Promoting Social Competence in Adolescents with Autism Spectrum Disorders: Part One

*Rene Jamison, Ph.D.
Matthew J. Braun, MA, CCC-SLP
Center for Child Health and Development
University of Kansas Medical Center
Your Visual Support

- ASD, Social Competence & Adolescence
- Social Competence
- Social Outcome Data
- Social Skills Interventions
- Overview of GNO / examples
Baseline

In Regard to SS Interventions:

Who do you include in your groups?
Who do you involve in the implementation?
Where does the intervention take place?
What strategies do you use to promote social skills?
When and how often do you provide the intervention?
What is your plan for generalization?
ASD and Social Competence
ASD and Social Competence

• 1 in 110 affected by ASD (Center for Disease Control-Prevention, 2011).
• Boys 4-5 times more likely to have Dx than girls (CDC, 2011)
• Core areas impacted: Social, Communication & Behavior
• Focus on early diagnosis and intervention
• Similarities for individuals with other DD
Social Competence: What is it?

• Social, emotional, cognitive skills and behaviors that children need for successful social adaptation (Welsh & Bieman)

• Adequacy of a person’s social functioning (Gresham, 1998)

• Improvements in social skills likely result in higher social competence.
Social Competence: Who’s got it and how do you know?

- Those who others believe have it.....
- And Probably those who believe they have it....(Perceived social competence)
The adolescent years are often difficult to navigate socially for everyone.

Interactions go from “play” to more social conversations and shared interests.

Adolescents at risk for co-occurring conditions

Physical appearance contributes most to self-esteem during adolescence compared with other domains of perceived competence (Harter, 1990). The second domain is social acceptance.
Changes in Social Competence

- When social skills result in peer acceptance and positive judgments from important others
- Change in target social behaviors should predict status on important social outcomes such as peer status

In other words…someone has to notice!!!!
Assessment
Social Outcome Data

- Rating Scales (parent, teacher, self report)
- Behavior / Skill Observations
- Sociometrics
- Anecdotal data & Quantitative Change
- Goal achievement data
Intervention
What Does the Literature Say?

- Social skills studies show *some* effectiveness

  • Difficult to define construct

  • Many different interventions

  • Generalization data is poor...highly contextualized

  • Generally, an eclectic approach is necessary
General Components in Effective Programs

- Modeling
- Coaching / Feedback
- Reinforcement
- Cognitive – Behavioral Strategies
- Assessment
- Typically developing peers
- Generalization component / plan!!!
- Individual goals
- Evaluation of outcomes

Gresham, Sugai, & Horner, 2001
Promoting Generalization….

• Skills taught / practiced in natural settings

• Practice in multiple settings with multiple people

• Goal setting and follow up
Baseline…..Revisited

Who do you include in your groups?
Who do you involve in the implementation?
Where does the intervention take place?
What strategies do you use to promote social skills?
When and how often do you provide the intervention?
What is your plan for generalization?
Models and Examples of EBPs

Visual Supports
Social Narratives
Video Modeling
Direct Teaching / Role Playing
Peer Mediated Approaches
Coaching/Feedback/Reinforcement
Cognitive / Behavioral Approaches

Eclectic Approach- Using a combination of these
Girls Night Out: Social skills and self care program for adolescent girls
Promoting social competence and social conversation skills in adolescent girls with ASD: Evaluation of an intervention program

• KCART Discovery Award
• Funding August 2010 – August 2011
• Single subject, multiple baseline design across specific social conversation skills
• Participants: 4 girls with ASD (ages 14-19)
• Intervention Program:
  • Self care and social skills within leisure and self care activities
  • Included 6 typically developing trained peers
  • 2 hour sessions one time per week in the community
  • 3 baseline / “get to know you” sessions
  • 13 intervention sessions including specific strategies to teach skills
  • Primary outcome measure = specific social conversation skills
  • Secondary outcomes: social skills, self perception, QoL, Satisfaction

KCART Discovery Grant
GNO: Spring / Summer 2011

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Primary Outcome Measure
GNO-SCCS

- 10 minute video during natural social opportunities
- Skills:
  - Activity / Personal Information
  - Giving/Receiving Compliments
  - Asking Questions
  - Other behaviors / skills

