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Diagnostic criteria for Social Communication Disorder

(A brief reference guide. Use published DSM 5 criteria for actual diagnosis)

DSM 5™ 315.39 (Paraphrased)

A. Difficulties in –

- Use of verbal and nonverbal communication in a social manner
- Must be present in ALL of the following:

1. Lack of ability to use communication for social purposes (examples: greeting, sharing information) appropriate to social context.

2. Impaired ability to adapt communication to context or to needs of the listener. Examples: speaking differently to peers than to adults, adjusting word choice in the classroom, not using highly formal language.

3. Lack of ability to follow social norms for conversation and narrative including turn- taking, re-stating when misunderstood, regulating interactions by using verbal and nonverbal signals.

4. Lack of understanding inferences, nonliteral and ambiguous meanings including idiom, humor, metaphor, multiple meanings. Difficulty understanding meanings that depends on context.

B. Difficulties in social communication produce functional limitations that affect –

1. Overall communication
2. Social participation
3. Social relationships
4. Occupational performance

C. Present in early childhood, but may not be fully apparent until social demands exceed capacities.

D. Symptoms may not be attributed to –

1. Another medical or neurological condition
2. Low abilities in word and sentence structure
3. Better explained by Autism Spectrum Disorder, Intellectual Disability, Global Developmental Delay or any other mental disorder.

Social communication deficits and other disabilities

Diagnosis	Social Communication Characteristics	Related To	NOT SCD Because...
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Difficulties with language acquisition • Appear to be unaware when people talk to them, but respond to other sounds • Very interested in people, but not know how to talk, play, or relate to them • Repeat or echo words or phrases said to them, or repeat words or phrases in place of normal language • Have trouble expressing their needs using typical words or motions 	<ul style="list-style-type: none"> • Possible cognitive processing differences • Possible language processing differences • Possible executive function deficits • Possible differences in memory, processing emotion, ability of brain to regulate • Hyper-function • Genetics, biology, structure and function of brain 	DSM V diagnostic criteria include presence of restrictive, repetitive patterns of behavior and sensory component: Hyper- or hypo-reactivity to sensory input; unusual response to sensory aspects of environments
Attention Deficit/Attention Deficit Hyperactive	<ul style="list-style-type: none"> • Difficulty “sticking to” a topic • Difficulty organizing or completing thoughts to express themselves • Blurt out first thing that comes to mind regardless of context • Interruptive • Talk incessantly, regardless of topic, logic, reason • Challenges with quiet activities/tasks • Touching, playing, fidgeting 	<ul style="list-style-type: none"> • Genetics • Environmental toxins such as lead, maternal alcohol or drug use • Atypical development in the central nervous system during key phases 	DSM V criteria include blurting out, interrupting, excessive talking and difficulty with taking turns; however, these are related to impulsivity and hyperactivity rather than to lack of social interaction/communication ability

Diagnosis	Social Communication Characteristics	Related To	NOT SCD Because...
Dyslexia, Dysgraphia or Dyscalculia	<ul style="list-style-type: none"> • “Twisting” and having difficulty producing words • Acquisition of new vocabulary; limited vocabulary • Difficulty understanding and using figurative and non-literal language • Difficulty with inference, prediction, humor, idioms, metaphors, sarcasm • Challenges understanding and following directions • Challenges staying on topic and getting to the point • Lack of ability to follow the path of a conversation • Difficulty repeating what was heard or read 	<ul style="list-style-type: none"> • Differences in phonemic and phonological awareness • Differences in auditory processing • Differences in visual processing • Working memory • Executive Function 	<p>DSM V criteria specify persistent and significant academic difficulties despite instruction in the areas of reading, writing, math</p> <p>Social interactions affected by difficulties with language learning; non-verbal social language abilities generally intact</p>
Specific Language Impairment/Spoken Language Disorder	<p>Difficulties with –</p> <ul style="list-style-type: none"> • Initiating play with peers • Understanding others • Expressing ideas, feelings • Initiating and sustaining conversation • Making relevant contributions within the classroom <p>Not as competent at turn-taking as TD peers</p>	<ul style="list-style-type: none"> • Possible language processing differences • Possible cognitive processing differences • Both of above possibly related to genetic, biological differences 	<p>DSM-5: Language Disorder – defined as deficits in vocabulary and sentence structure.</p>

Diagnosis	Social Communication Characteristics	Related to	NOT SCD Because...
<p>Post-Traumatic Stress Disorder (PTSD) Anxiety Disorder(s) Living in poverty Victim of trauma/abuse Conduct disorder</p> <p><i>(some terms are commonly used but not DSM-V or ICD-10 diagnostic labels)</i></p>	<ul style="list-style-type: none"> • Frequently distracted due to upsetting thoughts or memories – sleep issues – feeling as though the event were happening again – physical responses to stress and anxiety • Possible extremely inappropriate vocabulary • Lack of interest or fear of meeting new people • Difficulty forming relationships and making attachments • Insistence to routine (safety net) • Fear, worry, sadness, anger, feeling alone, feeling that people are looking down on them, low self-worth, and not able to trust others • Behaviors such as aggression, out-of-place sexual behavior, self-harm, and abuse of drugs or alcohol • Avoiding people, places, activities, things that are or trigger reminders • Avoiding people, conversations, or interpersonal situations that arouse recollections • Lack of interest or participation in significant activities such as play 	<ul style="list-style-type: none"> • Effects early trauma has developing neurological structures and functions • Alterations in memory function – verbal declarative memory (ability to tell what you experienced), memory gaps, more attention paid to trauma-related material, altered autobiographical memory • Possible parental psychopathology • Inadequate supervision • Family breakdown • Genetic predisposition <p>Remember – trauma is defined as “an event or an experience that is deeply distressing or disturbing” and can include poverty, homelessness, weather events, witnessing a violent act, being separated from a loved one and much more – including actual physical, emotional, psychological or sexual abuse</p>	<ul style="list-style-type: none"> • Post-Traumatic Stress Disorder, Anxiety Disorder, Conduct Disorder are all “medical or neurological conditions” so SCD is ruled out •

