



# Must-Have Social Skills for Adolescents and Adults: Part 1

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Step by Step



Special Learning



# 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





# 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

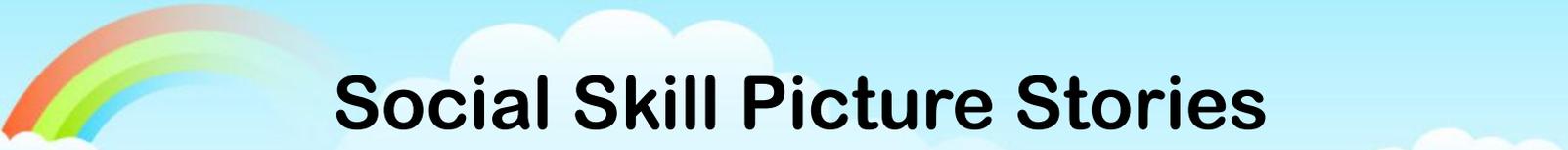




# Incidental Teaching

- 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

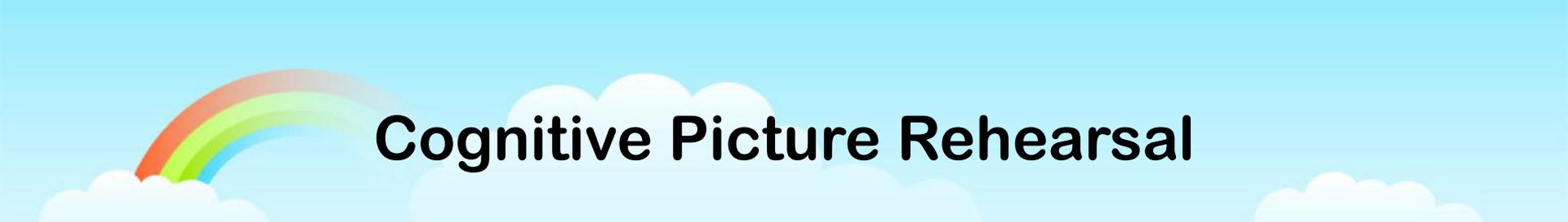




# Social Skill Picture Stories

- 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 Communication

➤ 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





# Making Eye Contact – Prerequisite

- The learner will make eye contact when talking to another person
- The learner will maintain eye contact throughout the social interaction
  
- Social rules:
  - Look at the person in the eyes.
  - Have a pleasant face.
  - Looking away for a moment is okay.





# Making Eye Contact

- Context to practice:
  - Practice when talking about the learners interest
  - Practice when talking about a topic not of the learner's interest
- Do we all hold eye contact the entire time?
  - Prevent the “uncomfortable stare”





# Appropriate Facial Expression – Prerequisite

- The learner reflects contextually-appropriate emotions or feelings on his/her face when he/she is talking
- The learner reflects contextually-appropriate emotions or feelings on his/her face when he/she is listening
  
- Social rules:
  - My emotion will match my words.
  - My emotion will match other's words.





# Appropriate Facial Expression

➤ Context to practice:

- Practice a concerned look when another person is expressing sadness
- Practice an alert look when someone tells you they have something urgent to discuss
- Practice telling someone good news
- Practice telling someone the learner is upset with another person





# Appropriate Voice Volume – Prerequisite

- The learner uses the appropriate volume for the listener to hear him/her
  - Inside voice
  - Outside voice
- Social rules:
  - When inside, use the same volume as people around you.
  - When outside or in a noisy place, speak up so the other person can hear you.





# Appropriate Voice Volume

- Context to practice:
  - Inside the library
  - In the grocery store
  - Around the dinner table
  - In a crowded cafeteria
  - In the movie theater
  - Across the yard
  - In class
  - Whispering in another person's ear





# Appropriate Vocal Tone – Prerequisite

- The learner uses a tone that is pleasant or neutral – respectful
- The learner refrains from using an angry or irritated tone
  
- Social rule:
  - Think about what I will sound like before I speak.

