

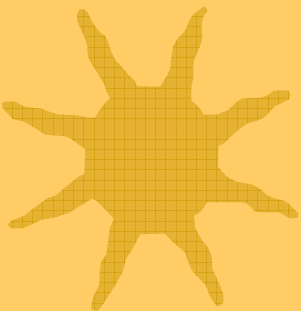
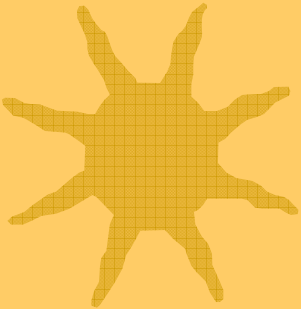
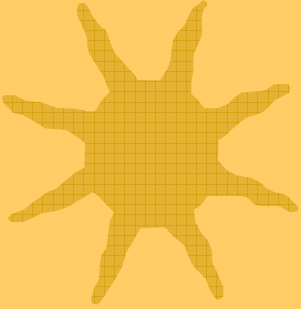
POAC-NoVA Presents: Socialization

- *By Shannon McGrail*
- *Shannon@McGrail.com*



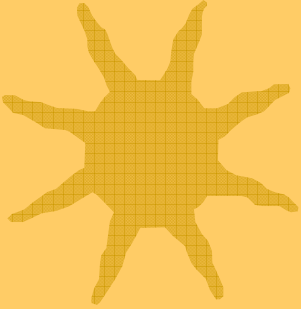
What is socialization

- ★ Socialization enables members of a society to interact with one another and pass on skills, values, beliefs, knowledge, and modes of behavior pertaining to a particular society

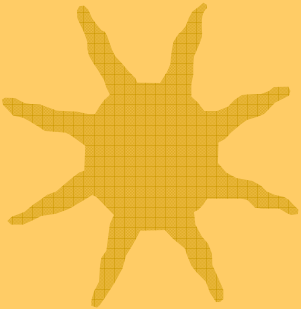




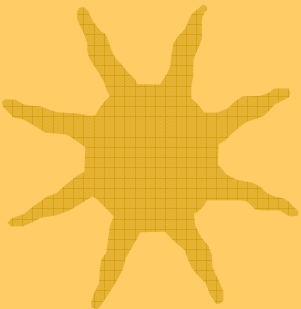
Promoting Socialization



★ Teach prerequisite skills through home program



★ Frequent exposure to the community and typically developing children

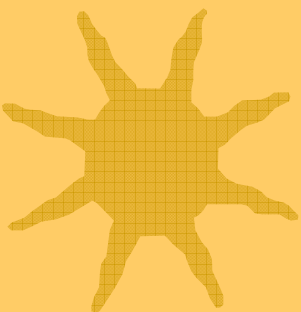
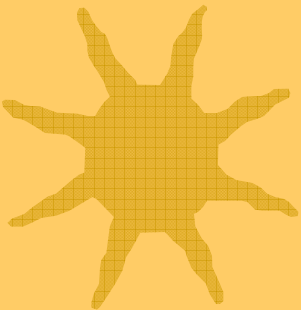
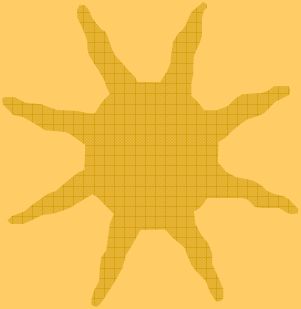


★ Practice social skills across several different environments

★ **Taken from Lesley Harvey's Socialization Class



AIYYYYYYYYYAAAAA

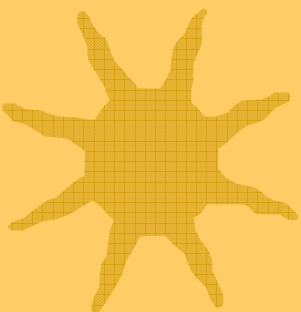
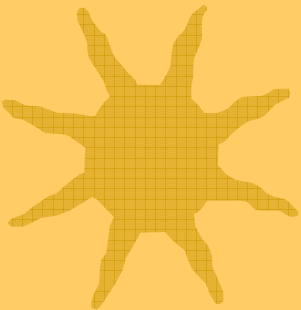
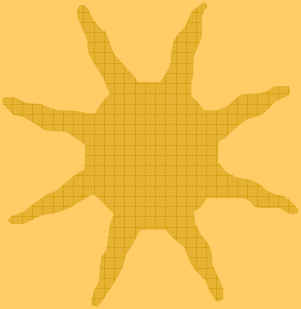




Even if The Fonz couldn't speak wouldn't you want to be his friend?