Assessment

Useful Checklists and Observation Guides

Name	Assesses	Age Range	Yields
Communication and Symbolic Behavior Scales Barry Prizant, CCC-SLP and Amy Wetherby, CCC-SLP	use of eye gaze, gestures, sounds, words, understanding, and play	6 months to 6 years	standard scores and percentiles
Social Skills Improvement System Rating Scales Frank Gresham, PhD and Stephen N. Elliott, PhD	social skills, problem behaviors, and academic competence	3 to 18 years	standard scores and percentiles
Relationship Development Intervention Development Questionnaire Steven E. Gutstein and Rachel K. Sheely	Focus attention and joint attention, Sharing enjoyment How student interprets verbal and non-verbal social information How student references communication partner Coordination of roles and actions to remain in partnership Seeking out peer group acceptance Participating in typical social interactions	Young children, children, adolescents	Presence/absence of skills; progress toward mastery
SCERTS Prizant, Wetherby, Rubin, Laurent & Rydell, 2006	Social Communication, Emotional Regulation, Transactional Supports	School age	Criterion-referenced scores Valuable planning tools
The I.L.A.U.G.H. Model Michelle Garcia-Winner,	Initiation, Listening with Eyes and Brain, Abstract and Inferential Thinking, Understanding Perspective, Getting the Big Picture, Humor	School age	Observational tool yields information for treatment planning
CELF-5 Observational Rating Scale	Communication behaviors that affect a student's classroom performance	5 – 21	Information for treatment planning Possibly used for Adverse Effect
CELF-5 Pragmatics Profile	Skills necessary for obtaining, responding to and giving information; appropriate classroom language, non-verbal communication, societal norms and rules	5 - 21	Scaled Score, Test Age Equivalent Could be used for Adverse Effect

- Remember: checklists and observation guides can be used out-of-age-range without reporting normative data, criterion-referenced or standard scores

Standardized Assessments

Name	Assesses	Age Range	Yields
Bracken Basic Concept Scale	Receptive and Expressive ability for basic concepts: Color Letters/Sounds Numbers/Counting Sizes/Comparisons Shapes Direction/Position Self-/Social Awareness Texture/Material Quantity Time/Sequence	3:0 to 6:11 years	Standard Scores, Composite scores, Age equivalents School Readiness Composite (6 subtests)
CELF-5 Metalinguistics	Making Inferences, Conversation Skills, Multiple Meanings, Figurative Language	9 – 22	Standard scores, Composite scores, Age equivalents Also has a screening measure
Comprehensive Assessment of Spoken Language (CASL)	Idiomatic Language, Nonliteral Language, Meaning from Context, Inference, Ambiguous Sentences, Pragmatic Judgment	11 – 21 except Pragmatic Judgment, 3 – 21	Standard and composite scores (with other subtests), Age Equivalents
Test of Problem Solving, Elementary (3) and Adolescent (2)	Language-based ability to think and reason Informally: Knowledge and perception of social situations; general fund of knowledge Making Inferences, Sequencing, Negative Questions, Problem Solving, Predicting, Determining Causes	Elementary 6-12 Adolescent 12-17	Standard scores, Composite scores, Age Equivalents
Social Language Development Test, Elementary and Adolescent	Elementary: Making inferences, Interpersonal Negotiation, Multiple Interpretations, Supporting Peers Adolescent: Making Inferences, Interpreting Social Language, Problem Solving, Social Interaction, Interpreting Ironic Statements	Elementary 6-11 Adolescent 12-17	Standard scores, Composite scores, Age Equivalents

Eligibility

IDEA and most State law specifies 3 gates to eligibility:

- 1) Is there a diagnosed disability?
 - Remember that clinical/medical diagnoses count!
 - Examples of clinical/medical diagnoses –
 - Autism
 - ADD/ADHD
 - Dyslexia
 - Anxiety Disorder
 - Fragile X Syndrome...and many others!

- 2) Does that diagnosed disability have an adverse effect on the student's educational performance?
 - Generally measured as 1 SD below the mean (85 or below) or 15th percentile or below
 - Individually administered nationally normed tests of achievement (academic areas including reading, written expression)
 - Group administered nationally normed tests of achievement (such as the Stanford Achievement Test)
 - Grades
 - Curriculum based measures
 - Criterion referenced measures
 - Other measures of performance (e.g. work samples)

2. Is there a need for service?

Adverse Effect: Educational Performance

Guidance from Office of Special Education and Rehabilitative Services March, 2007
In response to inquiry by Catherine D. Clark, Education and Regulatory Advocacy, ASHA

<http://www.asha.org/uploadedFiles/advocacy/federal/idea/OSEPResponseLetterGuidance.pdf>

- Adverse effect on educational performance is not limited to just academics
- Must be determined on case by case basis according to child's individual needs
- Not only based on discrepancies in age and grade performance in academic areas

Adverse effect on educational performance could include...

- Lack of ability to understand questions that are asked
- Difficulties comprehending literacy assignments due to deficits in understanding higher-level language
- Drawing illogical conclusions from information presented
- Challenges with inferring events or consequences from implied or incomplete information
- Lack of ability to formulate a response to questions
- Unable to get started writing
- Unable to organize thoughts into complete sentences or cohesive narratives
- Incomplete work assignments due to challenges with staying organized, and with managing time appropriately
- Not able to present in front of class when required
- Limited or less than age appropriate vocabulary

Adverse Effect: Functional Performance

Adverse effect on functional performance could include...

- Not participating in class discussions
- Not offering responses due to avoiding social interactions
- Responses that are not understood by adults due to unique word choice, phrasing, delivery
- Illogical conclusions to information presented – illogical answers to questions asked resulting in lowered grades
- Not completing assignments related to class speaking assignments, presentations, group projects
- Refusal to participate in class speaking assignments, presentations, group projects
- Unable to carry on a conversation with peers or adults
- Not understanding the point of view of characters, teachers, peers
- “Acting out” due to lack of understanding of societal norms/classroom rules
- Behavioral concerns arising from unsuccessful interactions with peers/adults
- Unsuccessful in group projects such as choral music, PE class

504 Accommodations and Supports

3 gates to special education eligibility:

- Disability
- Adverse effect
- Need for service

If the student has a diagnosed disability but does not show adverse effect and does not require special education services, a 504 plan may be developed.

504 is a civil right law that provides for accommodations appropriate to the students' diagnosed disability that are designed to insure academic success.

504 law includes procedural protections for conduct related to the disability, such as behavior support plan, counseling, 1:1 support, alternative placement.

