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- Christine Austi...: [00:00:17](#) Hi, my name is Christine Austin and I'm the Director of Clinical Operations at Step-by-Step Academy. I have been working with Step-by-Steps since 2004, starting off as a behavior technician, that's our direct care staff here. And now I serve as the Director of Clinical Operations. I have been a certified as a BCBA since 2007. And I currently just finished my Master's in Applied Behavior Analysis. And today I want to talk about, basically, a transition survival guide. And this is part two of a part one of a two-part series. And as a reminder to everybody, this is live. So if you have any questions, please just go ahead and type it in within the chat so that I can answer your questions throughout the presentation. To provide an overview of what our objectives are today is to identify a minimum of twenty five must have social skills for an adolescent and or adult with autism and or Asperger's syndrome.
- Christine Austi...: [00:01:26](#) We're going to cover many, many more than just twenty five skills, but I want for you guys to be able to identify at least twenty five. I also want for you to be able to create and prioritize a social scale treatment plan for your student and also learn several teaching strategies to use with your student. So what I'm going to do is, because this is part two, I'm going to do an overview of our teaching practices that we use to teach the social skills. But please know that this series is specific, well, this session of the series is specific to social skills for self-regulation and relationship building. We have created two assessment tools that you can purchase within the store both being for each individual skill sets. And just so you're aware in this part two this is a review but also an extension of part one, which was specifically looking at communication skills related to social skills for adolescents and adults with ASD.
- Christine Austi...: [00:02:29](#) First of all, I want to thank Gabriel Valley for the assistance with the presentation. He was kind enough to give his time to put all of this into a PowerPoint presentation for you. So thank you so much Gabe. Michele and I definitely could not do our jobs without you. First of all, we want to look at the characteristics of Asperger's and autism. If we're looking at autism, we're looking at deficits in social interaction and in communication and then



also restricted and repetitive and stereotype patterns of behavior. So we're looking at deficits and socialization and communication. And then there's excesses in the restricted and repetitive and stereotype patterns of behavior, interests and activities. If you look at the Asperger's syndrome, there's a deficit in social interaction with the excesses and restricted and repetitive and stereotype patterns of behavior, interests and activities. So you can see that within the Asperger's syndrome, there's not the deficit in communication.

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So when we look at these skills and the assessment that you're looking at specifically to teach self-regulation and relationship building, the individual is going to need to have prerequisite skills and we'll cover that first. But really we're looking at individuals with a mild to moderate intellectual disability or no intellectual disability with an autism or Asperger's diagnosis. Some of the theories just to cover some of the theories of the impairment with social interaction. The current theories include the individuals with ASD lack the ability to integrate multiple linguistic and social and emotional messages in social situations. So they might have a hard time being able to take all of that information and disseminate it. Also there's the theory of mind-blindness and this basically means that individuals with ASD lack theory of mind or the under the ability to understand thoughts and feelings of others.

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And the third theory that we're working with is that individuals with ASD have the inability to perceive and understand expression. So even though there are theories out there of, you know, what's causing autism or you know, what's really producing the impairment and socialization and communication, there's a lot of evidence out there showing that we can teach these skills and we're going to cover that first in our teaching sessions. But first we want to look at the different areas to target. And this is not just the specific skills that we're looking at, but what are all the areas that we need to target. For an individual to be able to increase self-regulation and relationship building while the person has to be able to improve perspective-taking and empathy and you know, really identifying how one's behavior impacts another person's behavior and taking on the perception of someone else.



- Christine Austi...: [00:05:35](#) Being able to identify the emotion of someone else, but what calls that emotion and how does that emotion then affect behavior. We also want to target nonverbal communication. So our communication is not just what we say. It might be how we say it, but it's also the nonverbal behaviors that we engage in. The way maybe we're slouching we know that someone's bored in that moment versus sitting up and looking more alert than we would think that that person is interested. Sometimes people or individuals with autism have a hard time identifying that. So that's an area to target. Obviously social or conversation skills. We talked about that a lot in part one and really what encompasses all of the skills that an individual will need for a successful transition into adulthood. And with conversation skills, we're looking at the ability to initiate, respond to and maintain a conversation.
- Christine Austi...: [00:06:39](#) And it's, it's tricky and you know, there's a lot of components that you have to teach. I believe that we did a really thorough job in part one showing you how you can teach all of those different communication skills. And then what we're going to talk about today is self-regulation in relationship building. And a lot of that is managing our frustration and anger and a lot of the other negative behaviors that we have. And you know, what's interesting is when we created these presentations, it's not just people with ASD that need improvement in this, everyone needs improvement. But looking at a severe delay in some of these areas, it's important that we're able to manage our frustration and anger, anxiety, other negative social responses so that we can have a better quality of life and increase our opportunities to engage in social interactions.
- Christine Austi...: [00:07:36](#) The first thing that you want to do, and again, we do have the assessment in our store, is to assess the individual strengths. So you want to look at his adaptive strengths, you know, how does he do with verbal skills, receptive language or comprehension, visual spatial skills, reasoning, written expression, organizing ideas or connecting ideas. You want to look at the adaptive ability to do these things. Also, you want to look at behavioral and emotional challenges. Look at help with attention and concentration or impulse control, frustration. Some of the skills that we're talking about, we'll target that specifically with self-regulation. If you can't self-regulate, it's going to hinder your ability to build relationships. So the way that we have the



presentation organized is we're going to talk out prerequisite skills that an individual will need to then advance to begin our skills.

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And then with the beginner skills advanced to advanced skills and that was shown through both self-regulation and also relationship building. What we'll do is as we have organized the material is we'll talk about each individual skill first. What that skill looks like. And also what are all of the social rules that comprise that skill. And then on the next slide we're going to talk about some context to teach the individual how to learn those skills. But going back to assessing for the individual strengths, you also want to look at some challenges such as sensory challenges. If you know that the individual has a hard time coping with a really loud environment, you don't want to practice that skill first in a really loud environment. You want to look at what it is that the individual really needs to make him successful in obtaining these skills.

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Obviously there may be motor challenges that you need to look into. If there's fine motor limitations or gross motor limitations. We'll talk later on about how to use visual cues. If someone does have fine motor limitations, then you might need to manipulate some of your materials to make them successful. And then also just some social challenges. And this is really where you want to use the assessment that you can purchase within our store. And really you want to assess what does the individual do too much of and what does the individual do too little of. Just to give you an idea of the assessment that we have created, it's separated from the first presentation. We had one specifically on communication skills for this presentation. We have two again, the first one on self-regulation and the second one on relationship building.

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And the way that we created this was we created it by chunking together the prerequisite skills and then moving onto the beginning skills and the advanced skills. But we created a scale for the behavior analyst or the teacher, whomever is going to teach these social skills a key. And it's really just an assessment. You could give this over to the individual's parent. You could give it to the individual to himself or herself to fill out to identify his or her own strengths or weaknesses and let them rate themselves or you know, the people around them. But the



rating scale that we used here of comprising numerous literature or other published books is we compiled everything together. So I know there's a lot of different teaching manuals out there for social skills, but basically we combine them all and then broke them out into what was [inaudible] beginner and advanced skills. Our rating scale that we have is if you were to give the learner a zero, that means that the learner does not demonstrate the skill or requires frequent prompting throughout contrived teaching scenarios. If he has a one, this means that the learner demonstrates usage of the skill and contrived teaching scenarios following minimal prompts. A two rating means that the learner initiates usage of a skill in the natural environment and opportunity is there to use the scale, but it's identical to the contrived teaching scenario.

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And then the third are the rating of the three means that the learner will independently initiate the use of the skill in his or her natural environment and has generalized the skill to all potential settings. So if you're a behavior analyst out there, you definitely know that the goal is to be able to generalize the skills. It doesn't mean that through role play, you're able to demonstrate it, but are you able to use it within the natural environment main and maintain that in addition to be able to initiate it when you see those social cues? So I would look in the store at Special Learning to see if you're interested, but please know that all of the skills that we're talking about within both assessment is presented today within the PowerPoint presentation.

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Again, other areas to target for social skills include body language, dealing with frustration, anger and anxiety, conversation skills, creating and maintaining friendships. That's not easy for everyone. You know, you have friends out there that are the social butterfly, but then you have other friends out there that just don't initiate so well. So, you know, just looking at the skills, you can actually use them pretty for yourself as well. Dating is another area that's pretty difficult. We'll talk about that in regards to relationship building. Employment skills is huge. If you do not have appropriate social skills just to socialize with your friends or your family you're going to need them in employment as well. And it's just so crucial. We all have friends at work or we pick up on dish on different social cues and we'll talk about relationship buildings in regards to that as



well. And then also self-regulation and then dealing with emergencies. We have to make sure that we are preparing all of the individuals that we provide services to be able to deal appropriately within an emergency for safety reasons.

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So here's an overview of how to teach social skills. We talked about, we talked a lot about that in part one. But I just want to give you a quick overview so that we can move quickly into all of the skills that you're going to need to target in regards to self regulation and relationship building. The first one is discrete trial teaching. I'm sure a lot of you out there are already familiar with this incidental teaching, natural environment teaching, social skill picture stories, cognitive picture rehearsal, social stories and structured learning. And please know that all of these have evidence to show that they are effective methodologies for increasing social skills with people with autism spectrum disorders. So the first one is those discrete trial teaching. And this is a highly structured teaching method that uses multiple presentations of the cues delivered. So this is something that this is a teaching methodology that you might want to use when you're initially teaching the beginner skills. And we'll talk about those a little bit later on.