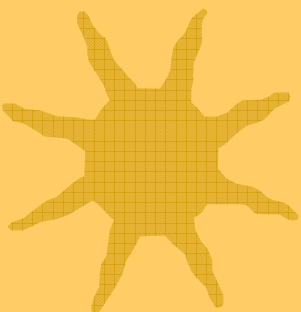
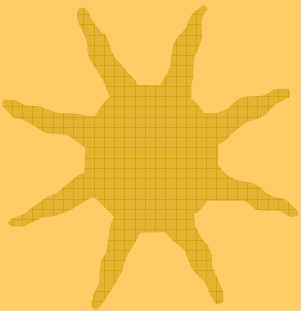
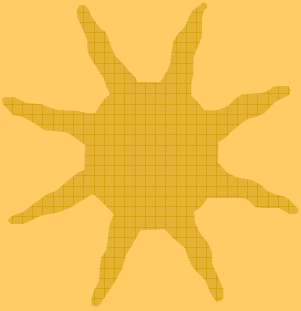
DO:

- ★ Get frequent hair cuts for your child...yes, its not fun but it get easier.
- ★ Look at other kids to see what they are wearing and if they look good do similar.
- ★ Make your child's appearance reflect well on your family.





DON'T



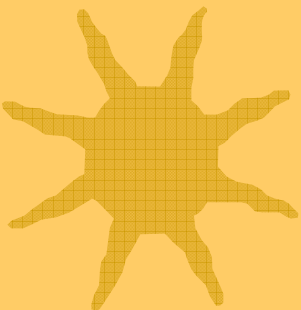
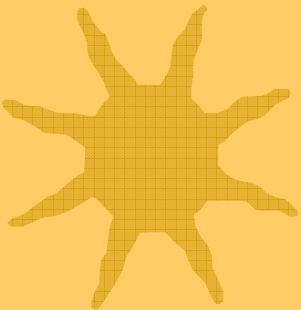
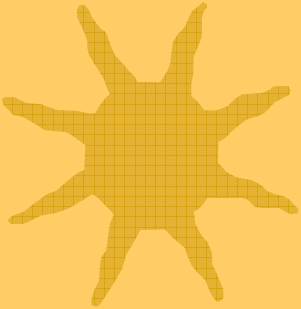
- ★ Let you more than 6 y.o wear sweat pants everyday...especially when older.
- ★ Let your 6 y.o where the Thomas shirt.
- ★ Let your child wear seasonally inappropriate clothes.
- ★ Let them where sandals and socks!
- ★ Make your child look disabled from 40 feet away based on appearance **ALONE!**

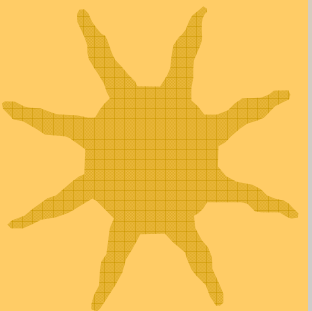
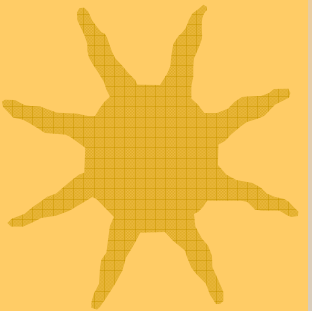
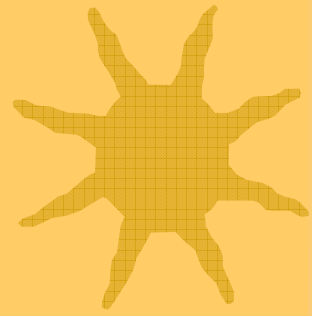


Learners

Three basic types of learners. Identify objectively where your child lies.

- ★ Early
- ★ Moderate
- ★ Advanced



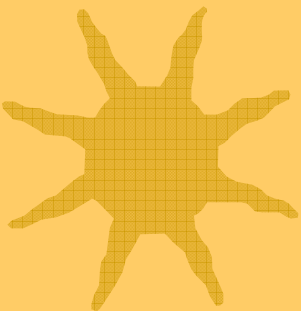
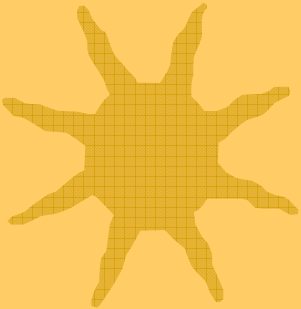
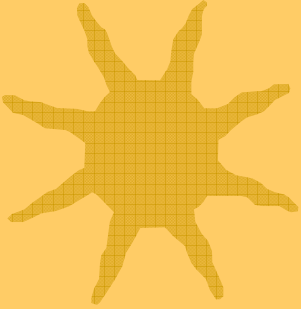


Your Child's Potential

Where your child lies on this spectrum today may not in fact be where they are in 5-10 years! Efforts towards that are your to give.