A 504 plan provides for necessary accommodations not for specialized or individualized instruction.

Appropriate accommodations and supports could include...

1. Use of visuals for instruction and organization, as in -
 - Individualized picture or text-based schedule that travels with the student
 - Video modeling of relevant social interaction/social communication situations
 - Picture or text-based visual instructions
 - Making endings obvious by use of finished box, folder, etc.
2. Opportunities to engage in sensory activities throughout the day (as indicated by OT through sensory evaluation).
3. Provision of (and development of) social narratives and social scripts.
4. Opportunities to participate in play groups, social understanding groups, or Circle of Friends with trained peers.
5. Participation in small group instruction rather than large group instruction.
6. Additional opportunities for 1:1 interactions with peers and adults. Assess and use interests and strengths of the person to structure both curriculum and free-time activities.
7. Explicit instruction and practice for school rules and expectations, with reviews if necessary.
8. Provide alternate methods of demonstrating knowledge such as projects, posters, use of technology to reduce or avoid need to present in front of class.

Align Therapy to Academic Standards

1. Common Core State Standards: English Language Arts

<http://www.corestandards.org/ELA-Literacy/>

2. Sample Kindergarten Standards: Language

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

(Learn language from reading!)

CCSS.ELA-LITERACY.L.K.4.A

Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

(Multiple Meaning Words!)

CCSS.ELA-LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

(Engage with “more knowledgeable others” – learn to love “language play” – Discuss – Converse)

CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

(Make language learning meaningful – learn to describe – be observant)

CCSS.ELA-LITERACY.L.K.5.D

Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

(Engage the body and the brain in learning! Learn specific vocabulary not just “stuff” or “things”)

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

(Learn through conversation – Learn through question answering – Learn through reading or listening!)

3. Sample Kindergarten Standards: Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B

Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

4. Sample 4th grade standards: Language

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.4.5.A

Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

CCSS.ELA-LITERACY.L.4.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

5. Sample 4th grade standards: Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

(Perspective-Taking – Turn-Taking – Applying Social Conventions and School Rules – Working in a Group)

CCSS.ELA-LITERACY.SL.4.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

(Preparation: Pre-Teaching, Practice and Review – Scaffolding – Preparing Visual Reminders/Supports)

CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

(Participate!)

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

6. Sample 7th grade standards: Language

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed

Write Objective and Measurable Goals

Choose words carefully!

1. AVOID these words:

2.

Increase – Decrease – Know – Understand – Appreciate – Think – Believe – Acquire – Remember – Feel – Value – Consider – Be Aware Of – Learn

These are not measurable and cannot be quantified!

3. USE some of these great verbs!

Act out	Elaborate	List	Sequence
Answer	Estimate	Match	Share
Analyze	Expand	Memorize	Show
Apply	Explain	Name	Specify
Argue	Extend	Organize	State
Arrange	Fill In	Outline	Summarize
Associate	Generalize	Observe	Tell
Compose	Generate	Paraphrase	Trace
Complete	Give examples	Predict	Underline
Convince	Imitate	Present	Verify
Create	Indicate	Produce	
Critique	Identify	Question	
Debate	Infer	Quote	
Defend	Inform	Recognize	
Define	Interpret	Recall	
Demonstrate	Introduce	Report	
Describe	Justify	Retell	

4. Use questions to write effective goals!

WHO – the student

Will do WHAT – observable, measurable behavior

HOW – describe conditions

WHERE – classroom or individual learning?

Using WHAT – if assistive technology is required, state it in the goal

HOW do you know the goal is reached?

Increase Successful Collaboration

(ASHA Practice Portal:

https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589934980§ion=Roles_and_Responsibilities

- Education for other professionals: needs of individuals and role of SLPs
- Screening “whenever social communication disorder is suspected”
- Comprehensive evaluation: social cognition, social interaction, pragmatics, language processing
- Diagnose SCD
- Referral to other professionals: further diagnostic evaluation, determine etiology, “facilitate access to comprehensive services”
- Developing treatment and intervention plans
- Determine appropriate dismissal criteria.
- Recommending related services when necessary.
- Counseling individuals and families; provide education to prevent further complications
- Consult and collaborate with families, individuals diagnosed with SCD, other professionals support personnel, peers and other invested parties
- Remain informed of research in the area of social communication disorder
- Advance the knowledge base: nature of the SCD, screening procedures, diagnosis, treatment, and service delivery
- Advocate for individuals with social communication disorder and their families at the local, state, and national levels.

Members of the IEP Team

Student, if appropriate	Parents	Special Educator
Speech-Language Pathologist	Occupational Therapist	Psychologist (Clinical)
Classroom Teacher(s) Analyst	Pediatrician	Board Certified Behavior
Administrator(s)	Guidance Counselor	

SLP-As, COTAs, Behavior Interventionists, Para-Educators can meet with the team but do not report progress, make treatment decisions, make recommendations or engage in any other clinical/educational content.

Points to Remember

SLP's have expertise in speech and language that is necessary for a comprehensive Social Communication program:

- Anatomy and Physiology
- Structures and function of the brain and how that affects communication
- Language and Communication Disorders
- Developmental patterns and norms
- Augmentative and alternative means of communication
- Shaping desired communicative behaviors
- Reinforcing desired communicative behaviors
- Activity-Based Instruction
- Incidental Teaching
- Milieu Teaching
- Naturalistic Instruction
- Task Analysis
- Data Collection

SLP-ABA Collaboration for Children with Autism: Developing Harmonious Interprofessional Relationships

<https://www.ncshla.org/sites/default/files/springCon/2016/Session-29.pdf>

Key Points:

- Overlapping scopes of practice
- Overlapping competencies
- Each profession should understand and respect one another's frameworks and approaches
- Learn each other's language and perspective about shared roles/responsibilities/topics
- Work out the details of role sharing

Proposed 8 Step Program

1. Identify the problem
2. Gain knowledge of each other's scope of practice
3. Be aware of Acknowledge strengths and limitations
4. Check your baggage!
5. Complement and Collaborate
6. Participate in Life-Long Learning
7. Engage in National Advocacy
8. Advocate for students, families, other professionals, yourself

IPE 101: Introduction to Interprofessional Education and Practice for Speech-Language Pathology

Alex Johnson, PhD, CCC-SLP MGH Institute of Health Professions

Patricia Prelock, PhD, CCC-SLP University of Vermont

Kenn Apel, PhD, CCC-SLP University of South Carolina

<https://www.asha.org/uploadedFiles/IPE-IPP-Reader-eBook.pdf>

Published 2016

How Do Individuals From Different Professions Best Work Together to Help Those They Serve?