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But this is where it's highly structured, a lot of rote teaching and a lot of the same presentation of the same skill. Because we're talking about social skills and we're talking about advanced learners or older individuals, this might not be the best method, but this could be a good method to work on eye contact or inappropriate tone. And that's a lot of the stuff that we talked about in the previous presentation. And this is where you could just mass trial this so that the individual can acquire it very quickly. It may be required for teaching prerequisite skills. Like I had said the eye contact, inappropriate tone, inappropriate speed when speaking. But the downfall is that it does not typically foster spontaneous social interaction because it's so highly contrived and it's just rote learning. It's not going to easily generalize over to the natural setting.

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So now we come to natural environment teaching and this is a form of teaching that involves planned use of behavior change procedures within an individual's natural environment. So you're not just going to teach the individual social skill in one isolated environment. You're going to teach this individual in



the home, in the school, in the work, at his friend's house or a day placement, anywhere that he goes. You want to make sure that the individual is responding to the initiations of other people in a lot of different contexts. And this really does promote generalization and it shows that learning is ongoing. I'm not going to sit down and mass trial something with you. I'm going to teach you this skill while you're at your job or I'm going to teach you this skill while you're at school. So just depending on where the individual is you want to teach within the natural environment.

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And again, it really does help with generalization of the social skill. Within NET, learning is based primarily on the learners motivating operation. This is basically just as motivation. You want to find a motivating moment and then capitalize on that. If you're working on, and I'll just use some of the previous skills that we had from part one, maybe just initiation of greeting. If you see his friend coming down the street, then take that opportunity to practice that skill. The instructor follows the learner to these different opportunities to practice these skills. And then you will prompt the learner within that natural environment. Sometimes you do have to use contrived situations and we'll talk about, we'll talk about incidental teaching, but here within natural environment teaching, you can create contrived situations to set up social skill training. Excuse me. You can set up some of these opportunities that are contrived. And that's one of the best things about net is even though it's being implemented within the individual's natural environment, you might need a pre plan so that you can contrive some of these situations. But again, it promotes generalization.

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So looking at the need for contrived sittings or sessions because net is done in the natural environment, there may be less opportunities for a particular skill to be taught. So this is where you want to talk to the people in the individual's environment. You want to talk to his teachers or his employer or his friends and family, and ask about if you're targeting a specific skill out of the assessment, talk to the people around the individual and ask them when would be the best time to target this and gather that information so that you can contrive some of those situations. So in it, you know, there may be less opportunity for repetition of that target skill if you do this within a natural



environment teaching. But you could always contrive it so that there are more opportunities so that you can hit that instead of falling back to discrete trial teaching where it's just wrote a practice of the same skill that might decrease the motivation for learning of the individual

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Moving over to incidental teaching. This is a form of teaching that involves unintentional or unplanned use of behavior change procedures within an individual's natural environment. So very much like natural environment teaching, but you don't preplan you just find the opportunity and this makes it a little bit harder for the therapist or the behavioral support person who's teaching the student. Also, the teacher might not have the availability to work on this because there might only be one time during the day to work on it because all of these show or all of these methodologies do have evidence to support them. We know that they're effective, but now you need to pair it down to what's manageable and what's appropriate for your individual. And as you see the other teaching methodologies, you'll, you'll see that as well.

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The social teaching is embedded in everyday routines to amplify the social environment for the learner to pick up on cues, rules, other's feelings and perceptions. So again, it's just in the natural environment, but you have to be prepared to be able to capitalize on some of these social opportunities to then prompt the individual to complete the social skill. It encompasses errorless teaching the use of visual aids. The instructor is then able to describe the situation and other prompting strategies to the individual. So it's just so much more natural. It's just when the opportunity arises, you capitalize on that moment and then you get to sit back and talk about it. "What did you see Phil as you went and initiated a greeting with your friend? How did that go next time? Let's practice this skill instead." So it really just depends on what teaching methodology, the individual that you're serving needs.

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If he needs a high practice to acquire a skill, use discrete trial teaching, but then it's very important to use natural environment teaching or incidental teaching to then transition that over and generalize the skill. Another teaching method is social skill picture stories. And these are many books that depict individuals demonstrating various social skills. This is like a



comic book or a cartoon strip. So it'll show exactly the progression of the social situation. It combines the action with word bubbles so that it helps the individual identify when to speak versus when to think. So you can show that clearly through a visual depiction and it helps show and demonstrate to the individual the correct and incorrect way to behave. So you can show them an example of this is what's appropriate and this is what's not appropriate. And you basically want to set up the book by the target skill.

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So each target skill will have its own individual topic. If you're working on dealing with feeling mad, then you're going to have a book that shows you how to deal with feeling mad. You could show the individual the inappropriate way to do it, but it's always best to capitalize on the positive versus just showing the negative. But if you needed to show them you know, you, you did it this way instead of doing it the positive way, you could then show them that after an incidental a situation. And then obviously you want to teach them exactly how to behave the next time and prompt them appropriately. So you do that through a task analysis and that basically just means a Step-by-Step analysis of all the skills. First you do this, then you do this, then you do this. And you again can show through a visual analysis if the person is speaking or if the person is thinking in that manner.

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And it's a great way to target perceptions and thoughts and, or feelings of each individual. Because you can say, if I'm mad and I say it this way, the thoughts of the other person are going to be like this. If you are upset and you use a pro social scale that's appropriate, then you can then show that the other person's perspective is that they're okay and they're calm. And it really just helps with perception and feelings. The next one is cognitive picture rehearsal. And this is where the individual, you provide individual pictures of a social situation depicting antecedents to a problem situation. You also show the socially appropriate behavior and then reinforcement for inappropriate response. So it's basically just showing you what the antecedent was, what the response was and what the outcome is once an order.

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And then the individual practices talking about the story of the situation. So you'll put them in order and then you'll talk about



exactly what happened within that setting. And this again, aids in perspective taking because you can show what the antecedent was. Maybe the student had a hard time and maybe he didn't, he maybe he got a C on a paper and his response was that he went to the teacher and was very angry. And her perspective is that she's upset as well, where if he would've gotten a C on his paper, brought it to the teacher and asked for assistance of how to improve, then she's more, has a more positive feeling about it. And this is what you can do to practice some of the pro social skills. And this can be used for priming if you're not familiar with that term.

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That basically just means practicing a social skill prior or really practicing a social skill through roleplay and getting immediate feedback prior to implementing or demonstrating that skill in the natural environment. So if you know that the individual that you're working with did a bad grade and maybe he has been getting poor grades and he tends to get frustrated and maybe acts out in class by yelling or accusing the teacher of his situations prior to that. Or maybe you want to have the teacher give you some of that information first so then you can help prime him prior to these situations. Now with cognitive picture rehearsal, this is primarily used for specific problem behavior such as acting out or inappropriate frustration. It's not really used for teaching pro social responses. It's more about showing the perspective of others when someone engages in some type of challenging behavior.

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The next evidence-based intervention is social stories. And this is something that we use a lot here at Step-by-Step. And it's basically just providing the social rules of how to behave in certain social contexts. Now, I would not use this only as your only intervention by teaching what's expected of them. Without following that up with roleplay or demonstration, they're probably not going to use it, but this is effective to use so that you can teach the sequence kind of like the stories I was talking about before. But you can bet a lot of sentences into this and give the individual a lot of knowledge regarding that pro social skill. So the structure of the social story includes descriptive sentences. And this is where you identify, identify the relevant factors in a social situation. And it must be truthful and observable.



Christine Austi...: [00:27:18](#) So when I'm frustrated, I might feel you know, if the description is when I get bad grades on my test, I might feel frustrated and just give the truthful information that really is observable. And what does frustration mean? I'm yelling out, I'm accusing the teacher of inappropriate grading. You want to make sure that whatever it is, whatever the problem is, detail it so that the individual can readily identify what the problem is to then provide a pro social skill to replace that. You also want to construct the social story with perspective sentences. And this describes the internal state of other people. So when I'm frustrated and I act out by yelling at my teacher, how does my teacher feel. That you want to put those sentences in there so that the individual really knows what, how his behavior impacts others.

Christine Austi...: [00:28:15](#) Also directive sentences, so basically it presents the socially appropriate response and positive terms. Instead of engaging in inappropriate behavior, I want you to behave inappropriate behavior that looks exactly like this and then describe it to the individual. Also provide affirmative sentences. And this enhances the meaning of the statements. It may express a commonly shared value or opinion or stress the important points. So an example would be it's important to complete homework in time to avoid a failing grade, or it's important to approach my teacher by asking for assistance so that I maintain a good relationship with her. You also want to use control sentences and this identifies the strategies the individual will use to apply the information. So exactly what it is that you need to do. And this situation, you'll do this at work, you'll do this at school, you'll do this when you're with your parents.

Christine Austi...: [00:29:12](#) This is how you'll behave or friends. And then also cooperative sentences. Describe what the other individuals will do to aid the individual in need. So if I ask my teacher for help, she will then provide additional tutoring or she'll help me find someone else who can help me tutor, such as another student or another teacher that might be available. So it's always important to write this within first-person. So as you're reading the book it should be read as Christine will engage in this behavior or when Christine or when I get a failing grade or a C or something like that. I will do this so that it helps with the concrete learning of individuals with ASD. Again, an [inaudible] is perspective taking because you are teaching the individual behavior and again, it



can be used for priming. So just like the other methods, you could sit down and read that social story to the individual, practice it a little bit and then put him in those social situations.

Christine Austi...: [00:30:22](#) One of the best methods that we have used here at Step-by-Step for individuals who are learning a pro social skills is just structured learning. And that involves didactic instruction modeling. You could either do that live or through a video. I'm also doing roleplay, providing a feedback and immediate feedback. And then practicing and practicing is key. Not only are we going to role play this in this contract situation or maybe one on one in a room an isolation in the school. But then I want you to then practice this in another environment and then another environment and generalize that over.