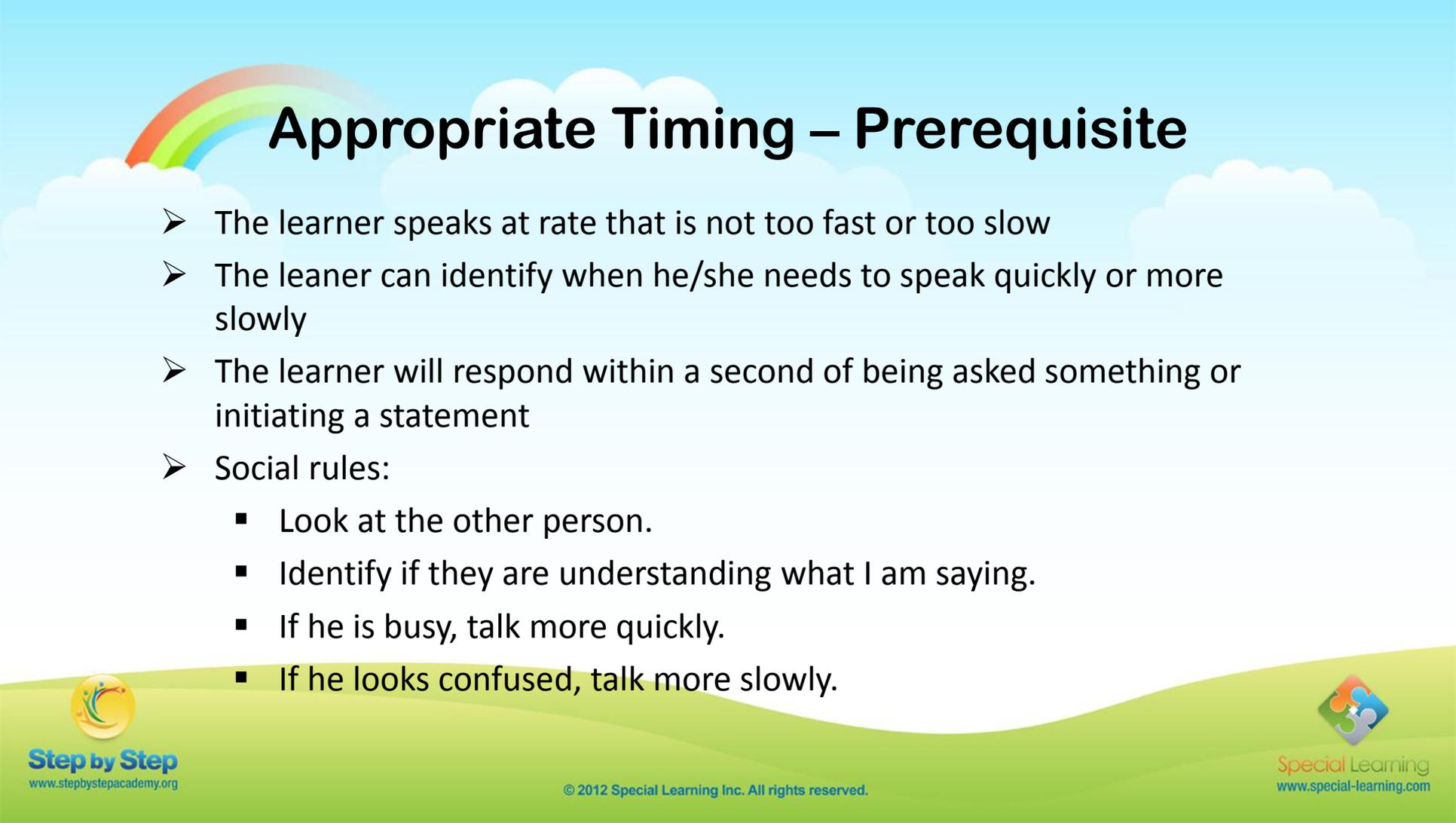




# Appropriate Vocal Tone

- Contexts to practice:
  - When the learner is requested to complete a task he doesn't like to do
  - Parent replies with a “no” when asked for something
  - When the learner is being teased
  
- Use a recorder so the learner can hear his tone





# Appropriate Timing – Prerequisite

- The learner speaks at rate that is not too fast or too slow
- The learner can identify when he/she needs to speak quickly or more slowly
- The learner will respond within a second of being asked something or initiating a statement
- Social rules:
  - Look at the other person.
  - Identify if they are understanding what I am saying.
  - If he is busy, talk more quickly.
  - If he looks confused, talk more slowly.





# Appropriate Timing

- Contexts to practice:
  - Practice a conversation of interest
  - Practice a conversation of disinterest
  - The boss is busy and moving quickly out the door
  - You only have a couple of minutes to explain a task to someone at work
  - If the learner speaks quickly, practice not understanding him
- Use a video camera or recorder so the listener can rate himself





## Maintaining Appropriate Physical Distance from Others – Beginner

- The learner positions him/herself in proximity to the individual he/she is interacting with
  - About an arm's length away from the other person
- The learner maintains this proximity throughout the interaction
- Social rules:
  - Stand at least an arm's length away.
  - Don't get too close.





# Maintaining Appropriate Physical Distance from Others

- Context to practice:
  - Greeting the principle in the morning
  - Standing in lines
  - Requesting the assistance of the gym teacher
  - Asking a peer a question
  - Asking for directions to the park
  - Using a public restroom
  - Riding public transportation
  
- There may be variance with the family





# Listening – Beginner

- The learner faces the individual who is speaking
- The learner has established eye contact
- The learner demonstrates behavior indicating that he/she is thinking about what is being said (i.e., nodding his/her head, saying “mm hmm”, etc.)
- The learner waits his/her turn to talk
- The learner says what he/she wants to say
  
- Social rules:
  - Look at the person who is talking.
  - Take in what is being said.
  - Wait for a pause to talk.
  - Say what you would like to say.