MULTIDISCIPLINARY PRACTICE → INTERDISCIPLINARY PRACTICE → INTERPROFESSIONALISM

Successful IPP requires a well-developed team process that includes

- collaborative team facilitation;
- a shared goal/objective;
- specific roles or functions for individual members based on expertise, knowledge, and skills;
- flexibility and adaptability;
- deliberative and continuous team communication;
- mutual trust, respect, and support;
- team decision making;
- reflective practice (what's working, what's not working); and
- conflict management (resolving differences through consensus building).

Table 1. Summary of different collaborative education and service delivery models.

Models	Definition
Education	
Interprofessional education	Students from multiple disciplines learn about, from, and with each other's disciplines. Intended outcome is effective collaboration and quality of care for clients (patients) when students begin professional practice.
Multiprofessional education	Students from multiple disciplines enroll in a course, but no specific interactions are encouraged. Intended outcome is related to learning content of course.
Cross-training education	Students from several different disciplines learn content (knowledge, skills, tasks) of one of those disciplines, taught by a professional from that discipline. Intended outcome is for students from all disciplines to learn knowledge and skills of the target discipline.
Service delivery	
Interprofessional practice	Two or more professionals collaborate together, without any perceived hierarchy, and with full understanding of each others' roles and responsibilities, to improve the client's (patient's) outcomes and care.
Multiprofessional practice	Two or more professionals work independently in parallel, or sequentially, with one another to improve the client's (patient's) outcomes and care.

What are the benefits of peer mediated intervention?

In the 2014 summary of their then ongoing study, the Peer Partner Project, a collaboration between Vanderbilt University and the University of Wisconsin-Madison, noted the following outcomes:

1. Students with disabilities –
 - a) Made an average of five new friends over the course of one semester – a greater number than friends made by students not involved in the peer network project
 - b) Stated that they “enjoyed” their time with peers and felt that members of the network were their friends
 - c) Were more engaged in academics than students working mostly with paraprofessionals/other adults
 - d) Saw the support model as being “both beneficial and acceptable”
2. Peers –
 - a) Also enjoyed being part of the peer network
 - b) Would be encouraging to other students to be involved in such a network, and stated they were interested in being involved in the future
 - c) Saw their interactions with students with disabilities as a friendship
3. Teachers/Paraprofessionals/General/Special educators –
 - a) Saw their roles as being effective
 - b) Intended to continue using the peer network strategy with other students
 - c) Enjoyed participating in the project
 - d) Saw the network as being affective, and an “easy way” to achieve academic support and social inclusion

General and special educators alike considered peer support arrangements to be effective and a fairly easy way to support students academically and socially in inclusive classes.

Source: Fall 2014 Summary, Peer Partner Project retrieved from <https://vkc.mc.vanderbilt.edu/assets/files/resources/peerpartnerproject.pdf> August, 2019

What makes an effective peer partner?

- a. Typically developing peer partner
- b. Age and developmentally appropriate language and social interaction skills
- c. Partners who have interest in the target child
- d. Partners who have the play/social skills to sustain engagement
- e. Trained in characteristics of target peer, adult role, play or interaction routines and how to disengage when necessary
- f. “Buy-in” – invested in continuing and developing the relationship

What are skills target partners should have?

1. Joint attention
2. Social regulation
 - a. Ability to make requests
 - b. Ability to protest or reject

- c. Ability to respond to a social overture
3. Interest and some familiarity with toys/activities/routines

What is the role of the SLP?

1. Facilitation – provide cues to all participants
 - a. Regulate turns
 - b. Assist with negotiation
 - c. Help solve challenges
2. Modeling
 - a. Shows how to play/engage appropriately
 - b. Models language used for social interaction
 - i. Expressing preferences/rejections
 - ii. Asking for help
 - iii. Inviting a partner to play
3. Suggest
 - a. What could be done with toys/objects/routines
 - b. What routine/activity to choose
4. Social reinforcement
 - a. Reinforce “expected”, appropriate behaviors
 - b. Positive commentary on social engagement

Resources:

Autism Internet Modules: Peer Mediated Intervention and Instruction retrieved from https://autisminternetmodules.org/mod_intro.php?mod_id=13 July, 2019

Prenderville, J., Prelock, P., Unwin, G. (2006). Peer Play Interventions To Support the Social Competence of Children with Autism. *Seminars in Speech and Language*, vol. 27, no. 1

Strain, P.S., & Odom, S. L. (1986). Peer social initiations: effective intervention for social skills development of exceptional children. *Exceptional Children*, 52, 543-551.

Ideas for recruiting typically developing peers:

- A. Clubs related to general ed curricula
 - Book club (choose books from classroom list)
 - Science club
 - History club
 - Math club

Typically developing peers are engaging in age and grade level regular ed curricula while supporting and developing a relationship with a peer who struggles
Scheduled so as to not miss classroom instruction
Small group facilitated by an adult who are engaging in classroom construct

- B. "Lunch Bunch"
 - Structured time during a meal
 - Intro topic of conversation - converse
 - Watch a video and discuss
 - Prepare and eat "family meal" – see activities below
- C. Credit for community service
- D. Credit for elective such as health class

Circle of Friends

(refer to slide presentation)

"A path to inclusion"

- Typically developing peers
- Parents informed – not asked
- Entire classroom
- Getting "buy-in"
 - Skittles and Popcorn
- Select participants by team decision
- Weekly meetings
- Larger community
- Related to curricula

Resource: Circle of Friends Pack from Twinkl : <https://www.twinkl.com/resource/t-c-6948-new-circle-of-friends-pack>

Subscriptions start at \$6.49 per month

Thera-band Tug O' War

Thera-band Tug O' War is a two player game. All you need is one Thera-band and two players! More Thera-bands = more players!

Each player holds tightly to the end of the Thera-Band.

One player pulls back while the other rocks forward – then the other player pulls and the first player rocks forward. The goal is to create a comfortable, safe, back-and-forth rocking motion.

