

Support Social Interactions

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SCASD Inservice, 2019

Supporting social interaction in HS

- **Age appropriate activity**
 - Interesting to both participants with disabilities and peer partners
 - YouTube videos
- **Support communication**
 - Communication in the moment
 - Range of vocabulary
 - AAC supports
- **Provide a context for communication**
 - YouTube videos

Video VSDs

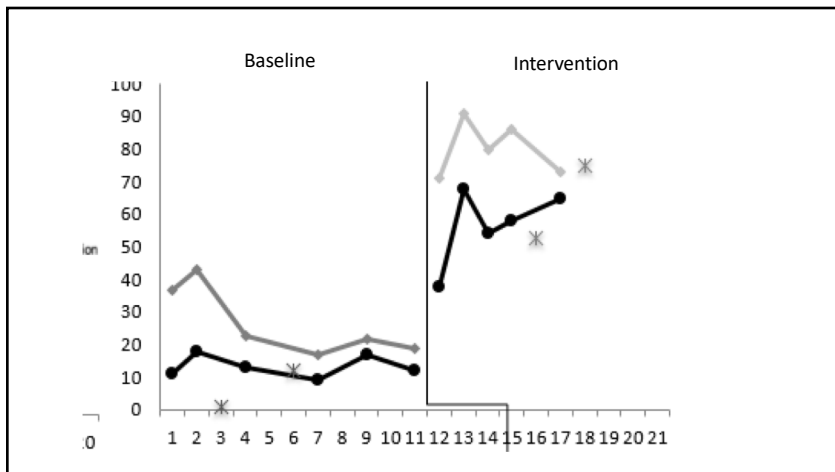
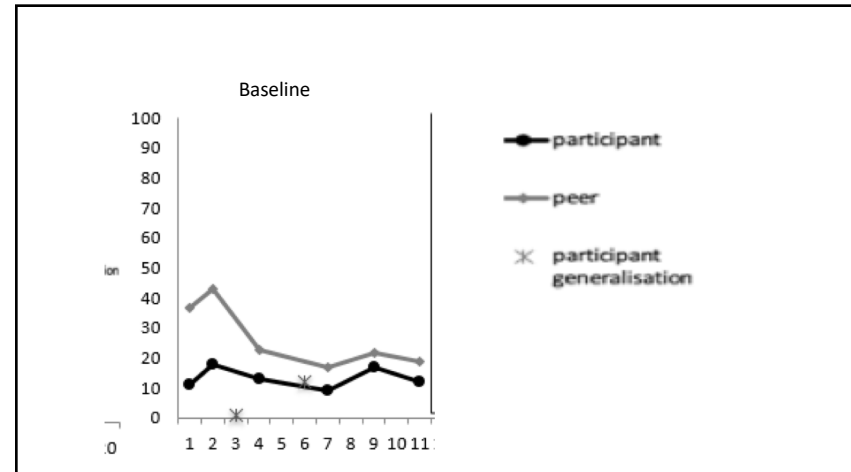


Students

- **Students with autism**
 - 4 students
 - L: 18 years old, female,
 - often described as 'being in her own world'
 - will use speech and engage when prompted or when requesting
 - Interactions with peers are typically minimal, very repetitive, scripted speech
- **Peer Partners**
 - Some familiar partners (Best Buddies)
 - Some unfamiliar partners