Christine Austi...: [00:31:06](#) Some supports to promote learning include visual supports. A lot of the individuals that I work with with ASD have a lot of strengths with visual discrimination. And we use that a lot to aid in teaching. And some of the visual supports that we use are exposed. Some of the basics are just rules of the classroom. You know, and what's expected of that individual or rules at work. Sometimes I have to post rules for some of my staff here. You know, it's just to help with reminding people what's expected behavior.

Christine Austi...: [00:31:48](#) Because we work with individuals who might feel a little embarrassed by the need for additional supports. We use hidden supports as well. So one of the things that we use if, if one of the individuals that I was serving in Mount Gilliad who's a high school student, we, he had a binder that he would carry around his materials. And, and just when he opened his binder on the very first page, those were his rules of the day for his behavioral contract. So it was hidden from the other students so that he didn't have that opportunity to get bullied. Nobody saw that it was only for his reference. We also have used little cards as a review that someone can put in their pocket so that they're able to then just pull that out and read it. And it's kind like a self priming technique.

Christine Austi...: [00:32:42](#) We've also used the motivator and I don't know if everybody is familiar with that, but it's like a pager that you would put on your belt buckle or somewhere else that you can hide. And this is where if you're priming an individual to generalize a skill at



work, but you have someone who's observing but is, is hidden and the individual is not able to see the person, they might be able to then zap, not zap them, but vibrate just a little bit so that it's an alert to the individual to then practice that pro social skill. Or you could just set it on a schedule so that it acts as a prompt to the individual. Peer mediation is very important as well. Try to find individuals that will help support the individual that you're working with.

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It doesn't always have to be an adult that's a behavior analyst or some kind of support person. It can be his friends or his family members, a neighbor. Find people that are willing to teach the individual and then capitalize on that. Videotaping is very important. What we can do with that is videotape a social response. It's best to do that when you're kind of hidden instead of just doing it, you know, within the social environment cause you're videotaping other people. But you can videotape how he behaved through roleplay so that he can then give himself feedback as well. Sometimes a recorder is important. The last time in part one we talked a lot about we talked a lot about the tone of voice that you have to have to communicate effectively within social situations or the pace of which you're talking. You might just want to record a conversation because the other person might not see that. Like they would see a camera or an iPad, they could hide the recorders so that the individual would be able to give himself feedback.

Christine Austi...:

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So how do you prepare for a teaching session? It's very important to build rapport with the individual. You want to make sure that he knows that he or she knows that he or she is being supported. This is not because there's something wrong with him or he, you know, it's because of his disorder. It's really, you just want to build that relationship so that he knows that you're a support person to him and that he can trust you. You also want to establish rules. And the purpose of your training you know, obviously you can use the assessments that we have in the store to guide that showing these are all the skills that you need to be able to move on or have a job and not really use me anymore. We've done that with an individual in our transitional building where she didn't come at Step by Step anymore.



- Christine Austi...: [00:35:30](#) She wanted to go out into her regular class. And we said, great. Then let's our rules and the purpose of what you do to get you to be where you want to be, it's the same thing of what we can do. Identify rewards and interests. So obviously through applied behavior analysis, you're going to use reinforcers to change behavior. So it's very important to identify what are effective reinforcers. And with the population that we're talking about, we can really just interview them, you know, what do you like, what do you like to do? Set a criterion, state the behavioral contingencies. And when he meets that, then you can deliver the reward. Again, remind the learner that you are here to help and that you're not here to be judgmental. And it's very important to monitor your own behavior during these teaching sessions. It's not all about the individual.
- Christine Austi...: [00:36:27](#) You have to change your behavior to change the behavior of an individual. Obviously you need to collect your materials and be prepared. So if you're using a lot of visual cues, you want to make sure that they're readily available and organized and then scoring sheets for practice and feedback. You definitely want to write down what the individual did well and make sure that you're also writing down what he can improve for the next time. But make sure that you're using a positive approach for every feedback that you need to give. You definitely need to make sure you give three times the amount of positive feedback. You also need to determine your teaching method. So determine what's best for the individual. Maybe you need to start with just great trial teaching and that's okay. And then you move over to natural environment teaching.
- Christine Austi...: [00:37:17](#) Or maybe you just move over to structured learning to where you're didactically teaching him how to do it, immediately move into role play and then put them into the generalized setting. What I usually like to do is start with structured teaching. And if that is not effective, then you move back. It's better than just drilling the individual on a social skill and then trying to generalize over. It's best to put him in a little bit more challenging situation, see if he is able to do that and then adjust accordingly. And then again, or obviously you want to provide a list of the targeted social skills. So I would suggest only working on three at a time. You don't want to overload the individual. You want to make sure that what it is that you're teaching is obtainable. And that was real successful with an individual that



we were working with at Mount Gilliad who was seventeen he engaged in some socially inappropriate behavior. And even though he was the friendliest guy because he was 6'6" he was extremely intimidating. And he would come and get really close to other people and he didn't understand the social boundaries. So it hindered him in developing relationships and it wasn't because he was aggressive or rude in way, he just didn't realize how he needs to keep an appropriate distance from others due to his height. And as soon as we taught him those skills, he increased in social opportunities so much and it was really rewarding for both him and our staff that worked with him. And again, it's so important to start teaching as early as possible if you have an individual really we look at it this way, we want to make sure that we are starting around the age twelve to fourteen to start working on these skills that will help transition into adulthood because there might be the need for high repetition. Maybe it's high repetition, maybe it's...

Christine Austi...:

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Hi everyone. I'm really sorry we're having some technical difficulties right now because there's a huge storm coming through Columbus, Ohio right now. So I'm going to continue with the presentation. If we do lose power, you will be able to access the remainder of this video within the next forty eight hours. But just so you know, if we do experience something you will have access to it. It's just there's a storm going on right now and our power keeps flickering. Okay, so going back to the presentation when we're looking at social skills to foster appropriate self-regulation and relationship building, we're going to break this down into different skill sets. There's prerequisite skills, beginner skills, and advanced skills. And I want to make sure that when we're really looking at this that we're going to look at teaching these skills across numerous social contexts.

Christine Austi...:

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So some of the basic social contacts, our family or within our family within our friends. And then at work and our school. So depending on the age of the individual or where it is, where he is you might want to target both work and school if he has an afterschool job. But please know that social norms are different within social contexts. And we have formal and informal social skills. So think about the way that you interact with your mom versus the way that you interact with your best friend. It's not the same. You interact differently. You're more laid back with



your friend. You might let a little, you know, you have jargon that you use with a friend versus the way that you speak with your mom or your boss. And it's important to teach an individual with ASD. Those distinctions.

Christine Austi...: [00:41:16](#)

You know, if it's, if it's an elder, if it's your mom, it's your grandparents or your boss, then you always regard them with respect. Whereas if it's your friend, again, you can be a little bit more laid back. So just some of the examples that we had is, you know, teaching them these skills in the different contexts, greeting someone at work versus greeting a best friend, asking permission of a friend's parents versus permission needed to be asked all the time formal listening behavior versus listening behavior when the learner is with his friend or sibling. So think about when you're at your job, you set more attentively when your boss is speaking to you. Where is, if you're hanging out with your friend, you're not sitting up, but you might still be listening. And those are just, you know, some of the contacts that you want to teach the individual.

Christine Austi...: [00:42:05](#)

So don't just teach in one situation you want to teach across many. This is an overview of the communication skills that we talked about in part one. As you can see, we talked about prerequisite skills, beginner skills, and then advanced skills. So if you're interested and you were unable to gain access to part one please go to the Special Learning website. And you can purchase that presentation and it'll show you exactly all of the skills that you need to increase appropriate social skills related to communication. So now let's move into the meat of our presentation. And the first set of skills that we're talking about is self-regulation. And this is really just how to regulate one's own behavior. And really, you know, planned behavior, not just you know, flying by the seat of your pants. But can you plan, can you see these social situations and then self regulate yourself to then engage in an appropriate response.

Christine Austi...: [00:43:05](#)

This is made of many different behaviors that we will talk about. And this is an essential skill for independence. If we can't self-regulate, we're going to put ourselves in bad situations. And it's so important to teach self regulation. So as you see, when we go through the assessment that you've purchased or just through the presentation, you'll see that there are a lot of prerequisite skills. You might need to teach these prerequisite skills while



teaching the beginners skills within context. And you'll see what I'm talking about as we go through the presentation. But please know that without self-regulation this will hinder someone's academic, social, and community participation. So it's crucial to teach these skills to an individual and not have to rely on someone else to help manage their behavior. So the first one that we have is interaction-readiness.

Christine Austi...:

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Again, it's so important to talk about the positive focus on the positive state things with a positive spin. So the examples that we have here is look at the person, use a friendly face, use a calm voice and use nice words. So don't talk about what not to do. Talk about what you should do. So some context to practice. This is the learner's co-worker has brought in lunch for the office, but the learner would rather eat the lunch she has packed. Another one is 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. And in addition, the learner is at the pool during the summer and someone splashes him. This is a really good way where someone could be frustrated or a little bit annoyed, but practice how to interact appropriately.

Christine Austi...:

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The next skill that we have is waiting appropriately. The learner readily demonstrates appropriate behavior. Does not attempt to leave does not engage in disruptive behavior within participation of the delivery of a desired item. Sometimes people with ASD are really impulsive and want things right away. And if that is a characteristic of the individual that you're working with, you really want to work on waiting appropriately. Because that is such a huge component of self-regulation. You want to ask yourself, does the learner readily respond appropriately to a variety of language cues such as in a little bit or in a while? You want to make sure you're generalizing your language. It's not always just "wait" everybody doesn't just say "wait". They might use other responses. And the social rules that you want to give the individual is to stay still quiet and calm.