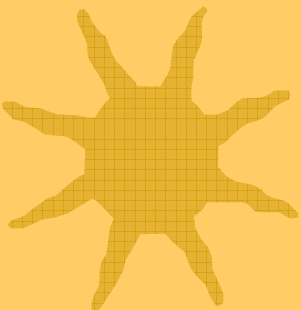
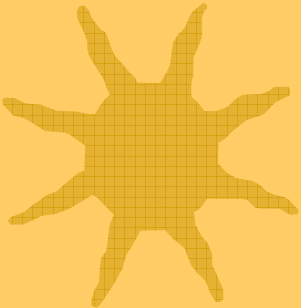
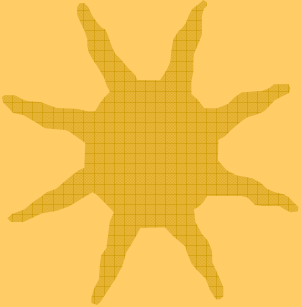


The Early Learner



The early learner:

- ★ Needs help to take a reinforcer
- ★ Has limited or no language
- ★ Exhibits stereotypical behavior (e.g. stimmy, tantrums, sensory issues, etc.)



Prerequisite Skills for Early Learners

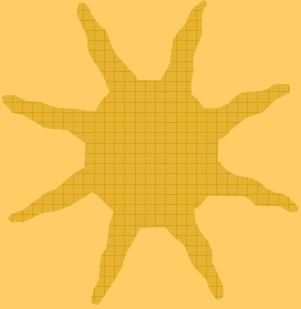
- ★ Build up prerequisite skills
 - Teach contingency
 - Decrease behaviors
 - Increase language

- ★ During ITT introduce social skills targets
 - Teach imitation skills
 - Examples: imitation “waving”; receptive direction “wave”
 - Engage in turn-taking games/activities
 - Reinforce appropriate behaviors such as eye contact

- ★ Taken from Lesley Harvey’s Socialization Class

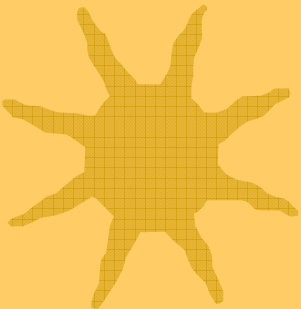
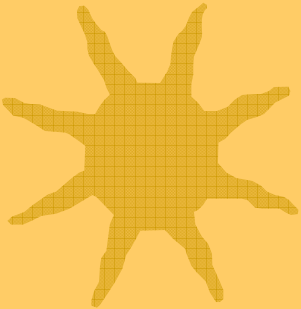


Intermediate Learner



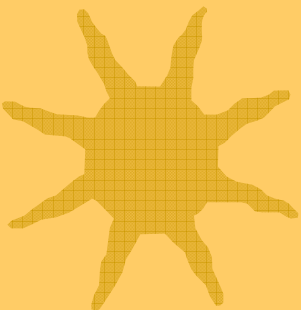
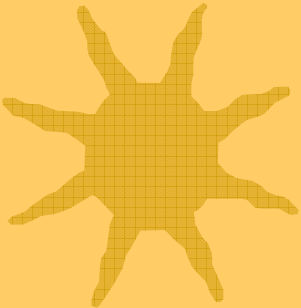
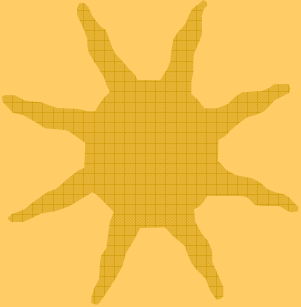
The Intermediate Learner:

- ★ Has limited spontaneous language
- ★ Has roughly 100 words
- ★ Has some stereotypical behavior with lessening interference with teaching
- ★ More aware of everyday life





Prerequisite Skills for Intermediate Learners



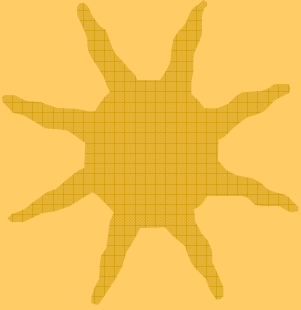
★ During ITT

- Increase language skills, reinforce talking in sentences and labeling pictures in sentences
- Increase the learner's ability to follow 2-3 step directions both in and out of seat
- Reinforce imitation skills
- Mand for items from a peer
 - Example: The peer has the learner's snack and the learner needs to ask the peer for his snack. The peer will give small pieces this will increase the number of mands
- Tact items when a peer asks "What is it?"
 - Example: The peer will hold up pictures the learner has already mastered and ask the learner "what is it?"

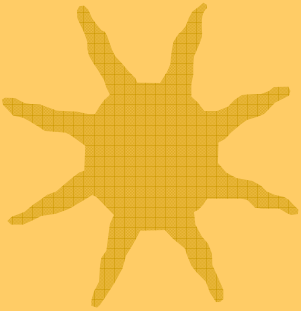
★ Taken from Lesley Harvey's Socialization Class