Once the rocking motion is going, each player takes turns layering in language. For example -

- One player names a state – the other names the capital
- One player says a word – the other says the opposite
- One player names a category – the other names a member of the category
- One player provides a “pivot” word (red) the other names an object (car)

It is best to keep the words and phrases short, to maintain the back-and-forth motion. Be creative! Practice learned or new words, concepts, scripts, whatever!

Benefits

- Teaches and practices reciprocity: back-and-forth and turn taking
- Provides vestibular sensory input (rocking) – can be calming
- Involves coordination and motor sequencing
- Motor activity stimulates language
- Fun enhances memory
- Can be one pair of students or an entire class

Marching, Stomping, Clapping

- The Ants Go Marching One by One.
- March to the ABC's or Counting.
- Make up curriculum content words to any well-known, consistent rhythm tune -
 - Math – math facts, definitions
 - Key sentences from literary texts
 - Social Studies facts – dates, key people, places, eras
 - Science – cycles, vocabulary, processes
- If you absolutely can't stand to sing, put on a recording! Or ask the music teacher to help you with recording a "custom" song.
- Songs for Teaching: <http://www.songsforteaching.com/index.html>
 - Any topic – even the circulatory system!
 - Addition of gestures and movement makes it more enjoyable
- Benefits – motor coordination and control – sensory input – music increases memorization – group coordination – increased language – enjoyment - stores information more efficiently - Increases recall – stimulates language production

Drumming

- Start with a simple rhythm until you hear a cohesive beat.
- Gradually increase and then decrease the speed – listen for everybody to be in sync.
- When the group can stay in sync with rate changes, begin to vary the rhythms, gradually increasing in complexity.
- Create an ending by returning to the initial rhythm and slowing down.
- You don't need real drums – although those are nice! You can use any hard surface!

Benefits – learn rhythm – coordinate actions with a whole group (being "in"), motor control – impulsivity control.

All About Me Poster

Key Goals: To foster conversation and expression about each student's individuality while representing them as members of a group. Target student will attend to information about other students while they are talking/sharing – spontaneously ask questions about other students' interests – answer other students' questions about their preferences/ report or discuss information they have learned.

Set-Up or Materials Needed:

- 1) Large sheet of paper for each student in group, or long roll of newsprint that can be shared
- 2) Pencils, markers, crayons
- 3) Varied craft supplies – sequins, pom poms, jewels,
- 4) Tape, glue, stapler
- 5) Photos or artifacts brought from home
- 6) Magazines/catalogs for cut-outs
- 7) Time Timer

Task Sequence:

- 1) Two days before the activity, classroom teacher asks students in group to bring artifacts from home that illustrate their “favorite things”. Reminder is given the day before the activity. (If students forget, there is still plenty to choose from!)
- 2) On the day of – set out all supplies. Having group share space on a long roll of newsprint is good for sharing, adjusting physical space, coordination – having separate sheets of paper is OK, too.
- 3) Instruct students that today, they are making an “All About Me” poster. They are to draw themselves (as they see it!) and embellish their drawings with pictures of their favorite things. They can use any of the supplies provided. They can negotiate trades with other members of the group, if they would like. The only rules are to be respectful, to speak kindly of other members' drawings and preferences, and to share equipment well.
- 4) Set a Time Timer to show how much time is available for the activity. Instruct the group that they must finish within that period of time. Leave enough time for a short de-brief at the end.
- 5) At this point, the facilitator should sit back and observe – let the group seek their own level! The “target” student may need some assistance with drawing and embellishment – provide this assistance if requested. The facilitator can make comments and ask questions about drawings, modeling social curiosity and question asking for the other members. If the target student is drifting into isolation, be sure to draw them in by calling attention to their drawing, or by encouraging them to attend to what other members are drawing.
- 6) De-brief at the end of the activity. Ask each child to briefly tell their name and what their poster is about – what they like, or what they want the group to know about them. Allow three questions or comments by other members. Facilitate target student's inclusion and interaction if necessary.

ACTIVITIES

Suggested group size: 4-6

For best success, pre-teach social group activities to both typically developing and target peers

Would You Rather Games – search online, review before implementing. Participants can take turns guiding and directing the interaction.

Make a Balloon Tower – all you need is balloons, tape, and a lot of hot air ☺ Participants design and construct a balloon tower or arch – no supports! Promotes working together as a group, helping others in the group, planning and organization and it's FUN!

Balloon Trolley – Each participant blows up a balloon (or someone else does!). The group makes a “trolley” by forming a line and placing an inflated balloon between the back of one person and chest of the next person. The goal is to move around the space keeping the balloons in place at all times.

Board Games – these are great ones for social interaction groups:

- Don't Forget It! A dice game; players try to accumulate as many points as they can while avoiding getting For – Get – it!
- A Penny for your Thoughts – initiates conversations about various social situations for which students have emotional responses. Participants can discuss coping skills and how to manage their emotions. Available at apennyforyourthoughtscards.com
- Peacemakers – a mindfulness game that raises self-awareness and generates great conversations available at genmindful.com
- Story Cubes or Story Dice – a great way to generate narratives by linking unrelated concepts, generate conversations, show students how to work together.
- Ned's Head – eewww...what's in Ned's Head NOW?? Learn describing, emotional reaction, creativity and have a blast!

Pass a Ball Greeting – participants pass a ball from their right hand to the next group member's right hand, crossing midline as they do so. When the circle is complete that direction, the group reverses direction and uses left hands. As the ball is passed, a pre-chosen greeting is said by each participant.

Ball Rolling – all participants, including staff, sit in a circle. Each person lines up with a partner across the circle. Each pair has one ball. The goal is to roll the ball from one partner to the other, across the circle, while all the other pairs are doing the same!

Craft Activities – seasonal, themed, or just an area of interest for your students! A couple suggestions are given below.

These are just some suggestions for games I've used – you probably have your own! Just make sure the game is teaching social interaction skills that will promote the development of relationships!

Meet Me at The Movie

Suzy Shedd, M.A. M.A., Licensed Psychologist, Master

Who: Student, Staff, 1-2 friends

When: 1x/week; 2x/month – as is convenient & doable within the school schedule.

Where: A room that can be set up to show a DVD with the lights off.

Why: Develop communication, socialization, & other academic/pre-vocational skills.