Christine Austi...:

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Think it's hard to wait, but I can do it. Make a plan and do it. So some of the contexts that you want to teach this skill in is the learner is working on an in class assignment and has a question, but the teacher is helping someone else. Or dad's grilling



burgers on the grill and the learners feeling very hungry. Another example is that the learner needs to use the restroom but somebody else's in the bathroom. These are really good ways to teach awaiting behavior and to have him remind himself, you know, it's really hard to wait, but I can do it. Or teaching him another replacement behavior during that time to distract himself or keep him occupied while he's waiting. Another prerequisite skills adjusting to change of the learner readily demonstrates appropriate behaviors such as not engaging in disruptive behavior. When there is a change in a schedule or maybe someone had promised something and there was a change and does not attempt to leave in different scenarios where he or she is expecting unexpected change.

Christine Austi...:

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And that is something we have to work on with individuals with autism or Asperger's with the restricted and repetitive behavior, the fixation on certain things things change and it's going to change. So you're going to have to put an individual in those situations. And the social rules as you want to give them a coping strategy. Not everybody does well adjusting to change. And I know I'm guilty of that as well. You want to teach the individual to stop, take a deep breath and let it go. Think you know what's happening here and then make a plan. And you know, one of the big things to remember is that there's, there's more than one way of doing something and there's not just a right way. There are other ways, but teaching the individual that to identify that in the moment and then doing something else or just coping with it in the moment.

Christine Austi...:

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Some context to practice this is the learner walks into class and a substitute teacher is sitting at his usual teacher's desk. That might be a shock or a surprise. I know a lot of the times we really want to prepare individuals as much as possible, but that's just not the way the world works. Things change and things happen. So it is so important to teach an individual to adjust, to change so that he can really work on self regulation. Another example is the learner and a colleague are working on a presentation together and the learners colleague wants to present the information in a different order than the learner does. Going back to the previous slide, there isn't one way of doing something. There are multiple ways to do it and it's okay and just accepting change or accepting adjustment.



- Christine Austi...: [00:48:42](#) And you may want to incorporate, incorporate practicing the skill with compromising. So you know, we'll talk later on about some of the advanced skills and the beginner skills, but adjusting to change you might have to put them in some of those situations so that they are able to adjust appropriately. But please know that the replacement behaviors that we're asking the individual to do should be in his repertoire already prior to putting him in these social situations. Now let's move into the beginner skills and what it is that we are requesting the individual to do with the beginner prior to advanced. The first one is attending to own behavior. So recognizing his own behavior, he can discriminate between a scenarios where he or she should attend to what others are doing and when not to the learner readily avoids telling others what to do when he or she is not in the position to do so.
- Christine Austi...: [00:49:42](#) So I believe it was Jed Baker who said it, where don't be the rule police. We don't have to be the rule police. And in these situations we want to teach the individual again to stop, take a deep breath, let it go. Think about what happened here and make the plan and again, remember that there's more than one way to do something. So some of those contexts that we want to look into are maybe a coworker is wearing flip flops in the office building. When the company dress code specifically prohibits them. He doesn't have to be the rule police. He can let it go. And really teaching the individuals some of these different situations of when it's appropriate and when not to. So that's why we really want to talk about emergency situations and non-emergency situations. If the individual or if another person is wearing flip flops, it's not an emergency. You don't have to step in and say anything. If a classmate is whispering while the learner is trying to take notes, then you might need to step in and say something at that moment.
- Christine Austi...: [00:50:50](#) Okay. The next skill that we want to talk about is reading body language. So again, like we talked about, it's very important to read the language of others. It's not just the things that we say in the way that we say it, but also our body language that goes with the language as well. When we're looking at reading body language, the learner can readily look into another person's face or look to another person's face gestures or bodily cues during interactions. He can readily identify changes in another's face gestures or body cues. Also demonstrates the ability to explain



changes in someone's expression and can also provide an appropriate response to changes when he or she observes a change in someone else's body cues. So it's very important to make sure that you're teaching the individual with ASD to look at the other person's face.

Christine Austi...:

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Also look at his gestures, and then what is his body doing? Is he slouching or is he more alert? Is he, is he turned away from you? You know, and really recognizing that and then also understanding the cue and what that means and how to respond appropriately. So this would be a good example where you might want to put this in more of a discrete trial teaching session to where you can you know, show them picture examples of different body language and then teaching them what that means. And then generalizing that over to the natural environment. So ways to practice this include exchanging greetings. When the learner is talking to someone and the individual looks bored you could teach them to say, excuse me would you like me to continue? Or at the learner is saying something to his dad, but his dad is having trouble hearing him.

Christine Austi...:

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You know, and he's looking at him confused. You might want to teach the learner to say, "I'm sorry, but can you hear me?" And you want to practice this with a range of scenarios. We're just giving you a couple examples here. The next beginner scale that we have is understanding feelings. So not just the body language but really understanding what feelings mean. And this means that the learner can readily identify bodily cues that occur when experiencing different emotions or feelings. So blushing means that he or she is embarrassed or you know, feeling butterflies in your stomach means that you're a little bit anxious or nervous. Just being able to identify his own behavior and then also putting that onto someone else. The learner demonstrates the ability to decide what occurred to cause him or her to feel the way that he does.

Christine Austi...:

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And then also the learner readily assigns a name to the way he or she feels. So really identifying the body's response to the emotion. So the social rules that you want to teach the individual include, tune in to what's going on in your body. So that you know how you're feeling and really pairing that feeling with other emotional responses decide what's happening to make you feel that way. And then decide what you could do.



Decide what you could call that feeling. Some of the contexts that you want to possibly put your learner in is preparing him for the first day of a new job. We're all anxious with that. You know, and preparing him and priming him for how that's going to make him feel. But then what do you do when you feel that way and how can you seek out support?

Christine Austi...:

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Also the learner's little sister accuses him of breaking her iPod. Maybe he feels very upset during this time. You want to put them in some of those situations and practice that skill. And when you feel that response within your body, how are you going to act? And then you want to teach multiple examples. So you want to teach fear, confusion, anger, embarrassment, you want to I mean, we all have so many emotions and it seems a bit endless, but you want to make sure that you're really teaching him not just what makes you happy or what makes you mad. But really the entire spectrum of emotional responses. Some of the things that we've used in the past that really helped with this are visual cues or a feelings thermometer. I don't know if everyone's familiar with that, but we use that to show when, you know, I, I have a scale of one to five and when I'm at a one, I'm calm when I'm two, I feel a little bit more anxious all the way up to five of when I'm acting out.

Christine Austi...:

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So when the individual is engaging in that behavior, you can show them that visual cue of where they are to help them self regulate. Another beginner skill is the learner is expressing feelings. So not only identifying his feeling, but then how to express it appropriately. And this means that the learner readily identifies bodily cues that occur when experiencing different emotions or feelings. The learner demonstrates the ability to decide what occurred or caused him to feel this way. He again can put a name to it and then can express that. So we have the following social rules here, you know, tuning into body and you know, deciding what made you feel that way all the way before identifying your emotion, but then now how to express appropriately and just a review again. But then the next thing that we want to look at is using self-control. And this is where the learner readily identifies bodily cues that occur when experiencing different emotions or feelings.

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So with this, the learner demonstrates the ability to decide what occurred to cause him to feel in whatever way that he's feeling



and then regulate his own behavior within the moment. In addition to choosing an appropriate response. So as you can see, the beginner skills are all kind of already a task analysis for itself of being able to identify how you feel, expressing how you feel and then using control and choosing in the moment the best way to deal with it. So some of the examples that we had for context to practice is the learner's friend uses her computer without asking how are you going to feel and then how are you going to deal with that situation and use your self control to monitor your own behavior or the learner's teacher reprimands, the learner for disrupting the class when it was actually one of the learner's peers.

Christine Austi...:

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How are you going to use self control in those situations? And again, you can use some of the social rules that we've talked about before. You know, you gotta let things go. You can't be a rule police and you can see how they just keep building on themselves. One of the biggest skills that we really need to work on in regards to building a relationship or self-regulation is dealing with anger. And this means that the learner is able to prevent him or herself, from engaging in problem behavior when angry. And it's hard for us sometimes, you know, sometimes we curse and we don't really mean to, but here we're looking at aggression or you know, dangerous elopement. You know, we really want to make sure that the individual is able to deal with his or her anger. The learner engages in deescalation behavior and this is where we can talk about the coping strategies using the thermometer to identify you know, I'm almost at a five.

Christine Austi...:

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I need to now go engage in some other kind of coping strategy before I hit that five. And, you know, really being able to identify what caused me to feel that way and how I'm going to react. You know, the social rules that we want to look at here again is taking a deep breath. We can all benefit from that. Letting things go, identifying what happened and then making a plan. Either you need to wait it out, you need to talk to someone, you need to just walk away from the situation or apologize if necessary. And some of those contexts that we could set up for the learner is maybe a coworker spills coffee on his computer and has completely ruined it. That would make anybody angry, especially if they have a lot of work to do. And



that might not be the best, but you could at least role play that situation so you're not damaging goods.

Christine Austi...:

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But identify some common triggers of anger and appropriate ways to address it. And I think that's really important is to use a preventative and a proactive strategy before a situation really occurs and identify degrees of anger to where you're annoyed, then you're frustrated, maybe you're angry, but now you're furious and now you're enraged and try to teach the individual to prevent getting to the enraged or even furious or angry state by engaging in some other type of coping strategy. Another beginning skill that we need to look at is problem solving. And this is where the learner prevents him or herself from engaging in problem behavior. We have some topographies here, but you know when a problem is presented, how is the individual going to deal with that? And the social rules that we're looking at is to keep calm and to tell yourself, I can solve this problem if I stay calm or I need to go take a break.