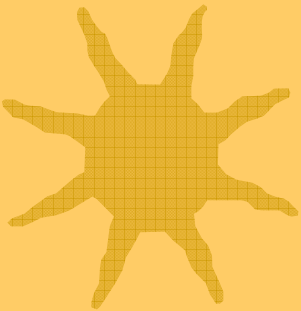
Advanced Learner

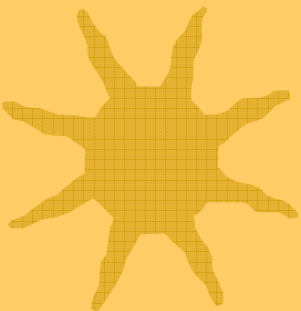
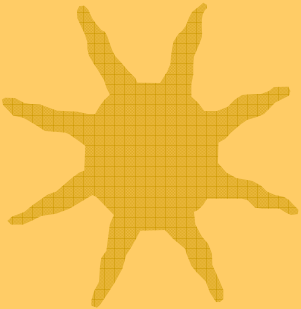
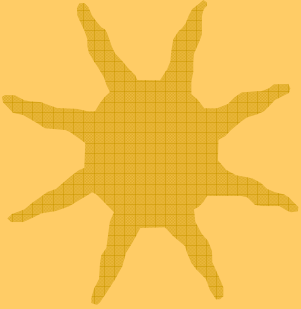


The Advanced Learner:



- ★ Uses frequent spontaneous language
- ★ Is extremely aware of surroundings
- ★ Has less difficulty with transitions
- ★ IS STILL AUTISTIC



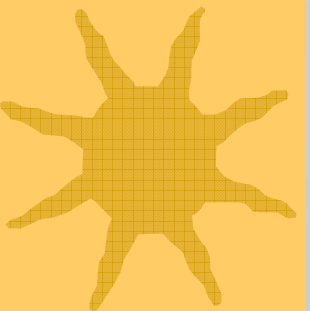
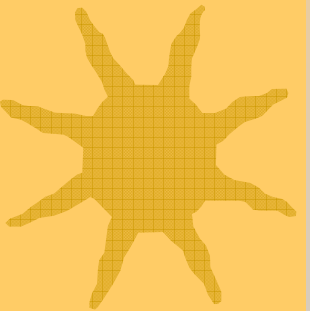
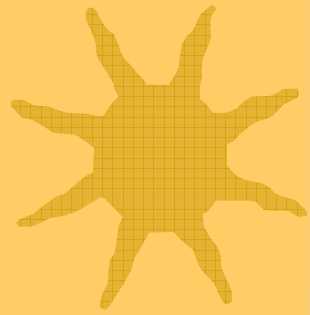


Prerequisite for Advanced Learners

★ During ITT

- Teach having a multiple exchange conversation
 - Practice asking and answering questions
 - Practice staying on topic, use timers for a visual, gradual increase time
- Teach recall past events
 - Answering questions with increasing amount of detail and longer sentences
- Bring in a peer have them review mastered targets
 - The peer is the teacher, works well with siblings
- Play board games with a peer
 - The therapist can model appropriate language for the peer

★ Taken from Lesley Harvey's Socialization Class



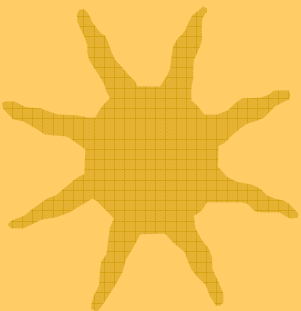
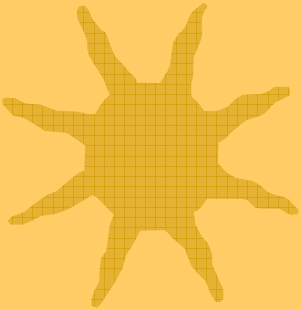
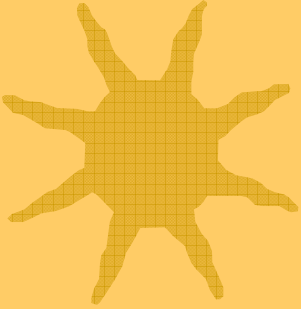
Art Class?

Art Class is an excellent opportunity for your child to see age-appropriate use of language and typical behavior.

This isn't specific to advanced learners!



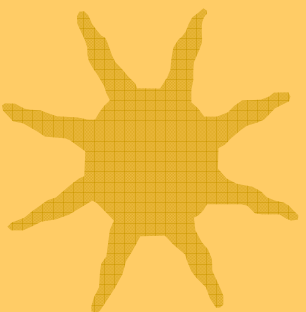
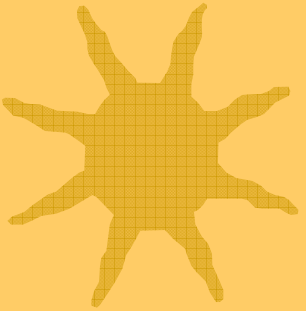
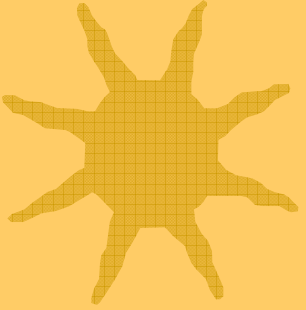
Dead Horse on Art Class



- ★ How often is your child in a large group setting with peers and support?
- ★ How often is your child in a setting to take turns with peers?
- ★ How often does your child have the opportunity to request of peers or have requests made?