# Listening

- Context to practice:
  - Teacher is explaining how to complete an assignment
  - A friend is telling the listener about the evening before
  - Dad is explaining how to mow the grass
  - Boss explaining a how to complete a new work task





# Greetings – Beginner

- The learner uses a vocal greeting (“hi”, “hello”, etc.) or a gesture (waving, shaking hands) at the beginning of an interaction
- The learner knows the appropriate social response in difference contexts
  
- Social rules:
  - When you see someone for the first time that day, say “Hi, how are you?”
  - When you see someone again who is busy, say, “hi.”
  - Wave when someone cannot hear you.
  - When someone is leaving for the day, say, “bye.”





# Greetings

- Contexts to practice:
  - The first time that the learner sees his teacher
  - Entering the bus to go to the grocery
  - Seeing someone that cannot hear the learner (example: a friend listening to her iPod)
  - Saying good-bye to a friend leaving the learner's house
  
- Make sure the individual has generalized responses for each social context





# Turn-Taking During Conversation – Beginner

- The learner allows the other person to speak or ask questions
- The learner demonstrates appropriate listening behavior when spoken to
- The learner responds to the other person's questions when asked
- The learner makes related, appropriate statements following the other person's initial statement or question
  
- Social rules:
  - When others greet you, greet them back.
  - Two question-rule: when others ask you a question and you answer it, you can ask a similar question right back.





# Turn-Taking During Conversation

- Contexts to practice:
  - The learner is greeted by a familiar coworker
  - The learner's neighbor sees her getting the mail, and asks her what's new
  - The learner greets a friend after the weekend has passed
  
- The learner should demonstrate appropriate listening behavior
- The learner should avoid leaving the area when talking to another person





# Starting a Conversation – Beginner

- The learner begins an interaction by greeting the other person
- The learner transitions from the greeting exchange to making appropriate small talk
  - Asks how the other person is doing
  - Asks about what is going on in the situation
- The learner demonstrates appropriate listening behavior
  
- Social rules:
  - Greet the person.
  - Make small talk.
  - Ask yourself if the other person is listening.
  - Bring up your main topic.





# Starting a Conversation

- Expand this to how to start a conversation about the present, past, future and about the other person's interests
- Follow-up questions using who, what, where, when, how?
  - Play a game in using this skill, so the learner does not always ask in the same order
- Contexts to practice:
  - “Where did you get that shirt?”
  - “What are you playing right now?”
  - “What did you have for dinner last night?”
  - “Where are you going for vacation this summer?”
  - “What is your favorite TV show?”
  - “Did you watch American Idol last night?”





# Starting a Conversation

➤ Past:

- It is Monday morning at school
- A friend joined you at lunch

➤ Present:

- A friend has a book that you have not read before
- You see a friend when at the grocery

➤ Future:

- There is a new movie coming out
- You overhear someone talking about their plans





# Ending a Conversation – Beginner

- The learner identifies when he/she needs to end a conversation
- The learner make an appropriate statement to excuse him/herself from the conversation
- The learner uses an appropriate closing statement to conclude the conversation (i.e., “see you later”, “nice talking to you”, etc.)
  
- Social rules:
  - Decide if you need to leave the conversation.
  - Ask one more question to prevent looking rude.
  - Tell the person why you are ending the conversation.
  - Say, “talk to you later.”





# Ending a Conversation

- Contexts to practice:
  - The learner needs to be somewhere before being late
  - The learner is getting bored with an uninteresting topic to him/her
  - The learner is hearing the other person talking poorly
  
- Practice saying “I have to go, I’m late”, “I have to go, I have work to do”, “I have to go, I have other things to do.”





# Knowing How Long to Talk – Beginner

- The learner knows how to make a point without going on too long
- The learner can read social cues as to whether the listener is interested or bored
  
- Social rules:
  - Is the listener looking at me or is the listener turning away to something else?
  - Ask the listener if he is still interested.





# Knowing How Long to Talk

- Contexts to practices:
  - Show obvious signs of interested behavior – looking directly at the person with a pleasant face and leaning in
  - Show obvious signs of boredom – looking away or at something else, yawning, not smiling
  - Move to more listener behavior





# Saying “Thank You” – Beginner

- The learner readily identifies when he/she has been given an item, has had a favor performed for him/her, or has been given a compliment.
  
- Social rules:
  - Decide if the other person did something nice.
  - Choose when and where to thank the other person.
  - Give a friendly thanks.
  - Explain why you are thanking the other person.





# Saying “Thank You”

➤ Contexts to practice:

- Hold the door for the learner
- Give the learner a small gift
- Tell the learner that he/she looks nice
- Mom makes the learner’s favorite meal
- Dad gives the learner a ride somewhere
- Tell the learner, “well done”





# Making an Introduction – Beginner

- The learner readily identifies an appropriate time and place to approach a novel individual
- The learner uses an appropriate greeting, states his/her name, and make eye contact with the novel individual
- The learner offers to shake hands (where appropriate) and/or a polite statement of greeting (i.e., “It’s nice to meet you”)
- The learner independently makes a statement or statements about him/herself, about something he/she has in common with the novel individual, and/or ask an appropriate question of the novel individual
  
- Social Rules:
  - Choose the right time and place.
  - Say “hi” and state your name.
  - Ask the other person his/her name.
  - State something to start the conversation.