Christine Austi...:

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Decide what the problem is. You know, are you frustrated with that because you could not do something you wanted or are you upset because someone did something to you and then brainstorm about it? You might not need to act immediately. Again, we're looking at impulsivity and people with ASD, if the person is impulsive, then we need to teach them strategies of what to do when they feel that urge. Think about the consequences is huge. Think about what consequences could be in effect for this, and then pick the best solution. So, you know, one of the examples that I have here is the learner is working on something for work and has made a mistake. Just have him brainstorm. You made a mistake. It's not the end of the world, but how can you then rectify the problem, teach them opportunities to do so, and then teach them how to brainstorm that on his own.

Christine Austi...:

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Compromising understanding feelings and using self control could also be addressed within the same learning opportunity that we had talked about. Another one is expressing affection. And this is where the learner readily identifies whether he or she experiences positive feelings about another person identifies whether the other person would like to know about his or her feelings, appropriate ways to share his feelings and an appropriate time in place to express his feelings. So here we've



listed the social rules of expressing affection because not everybody wants that. So these are the social rules that you could actually just copy and paste and put down on a rule board for the child or for the individual, and then put him in contexts. Maybe the learner wants to tell his best friend how much he likes hanging out together. Allow him to do that, but by using these appropriate rules.

Christine Austi...:

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Okay. Another one is trying, when work is hard I think we've covered this pretty well before, but we also need to teach people how to take a break. We can't just power through all the time. There are times where our body is telling us that we're fatigued and that we really need to take a break from the situation. Otherwise we're going to escalate. And it's just not going to be good. So teach them that, you know, you can try to do some of the work. Teach the individual to ask for help if he doesn't know how to do it. Or if you think something is too difficult, then ask for assistance. You know, I have to tell staff that now that if something's difficult, ask for help. Otherwise I don't know how to help you. And then ask for a break and then try again later.

Christine Austi...:

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So one of the contexts here that we have is the learner is getting ready in the morning and is having difficult time, with his tie you know, maybe he just needs to go to dad, but teaching him to practice it. But you also want to make sure that you're not teaching him to be helpless. You know, some things are difficult and identifying to him what his strengths are and what are some of the areas that he needs help with will show him and, and everyone else around him that, yeah, he really does have the skill. He doesn't need to ask for help. But you know, if it really does come down to it and you're struggling, then it is okay to ask for help or take a break from the situation. Another beginner skill of self-regulation is making mistakes. We all make mistakes.

Christine Austi...:

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A lot of the individuals that we work with have anxiety as well. And making a mistake just, you know, ruins his or her day. And, you know, really we want to teach our individuals you know, that we can try again. Until we are successful or again to ask for help, it's okay to ask for help and apologize if his mistakes have upset someone. And some of the social rules, again, a lot of these self-regulation regard, taking a deep breath, we do that.



You know, all of us do that when, when we feel that we're under a microscope microscope or we're having a really hard time, we'll just take a deep breath, stay calm, and then deal with the situation. And again, you know, just choose your best choice. So one of the examples that I have here is that a learner asked to borrow a pencil from a classmate and accidentally breaks it.

Christine Austi...:

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Well, if that happens, then you might just say, "I'm very sorry, I'll give you another pencil." But put them in some of these contexts so that you know, he does experience making a mistake, but obviously let him know that you are there to support him. And it's good to utilize the skill of apologizing during this time. Another beginning skills, deciding on something to do. There are times in our lives where we are bored and we don't want to engage in some type of inappropriate behavior or dangerous behavior. So being able to self-regulate means being able to monitor all my behavior when I have a lot of tasks to do on my to do list or if I have you know, I'm bored right now and I need to choose how to satisfy myself. It's really important to teach an individual how to self regulate across a lot of contexts.

Christine Austi...:

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And here are the social rules that we have provided you some context to practice. This is that the learner has just gotten home from school and wants to find something to do before starting homework. You know, not only is it that you have to self-regulate to find something enjoyable to do during your downtime, but then also giving yourself a limitation. So it's important to discuss with the learner the difference between tasks he does or does not prefer, but which must be completed. And those that he or she can move more freely to decide to complete. Some tasks that are given as part of a job, maybe ones that are mandatory for the learner to complete, even if he doesn't want to do them during his leisure time. So again, it's important to teach what takes priority versus you have free time now, but then how to structure your free time and the tasks that are presented to you.

Christine Austi...:

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So, you know, that's a tough one. Another beginner skill for self-regulation is rewarding yourself. So it's important to reward yourself to set goals and you know, reinforce yourself for doing that. I think a lot of us don't really do that. We don't give



ourselves a pat on the back but we need to teach ourselves to do that and the individuals that we're serving. So the social rules that will provide is if you've done something that deserves a reward, a reward yourself. And just make sure that, and we'll talk later on about setting goals, but again, reward yourself for the things that you're doing. And you know, some of the contexts that you could do as a learner, study diligently for an exam. And did well. And I think we as behavior analysts do that a lot is rewarding our individuals. But it's so crucial to teach the individual how to reward himself because we might not always be there. It might be that the resource isn't going to be there when the individual becomes an adult or you know, he's really ready to be completely independent, but you want to set him up for success.

Christine Austi...:

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Okay. So now we're moving into the advanced skills of self-regulation. And the first one that we want to look at is reading another person's feelings. So it's hard to, you know, in beginner skills we're really looking at our own behavior, you know, how did something make me feel and how do I express my feeling and then what do I do in those situations? Now we want to move it over to the advanced skills of reading someone else's behavior. We obviously need to make sure that the learner can attend to the other person and look for nonverbal cues. So these are some of those prerequisite and beginner skills that I was talking about. Appropriate listening behavior can identify the feelings of a person identify ways that he or she can demonstrate the understanding of the individual's behavior and then the learner engages in corresponding behavior to show that he or she understands.

Christine Austi...:

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So not only are we identifying the emotion or the behavior of someone else and how he feels, but deciding the best way to respond to that feeling and doing it. So a context that you could put the individual in is a friend of the learner returns to school after being absent for a few days and tells a learner that his grandmother has passed away. Individuals will experience difficult situations and it might be best to practice some of these things and role play situations before they actually have to experience it because those are very sensitive situations. You want to make sure that the individual is prepared to respond appropriately. Dealing with someone else's anger is very important. If the individual is expected to deal with his own



behavior, you have to be able to deal with someone else's behavior as well.

Christine Austi...:

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And you really want to make sure that the learner identifies ways in which he or she can respond to a person's anger by listening, being empathetic, engaging in behavior, correct to the problem, the listening behavior, making eye contact and being sympathetic. Or maybe just ignoring the other person's anger and being assertive. So you have to teach the individual different situations in which you can say, "I've had enough, I don't have to deal with this." or when it's appropriate to apologize. So some of the contexts that you can practice this is the learner is reprimanded by his teacher for behaving in a disruptive manner during class that would be inappropriate way or appropriate situation for him to apologize for his behavior. If the learner finishes his portion of a project for work and submits it to her colleague, who in turn is displeased by what the learner had submitted, you might not need to apologize in that situation. You might need to say, well, this is the information that I had received. This is the information that I'm giving now. You might say, "I'm sorry that you feel that way, but this is the work that I had done." So it's very important to put him in not only different environments, but different contexts so that he's not just always apologizing when someone's angry at him.

Christine Austi...:

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Embarrassment is huge. We get embarrassed throughout our lives. And identifying some of those feelings that you feel when you're embarrassed, maybe, you know, a blushing or sweating or butterflies you have just done something and now you feel physical discomfort. It's important to teach the individual what those feelings feel like and then how to engage in appropriate behavior. So really just dealing with embarrassment includes identifying those emotional responses and then dealing with that and identifying what made you feel embarrassed and then decide what will help you feel less embarrassed to do it in the beginning. So sometimes you can't correct the past. You can only move forward. So some of those contexts that you could teach the learner is the learner's mom's kissing her boyfriend goodbye. You know, it might be a private moment and you're embarrassed. The learner's boss calls him the wrong name during a large important staff meeting, that embarrassed me,



and then what is it that I can change in my behavior or educate someone else to do so that I'm not embarrassed in the future?

Christine Austi...: [01:12:43](#) Another behavior to work on is dealing with fear and this, the learner needs to be able to readily identify when he or she is feeling afraid. Identify what makes him feel afraid. And then the appropriate response when he does feel afraid. So sometimes we have unrealistic fears and identifying what is unrealistic versus what is really going to make you feel afraid in that moment and how to deal with it.

Christine Austi...: [01:13:18](#) So the social rules that we've provided here is obviously you want to decide if you are feeling afraid. Think about what might make you afraid and if it's really realistic and then take the steps to reduce your fear. So for me, I used to not like to present, it was a fear of mine. I didn't like to present in front of people. So then I just had to throw myself into it on a small scale of teaching a small group and then slowly increasing the audience. And then, you know, now giving webinars or presenting at conferences. There's ways that you can cope with that so that you're not afraid to engage in a certain social interaction.

Christine Austi...: [01:14:01](#) And then here are some of the contexts to practice. The learner is at a friend's house and her friend's parents are not home when a large thunderstorm moves through the area. And just identifying, you know, I am afraid right now, how can I deal with that in the future so that I'm not afraid, but then how do I also cope in the moment. Another important behavior for self-regulation is modesty. And this means that the learner demonstrates an understanding of the concept of modesty. Identifies the advantages of behaving modestly and identifies both scenarios which call for modest behavior as well as examples of the modest behavior. So with these,

Christine Austi...: [01:14:47](#) Is that your ability great.

Christine Austi...: [01:14:50](#) It means that you do not brag about your talents or accomplishments in front of others. And you know, just being modest about who you are you know, saying what it is that I am good with, but not overly amplifying who you are. And you know, just making sure that the learner knows that that is how you gain respect in the future. So modesty looks and sounds like handing in your homework without saying to the whole class, I



did all of the work or answering some, but not every one of the questions that the teacher asks the class. And those are some of the situations that you could put the individual in. But some other ones are another person appraises a learner for a job well done on a project. And instead of saying, "I did it all by myself", honoring the people that helped you out or just simply saying, "Thank you very much."