Early Learner IEP Socialization Goals

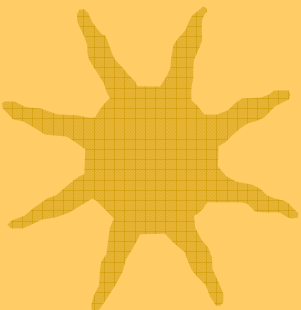
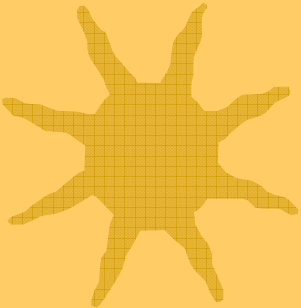
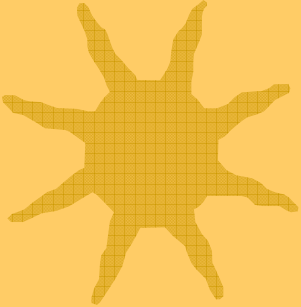


- ★ 180 minutes a week with typically-developing peers (with support)
- ★ 45 minutes of Music twice a week
- ★ 45 minutes of PE twice a week
- ★ Do what is best for your child
- ★ ** recess and lunch taken out



Intermediate Learner IEP

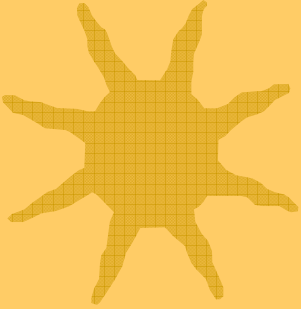
Socialization Goals



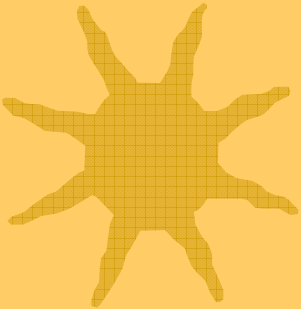
- ★ 265 minutes a week with typically-developing peers (with support)
 - ★ 30 minutes lunch 2 times a week w/support to work on manding and building friendships.
 - ★ 30 minutes of recess 2 times a week with support to work on play skills
 - ★ 45 minutes of Art, Music and PE twice a week
 - ★ 45 minutes of Library once a week
 - ★ Do what is best for your child!
- They will tell you the child is disruptive or distracting...this does not improve with age.



Advanced Learner IEP Socialization Goals

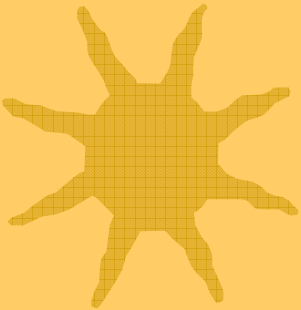


★ Pull-outs only when absolutely needed to benefit YOUR child.



★ Support *only when needed*

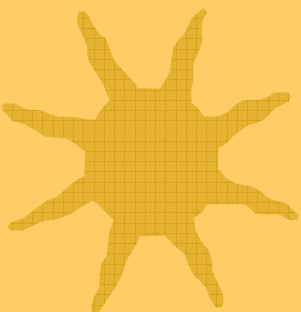
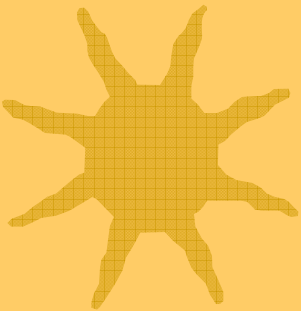
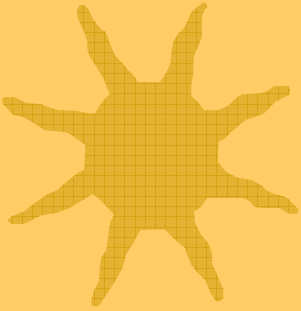
★ FIGHT TO KEEP YOUR IEP and FBA if your child needs it



★ High-Functioning Autism is still Autism!



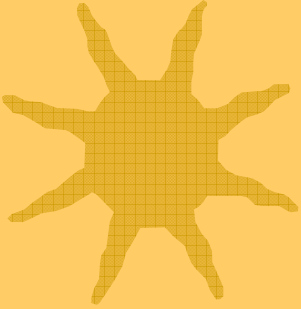
Possible Road Blocks



- ★ Be very specific about the amount of time and the location for the goal. C is what you are looking for.
- ★ Be very specific about the age of the other children at lunch, recess...etc.
- ★ Remember this is about what is best for your child not what is convenient...Big Smile when asking!
- ★ Resources are always limited but that's no excuse! Your child's education must be appropriate.



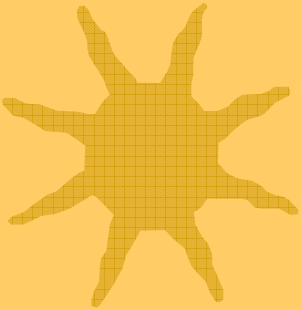
Rules of Socialization



★ Be consistent with your expectations

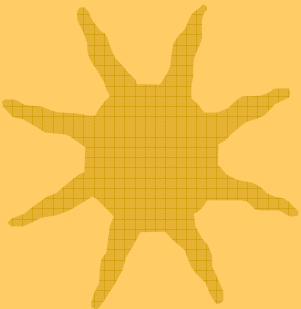
★ Follow through on all demands

★ Use Transfer trials, fade prompts!