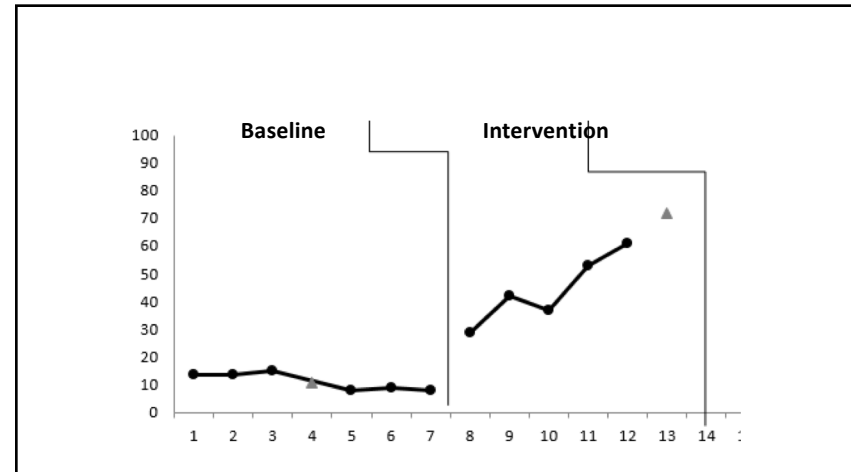
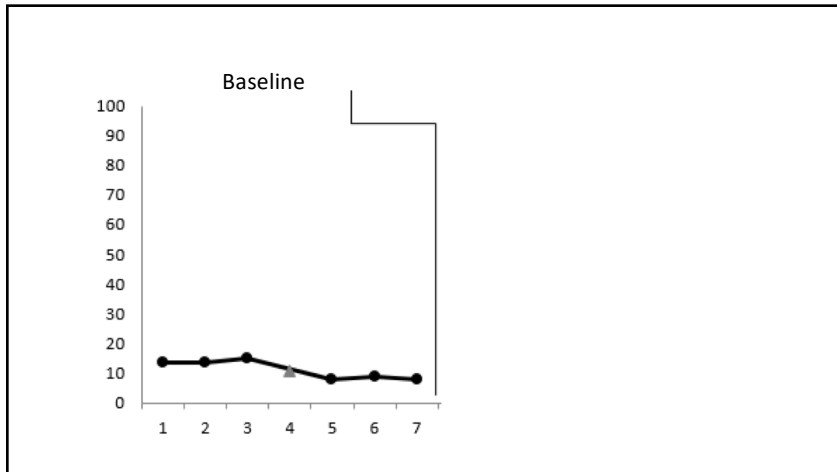
Process

- The video app
- Instruction
 - Provided to the student with disabilities and the peer partner
 - A single training session
 - Approximately four minutes



Students

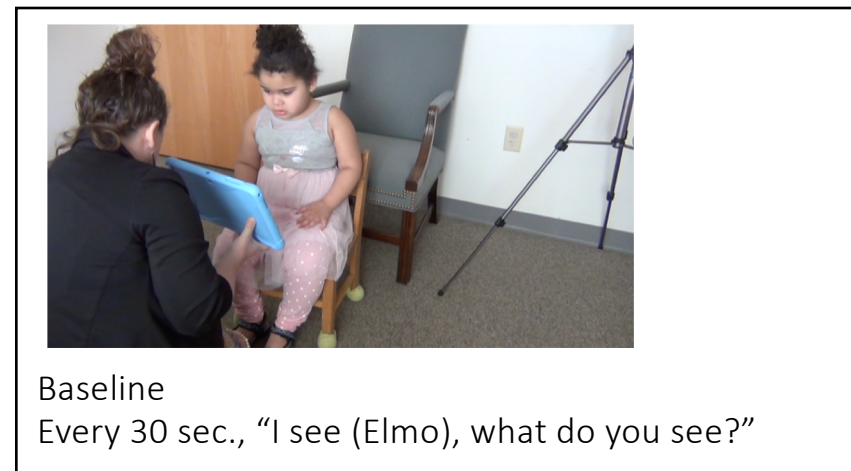
- Students with Down Syndrome and Cerebral Palsy
 - 3 students
 - D: high school, female
 - Social
 - Enjoys activities with others
 - Likes spending time with her best buddy and talking with others
 - Difficult to understand, very unintelligible
- Peer Partners
 - Some familiar partners (Best Buddies)
 - Some unfamiliar partners