# Making an Introduction

- Contexts to practice:
  - The learner introducing him/herself to someone new at work
  - The learner introducing him/herself to a new neighbor
  - The learner introducing him/herself to a friend of a friend
  - The learner introducing him/herself to a new teammate





# Introducing Others – Beginner

- The learner appropriately approaches the person to whom he/she will be introducing someone new
- The learner states the first person's name to the second person
- The learner states the second person's name to the first
- The learner provides a related statement directed toward both individuals to assist with the introduction (i.e., something both parties have in common)
  
- Social Rules:
  - Name the first person and provide the name of the second.
  - Name the second person and provide the name of the first.
  - Tell them about connections.





# Introducing Others

- Contexts to practice:
- The learner introduces a parent to a friend
  - “This is the other student in my class, that sits next to me”
- The learner introduces a friend to another friend
  - “This is Tom, he likes to go fishing too”
- The learner introduces a co-worker to a friend
  - “This is Cheryl, she works with me”





# Being Introduced – Beginner

- The learner makes eye contact with the novel individual to whom he/she is being introduced
- The learner identifies a polite statement of greeting (“hi”, “it’s nice to meet you”, etc.) to make after his/her name has been shared with the novel individual
- Social rules:
  1. Look at the new person and smile.
  2. Say, “Hi, it’s nice to meet you.”
  3. Make a comment about something interesting about the other person, if you can.





# Being Introduced

- Contexts to practice:
  - Learner is introduced to a friend of a friend and is wearing his favorite t-shirt
  - Learner is introduced to a new friend's parent
  - Learning is introduced to a friend of his/her parent
  - Learner is introduced to a new boss at work





# Asking a Question – Advanced

- The learner identifies subjects discussed in conversation, which he/she would like more information
- The learner identifies to whom to ask his/her question
- The learner uses non-challenging language to ask his/her question
- The learner identifies an appropriate time to ask his/her question
  
- Social rules:
  - Decide if you want to know more or if something is unclear.
  - Decide whom to ask.
  - Pick the right time to ask.
  - Ask the question nicely.





# Asking a Question

- Contexts to practice:
  - A friend explains a movie that the learner has not seen yet
  - A new appliance is added to the kitchen and it seems confusing
  - The learner is spoken to in a different language
  - Tell the learner that something new is happening in the future
  - Mom explains a new house rule
  - Boss explains a complicated task





# Asking for Help – Advanced

- The learner readily identifies a problem or problems he/she is having
- The learner discriminates between problems he/she needs assistance in solving, versus problems he/she can solve independently
- The learner identifies individuals who could assist him/her with a problem
- The learner approaches the targeted individual and requests for assistance
  
- Social rules:
  - Identify that you really need help.
  - Think about who can help and find them.
  - Ask the person for help.
  - Remember to say “thank you”.





# Asking for Help

- Contexts to practice:
  - The learner cannot find the keys to his apartment
  - The Internet goes out
  - Practice with a skill that the learner knows how to do but does not enjoy – do not promote learned helplessness





# Joining a Conversation – Advanced

- The learner approaches an ongoing conversation and identifies what the other individuals are talking about
- The learner waits appropriately for the other people talking to look at him/her, or for a pause in the conversation
- The learner makes an appropriate statement to begin to include him/herself
- The learner makes appropriate statements about the topic of conversation or asks appropriate questions about the topic
- Social rules:
  - Listen to what others are saying to identify the topic.
  - Walk up to the other people.
  - Wait for them to look at you or wait for a pause.
  - Say, “Excuse me, are you talk about (topic)?”
  - Ask a question.





# Joining a Conversation

- Contexts to practice:
  - Two friends are talking about a popular TV show
  - Co-workers are discussing a new protocol
  - Parents are talking about an upcoming vacation
  
- Practice asking relevant information seeking questions
  - Who, what, when, where, why, etc.
  - “Excuse me, were you just talking about (topic)?”
  - Prevent “one-upping”





# How and When to Interrupt – Advanced

- The learner readily identifies instances where he/she needs to interrupt
- The learner readily gets the attention of the individual he/she needs to interrupt
- The learner waits appropriately for the other people talking to look at him/her, or for a pause in the conversation
- The learner uses a vocal statement of interruption
- The learner ceases his/her attempts to interrupt if requested to stop
  
- Social rules:
  - Decide if you need to interrupt.
  - Raise your hand in large structured group or walk up to the group.
  - If others are talking, wait until they look at you.
  - When they look at you, say, “excuse me” or “sorry to interrupt”.
  - State what you need.