Christine Austi...:

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Another example of self-regulation is trying something new. I know that that's difficult for a lot of us but you know, just making sure that we are trying new things and we're not just you know, either fearful of trying new things or just in a rut, you know, we want to try new things so that we can increase our social interactions and opportunities with others. So the learner needs to be able to readily identify when he or she feels nervous or afraid. Identify ways that he can ease his stress or anxiety about doing something new and then just engaging in something new and feeling confident with that. So we provided you some of the social rules, but you know, really the one to look at here is tell yourself it's okay to be afraid the first time after I try it, I will feel better.

Christine Austi...:

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And it's true. If we're trying something new, we're not going to be the best at it. And you might fail a little bit, but it's not going to hurt anybody. And a lot of people struggle with that, but it is important so that we're not just stuck in a rut with what we do. Some contexts that you can practice is obviously safe situations. You don't want to put the individual in an unsafe situation. But a context is a learner is hanging out with and one suggest they play a game the learner has never played or maybe he doesn't feel really confident. I know that I just went whitewater rafting for the first time a couple of weeks ago and I was nervous before I did it, but I said, you know what, there's a helmet. There's a life preserver. What's the worst that can happen? I just get thrown out of the boat, which I did and I moved on and now I'm no longer fearful and have another thing that I can do in the future that I can get excited about.

Christine Austi...:

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Our next self-regulation, social skills, making a decision. And you know, that's another skill that's pretty challenging for a lot of us is weighing out the variables, weighing out our options, weighing out the consequences, and then really making a decision. And that's what we really have to teach our



individuals. And one of the contexts that you could put the individual in is that several of the learner's friends have each invited her to different events on Saturday. So we've all been there. You know, we've been invited to multiple things on the same day at the same time and we have to make that decision. And you know, that's not really a harmful one, but teaching the individual how to make a decision, maybe I haven't seen this friend in a long time and I really need to devote my time to that person at this time.

Christine Austi...:

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And then also prioritizing problems. Instead of just taking everything all at once is really prioritizing what we have on our plate and prioritizing what do we need to do first. So just think about the problems that bother you. List these problems in order to most to least important what you can deal with now or what you can deal with later. And then, you know, choosing that so that you have a balanced life and you're able to prioritize what needs your attention immediately. So an example that you can put the learner in is that he's been assigned several challenging projects at work each with different due dates and then, you know, just sitting down and saying this one needs to be accomplished first and then this next one, and then the other one. And really, you know, setting a goal and prioritizing.

Christine Austi...:

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And then we have setting a goal as we've talked about a lot throughout the presentation. This is where the learner is able to identify a milestone that he or she wants to reach. I think we all benefit when we're goal oriented, when we give ourselves a to do list to accomplish or some kind of feat if we want to increase the distance of jogging or how long we can exercise for. Those are all very important things. And you just want to teach the individual what goal you want to reach. And not to put too much on your plate. Again, prioritize what's most important. Find out all the information, you know, research what it is that you need to do to accomplish that goal. And then take the first step, write out all the steps and then just do it.

Christine Austi...:

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And then again, as we had talked about before, you want to make sure that you're rewarding yourself. So as you set yourself a goal for self-regulation, you know, break it down into small steps and reward yourself after each step and then give yourself an even bigger reward at the very end. So very common goals,



losing weight, I'm going on vacation and maybe you have to save up money to do so. Or having a party you know, this having a party would be really good because you have to be able to you know, get all the materials that you need or purchase all the beverages that you need to have that party.

Christine Austi...:

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So the next one is design deciding on your abilities. And this is really identifying, you know, what am I good at and what am I not good at? And the social rules that we would provide is which abilities you might want to choose. So this is really, you know, sitting down and identifying what your strengths are. Think about how, think about how you've done it in the past when you tried to use these abilities and get other opinions of your abilities and then think about what you found out and decide how you will use your abilities. So some of the contexts that you can put the learner in is the learner wishes to remodel his condo extensively. And this is where he could say, do you really have the ability to do this? Or maybe I could just do one portion of this.

Christine Austi...:

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It'll really help to identify what he can do independently versus what he needs to ask help for. So that was an overview of the self regulation skills that we had. I see that we have about forty five minutes left of the presentation, but now I really want to look at the relationship building skills. If anyone out there has any questions in regards to self-regulation, go ahead and ask them now. If you want to ask them throughout the rest of the presentation, that's fine. But we are going to move over to pro social skills in regards to building positive relationships.

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Obviously, this is essential to have to foster positive and safe relationships with others and we'll talk about that throughout the presentation. But it is so important to make sure that you are teaching the individual that you're serving appropriate ways to keep himself safe when you are building relationships. And relationships are tricky. It's tricky for the typical person. We've all made mistakes and trying to build relationships. Maybe we've asked somebody out and they've said no, and maybe we didn't respond very well or maybe we never even attempted to ask anybody out on a date because we were just too fearful. It's important to make sure that the individual has solid communication skills from part one of our series and also self-regulation. So imagine if you're trying to teach an individual



how to ask somebody out and somebody says, "No, you're not my type."

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This is not what I want, but he doesn't have a way to self-regulate. You're putting him in potential danger. So it's really important, and I'm not saying that you have to wait on relationship until he has all of his self-regulation or all of the communication skills first, but it's beneficial to make sure that everything is balanced, that you're not working on advanced relationship building if you're working on beginner conversation skills. And relationships are an essential part of our lives. We all want relationships. We are social creatures. And you know, there's this stigma with people with ASD that they don't care about other individuals or they don't want relationships. And it's just not true. Everyone wants a relationship. Everyone finds comfort in another person. And it's our job to teach how to build appropriate relationships because this is one of the core deficits socialization being a core deficit of ASD, is that it's important that you target this throughout life.

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We build relationships from when we are very young all the way throughout our adulthood. And a lot of the times services are really only provided to individuals before, during, and before they leave school. There might not be a lot of time to target this throughout adulthood. So it's very important to make sure that you're teaching skills that are applicable across the entire adult lifespan. And keep in mind that relationship skills are not that easy for anyone. So it is pretty difficult and that's why this is the last portion of our presentation, the first skill that we're working on. And here what we've done is as you could see the prerequisite skills that we were talking about before in regards to interaction readiness, appropriate weighting or adjusting to change, those are some of those prerequisite skills that are appropriate for relationship building as well.

Christine Austi...:

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So we're going to dive into just the beginner skills and then with advanced but the first beginner skills, appropriate touch, and this means that the learner readily discriminates between appropriate touch and inappropriate touch. And this is huge. We really have to set our individuals up for success. If we are not correcting inappropriate touch, that could lead to really negative consequences in an individual's life. You know, in teaching appropriate sexual relationship and how to approach



somebody else might not be easy for the teacher. But so important because if someone just doesn't know the social cue or the social appropriateness there is, you know, records out there that says that individuals with autism or Asperger's you know, might face jail time for inappropriate behavior or convicted of crimes when they just didn't even know what to do in those situations.

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Also the learner identifies scenarios in which some kinds of touching is appropriate. The learner asks other people if he or she may touch them in a particular manner. So can I give you a hug? You know, we don't just hug regularly. Some people are huggers, some people are not. But you know, you might want to ask how you can touch somebody else. And you know, the social rules are that appropriate touch is when you touch people in a way that they want to be touched. Inappropriate touch is something that's going to make somebody feel uncomfortable or bad. And if you are not sure, then just ask.

Christine Austi...:

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So some of the situations that you want to put the individual in is appropriate ways to touch parents versus touching friends or a significant other or how to touch a coworker or a teacher. Obviously office etiquette is to shake hands, but if you've developed a relationship and you've worked with someone for a long time, you might hug them in the work situation. So you really want to teach the individual those different situations. And don't ever touch strangers. Just tell them that you just don't touch a stranger. You want to make sure that the individual is always safe and able to protect him or herself.

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This skill of expressing affection or the skill of expressing affection is related to the skill. So when you're teaching, expressing affection, it might be good to also teach appropriate touch during the same time because a lot of the skills overlap or kind of go hand in hand. Another relationship building skill is giving encouragement. Sometimes we forget to give encouragement to our friends or our family members. With this, the learner readily identifies when another person is upset and independently asks the person about his or her feelings like, are you okay or what happened? And then identifying that his friend or someone else needs to be cheered up or maybe left alone. So trying to differentiate those situations. Also the learner identifies ways in which she can cheer somebody up.



You know, words of encouragement or maybe giving a hug or maybe trying to distract the person with a funny joke.

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The learner chooses an appropriate means to cheer up that person and then does it. So we provided you some of the social rules. And again, what you can do is just cut this out of the presentation and put it on a social cue card so that you could use that as a visual cue for the learner as he's practicing this in different social contexts. And again, you know, some of the situations is the learner's friend tells him that his mom is very ill or a coworker tells her that she didn't get a promotion that she was really hoping to get. And again, it's really good to role play a lot of these situations prior to putting the person in the situation cause it's pretty sensitive. Our next beginner skill is asking permission. So we need to make sure that the learner identifies when he or she needs to ask for permission prior to engaging in an activity identify who it is that he or she will speak to, appropriate ways to ask for permission in appropriate time and place. We talked a lot about timing within a conversation the last time with communication skills. So please refer back to part one of our presentation so you know how to build up to these relationship building skills. Here we've provided you a the social rules of what you can provide the student and you know, picking up the right time and place and then also asking for permission.

