel about yourself. Some people reject you without ever getting to know you.
 - Find others who are more willing to have you join in an activity with them.
 - Ask someone else for assistance if you are having difficulty joining an activity.
 - Do some activity you enjoy.





Dealing with Feeling Left Out

- Context to practice:
 - The learner is walking with a group of friends to lunch and some of them go and sit down in a different spot than the rest of the group
 - The learner approaches some familiar individuals at the gym who are playing basketball, and wants to join
 - The learner needs to join a group of colleagues to work on a project, but the groups have already been set up





Sharing a Friend Advanced

- The learner readily demonstrates appropriate behavior when his/her friend is engaging with another person
- The learner readily demonstrates appropriate behavior if his/her friend expresses the desire to engage with people who are not the learner
- The learner reliably discriminates between behavior that suggests someone does not want to be with him/her, versus behavior that suggests someone enjoys being with him/her
- Social rules:
 - Sometimes your friends want to talk to or hang out with others.
 - If you don't get mad, but let your friends do what they want to do, they will feel happy and relaxed when they are with you.
 - If you get mad at your friends for talking to or hanging out with others, they will feel uncomfortable. Instead of wanting to be with you, they will feel forced into being with you.
 - Decide if you want a friend who wants to be with you or just someone who feels forced to be with you. Friends are people you want to be with and who also want to be with you.





Sharing a Friend

- Context to practice:
 - The learner has class with his best friend, and the teacher assigns a group project. The learner's friend chooses another friend of hers with whom she wishes to work
 - The learner is making her lunch, and the coworker with whom she typically has lunch is already eating with someone else
 - The learner asks a friend if he wants to walk home with him that day, but his friend tells him he already has plans with someone else





Asking Someone Out on a Date Advanced

- Does the learner independently initiate appropriate small talk with the individual in whom he/she is interested?
- Does the learner engage the individual in whom he/she is interested in several conversations prior to asking him/her out?
- Does the learner identify signs that the other person is interested in spending more time with him/her?
- Does the learner appropriately ask the other person out, to an appropriate location?
- Does the learner establish appropriate plans with the other person?
- While out with the individual, does the learner engage in appropriate conversation with his/her date?





Asking Someone Out on a Date

- Social rules:
 - Initiate a conversation (small talk) with the individual in whom you are interested.
 - Think of what you have in common with the person, to find an initial question to ask.
 - Ask follow-up questions (who, what, where, when, why, how) and make on-topic comments.
 - Introduce yourself, if you are unsure whether the person knows you.
 - “By the way, I’m (name). What’s your name?”
 - Initiate 1-3 conversations before you ask the person out.
 - Get to know whether you share any common interests.
 - If you’re both in school, ask about school.
 - Ask about hobbies the other person may have.
 - Try to find out, indirectly, if the person is available.
 - If the other person tells you something he/she likes to do, you might ask, “Do you do that with your family? Your friends? Your boyfriend/girlfriend?”
 - Without asking, try to determine if the person is interested in talking with you again. Look for signs of interest.
 - Does the other person make frequent excuses to leave?
 - Does the other person initiate conversations with you?
 - During one of the later conversations, ask if the person wants to get together with you some time. Ask the person out to a place that he/she would like to go.
 - Go to a restaurant, a movie, a roller rink, a park, or another place of interest.
 - Pick the person up or plan to meet in a place that is convenient for him/her.
 - Sometimes, a nice way to show your interest in someone is to bring him/her candy or flowers when you meet.





Asking Someone Out on a Date

- Social rules, continued:
 - Pay for the meal, movie, or activity, unless the date insists on paying his/her own way.
 - During the date, you can:
 - Compliment your date on how nice he/she looks.
 - Ask about the person's interests, where he/she grew up, what he/she does for work or where he/she goes to school (if you do not know), family composition
 - Talk **briefly** about your own interests





Asking Someone Out on a Date

- Context to practice:
 - The learner expresses interest in a classmate and is not sure if he is interested in her
 - The learner has become friendly with someone at his gym, and is interested in going out sometime
 - The learner works with someone he is interested in
- Important to discuss with the learner what happens if someone declines his/her offer to go out sometime





Being Assertive Advanced

- Does the learner readily identify what it means to be assertive?
- Does the learner identify scenarios which require him/her to behave in an assertive manner?
- Does the learner use an assertive tone of voice when required?
- Social rules:
 - “Assertive” means to try to get what you want without hurting others.
 - Decide if you need to be assertive.
 - Someone is asking you to do something that is dangerous, or makes you feel bad.
 - You want or need someone to do something.
 - Tell the other person what you want in an assertive manner.
 - Use a firm but friendly voice, make eye contact, and show good posture.
 - Use an “I” statement: “I feel _____ when you _____ because _____. What I want you to do is _____.”