# How and When to Interrupt

- Contexts to practice:
  - The learner needs to ask the teacher what assignment is due on Friday
  - The learner needs to tell his parents that the dog has gotten out
  - The learner needs to relay a message to a school administrator
  - The learner needs to inform the boss that the mailman needs to speak to her
  
- Teach multiple exemplars
  - “Excuse me”
  - “Sorry to interrupt”
  - “I need to tell you something”
  - Raised index finger or raise hand
  - Differentiate emergency situations





# Saying “I Don’t Know” – Advanced

- The learner provides either a vocal response or a gestured response to a question when asked rather than provide no response
  - When he does not know the answer
  - It is okay to not know but not okay to lie
  
- Social rules
  - It is okay to not always know the answer.
  - When you do not know the answer, say “I do not know”.
  - When you need to think about the answer, say “Let me think about it”.
  - Do not just say nothing or walk away.





# Saying “I Don’t Know”

- Contexts to practice:
  - The teacher asks the learner the name of his doctor
  - A friends ask the learner for a phone number that he does not know
  - The boss asks the learner a complicated question that the learner needs to think about prior to answering
- Teach multiple exemplars
  - “Let me think about it”
  - “I don’t know”
  - “I’ll get back to you”
  - Shrugging shoulders
- Practice this with topics that the learner knows and does not know – prevent avoidance behavior



# Offering Assistance – Advanced

- The learner readily recognizes when others may need assistance
- The learner readily approaches the individual and offer his/her assistance
- The learner redirects him/herself if the other person declines his/her assistance
  
- Social rules:
  - Identify if someone needs help. Look for signs.
  - Say, “may I help you?”
  - If they say yes, ask what you can do for them.
  - If they say no, leave them alone.





# Offering Assistance

- Contexts to practice:
  - Someone is carrying something heavy
  - Something is out of reach of the other person
  - Someone is struggling with an activity that the learner is good at
  - Someone has made a huge mess
- Teach multiple exemplars
  - “Can I help you?”
  - “May I help you?”
  - “Let me help”
  - “Anything you need?”
- Teach the learner situations in which the person says “no”
- Teach the learner the signs of someone in distress





# Giving Instructions – Advanced

- The learner readily identifies tasks which need to be completed
- The learner readily identifies appropriate individuals to complete the tasks
- The learner approaches the individual and states what he/she needs done
- The learner asks the individual whether he/she understands what is being asked, if necessary
- The learner adjusts his/her instructions if needed
  
- Social rules:
  - Decide what needs to be completed.
  - Choose someone to provide instruction.
  - Ask the person to complete the task nicely.
  - Ask the person if they need more direction.
  - Repeat the directions if needed.





# Giving Instructions

- Contexts to practice:
  - The learner needs to tell someone to bring something to a party
  - The learner needs to give directions to a location
  - The learner needs to describe a task to a co-worker.
  - The learner needs to teach his little brother how to wash and feed the dog
- Teach multiple exemplars:
  - “Do you have any questions?”
  - “Did you get all of that?”
  - “Do you need me to repeat myself?”





# Following Instructions – Advanced

- The learner engages in appropriate listening behavior when receiving a task to complete
- The learner asks questions regarding portions of the instruction he/she did not understand
- The learner repeats the instructions to him/herself in his/her own words
- The learner readily engages in the task
  
- Social rules:
  - Listen carefully.
  - Ask questions when you do not understand.
  - Let the other person know if you are going to complete the task.
  - Take notes if needed.
  - Complete the task.





# Following Instructions

- Contexts to practice:
  - The supervisor provides lengthy directions to the learner
  - The parent tells the learner about a list of chores that need to be completed by the end of the weekend
  - The learner is sewing for the first time
  
- It is essential to teach the learner how to compromise when the task is unreasonable.





# Giving a Compliment – Advanced

- The learner readily identifies what he/she wishes to compliment about another person
- The learner readily identifies an appropriate manner to compliment the individual
- The learner chooses the appropriate time and place to deliver the compliment
- The learner delivers the compliment in an appropriate manner
  
- Social rules:
  - Decide on your compliment.
  - Decide how to give the compliment.
  - Choose when to do it.
  - Give the compliment.





# Giving a Compliment

- Contexts to practice:
  - A friend gets a new car
  - Mom has a new hair cut
  - Friend made a great meal
  - Supervisor and learner completed a task that went well
- Teach multiple exemplars:
  - Vocally (in front of others, 1:1)
  - Email





# Apologizing – Advanced

- The learner readily identifies if his/her behavior warrants an apology
- The learner readily identifies different ways he/she could apologize
- The learner chooses the best time and place to apologize
- The learner appropriately delivers his/her apology
  
- Social rules:
  - Decide the best time to apologize.
  - Decide on the best way to apologize.
  - Decide the best time and place.
  - Apologize sincerely.





# Apologizing

- Contexts to practice:
  - Learner bumps into someone in the hallway
  - Learner forgets to complete a task at work
  - Learner snapped at Mom when she asked her to complete the laundry
  - Learner forgot to feed the dog
  - Learner spilled iced tea at the restaurant
- Teach multiple exemplars:
  - In the moment, or after the other person has calmed down
  - Writing a letter when it is significant
  - Possible email at work





# Convincing Others – Advanced

- The learner readily identifies whether or not he/she wants to convince someone about something
- The learner express his/her idea(s) to the other person
- The learner asks the other person his/her thoughts on what has been said
- The learner readily expresses why he/she thinks his/her idea is appropriate or the best choice
- The learner asks the other person to think about what he/she has said before the other individual makes up his/her mind
- The learner checks on what the other person’s decision is at a later point in time
- Social rules:
  - Decide if you want to convince someone to do something.
  - Tell the other person about your idea.
  - Ask the other person what he/she thinks.
  - Explain yourself.
  - Ask the other person to think about it prior to answering.