How: This process is introduced with a social story for each component. Staff should assist student as needed

- 1) Ask the student make a list of friends s/he would like to watch a movie with, or this activity is planned for a Circle of Friends or social interaction group.
- 2) S/he “earns” the chance to invite them to a movie.
- 3) Ask the student to identify who is being invited that week and is encouraged to choose a movie they ALL will like.
- 4) Student should make an invitation for each friend (using a template & icons as needed) on the computer, or hand drawn/written if able, and deliver them in person.
- 5) On movie day, the student should make snacks and a beverage. S/he should divide these into bowls/glasses for each person.
- 6) Student greets his/her guests (nod/smile/name) & uses a prepared a “welcome” greeting
- 7) At the end of the movie, Student uses a prepared “thank you” & says goodbye (nod/smile/name) to each guest.

Extensions

Reading: Using movie review sites with text-to-speech functions, asking his/her friends to write down suggestions & reading those with staff

Written Language: Using a computer template/icons to say what s/he liked/didn't like about the movie, over time, s/he can add more comments (“If I could change something, ...” etc.), compare-contrast.

Math: Measurement, division, assessment of cost, rank ordering of movies in different ways, running time comparisons.

Science/Social Studies: The movies can be documentaries with content related to what the students and his/her friends are learning. Historical fiction could also be used.

Socialization/Communication: Student can add movie notes to his/her blog; his/her friends can comment. Perhaps the student can plan a BIG movie event for all his/her friends 2 or 3 times a year.

Snack served Family Style

Lunch bunches are great – family style snacks, even better! This activity provides students with an opportunity to read, do math calculation, consider others, experience mealtime conversation...and more!
A kitchen is needed...or permission to use the school kitchen!



This is a picture of fruit pizzas prepared by a group ranging in age from 5 to 13, during a 4-week long summer camp. The little ones were responsible for counting people, plates, napkins, cups and silverware, and setting the table. The older ones ran the kitchen, using the two checklists supplied below. We all enjoyed the fruits of their labors!

Fruit Pizza Recipe

Ingredients

- 1 (16.5 oz) pkg refrigerated sugar cookie dough
- 1 (8 oz) pkg Cream Cheese, softened
- 1/4 cup granulated sugar
- 1/2 tsp vanilla extract
- 4 cups assorted fresh fruit (such as kiwi and strawberry slices, red raspberries, blueberries, diced pineapple or canned mandarin oranges)
- 1/4 cup apricot preserves , pressed through a sieve to remove lumps
- 1 Tbsp water

Instructions

1. Heat oven to 375 degrees. Butter a rimmed 12-inch pizza pan, line with a round of parchment paper and butter parchment paper (or alternately line with foil and spray foil with non-stick cooking spray).
2. Crumble cookie dough over prepared pizza pan and pat into an even layer to completely cover bottom of pan. Bake 13 - 14 minutes. Remove from oven and cool completely on a wire rack.
3. In a mixing bowl using an electric hand mixer (or in the bowl of a stand mixer), whip cream cheese with sugar and vanilla until light and fluffy. Spread evenly over cooled crust. Top with fruit.
4. In a small bowl whisk together preserves and water. Brush mixture over fruit. Refrigerate 2 hours then cut into slices.
5. Recipe source: adapted from [Kraft](#)

How Much Do I Need?

How many servings does this recipe make? _____

How many people are in the group today? _____

Do these numbers match? _____

Are there MORE people than servings? _____

Are there MORE servings than people? _____

(If there are more servings than people, just go ahead and make the recipe – everybody will have enough!)

Do I have ENOUGH servings, or do I need MORE? _____

HOW MANY more servings do I need? _____

(Hint: If I have MORE people than servings, TAKE AWAY the number of servings the recipe makes from the number of people: the number left is how many extra servings I need).

_____ (number of people) – (take away) _____ (number of servings the recipe makes)

= (equals) _____ (number of extra servings I need)

Example: 8 people – 4 servings = 4 extra servings I need

How many TIMES do I need to make the recipe? _____

(For example – if the recipe makes four servings, and I need four EXTRA servings, then I need to make the recipe TWO times, so I have a total of EIGHT servings).

_____ (number of servings the recipe makes) X _____ (how many?) = (equals)

_____ (number of servings I need, or MORE)

(Use the multiplication chart to look it up)

Sometimes, the recipe might make more servings than there are people, when I make it more than once. That's OK! As long as everybody has ENOUGH – we can always eat MORE!

NOW – I have to figure out if I have enough ingredients! I need to figure out HOW MUCH of each ingredient I should have! Fill out the following chart -

Ingredient	How much for 1 recipe	How many times I need to make recipe	How much total I need
<i>Example: Peanut Butter</i>	<i>½ cup</i>	<i>2</i>	<i>1 cup (1/2 X 2=1)</i>
			_____ X _____ = _____
			_____ X _____ = _____
			_____ X _____ = _____
			_____ X _____ = _____
			_____ X _____ = _____
			_____ X _____ = _____
			_____ X _____ = _____

Now check to see if I have enough of each ingredient! If not – I need to go shopping! Before I go shopping, I need to make a shopping list!! My helper will help me write the list and then go shopping with me.

Friendly Apple Trees



Key Goals: To participate in a group project by taking turns, sharing, adapting to actions and opinions of others involved. To become aware of others' perspective, and to express own self perspective. To ask questions and discuss responses with group members.

Set-Up or Materials Needed:

- 1-2 apples per student, cut in half (one half needed for each paint color)
- Small paper plates
- Tempra paints – does not have to be fall colors! Use any color combination that students can get enthusiastic about – pink and purple apple trees are just fine!
- Poster board
- Markers
- Clean-up supplies

Task Sequence:

1. Draw the outline of a tree on poster board. Label as desired.
2. Pour a moderate amount of each color of paint onto a small paper plate.
3. Have each student select one half apple for each paint color.
4. Demonstrate dipping the cut side of the apple into the paint, then “painting” the apple onto the tree.
5. Remember – creativity is important, not perfection! A misplaced apple or dripped paint is not a big deal.
6. Once the tree is covered with apples to the students' satisfaction, let the paint dry. When it is dry, ask students a question about themselves – such as: “What do you like best about yourself?” “What are you most interested in?” “What words best describe you?” – just one question. Encourage the students to write their responses on an apple (the ones on the tree). It doesn't have to be THEIR apple!
7. Facilitate a discussion among the students about how they see each other, in context of the question you have asked.
8. Hang up the poster and enjoy the accomplishment!