- ***Rationale
MULTIPLE BASELINE DESIGN

Multiple Baseline Design

Teach Skill 1

Teach Skill 2

Teach Skill 3

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<table>
<thead>
<tr>
<th>Measure</th>
<th>Behaviors and Skills</th>
<th>Measure Period</th>
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<tbody>
<tr>
<td><strong>Social Competence / Conversation</strong></td>
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<tr>
<td>Girls Night Out Social Conversation Coding System (GNO SCCS)</td>
<td>Direct observation coding system of specific conversation skills (personal/activity information, compliments, asking question, etc.)</td>
<td>Baseline sessions and intervention sessions.</td>
</tr>
<tr>
<td><strong>Social Skills Improvement System (SSIS)</strong></td>
<td>Global rating of social skills (parent &amp; self report)</td>
<td>Baseline session (week 1), 1-week post intervention, &amp; 12-week post intervention.</td>
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<td><strong>Secondary Outcomes</strong></td>
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<td>Harter’s Self-Perception Profile for Adolescents (SPPA)</td>
<td>Self report measure of self concept</td>
<td>Baseline session (week 1), 1-week post intervention, &amp; 12-week post intervention.</td>
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<tr>
<td>Youth Quality of Life-Research Version (YQOL-R)</td>
<td>Self report measure of quality of life</td>
<td>Baseline session (week 1), 1-week post intervention, &amp; 12-week post intervention.</td>
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<tr>
<td>Satisfaction Survey (parent and participant)</td>
<td>Satisfaction with group process, social competence, conversation skills, and activities.</td>
<td>1-week post intervention</td>
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<td>Teaching Session</td>
<td>Reinforcing Session</td>
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<tr>
<td>Direct teaching of skill</td>
<td>Skill is reviewed from the previous week</td>
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<td>Social narratives to identify key steps involved in the skill, visual support,</td>
<td>Skill is modeled by peers and/or participants</td>
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<tr>
<td>scrapbooked for review later</td>
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<tr>
<td>Skill is modeled by facilitators and/or peers</td>
<td>Group and partner activities to practice skill (role play, video modeling, strategy supports)</td>
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<tr>
<td>Participants role play the skill</td>
<td>Coaching/immediate feedback occurs during practice opportunities and throughout activities</td>
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<tr>
<td>Participants use the skill in natural environments with other girls their age</td>
<td>Homework / self monitoring / peer support</td>
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<tr>
<td>Coaching/immediate feedback occurs during practice opportunities and throughout</td>
<td>Data collection during social activity with NO intervention strategies</td>
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<tr>
<td>activities</td>
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Program / Session Outline
Skills taught/practiced w/in leisure or self care activities

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Intervention Components in GNO

- Visual Supports
  - Social Narratives
  - Scrapbook
  - Conversation Key rings

- Targeted specific social conversational skills

- Cognitive-Behavioral Strategies
  - Live coaching/specific feedback
  - Video Self Modeling / Video Modeling
  - role play / modeling

- Reinforcement of specific behaviors / skills
  - GNO Bucks
  - GNO Store
  - Specific praise

- Peer Mediated (trained peers)
  - ASD information
  - Strategies to promote interaction and skill practice

- Support / Motivation
  - Age appropriate activities in community settings
  - Personal goals and challenges
  - Homework / “Buddy” system
  - Self monitoring through ‘What I Did This Week’ sheets

- Generalization Strategies
  - Skills taught / practiced in natural settings
  - Practice in multiple settings with multiple people
  - Goal setting and follow up
Example Session: Compliments

**Compliment me Crazy!**

*Directions:*
1. Brainstorm 10 ways to “accept compliments with style”!
2. Identify one person in your group to “receive” compliments first
3. Take turns giving that specific person compliments and allowing them to practicing receiving with style as well. You will give about 4-6 compliments for each girl! (Remember what Gabby says!)
4. Give feedback to people about how they GAVE compliments and how they RECEIVED them.
5. Take turns being the one receiving compliments with style

**Remember what Gabby says!**

- Will the compliment make my friend feel good?
- Is it true?
- Do I look like I mean it?

**6:10-6:35**

Giving and Receiving Compliments Activity:
- Break up girls into two groups of five people, one IPAD per group-Juliana to make groups
- Introduce skill of giving and receiving compliments
- Video clip on IPADS
- Intro “things to think about”-Rene
- Model examples of giving and receiving compliments (both good and poor examples, focusing on genuineness and Gabby’s key points. (Juliana and Kim)
- Each group will have a facilitator to give instructions for activity-Alyx and Rene
- Girls will review social narrative using IPAD, with discussion activity
- Give GNO bucks during this time, target both use of skills as well as identifying things during activity.
- Get back together for 1-2 minutes to ask about what they thought of activity / skill??-IF TIME

**6:35 – 7:05**

Fashion show and fashion tips from Forever 21 staff

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*Facilitator Role: Lead the brainstorming activity, make sure everyone understand directions, encourage feedback, keep activity focused and going well.*

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How can I apply some of these ideas?

- Focus Groups in Schools (what are girls doing, why are girls not included)
- Social “clubs”
- Themed afterschool or evening activities
- “lunch bunch” or “dinner bunch”
- Include social skills in IEP goals with generalization plan
- Increase “frequency” by generalization
- Personalized scrapbook
- Include in transition plan or PCP
- Be focused, start small, take data
Promoting Social Competence in Adolescents with Autism Spectrum Disorders: Part Two

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Your Visual Support: Part Two

- EBP for social skills
  - Visual supports
  - Video modeling
  - Direct teaching/role play/modeling
  - Peer mediated approaches/training
  - Coaching / reinforcement
- CBT
  - Generalization revisited
Visual Supports

- Visual Schedule
- Task Analysis/Task Strips
- Conversation Key Rings
- Scrapbooks / Organizational Reference
What kind of jewelry do you like to wear?

What do you like to do after school?

What colors do you think you look best in?