# Convincing Others

- Contexts to practice:
  - Learner wants to change the rules to a game
  - Learner wants to convince his parents that he can go to the store by himself
  - Learner wants to buy a trending outfit that is expensive
  - Learner wants to take on more responsibility at work
  
- Practice where the listener approves and does not approve.
  - This will be covered with “Accepting No” in Part 2





# Giving a Suggestion – Advanced

- The learner readily decides if he/she has something to suggest to another person
- The learner chooses an appropriate time and place to approach the individual to whom he/she would like to make the suggestion
- The learner gets the individual's attention in an appropriate way prior to delivering his/her suggestion
- The learner identifies multiple ways something could be done correctly
  
- Social rules:
  - Decide if you have something to suggest.
  - Use a friendly face and voice.
  - Make the suggestion.
  - Remember – there is more than one way!





# Giving a Suggestion

- Contexts to practice:
  - The learner is bothered by someone talking loudly on his/her phone.
  - Parents want the learner to have a hair cut that he does not like.
  - Friends want to see a movie that the learner is not interested in.
  - Co-worker is creating a document that the learner wants to change a bit.
- Teach appropriate and non-challenging responses.
  - “I think...”
  - “I wonder...”
  - “What about...?”
- Practice the listener saying yes or no to the suggestion.

***Remember – the learner’s way is not the only way!***





# Receiving a Suggestion – Advanced

- The learner demonstrates appropriate behavior when another individual wishes to give him/her a suggestion
- The learner engages in appropriate listening behavior while the other individual is speaking
- The learner takes ownership of his/her behavior that the other individual is speaking about
- The learner responds appropriately to the suggestion
- The learner chooses an appropriate action to take following the suggestion
- The learner identifies multiple ways something could be done correctly
  
- Social rules:
  - Stay calm.
  - Listen to the suggestion.
  - Do not make excuses.
  - Respond to the suggestion.
  - Do something.
  - Remember – there is more than one way!





# Receiving a Suggestion

- Contexts to practice:
  - A friend does not want to see the same movie as the learner
  - Mom wants learner to wear a tie for the school picture
  - The supervisor wants the learner to change his Power Point presentation
  - Teacher wants the learner to add more detail to a class project
- Teach multiple exemplars of how to react.
  - Follows the suggestion
  - Explains his/her behavior
  - Corrects a mistake
  - Apologizes
- It is important for the learner to know authority
- Practice the subset skills.





## Asking Someone to Join You in an Activity – Advanced

- The learner readily identifies whether or not he/she wants to interact with another person
- The learner readily identifies activities he/she could do with someone else whom he/she wants to interact
- The learner readily approaches the individual and gain the individual's attention
- The learner asks if the individual would like to spend time together
- If the individual declines, the learner appropriately redirect him/herself to another activity or approach another individual
  
- Social rules:
  - Decide if you want someone to join you.
  - Find something to do with the other person.
  - Walk up to the person.
  - Wait for him/her to look at you.
  - Ask, “would you like to join me?”
  - If they say no, ask if they would like to join you in a different activity.





# Asking Someone to Join You in an Activity

- Contexts to practice:
  - Asking a friend to go with the learner at the movies
  - Asking a friend to join your card game
  - Ask someone to play a video game or board game
  - Asking someone to go on a bike ride
  - Asking a co-worker to join the learner for lunch
- Teach multiple exemplars:
  - In person
  - On the phone
  - Texting
  - Email
- Discuss a “rain check”





# Joining Others in a Leisure Activity – Advanced

- The learner readily identifies whether or not he/she wants to interact with a group of individuals
- The learner readily approaches the group of individuals he/she with whom he/she wants to interact
- The individual appropriately gains the attention of someone within the group he/she is approaching
- The learner makes a statement regarding what the group is doing and ask if he/she can join.
- If the group declines, the learner appropriately redirects him/herself to another activity or approach another individual or group
  
- Social rules:
  - Walk up to others engaged in a leisure activity.
  - Wait for a pause or for them to look at you.
  - Say something nice about the activity.
  - Ask if you can join.
  - If they say no, walk away.





# Joining Others in a Leisure Activity

- Contexts to practice:
  - Approaching a basketball game in progress.
  - Approaching others shopping at the mall.
  - Approaching co-workers eating.
- Practice the others saying “yes” and “no.”
- Practice situations that do not produce anxiety then move to more possibly uncomfortable situations.