Being Assertive

- Context to practice:
 - The learner feels his excellent performance at work warrants a raise in pay, and wants to talk to his supervisor about it
 - The learner feels that her friend bosses her around a bit too often when they hang out and needs to talk to her about it
 - The learner is working on a class project with some classmates, and the rest of his group expects he will do the whole thing for them





Dealing with Peer Pressure Advanced

- The learner discriminates between peer pressure that encourages him/her to engage in activities which could help himself/herself or others, and peer pressure that encourages him/her to engage in activities which could get him/her into trouble, or cause him/her or others harm
- If the learner is experiencing peer pressure that could get him/her into trouble or cause harm, the learner independently and appropriately refuses to do what he/she is being asked
- If the learner is unsure whether submitting to the peer pressure he/she is experiencing will result in a consequence which would cause harm or not, the learner independently seeks the advice of an individual he/she trusts

- Social rules:
 - Sometimes other people will ask or pressure you to do things. Decide if it is good peer pressure or bad peer pressure.
 - Good peer pressure is when friends ask you to do something that might help you or others.
 - This includes encouraging you to be kind to others, do your work, practice a sport or hobby, or help someone in need.
 - Bad peer pressure is when friends ask you to do something that will get you in trouble, hurt others, or when they insist they will only be your friend if you do what they are asking.
 - This includes playing a harmful trick on someone, trying drugs, or doing something else that's dangerous.





Dealing with Peer Pressure

- Social rules, continued:
 - If you experience bad peer pressure:
 - Look at the person and use a strong voice.
 - Say no and refuse to do it.
 - Explain why.
 - Walk away.
 - If you are not sure whether someone is telling you to do something that is good or bad, ask a person you trust for advice.
- Context to practice:
 - The learner's friends want him to come to the school dance with them next month, because they think they will all have fun together
 - Someone at the learner's church encourage her to try out for choir, because she has a nice singing voice
 - One of the learner's friends asks him to come over after school because his parents won't be home and they sneak some of his dad's liquor
- Practicing the skill of being assertive can also be beneficial when learning to deal with peer pressure





Avoiding Trouble with Others Advanced

- The learner readily identifies when he/she is in a situation that might get him/her into trouble
- The learner identifies whether he/she wants to remove himself/herself from the situation
- The learner independently informs other people related to the situation that he/she is removing himself/herself from what is going on, and why
- The learner identifies alternative activities he/she may do, instead of engaging in an activity which could get him/her into trouble?
- Having evaluated all of his/her options, the learner engages in an activity he/she identifies as the best choice
- Social rules:
 - Decide if you are in a situation that might get you into trouble.
 - Decide if you want to get out of the situation.
 - Tell the other people what you decided and why.
 - Suggest other things you might do.
 - Do what you think is best for you.





Avoiding Trouble with Others

- Context to practice:
 - The learner is hanging out with friends, and one of them suggests they go spray paint on the side of the building
 - The learner is at a friend's, and she suggests they sneak some drinks out of her parents' liquor cabinet
 - The learner's best friend suggests he sneak out and go with him to a party





Dealing with Rumors Advanced

- The learner discriminates between things that are said about an individual that are polite to say versus things that are said that are impolite
- If the learner is told something impolite or unkind about another person, and is not sure whether he/she can believe what has been said, the learner independently seeks the advice of an individual he/she trusts
- The learner avoids repeating impolite or unkind things he/she has been told about another person

- Social rules:
 - Sometimes people say mean things about others that are false (not true), or which are true, but are unkind to say.
 - Do not believe mean rumors about someone.
 - If you are not sure whether it is true, you can ask someone you trust, like a teacher or parent. If you are not sure if it will get you in trouble, ask someone you can trust to give you the right information.
 - Do not spread a false rumor by telling others. That will make others upset.





Dealing with Rumors

- Context to practice:
 - A friend of the learner's tells her that one of their classmates was seen doing drugs at the football game on Friday
 - The learner hears from a coworker that there may be some restructuring occurring in the near future
 - The learner reads on Facebook that there was a pop quiz in his history class





Dealing with Contradictory Messages Advanced

- The learner identifies when he/she is being told opposing messages at the same time
- The learner identifies ways he/she can tell the other person that he/she feels confused by what is being said
 - Clarify with the other person in some way: written, asking questions in person
- The learner chooses an appropriate means to respond to the conflicting messages he/she is receiving, and engage in corresponding behavior to do so
- Social rules:
 - Decide if someone is telling you two opposite things at the same time.
 - Think of ways to tell the other person that you don't understand what he/she means.
 - Choose the best way to tell the person and do it.





Dealing with Contradictory Messages

- Context to practice:
 - The learner sees her friend at lunch, and her friend is crying, but tells the learner she is okay and everything is fine
 - The learner is getting ready before leaving with a friend, and his friend tells him to take his time getting ready, but he sounds very impatient
 - The learner is dating someone who is eager to hang out with her privately, but who ignores her in most public settings





Getting Ready for a Difficult Conversation Advanced

- The learner identifies feelings or emotions he/she may experience during the conversation
- The learner identifies feelings or emotions the person he/she intends to talk to, may experience during the conversation
- The learner identifies different ways to get his/her message across
- The learner identifies different ways the other person may respond to what he/she is saying
- The learner chooses an appropriate means to initiate a difficult conversation, and engage in corresponding behavior to do so
- Social rules:
 - Think about how you will feel during the conversation.
 - Think about how the other person will feel.
 - Think about different ways you could say what you want to say.
 - Think about what the other person might say back to you.
 - Think about any other things that might happen during the conversation.
 - Choose the best approach you can think of and try it.





Getting Ready for a Difficult Conversation

- Context to practice:
 - The learner is not happy in his relationship and wishes to end things with his significant other
 - The learner has to tell his mom that he was throwing the baseball around in the yard with his friend and accidentally threw it through the window of her van
 - The learner bumped her neighbor's mailbox with her car when backing out of the driveway and needs to let her neighbor know





Review

- Teaching methods
- Target social skills specific to fostering appropriate self-regulation and relationship skills
 - Social rules
 - How to teach

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