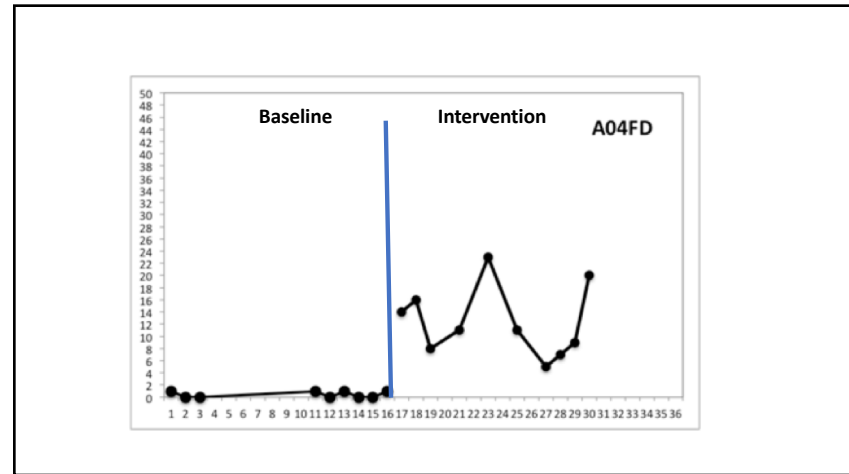
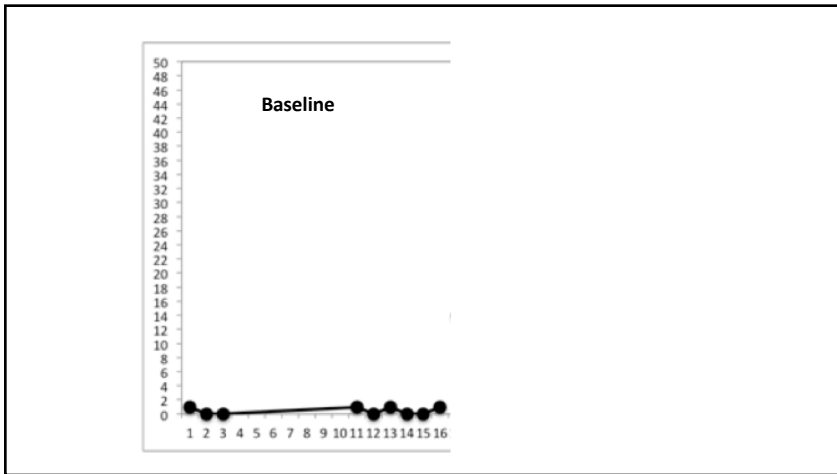


Beginning communication

Videos with Visual Scene Displays for
Beginning Communicators

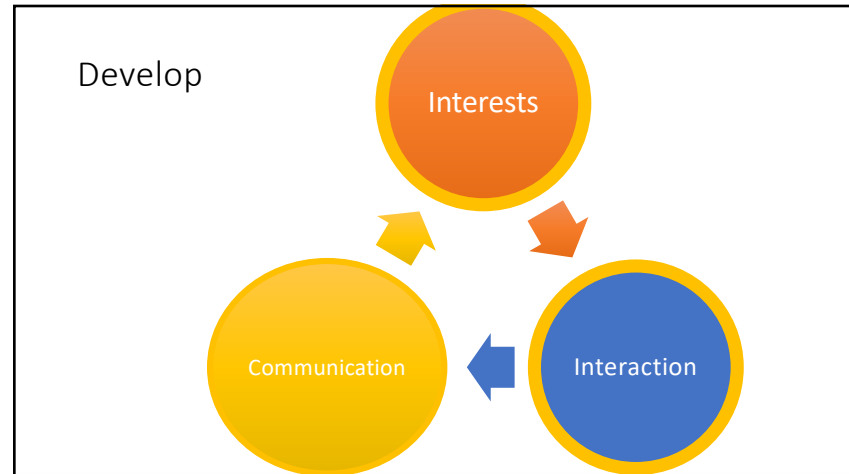
Chapin, McNaughton, Light & McCoy

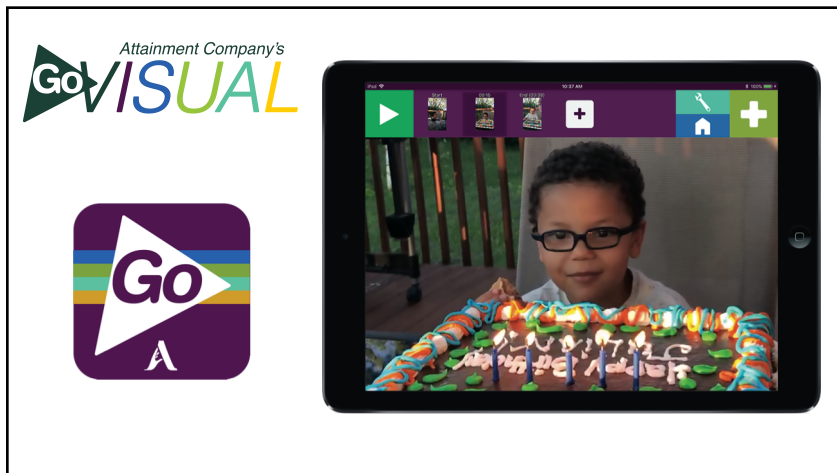




YouTube with Beginning Communicators
 • Chapin, McNaughton, Light & McCoy

Intervention
 Every 30 sec, touch and label hotspot
 Expand on child's actions





Supporting Learning New Skills

Robert

- 18 year old male with autism
- High school student
- No functional speech
 - A few signs – mostly yes/no, thank you
- Prompt dependent in activities

- Likes to work, complete tasks, be busy
- 'Bored' at school

Team Questions:

- How can change the routine of his day?
 - include some work experiences?
 - Where could he work?
 - What might be like doing?