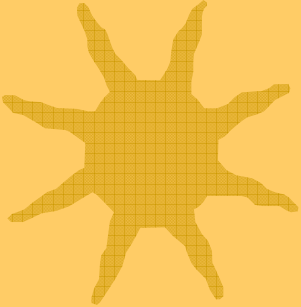
★ **REMEMBER LEARNER SHOULD
ALWAYS SPEAK LAST**

- Taken from Lesley Harvey's Socialization Class

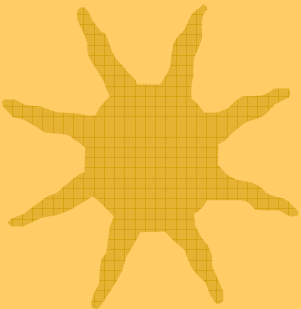
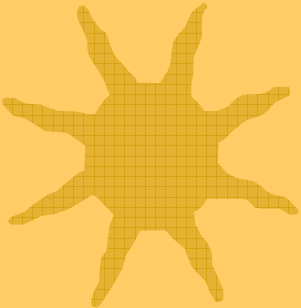




Peer Pairing- share with your teacher!

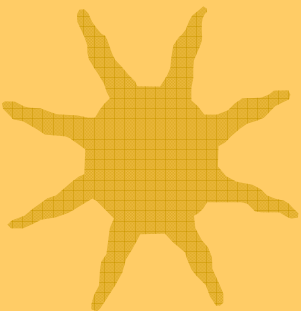
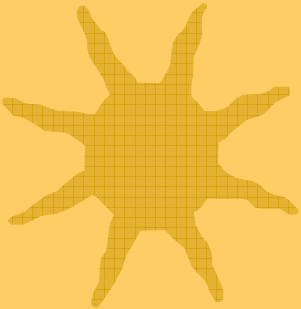
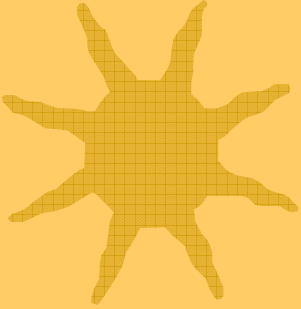


- ★ Peers should be typically developing, should be consistent, start with siblings, girls work better than boys
- ★ Make the learner want to be around their peers (similar to when therapist had to pair with the learner)
- ★ The peers give free access to the learners reinforcers either in NET or in ITT, no demands
 - The peer hands learner piece of a cookie, or a toy
- ★ Taken from Lesley Harvey's Socialization Class.





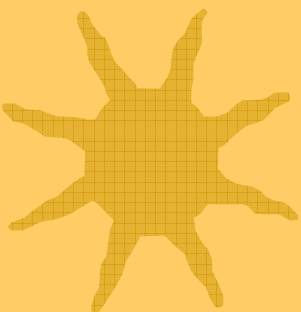
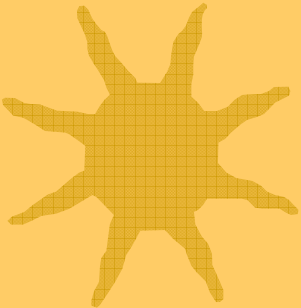
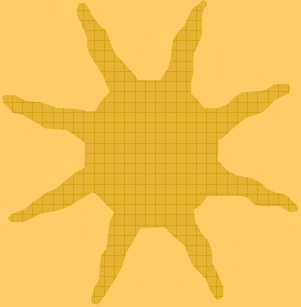
TOOLS for the fight



- ★ BUY IDEA at www.wrightslaw.com beat it to death and put sticky notes all over it. They likely have not read it but you should.
- ★ Take specific issues to google then type wrightslaw e.g. inclusion wrightslaw
- ★ Take a Wrightslaw Class.
- ★ BE CAREFUL who you hire to advocate.



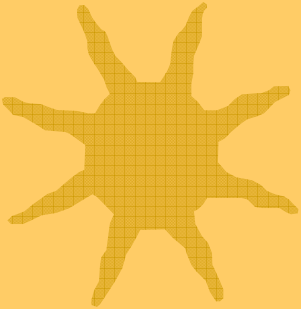
Peer Buddies



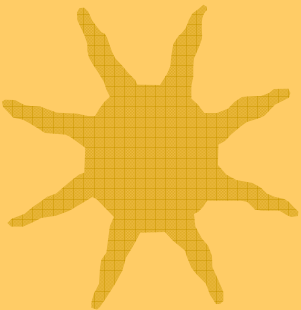
- ★ Ask for a meeting with the PTA President and School Principal and ask to get this in your school! HINT: Bring Lattes.
- ★ Peer Buddies are great for Recess, Lunch, PE, Art and Music
- ★ Your speech pathologist at school could be great at getting working with a peer buddy at lunch!
- ★ Get “buddy contracts” for buddies and your child