Christine Austi...:

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Some of the contexts that you could put the individual in is that he wants to stay late at his friends house past a curfew or asking permission to borrow a friend is very simple to do or a coworker or asking to borrow someone's materials. You might want to do that prior to putting the individual in a situation where if somebody says no, but if you do want to do that and put him in a situation where someone is going to say no to him, then you want to work on self regulation as well. And here's accepting now. So for this one, the learner readily prevents him or herself from engaging in problem behavior. And this is a lot like self-regulation as you can see. But this is really in regards to relationship building with your friends and your family. And you know what's the appropriate way or what do you do when someone says no to you versus your coworker versus your friend. Sometimes you don't have to accept no from your friend but you will from your boss. So sometimes people will say no when you ask them for something and say, okay, and do not get



mad. And if you accept no for the answer, the other person will be happy and may give you permission to do something else that you like to do later.

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Some of the situations is asking the learner's mom to tell her that, or the learner's mom tells her she can not spend the night at a friend's house. And just accepting that or the boss says he cannot have an extension on a project's due date and that, "Sorry, but it's due tomorrow. You're going to have to work late." And really teaching him how to accept no from a relationship standpoint and letting him know how the other person will feel if he responds inappropriately or if he responds appropriately. And again, you can go back to the self-regulation to learn some more about that skill building. The next one that we have is calling someone on the phone. And this is a beginner skill. You need to ask yourself, does the learner use an appropriate greeting when using the phone? I'm also request to speak to the person that he intended to call engage in inappropriate conversation with the person that he or she intended to call and then leave an appropriate message if they're not available.

Christine Austi...:

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One thing that you really want to talk about with individual is that we don't just use phones. We also text. We also use email. So we're giving you a lot of examples with the phone, but know that there's other ways for social media like Facebook or anything else like that and some of those social rules as well. We're just giving you the basis here within this presentation. So just set them up for contacts. We do a lot of mock situations here at Step-by-Step where we might have someone call from one building up to Starla our administrative assistant. So it doesn't have to be, I now have to call to ask a guy out. It might be, I'm just going to practice calling someone familiar that I know and practice those skills. The next one is that you want to work on answering the phone.

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Sometimes I have friends that are really rude, you know, when you call and they're really abrupt or maybe they sound very annoyed, you want to teach the individual with ASD not to be like that. If you're annoyed in the situation, just wait it out. Don't answer the call. But you want to make sure that he really has the prerequisite skills of just being able to answer the phone. You know, there's an appropriate greeting. He's



identified or you know, the learner identifies who is calling and determines if he takes the call or if it needs to be directed. Those are some of the skills that you need for basics are the basis of answering the phone. So there's a lot of social rules that are in regards to answering the phone. Obviously you're going to say hi and you're going to get the caller's name, find out why the person is calling.

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If the phone's for you, obviously you stay on the line or if the phones for somebody else, you would say, "Okay, one moment", some appropriate way to say hold on and then transfer the call. If that person's not available, then taking a message for them. Or you know, identifying if the phone is for someone trying to sell you something. You know, you don't want to be rude to people, but you know, if they're just trying to sell you something, you don't always need to stay online for an hour listening to their marketing spiel. So again, just set them up in different situations where you can put the individual in an office and another office if you have the availability to do that so that you can practice either making the phone calls or answering the phone calls. Another beginner skill for relationship building is playing a game.

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And this doesn't just mean the basic games of basketball, but you know, teaching other types of games, maybe like card games and more age appropriate games. And you know, just identifying if the learner can identify the objective of the game, understands the game rules and is set up because I just know you know, for my husband and his buddies, they get in so many fights over the rules of the game. Sometimes you have to identify house rules. Okay, well we play Euchre this way versus somebody else plays Euchre another way. And you know, identifying who should go first or which method you are going to use based on house rules, whatever it is. You don't want to ruin relationships over games. And then we are obviously you have to identify if the learner can wait appropriately for her turn and then complete his term as well.

Christine Austi...:

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So obviously, you know, we have card games, you could play video games as well. If it's only one, one person controlled video game and you have to take turns. There's so many situations. Basically start a game of interest, expose the individual and make sure that he has those skills and his



repertoire going along with playing games. You also have to deal with losing. So some people don't deal very well with losing. They always want to win. So going back to the self-regulation it's very important to teach someone how to be a good loser. And then what you can say, maybe you're bummed out, maybe you really wanted to learn that or win the game. Then you might just want to say, you know what, it's only a game. You know, there's so many other games. And then what you can say to somebody else such as congratulations or good game. Or if that was fun, obviously you're just going to put the individual in the situation. You might want to set it up so that they don't have the opportunity to win so that you can practice that or you can just for it to happen.

Christine Austi...:

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Going along with dealing with losing, you also want to deal with winning. So there's nothing worse than someone who brags about how well they do. So you want to teach sportsmanship behavior. Again, the same way with losing. You want to make sure that the individual learns how to win gracefully. Obviously you're not going to brag or show off or try to make other people feel bad. I think guys kind of do that with their guy comradely sometimes. But you don't want to go overboard. And again, just say good game or nice job or can't wait to play the next time. Obviously social contacts, you could set it up so that the learner does win or you could just wait for it to happen.

Christine Austi...:

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Now we want to move into the advanced skills. And these are the advanced skills for obviously relationship building. And you can see that the self-regulation and the communication and the beginner relationship skills really does set up an individual for success. When it comes to advanced skills, cause these are tough, these are very difficult situations to deal with and the typical learner has a hard time doing it as well. So in regards to standing up for a friend you want to make sure that the learner appropriately determines if his or her friend has been treated unfairly. Maybe the friend has been criticized or teased or maybe even taken advantage of. And you want to determine if the learner appropriately determines if his or her friend wants to stand up for the front and then how to do it.

Christine Austi...:

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So it's very important to discuss bullying and the importance of responding to bullying without being a bully yourself and just teaching you how to be assertive and stand up for the people



that you love. The learner will engage in behavior which corresponds with standing up for his or her friend appropriately. And that includes asserting a friend's rights maybe apologizing for a friend or explaining a friend's behavior. So it might be a situation where you have to say, "Stop it, leave him alone. Just get out of here." Or you need to say, "You know, he didn't really mean it that way. And let me explain to you what he really meant." So as you can see, you, you really have to have a lot of skills here cause you have to identify your friend's feelings and how your feeling about the situation, how to communicate appropriately and then also be assertive and understand the social cues. You might not want to become assertive if the guy's much larger than you. You might just want to walk away from the situation.

Christine Austi...:

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So some of the examples that you can put the learner in is that the learner and his friend ride the bus home from school and one of their classmates is saying something unkind about the learners friend. If it's, you know, unkind words, then definitely you want to stand up for him. If you're going to put yourself in a unsafe situation, then you might just want to avoid it. So not only how to stand up for your friend, but when it's appropriate and safe to do so. The next scale that we have is dealing with teasing and you want to ask yourself if the learner readily prevents him or herself from engaging in problem behavior when being teased because we're all teased and you know, there's a huge push in the schools to prevent bullying, which is fabulous, but there are times where kids are just mean and we really have to teach our individuals how to deal with being teased because chances are they are going to be teased and we need to teach them how to stand up for themselves, like they stand up for their friends.

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So, you know, thinking of some deescalation techniques such as taking a breath, squeezing his or her hands together, maybe massaging the palms of his hands to just regulate some of those internal feelings that we have when we're feeling teased cause it's probably gonna turn to anger. Also identifying ways to respond to teasing appropriately. So maybe what you want to do is give him some options to choose from. You can either ignore it, you can walk away in a friendly way. You can ask him to stop. You can accept the teasing gracefully and try to ignore it make a joke of it or seek help. And really that's identifying



emergency situations versus non-emergency situations and also identifying if you're on a safe or an unsafe situation. So one of the situations that you could put the learner in is that he spills his lunch tray.

Christine Austi...:

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Now some of these things are just going to happen and you can use your incidental teaching procedures to work on this. You don't really want to contrive a lot of teaching or teasing situations. I think it's going to happen sometimes, you know, a lot of people are teased. You might just want to do incidental situations, but you might want to role play so that it's you maybe teasing the individual so that they know that it doesn't really mean harm in the role play situations because it is a really sensitive situation and it's really important to discuss the differences between teasing and someone being malicious. And you know, how to take care of yourself in those different situations. Next behavior is feeling left out. How do you deal with feeling left out? We've all felt that way. And we, we want to be able to teach the, the learner ways or you wanna teach the learner how to identify potential reasons that he or she may have been left out in a certain situation? If he or she was excluded or if the learner was excluded because he did not express interest in the activity, well, then you'll teach him how to express interest the next time when someone wants to invite him to do something. Or maybe the other people did not want to invite him because maybe they have a hard time, you know, finding other people to include. You know, you just want to teach the learner the context of why he was left out of the situation. If it was because the others don't want you to join in. I mean, that's going to happen. There's certain things where people do want you to join activities. There's going to be situations where people don't want you to join activities.

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But you want to teach the learner that you don't let the people influence you how you feel about yourself. Don't let another person try to hurt your self esteem because it's their thing. Teaching them that you're your own person and they're there. They have their own issues, you know, and don't always project someone else's issue on yourself. Also it's important to find others who are more willing to have you join in an activity. If someone doesn't want to include you in a situation, then forget about them. Or you know, maybe you want to try it in a week or a month from now. But you know, trying not to perseverate on



the fact that you weren't included, find other things to do and people who do want to engage in activities with you. And you might also want to teach the learner to ask someone else to assist if you're having difficulty and joining in that activity. So some of the situations that you can put the learner in is the learner is walking with a group of friends to lunch and some of them go and sit in a different spot than the rest of the group. And I think we all experienced that in high school. Where, you know, somebody sat at another table, you could put the individual in that situation then test how he would deal with it. Maybe he would go and ask her, "You know what, I'll just go sit over here and sit with somebody else."