## Compromising When Spending Time with Someone Else – Advanced

- The learner asks the individual with whom he/she is spending time what he/she would like to do
- The learner states to the individual what he/she would like to do
- The learner offers to engage in each activity for a period of time
- The learner avoids requesting that individuals he/she spends time with always engage in activities he/she most prefers
  
- Social rules:
  - Find out what the other person wants to do.
  - Tell the other person what you would like to do.
  - Compromise – offer to do what they want to do for a while then what you want to do. This can be on different days.
  - Do not demand your wishes.





## Compromising When Spending Time with Someone Else

- Contexts to practice:
  - The learner and his friend each want to watch a movie, but they want to watch different movies
  - The learner and his friend ordered pizza, and there is only one piece left
  - The learner is working on a project with a coworker, and they each want to work on the same component of a project
- Teach multiple exemplars
  - “Maybe we could do what you want and what I want?”
  - “Could we share this?”
  - “Let’s do what you want to do now, and we’ll do what I want later.”
  - “Maybe I can help you with this, and you can help me with something else?”





# Sharing – Advanced

- The learner offers to share his/her items with other individuals
- The learner asks other individuals to share items with him/hers
- The learner responds appropriately if the other individual says “no”
  
- Social rules:
  - Remember, others might share their things with you, if you share with them
  - Offer to share something you have
  - Ask to share something they have; don’t just take it





# Sharing

- Contexts to practice:
  - The learner has a friend over and wants to play video games, but the video game is only for one player
  - The learner is spending the night with a friend, and wants to borrow a shirt
  - The learner is at work and can't find a pen, and sees one on a colleague's desk
- Teach multiple exemplars
  - "Could I borrow that, please?"
  - "Would you like to do this with me?"
  - "Could I use that for a little while?"
  - "Maybe we could share this?"





# Ending a Leisure Activity – Advanced

- The learner readily identifies when he/she does not wish to continue participating in a leisure activity
- The learner appropriately participates in the activity, should the individual he/she is engaged with wants to continue
- The learner appropriately express his/her desire to engage in something else
  
- Social rules:
  - Decide if you do not want to participate anymore
    - ❖ Is it because you want to do something else?
    - ❖ Is it because the person you are hanging out with did something you did not like?
    - ❖ Is it because you do not like the other person?
  - Do not just walk away. Try to finish the activity if the other person wants to.
  - Tell the person in a nice tone of voice why you do not want to play anymore.
    - ❖ If you want to do something else, say, “I want to stop because I want to do something else.”
    - ❖ If you do not like what the other person did, say, “I do not want to keep hanging out because of what you did.”
    - ❖ If you do not like the other person, make an excuse that you have other things you want to do. Say, “I have to stop now because I need to do other things.”





# Ending a Leisure Activity

- Contexts to practice:
  - The learner has become bored with an activity she is doing with her peers
  - The learner is hanging out with friends and one of them suggests they do something that the learner doesn't feel comfortable doing
  - The learner is playing basketball with peers and one of his peers keeps cheating
- Teach multiple exemplars
  - "Sorry, I think I need to go now."
  - "I do not want to hang out anymore because I don't like what you said earlier."
  - "I think I'd like to do something else now."
  - "This is making me feel a little uncomfortable. Could we do something else?"



# Maintaining a Conversation – Advanced

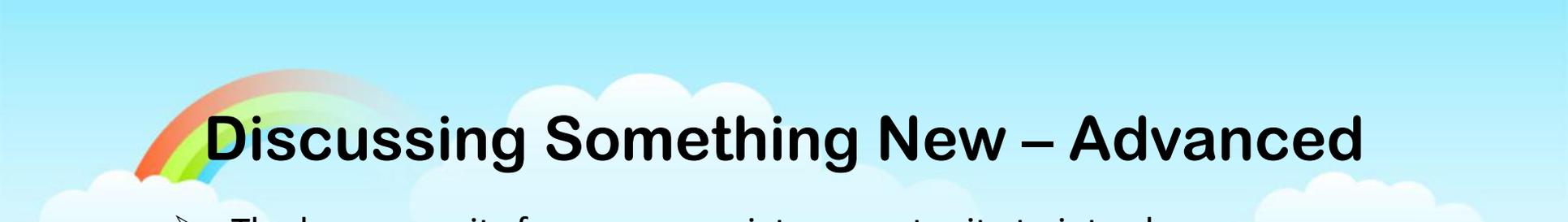
- The learner engages in appropriate listening behavior
- The learner appropriately waits his/her turn to talk, without interrupting
- The learner asks related questions regarding the topic of discussion
- The learner make an appropriate statement regarding something currently being discussed
  
- Social rules:
  - Show a good listening position
  - Wait for a pause before talking
  - Ask follow-up questions about the topics being discussed
  - Make on-topic comments; say something that is on topic.