Circle of Friends Lesson Plans

Topic	Objectives	Materials Needed
<p>Skittles and Popcorn</p> <p>(attributed to Hilary Melton, Camel's Hump Middle School, Richmond, VT 2006)</p>	<p>To illustrate to other students how target student lacks "typical" interactions, and how many people are paid to interact with target student</p>	<p>1) pre-Popped popcorn 2) bag of Skittles candy</p> <p>Conducted with group of typically developing classmates; target student <u>not</u> present. Students should be selected who have time available to invest in developing friendships and participating in activities; who are socially competent, and whose parents see value in their helping another student.</p> <p>Parents of all students should be pre- informed with a simple letter introducing the activity and explaining what will take place.</p> <p style="text-align: center;">Procedure</p> <p>1) Conducted with typically developing classmates.</p> <p>2) Set up table (preferably round) with chairs for each student.</p> <p>3) Place a pile of Skittles and a pile of popcorn in the middle of the table.</p> <p>4) Ask each participant to make a circle in with the popped kernels. Each kernel of popcorn should represent the people who are closest in their lives: family, family friends, and neighbors, but not school friends.</p> <p>5) Next, instruct the students them to take more popcorn and make another circle on the outside of the family one. In this circle, each kernel represents people in</p>

		<p>their lives that are paid to be there, such as the dentist, the doctor, a teacher.</p> <p>6) Once each participant has two circles of popcorn in front of them, the facilitator says, "Now take some Skittles and just inside your popcorn family circle, make another circle. In this circle, each Skittle is a friend. Not a close friend, more like an acquaintance. Someone in your class you like, but do not know very well. Someone you might say 'Hi' to in the hall."</p> <p>7) Once the first Skittles circle is finished, the facilitator instructs the participants to get more Skittles to make the last circle, which is placed in the middle of their circles. The facilitator says, "In this circle, each Skittle represents a best buddy - someone you might call at home, or have a sleep over with."</p> <p>8) Now, the facilitator builds the target students' circle. Start by making the first circle with popcorn, and naming the members of the target students' family (This is for Suzy's Mom, this one is Suzy's Aunt, here is Suzy's Uncle...and so on).</p> <p>9) Next, the facilitator takes more popcorn and makes the second circle, the one that shows the people who are paid to be with Suzy. This circle will be much bigger than the other students', because it will probably include multiple service providers such as counselor, SLP, OT, special education etc.</p> <p>10) After completing the second circle, the facilitator just waits, until any student asks "What about Suzy's skittles?". The facilitator replies "Suzy doesn't have any Skittles." Students are likely to ask questions like "Because she yells and runs all the time?" or "Because she throws her tray in the cafeteria?" The facilitator responds The teacher says, "Probably all</p>
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		<p>those things are part of it. When someone is different, it is hard for them to make friends.”</p> <p>11) The facilitator continues “It’s also hard for Suzy to make friends because she doesn’t know how to be friends. That is why all of you are here today. I was hoping maybe you would be interested in being friends to Suzy. We could meet every week as a group to learn and practice about being friends, and to help Suzy learn how to be friends, too.”</p> <p>12) The typical response to this invitation is silence for a few minutes, then one student speaks up and says “I’d like to give Suzy one of my Skittles; I’d like to be her friend.” Usually, all students in the group give buy-in.</p>
See What I Say!	<ol style="list-style-type: none"> 1) Teaches students to attend to non-verbal communication 2) Gives students practice at leading and creating messages 3) Promotes inclusion 4) Teaches message repair 	<p style="text-align: center;"><u>Procedure</u></p> <ol style="list-style-type: none"> 1) Facilitator explains that group will be passing “Secret Messages”. Each member must watch carefully (“Listen with your eyes!”) to “hear” the message, which they must then pass on to the student sitting to their left. 2) Facilitator creates a simple non-verbal “message” (touching nose, waving a hand) and “passes” it to the student on their left. 3) Each student passes “message” on in succession. 4) When message reaches facilitator, he/she evaluates whether the message he/she received is the message sent and verbally describes similarities/differences to group. 5) Facilitator then selects a student (the one to their left) to begin the next message, explaining that they must add one element (two gestures). 6) Same process continues until all members have had a turn, increasing complexity by one gesture per turn.

		7) Make sure “target” student is included in the game sort of in the middle – when complexity is higher, but not at its highest. This can be regulated by seating.
Balloon Building Activity	<ul style="list-style-type: none"> 1) Fosters teamwork 2) Gives practice in problem-solving 	<ul style="list-style-type: none"> 1) Balloons that are already blown up 2) Tape 3) Photos of other balloon constructions 4) Time Timer <p style="text-align: center;"><u>Procedure</u></p> <p>Students are given blown-up balloons and pictures of various balloon constructions.</p> <p>They are told that they must either copy one of the pictures, or create their own construction, using only balloons, tape and their hands!</p> <p>When complete, the construction must stand on its own. It must be at least 2 feet high.</p> <p>Rules of the Game:</p> <ul style="list-style-type: none"> A) EVERYBODY must participate at some level B) ALL suggestions must be listened to and accepted or rejected as a group – THERE IS NO BAD IDEA!! C) The group can choose a leader to coordinate the building, but the leader must make sure Rule A is followed! <p>The activity should be timed – at least 5 minutes and no more than 10, with 2 – 3 minutes for group to make a plan before beginning “construction”!</p>

Friendship Book Club

How about starting a Friendship Book Club?

My teachers and helpers noticed that some of my 5th grade classmates might like to join in a club so they could read along with me and enjoy the book Catwings.

These are the students that might enjoy sharing this book with me -

- Student 1
- Student 2
- Student 3

I could invite one, two or all of these students to join me in reading and talking about Catwings.

We could meet together on Tuesday or Thursday, or we could even meet on both days if I wanted to. If we met on Thursday, we could have the club during my personal library time.

We could meet in the library if it was OK with Miss Hobbs. I should ask Miss Hobbs if it would be OK.

The time we could meet is at 1:10 pm on Monday or Thursday or both.

We could meet for 30 minutes, or 40 minutes or even 1 hour, depending on what I think is best.

I could be the Discussion Leader. I could ask the other girls to help out by being the Passage Picker, the Character Sketcher or the Word Wizard.