- How can we support him in **learning the skills** he needs to complete the work tasks and also **communicate** with others while he is at work?

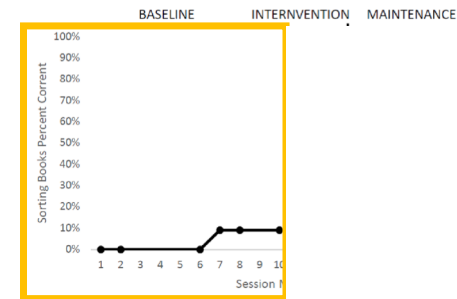
- **Vocational training:** Local elementary school library
 - Checking in books, putting away/sorting books, and making dye cuts

Task Analysis: Putting Books Away

1. Pick up the box of books
2. Bring the box to the table
3. Empty the books on to the table
4. Sort the books into piles based on categories
5. Pick up the books and take them to the bookshelves
6. Put the books in the correct place on the shelf
7. Return the box

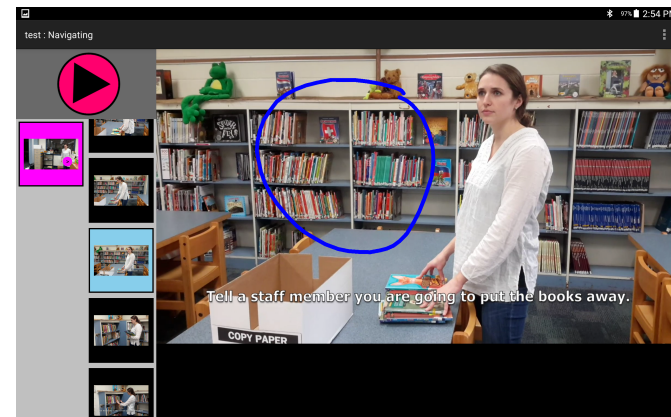
Prompt
dependent

Results: Putting Away Books/Sorting

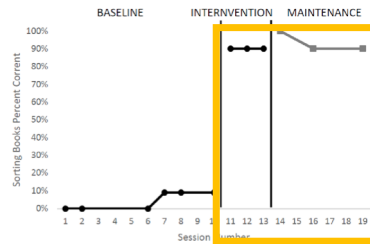


Task Analysis: Putting Books Away

1. Ask to put the books away: **Can I put the books away?**
2. Pick up the box of books
3. Bring the box to the table
4. Empty the books on to the table
5. Sort the books into piles based on categories
6. Ask a staff member to check your work: **Can you check my work?**
7. Tell a staff member you are going to put the books away: **I'm going to put the books on the shelf**
8. Pick up the books and take them to the bookshelves
9. Put the books in the correct place on the shelf
10. Return the box
11. Tell a staff member you are finished: **I am finished putting the books away**



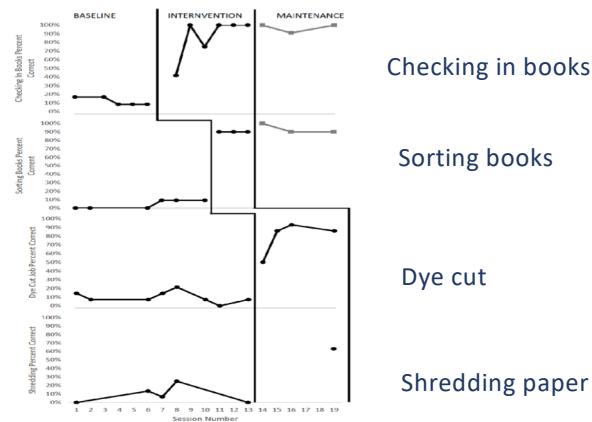
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Results



Strategies

- Draw from naturally and regularly occurring contexts
 - Think about what events happen in the day, what is happening in the school, what resources do we already have? What are some routines that are already occurring? What are some things the student enjoys?
- Capture engaging moments
 - What are moments of interest during those routines? Interesting things for peers? Opportunities for communication?
- Use appropriate vocabulary
 - Start with familiar words, start with single words or short phrases, typically vocabulary for communicating with others

