

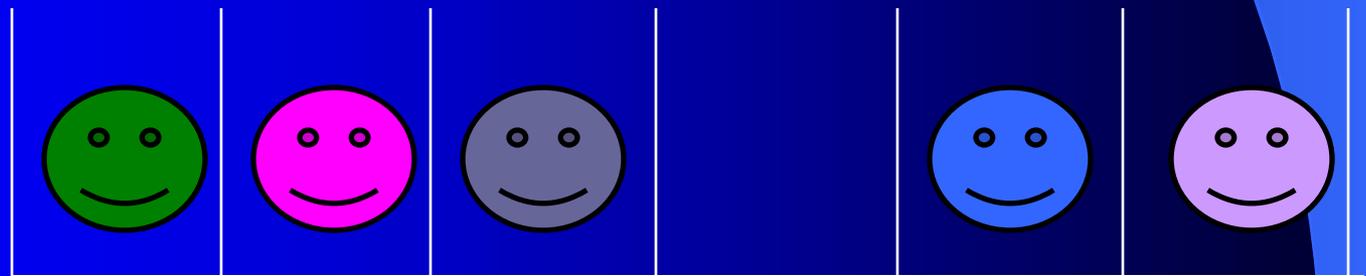
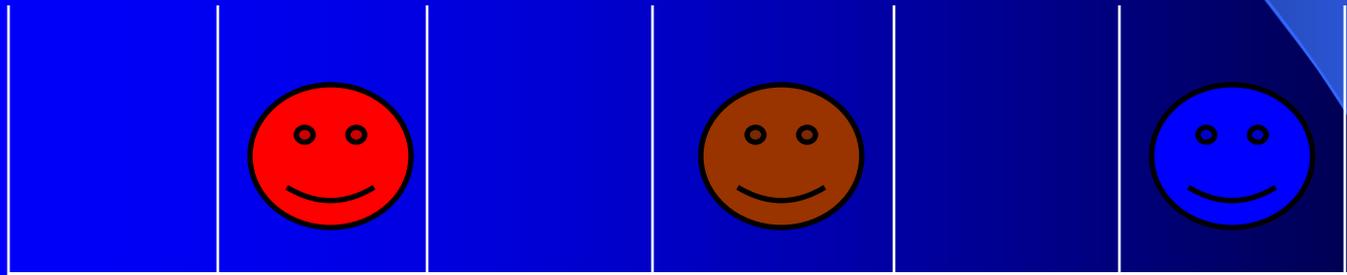
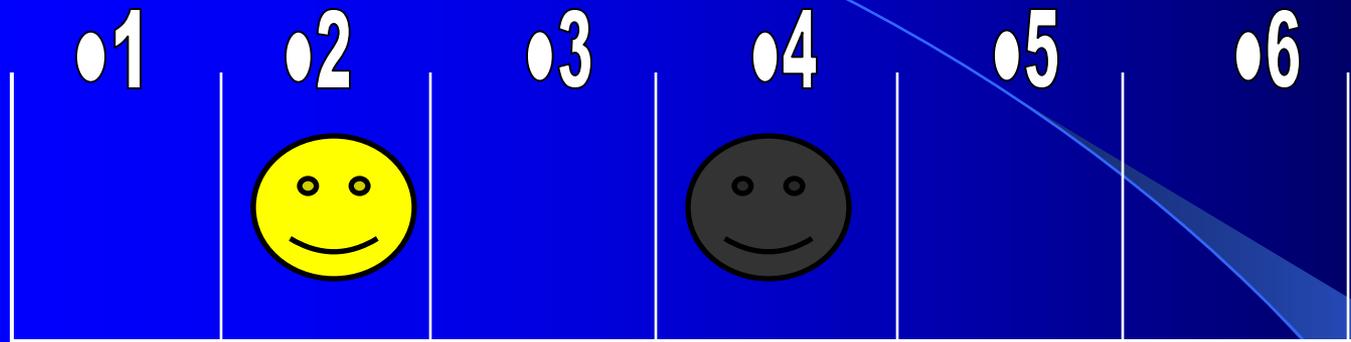
The Increasing Demands of the Social World

- Your social demands are often lowest within your home. Why? Because you set the rules of acceptable behavior.
- Your social demands at work are higher. However, work is a somewhat scripted social environment and one with a secondary measure of competence (i.e., production).

The Increasing Demands of the Social World

- Next comes the community at large. Why? Because in the community you have less control over events and actions that impact you.
- Lastly comes the world beyond your community. Whether a different social circle or different country, chances are your social skill repertoire may be less than adequate.

The Urinal Game: Which to Choose?



Necessary, Preferred and Marginal Skills

Task	Necessary: Skills upon which independence may depend (social survival)	Preferred: Skills that support independence but may not be critical	Marginal: Skills that, while valuable, may be negotiable (social competence)
<i>Riding Mass Transit</i>	Wait until others get off before you get on	Whenever possible, chose a seat where you are not sitting next to someone	Whenever possible, put a row between you and other passengers
<i>Lunch with co-workers</i>	Eat Neatly	Respond to interaction from co-workers	Initiate interactions with co-workers
<i>Hallway Greeting</i>	Respond to the greeting with acknowledgement (head nod)	Orient briefly toward the person and offer acknowledgement	Orient, acknowledge and answer greeting including use of person's name

Strategies to Promote Social Competence

Demand Assessment	Role Play	Social Stories or Scripts
Power Cards, etc.	“Fluency” Training	Self-monitoring
Direct Instruction – Video Modeling	Generalization Training	Meta-cognitive Strategies
Provide opportunities to use the skills taught	Naturalistic Strategies and Support	Train the NTs!

Demand Assessment

- Demand assessment requires that instruction mirrors the actual environmental demands of a particular situation or situations so that those social skills with the greatest functional relevance are those that are taught first.

Role Play

- Role play involves the repeated rehearsal of a particular social situation or situations. If role play is to be effective, it must:
 - Reflect the real environmental demands
 - Be practiced under a variety of conditions
 - Be practiced to a fluency level
 - Low frequency skills may need to be revisited on occasion

Social Stories or Scripts

- Popularized by Carol Gray, social stories or scripts provide a written “lesson plan” for particular social situations from the learner’s perspective. Often times, social stories are focused on skill development for identified, challenging situations (e.g., haircuts).

Power Cards

- Power cards (Gagnon, 2001), involve the development of social stories or scripts that directly involve the individual learner's personal interests in an attempt to increase the “power” of the intervention. For example, if a learner with an ASD was a fan of a particular movie, reference to a preferred character in that movie might be included in the script.

Social Fluency

- Instruction in social fluency requires attention to not just the particular skill, but also to the timing with which the skill is most optimally utilized.

Direct Instruction/Video Modeling

- Myles & Southwick (1999) discuss direct instruction as a viable method of social skill instruction and support. DI instructional sequence includes
 - Rationale: How and why
 - Presentation: Active and multimodal
 - Modeling: Show what to do (videotape)
 - Verification: Does the learner understand the skill (video modeling)
 - Evaluation: Does the learner use the skill during DI
 - Generalization: Does the learner use the skill outside DI

Self Monitoring

- Self monitoring involves providing individual learners with specific strategies for monitoring their own social interactions. This may involve counters, check sheets, palm pilots or timers and may be used in conjunction with other strategies.

Meta-Cognitive Strategies

- Sometimes referred to as “learning to learn” strategies, meta-cognitive strategies focus more on teaching social problem solving than on direct skill instruction
 - SOCCSs – Situation, Options, Consequences, Choices, Strategies, <simulations> (Rosa, 1995)
 - STOP – Stop, Think, Options, Pick