# Maintaining a Conversation

- Contexts to practice:
  - The learner's best friend is telling her a story about something she did over the weekend
  - The learner is participating in a group discussion during class
  - The learner is talking to his boss about something he prefers to do, and his boss changes the subject
- The learner should be able to discriminate a variety of question words and use them in an appropriate context
- The learner should demonstrate the ability to make related statements following someone else's initial statement





# Discussing Something New – Advanced

- The learner waits for an appropriate opportunity to introduce a new subject of conversation
- The learner prefaces the subject he/she wishes to introduce with an appropriate segue way
  - “Excuse me, may I ask you something?”
  - “Is this a good time?”
  - “Could I talk to you about...?”
- The learner chooses topics of discussion that others may wish to discuss
- Social rules:
  - When you want to tell someone something, wait for a good time to talk, like when there is a pause in the conversation or the person is not busy with something else
  - Ask if it is okay to talk
  - Try to pick a topic that others might be interested in





# Discussing Something New

- Contexts to practice:
  - The learner wants to tell a friend about something that happened to him recently
  - The learner's class is having a discussion about current events that have occurred in the news recently, and the learner has something to share
  - The learner wants to ask his dad for advice about a girl while the family is having dinner
- Teach multiple exemplars
  - "I have something I would like to talk about. Is this a good time?"
  - "May I talk to you about something?"
  - "Could we talk about...?"



# Talking Briefly So Others Will Listen – Advanced

- The learner readily identifies cues that indicate his/her listener may be bored or disinterested
- If the listener does look bored, the learner asks a generalized question inquiring as to whether he/she should continue talking
- If the listener indicates he/she would like the learner to stop talking, the learner stops talking, or asks what the listener what he/she would like to discuss
  
- Social rules:
  - Remember, when you take a long time to talk and add too many details, listeners often become bored
  - Look for signs that listeners may be bored or interested while you are talking
    - ❖ Signs of interest: the listener is looking at you, leaning toward you, or asking you questions
    - ❖ Signs of boredom: listeners are looking away from you, yawning, sighing, or appear interested in something else.
  - If you see signs of boredom, check to see if that if how others feel
    - ❖ Say, “Am I going on too long, or are you interested in hearing more?”
  - If others are bored, think about your choices for dealing with it.
    - ❖ Stop talking and give the other person a chance to talk
    - ❖ Ask the listener what she would like to talk about or hear about
    - ❖ Change the topic
    - ❖ Give a summary of what you wanted to talk about without all the details.





# Talking Briefly So Others Will Listen

- Contexts to practice:
  - The learner is talking to a friend about a game he really likes to play
  - The learner's boss asked for a summary of a project she has been working on
  - The learner's mom asks him how his day was
- The learner may need additional practice with ending a conversation and/or maintaining a conversation when other parties wish to discuss topics the learner does not prefer

***Remember, the learner's way is not the only way!***



# Sensitive Subjects – Advanced

- The learner readily discriminates between topics which may upset another individual, and topics which will not upset another individual
  - Avoids commenting on how the individual looks
  - Avoids commenting on the individual's age
  - Avoids commenting on the individual's appearance
  - Avoids commenting on the individual's learning skills
  - Avoids commenting on the individual's behavior
  - Avoids commenting on the loss of a job or on the death of someone to whom the individual was close
- The learner avoids discussing a sensitive subject unless discussed by the individual
- The learner asks permission to discuss sensitive subjects where appropriate
- Social rules:
  - Sensitive subjects are things you should not talking about because they may make others feel bad, upset, hurt, sad, or mad.
  - When you think of something you want to say, decide if it is a sensitive subject
  - If it is a sensitive subject, do not talk about it unless the other person brings it up; if the subject is not about how someone looks, you may be able to ask, "Can I ask you a question about a sensitive topic?"





# Sensitive Subjects

- Contexts to practice:
  - The learner sees a person at the grocery store who has a physical disability
  - The learner bumps into a female coworker who is usually dressed very formally, but is not wearing make-up that day
  - The learner is introduced to someone older than he/she is
- The learner may need reminded about topics that are impolite to ask questions about
- The learner may make mistakes; the learner should demonstrate the ability to apologize





# Having a Conversation – Advanced

- The learner readily identifies appropriate opportunities to begin a conversation.
- The learner utilizes an appropriate greeting.
- The learner makes appropriate small talk.
- The learner continues the conversation by asking appropriate follow-up questions or through making appropriate statements regarding things he/she wishes to discuss.
- Social Rules:
  - Remember “T.G.I.F.”:
    - ❖ **Timing:** the time to start a conversation is when the other person is not talking or there is a pause in their conversation
    - ❖ **Greetings:** a greeting is the first thing said to someone when beginning a conversation
    - ❖ **Initial Questions:** an initial question is something asked of a person to start a conversation about a particular topic
    - ❖ **Follow-Up Questions:** these are questions asked to get more information about a topic, and to keep the conversation going





# Having a Conversation

- Contexts to practice:
  - The learner sees a familiar classmate he/she wishes to interact with
  - The learner wishes to tell a friend about something interesting that happened earlier in the day
  - The learner is visiting family who ask about what is new in his/her life
- The learner should demonstrate the ability to join a conversation
- The learner should demonstrate the ability to appropriately interrupt
- The learner should demonstrate the ability to maintain multiple exchanges when talking to someone else





# Review

- Teaching methods
- Target social skills specific to fostering appropriate communication
  - Social rules
  - How to teach
- *Part 2* will review social skills specific to self-regulation and relationships.





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