Christine Austi...:

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Our next advanced skill is sharing a friend. I actually, I have a 10-year-old niece who has a hard time with this. She, you know, has her best friend Sydney and that's her best friend. And when somebody else wants to come play with her, she has a really hard time sharing Sydney. So you know, this is something that I think the typical learner struggles with as well. And you want to ask yourself if the learner readily demonstrates appropriate behavior when his or her friend is engaging in an activity with somebody else and teaching the learner that everybody has multiple friends. You don't just have your one friend, there's multiple friends and there's multiple activities, there's different activities that you enjoy with different or just different opportunities to engage in social opportunities. So it's important to let the individual know that you have to share your friends.

Christine Austi...:

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They're not your property, they're not just your friend, but they have other friends as well. And you also want to teach the individual how to discriminate in different situations. So some of the social rules that you want to provide the learner is 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, they will feel happy and relaxed when they are with you. If you do get mad at your friends for talking or hanging out with others, they will feel uncomfortable instead of wanting to be with you, they will feel forced to being with you. So decide if you want a friend who wants to be with you or just someone who feels forced to be with you. No one wants to feel forced to be your friend.



Christine Austi...: [01:47:47](#) And you might want to put it back on them. How would you feel if your friend had a very hard time sharing you with somebody else? So a context, a practice, this is obviously with someone's best friend. You know, we tend to identify, I've got this best friend. You know, it's the person I'm closest to. But then what happens when that best friend interacts with somebody else and chooses to interact with someone else over you. And you can always put the learner in different situations where maybe he has class with his best friend and the teacher assigns a group project. The learner's friend chooses another friend of hers for whom she wishes to work with. And just how are you going to deal with that? How can you express your emotion around that but without being possessive.

Christine Austi...: [01:48:37](#) So moving on to some of the more additional advanced skills include asking someone out on a date. And some of the questions you want to ask yourself is, does the learner independently initiate appropriate small talk with the individual of whom he or she is interested in? Does the learner engage the individual in with whom she's interested in several conversations? You usually don't just find someone off the street to ask out on a date. It's someone that you have met a couple times or have engaged in small talk with. You also want to teach the learner what are some of those body language skills that show that the person might be interested in you. And then obviously how to ask somebody out and then what would be the appropriate location. Establish appropriate plans with the other person and then how to engage in an appropriate conversation during that date.

Christine Austi...: [01:49:41](#) So this is where a lot of the conversation skills come into play. And then also self-regulation. So how do you regulate your own behavior on a date? You're not going to only just talk about yourself, you're going to ask the other person so you can get to know them. Also you know how to carry on a conversation which was talked in depth about in part one. And then you know the logistics of how do you ask them out, how do you find what the person's interested in to then go and engage in an enjoyable activity. And then obviously you want to provide some of the social rules. Again, this is not, this is exactly how you have to behave in all situations on dates. But it's just giving the individual a guideline. So on a date you can compliment your day on how he or she looks.



- Christine Austi...: [01:50:35](#) Obviously you're going to ask about interests so that you can share and build on conversation. But talk briefly about your own interests unless the person asks you. So if they ask you a lot about what interests you have, then that's great because they're trying to get to know you. But if they don't ask, don't just persevere on what it is that your interests are. It's kind of like an interview and getting to know the other person. So obviously there's a lot of different contexts to ask the person out. Role play would be great here to build the self-esteem of the individual. Being assertive. I think that we covered this really well in regards to standing up to a friend. But this is where you really want to look at different situations that it's appropriate to be assertive in.
- Christine Austi...: [01:51:26](#) And how you are assertive without hurting other people's feelings. And you know, what are some ways that you can assert yourself and giving them the actual language to use. So using I statements like, "I feel upset when you do this because..." and letting them know that, you know, we all use "I" statements instead of being accusatory or making that person feel extremely defensive, put it back on yourself and say, "I feel this way when you do something because it hurts my feelings or it makes me feel unappreciated." So give them the language so that they know how to assert themselves, but then also the different contexts of when it's safe to do that.
- Christine Austi...: [01:52:16](#) We did provide you some situations like maybe you're working on a class project with some classmates and the rest of the group expects he will do the entire thing for him. We might have all been in that situation where, you know, we're the leaders, so everybody's says, "Chris, we'll just take care of it. So I'll just sit back." Well, no, if I didn't assert myself, then I would continue to have that throughout my entire life. Another very important goal is dealing with peer pressure. Obviously this is something that we all teenagers need to work on. But with peer pressure you want to give the individual ways to cope with that pressure. You know, and some of the social rules are sometimes other people will ask you or pressure you into doing things. Decide if it's good peer pressure.
- Christine Austi...: [01:53:08](#) If it's bad peer pressure, sometimes there might be peer pressure because people are trying to encourage you to do something. Cause maybe you're a little bit fearful. But



sometimes peer pressure is very negative. Like trying to peer pressure you into smoking cigarettes or something that's very unhealthy. You want to teach the individual specific things that are bad peer pressure so that he can avoid that. And you know, a lot of the times people with autism spectrum disorders are very literal. So they might think all peer pressures are encouragement or all peer pressure is bad. You want to teach him how to differentiate. So some of the examples could be the learner's friends want him to come to the dance with him next month because they think that they will have fun together. Well, that's good peer pressure. "Hey, I know that you can't dance very well, but who cares? Let's just go together as a group. It'll be a great time." versus somebody trying to convince somebody to steal something or sneak inappropriate things out of a house.

Christine Austi...:

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The next skill that we have is avoiding trouble with others. Again, you know, this is very important for safe relationships. He can identify a situation that might get him in trouble, can identify whether to remove himself out of a situation. Will tell other people what it is that they need to do and decide and why and then suggest other things to do. So sometimes if you feel as though you don't know what to do in a situation, you will just succumb to peer pressure. Well, it's very important to teach others how to cope in those situations so that he can protect himself. Very basic situations that we have is how the learner is hanging out with friends. And one of them suggest to go spray paint on the side of a building. So again, goes along with peer pressure.

Christine Austi...:

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You want to stay out of trouble and you really need to identify or you need to help the learner identify things that will get him in trouble and things that won't get him in trouble. The next one that is pretty difficult is dealing with rumors and everybody has a rumor, you know, that goes around. But you want to be able to identify if the learner can discriminate between things that are said about an individual that are polite versus things that are impolite. So not only is it important to identify if this is a rumor or factual information, but is it polite information or impolite information? Is that malicious? And that's why this is one of those advanced skills because it is, you know, pretty hard to decipher and you really don't want to be that person that continues to spread rumors.



- Christine Austi...: [01:55:51](#) So some of the social rules that we provide is sometimes people say mean things about others that are false or untrue or which are true but are unkind to say. So I think the best thing to do is to put them in role play situations. And say if you heard this, would you then spread that same information or would you just dismiss it completely? Do not believe the mean rumors. If there really was a concern, then you need to go some go to someone that you trust to ask because maybe somebody might be in trouble and you might need to help them and you need to identify if it's a rumor or not. And then obviously don't spread false rumors by telling others. It just upsets other people. Obviously roleplay situations with classmates, with coworkers, we experience rumors all throughout our adulthood. So it's good to start talking about it now and just, you know, nip it in the bud.
- Christine Austi...: [01:56:53](#) Okay. So our second to last skill is dealing with contradictory messages. And this is hard. You know, you have to bring in so much information, identify someone's body language versus what they're really saying and determine, you know what's truthful information and what's not. And it's tough, you know, we all take out from other people's body language and their vocal language, what our perception is. So we want our learners to be able to identify if he or she is being told opposing messages at the same time identifying ways he can tell the person that he feels confused about the situation and how to clarify what it is that they're trying to convey. Also how to choose an appropriate means to respond to the conflicting information that he's receiving. And again, we provided you social rules of what you can tell the individual to do.
- Christine Austi...: [01:57:55](#) And some of the contexts that you could put the individual. And because I think you'd need a lot of practice with this cause you know, we all have a little bit of a hard time deciphering this is. The learner is dating someone who's eager to hang out with her privately, but who ignores her in most public settings. So, you know, why do you want to hang out with me so much privately, but you don't want to be around me when there's other people around and teaching him that that's probably not the best person to date and what that really means. And then our very last relationship building skill specific to social skills is getting ready for a difficult conversation. And you know, that's tough to do, you know, to have that difficult conversation. So we want to



make sure there's a learner identifies feelings or emotions that he or she may experience during the conversation cause it's tough to do this.

Christine Austi...:

[01:58:51](#)

Identify emotions that the person intends to talk to, think about the emotions of the person, not just the learner, but the other person as well. Identify different ways to get the message across. Identify ways the person may respond to what he or she is saying. And then also choose an appropriate means to initiate a difficult conversation. Obviously you're not going to do that with a lot of people around because it's going to embarrass the person. You want to make sure that it's private and you also want to, you know, identify how you feel about the situation and how the other person might feel and how to have that conversation while supporting your friendship without destroying the relationship.

Christine Austi...:

[01:59:34](#)

So some of the examples that we have is that the learner is not happy in his relationship and wishes to end things with a significant other that's going to happen in life. There's going to be situations where you don't want to date that same person anymore, and how are you going to do that politely without completely offending the other person. Or another example that we have is that the learner has to tell his mom that he was throwing the baseball around in the yard and his friend with his friend and accidentally threw it through the window of her van. How are you going to set mom up for that? So again, it's very important to teach across numerous contexts in different social situations. What's an informal response versus a formal response and how to do so.

Christine Austi...:

[02:00:21](#)

So with just a quick review if anybody has any questions out there, now would be a great time to ask. But a great, just, just to wrap everything up with a review is don't forget about your teaching method. Identify what's best for your individual and how he's going to learn best. And then don't forget to target these different skills. Please know that these assessments are in the store that you can purchase. And that this is part two of a series of presentations. So we did go over extensively specific communication skills related to social skills. So after this one, if you have not seen part one, please go back and look at that so you can see how it all comes together. All right, well, thank you very much for your time.