Do you have a favorite video game?

I like your hair or your hair looks cute today.

What’s your favorite TV show?
More Visual Supports for Conversation

**Question Flower**

**Mobile “Conversation Key Ring”**

**iPad Example**
Task Analysis….Task Checklist

Possible steps: For staff to record for each girl
(number them and cross out ones that do not apply, write in steps not on this sheet)

___ Wash my hair with shampoo and conditioner

___ Comb or pick my hair so it is smooth and doesn’t have tangles

___ Put mousse, gel, or other hair product in my hair to help with styling (*specify which one__________*)

___ Use a blow dryer to dry my hair

___ Use a round brush or regular brush while drying my hair (*specify which one__________*)

___ Style my hair by:
   ___ combing it
   ___ using a hair straightener
   ___ using a curling iron
   ___ other __________________________

___ Use hair spray or other product if needed

___ Other __________________________
Scrapbooks....Organizational Reference!

***Action Idea

- Scrapbook, binder, file folder, small photo book, locker post, flip chart

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Remember.....

1. Get my body ready
2. Find out: where they go, what they do, and things in common
3. Take turns: Listen and Talk
Taking care of my hair

Everyone's hair is a little bit different. Some people have dark hair while some have light hair. Some have straight hair and some have curly hair, while some have thick textured hair. The way I take care of my hair will be different from other people. Everyone needs to wash their hair every day or every other day. I wash my hair so it will smell clean, not get too greasy, and look nice. I will also need to go to a salon or shop to have my hair cut to keep it looking nice and to find a style I like. I may want to find a picture of a hair style that I like and I should look at other people's hair at school to see what a good style might be. I need to pick a style that is easy to take care of too and practice fixing it so I can do it on my own. I may fix my hair different based on where I am going, what I'm doing, and who I will see. Taking pride in the way I look sometimes makes me feel better about myself and more confident to talk to other people. Everyone has a different hair style just like people have different personalities. It is OK if my hair doesn't always look exactly like I want it to and if it looks different than another girl. Most importantly, I should have hair that looks and smells clean and that I can feel good about!
Video Modeling / Video Self Modeling

- Who it works for

- What it is

- Examples
  - VM tips / examples
  - VSM tips / examples
Video Modeling: Introducing a Skill

- Talking Book Example
VSM: Steps / Tips

- Select behavior to IMPROVE
- Identify steps / tasks person needs to complete to successfully engage in behavior (task analysis)
- ID the replacement behavior
- Make story board
- Make video of person doing it CORRECTLY!!!
- Consider an “intro” to the film
- Take the footage (natural, practiced, coached)
- Edit together clips and/or edit out coaching
- Person watches video daily….also before engaging in activity.
Video Self Modeling Adaptation Example

Practice conversation with friend. Facilitator will video, look at prompts to begin. Review the video clip. Count # questions and discuss feedback (questions, personal info, compliments, etc).

Name: __________________: Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q

Name: _________________: Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q  Q

Identify Goal for next conversation: ____________________________________________

__________________________________________________________________________

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Direct Teaching / Role Play

- Direct Teaching
  - Introduce skill
  - Practice Steps

- Role Play
  - Modeling (negative, positive, facilitator, peer, etc)
  - Practice
Example Skills: Targeted Conversation Skills

- Specific Skills Taught (4-5 sessions per skill):
  - Personal Information / Activity Related Information
  - Giving and Receiving Compliments
  - Asking Questions

- Other targets
  - Conversation starters / initiations
  - Nonverbal behaviors
  - Reciprocity
Peer Mediated Social Skills

- Ratio
- Provide ASD background
- Discuss skills (setting the stage with bids, pausing, reinforcement of skills, feedback from peers, social status, set up for successful practice)
Coaching/Feedback/Reinforcement

- Reinforcement of specific skills
  - Specific praise/feedback
  - Token economy

- Coaching/Feedback
  - Targeted Skills
  - Live
  - Labeled Praise
Reinforcement of specific behaviors / skills

- GNO Bucks
- GNO Store
- Specific Praise

Token Economy
Cognitive / Behavioral Approaches

- Self monitoring,
- Positive self talk
- Journaling
- Goal setting
## Self Monitoring

<table>
<thead>
<tr>
<th>Day</th>
<th>I called a friend</th>
<th>A friend called me</th>
<th>Went to a friend’s house</th>
<th>A friend came to my house</th>
<th>I participated in an after school activity</th>
<th>I gave a compliment</th>
<th>I talked to a friend over text or online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>XXX</td>
<td>XXXXX</td>
<td>X</td>
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# Take home data/ generalization form-
Girl w/ DD Exp

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Putting It All Together

Target Skill: Asking Questions
Revisiting Generalization....

• Skills taught / practiced in natural settings

• Practice in multiple settings with multiple people

• Goal setting and follow up
The Big Ah Ha!

- When providing social skills interventions, we have to teach skills across multiple contexts and environments.

- Eclectic approaches tend to be most effective.
  
  (Eclectic approach + EBIs + multiple contexts = positive outcomes)

- Generalization across…… skills, people, environments…etc.
References


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