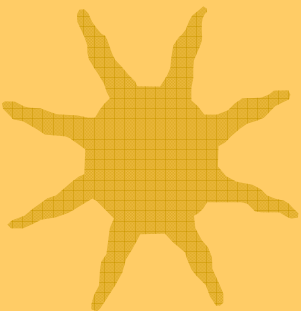
Age Appropriate



- ★ 1 year old
- ★ likes to look at picture



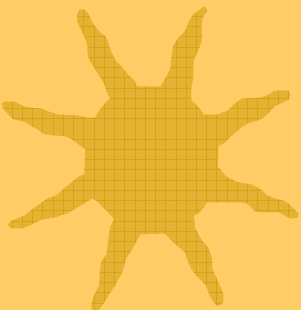
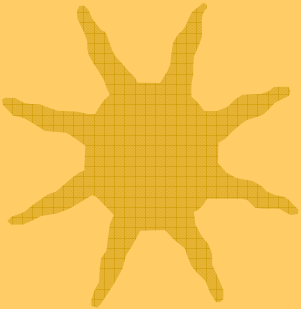
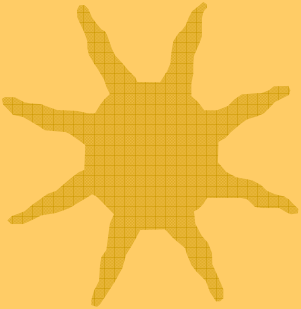
- ★ 2 years old
- ★ Use two words sentences; start to label environment; use verbal requests



- ★ 3 years old
- ★ Three-five word sentences; starts to play with other children
- ★ 4 years old
- ★ Imaginary play begins, peer interaction increases, states likes and dislikes...taken from you know who!



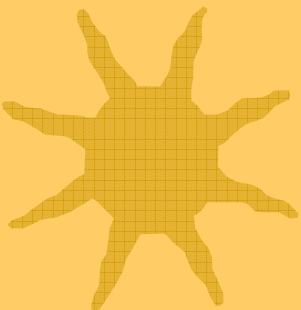
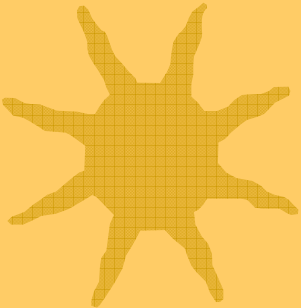
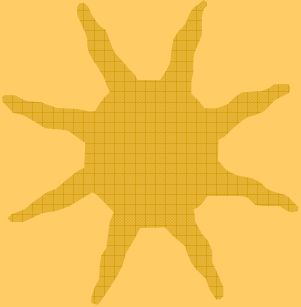
Suggestions for Teachers & IAs



- ★ Meet with the staff HINT: Bring a latte and a smile!
- ★ Early learners need change and a little inclusion
- ★ Board games are always a nice classroom gift (Candy Land, Memory, Don't Spill the Beans, Lucky Duck and Legos...get something you are working on at home)
- ★ Social Stories are a great way to teach social skills
- ★ Use kid-friendly lingo: e.g. Cool / Not Cool - High Fives instead of handshakes
- ★ Role Playing and Video Taping
- ★ Lego's and Trains are great for manding



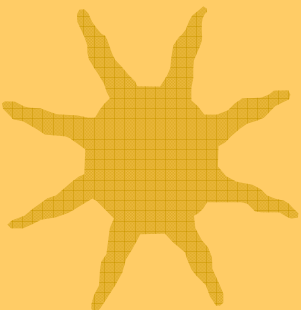
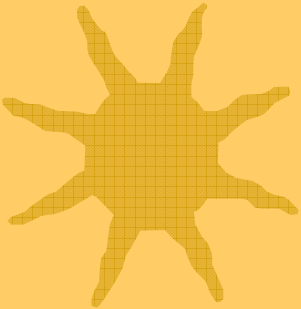
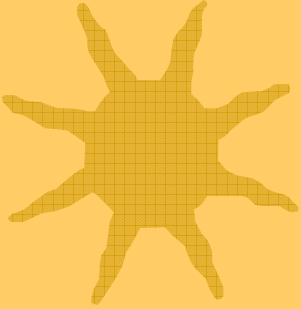
Rigidity- BREAK IT!



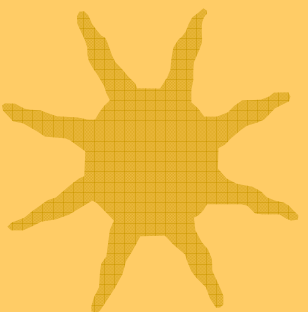
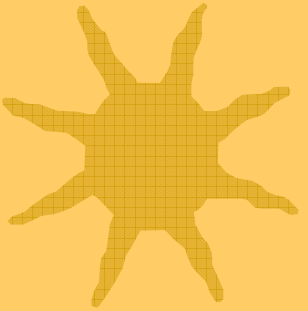
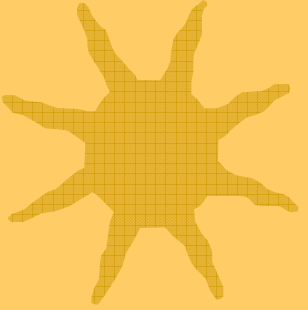
- ★ Children with autism strive for sameness this is why they want the same toys/movies at the age of 2; at the age of 5
- ★ You need to break the cycle, do not allow your learner to only watch Wiggles expose them to other activities
 - This applies to cloths as well; 7 yrs old boy should not have a Thomas t-shirt!
- ★ It is important for our learner to be exposed to age appropriate activities (Ex. 8 year olds play video games)
 - Incorporate video games into your therapy schedule
 - LAST Slide taken from Lesley..think about taking her next class.



Holly and Cherish Tips for Socialization



- ★ Have another child give a reinforcer to your child non-contingently
- ★ After this takes hold have your child ask/sign to the child for the reinforcer
- ★ The next step is having the child give simple direction, "Give me red train."
- ★ Mand for Attention, Play Games and Pretend Play
- ★ Use books or movies the child likes for acting



GETTING OUT THERE!

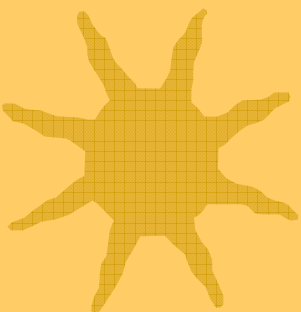
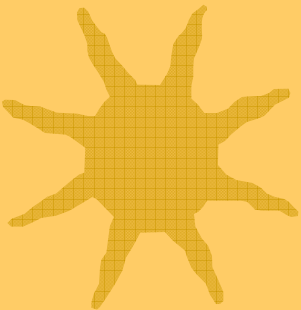
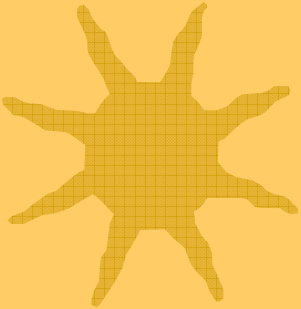
- ★ Take your child out in public!
- ★ Sign your child up for classes slightly harder than you think possible and see how it goes.
- ★ Take your child out in public!
- ★ Make “friends” in the neighborhood.
People want to help the kids with autism!



Summary

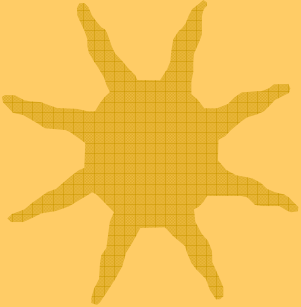
A child's ability to relate to others and support themselves is more important in creating a successful member of society, not their score on the SOL.

Socialization is one key to help unlock Autism and the school is one of many doors!





Great Websites



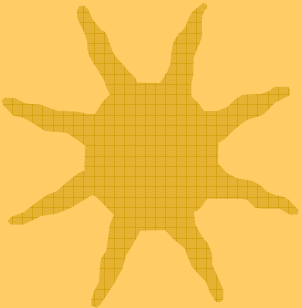
★ **Social Stories**

<http://www.thegraycenter.org/socialstories.cfm>

★ **ABA/VB Classes and Support Group** www.poac-nova.org

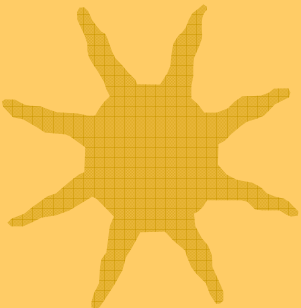
★ **ABA/VB and NET info**

<http://establishingoperationsinc.com/>



★ **Facilitated Play**

<http://www.tacanow.com/socialization.htm>

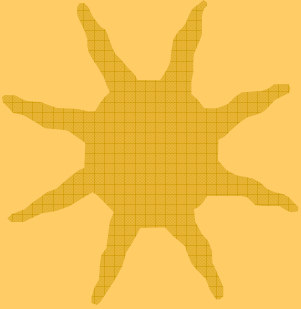


★ **Making Friends**

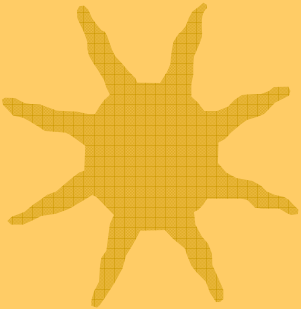
<http://www.iidc.indiana.edu/irca/SocialLeisure/socialskillstraining.html>



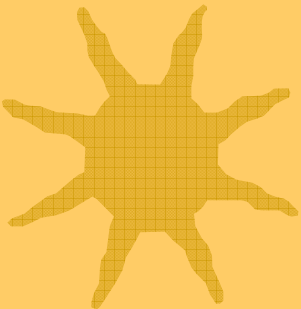
FCPS Budget Hearing!



Social Skills are something our schools are lacking in a very tangible way.



You can effect change with a little effort!



If you want to see a change in the system then work towards that end and help!