Each week, I could assign some reading. It might be good if we read one chapter a week. Then, I could assign the Passage Picker, Character Sketcher and Word Wizard. When we got together the next time, we could talk about what we had read, and the other girls could share the work they had done.

Sometimes I might want to be the Passage Picker, Character Sketcher or Word Wizard – and that's OK, too. Maybe if I wanted to be one of those, then one of the other girls could be the Discussion Leader for the week.

This could be fun! When we finish Catwings, we could pick another book and keep the club going!

Passage Picker

A Passage Picker's job is to select meaningful passages from the chapter you just read; tell why those passages are important; explain the passages to your helper or classmate and to answer questions about the passage.

How to be a passage picker:

- A. Pick out a passage you like and want to share
- B. Write down the page and paragraph number
- C. Write down the first two words and the last two words of the passage
- D. Write down the reason you chose the passage, and explain why!
- E. Write down a question about your passage, and give an answer
- F. Write down the Author's Purpose, whether it was to Describe, to Entertain, to Inform or to Persuade

You can be a Passage Picker every day, or you can do it just a few times a week!

You can use blank paper to write down the information, then put the finished paper in this folder.

Don't forget your name and date on the paper.

Character Sketcher

A character sketcher's job is to make a character map of major characters in the book.

Here's how to be a character sketcher:

- A. Pick out a character that interests you
- B. Choose three words to describe this character
- C. For each word you choose, find proof (an example) from the book. Write down the page and paragraph, and write down the proof.
- D. Figure out –
 - a. A goal the character has
 - b. A problem the character has getting to that goal
 - c. What the solution was for the character to meet their goal
 - d. Write down this information, and include the page and paragraph

E. Draw a picture of your character

You can be a Character Sketcher every day, or you can do it just a few times a week!

You can use blank paper to write down the information, then put the finished paper in this folder.

See the examples included to help you know what to do. Don't forget

your name and date on the paper!!

Word Wizard

On a blank piece of paper...

- 2) Look at the list of words to study from each chapter.
- 3) Write down the word you will study today. (You will choose a word each day until all the words are done!)
- 4) Copy the sentence from the book in which the word appears
- 5) Look up the word in the dictionary
- 6) Using context clues from the sentence and the dictionary definition, write or tell in your own words the definition of the word.
- 7) Write the correct part of speech (noun, verb, adjective, adverb).
- 8) Write a question and answer about the word that would help you teach the word to someone who doesn't know it.
- 9) Write a sentence using the Word Wizard Word.
- 10) Make a Word Wizard Card.
- 11) You can be a Word Wizard every day!

Found Poetry Chapter Summarizer

A *found* poem is just what it sounds like: you *find* the words. You don't have to make anything up. You take a set piece of text (a book, a speech, a magazine article, a procedure), find the words that work best for what you are trying to say, and arrange them into a poem. There are a few different ways to do found poetry, but we are going to use it here as a summarizer. (See example.)

So, for each chapter, this is our format:

- You **FIND** THE WORDS IN THE CHAPTER.
- Use them in the order you find them.
- You can change their punctuation and line placement.
- You want “juicy” words that hold a lot of meaning. They will be very descriptive, show a lot of emotion, or convey ACTION.
- Keep the emotional tone of the chapter (if the emotions change greatly, you can show this in the poem).
- Please use 20-35 WORDS, arranged in ...
- 10-12 LINES.

Since you are copying each word directly from the text, your spelling should be correct!

Think about how to arrange words on lines and use punctuation to give your poem feeling and motion.

Example:

- Words taken from the text, in order, were: desperate, find, where, Bear, taken, raced, wildly.
- These are some ways they could be arranged:

Desperate. Find.

Where Bear taken? Raced wildly. Or like this:

Desperate find. Where Bear?

Taken. Raced. Wildly. Or:

Desperate find where. Bear? Taken,
raced.

Wildly.

Suzy Shedd, 2010, used with permission

Found Poem Summary -- A Little Soap History

Words found: scent, cleaning, agent, animal fat, ashes, pioneers, rainwater, potash, tallow, goats, cows, method, milder, good, cleaning, killing chiggers, stains

Soap

A scent

A cleaning agent.

Animal fat, mix with ashes.

Three main ingredients: pioneers used
rainwater, over potash.

Tallow from goats or cows.

Hot method Very
harsh. Cold
method Milder.

Good for cleaning.

Killing chiggers.

Removing
Stains.

Common Core Text Exemplars

http://www.corestandards.org/assets/Appendix_B.pdf

Not curricula – not texts a student has read, but examples of the complexity and content of text that will meet reading standards.

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*. New York: Scholastic, 1992. (1992)

Mars is very cold and very dry. Scattered across the surface are many giant volcanoes. Lava covers much of the land.

In Mars' northern half, or hemisphere, is a huge raised area. It is about 2,500 miles wide. Astronomers call this the Great Tharsis Bulge.

There are four mammoth volcanoes on the Great Tharsis Bulge. The largest one is Mount Olympus, or Olympus Mons. It is the biggest mountain on Mars. Some think it may be the largest mountain in the entire solar system.

Mount Olympus is 15 miles high. At its peak is a 50 mile wide basin. Its base is 375 miles across. That's nearly as big as the state of Texas!

Mauna Loa, in Hawaii, is the largest volcano on earth. Yet, compared to Mount Olympus, Mauna Loa looks like a little hill. The Hawaiian volcano is only 5 1/2 miles high. Its base, on the bottom of the Pacific Ocean, is just 124 miles wide.

Each of the three other volcanoes in the Great Tharsis Bulge are over 10 miles high. They are named Arsia Mons, Pavonis Mons, and Ascraeus Mons.

Found Poetry To Build Comprehension

What *hinders* comprehension?

- Poor decoding
- Lack of fluency
- Impoverished vocabulary
- Inability to get meaning from syntax
- Lack of general knowledge
- Lack of *contextual* knowledge
- Difficulty synthesizing information to get meaning
- Poor visualization skills/low level of visual literacy
- Lack of *confidence*!!

Skills used in developing found poems:

- Scanning text
- Accurate copying
- Choosing words to fit the task
- Close attention to meaning and use of individual words
- Practice with sequencing
- Choosing words to build emotional tone
- Using juxtaposition & visual organization to build narrative force
- Working with “voice” as an aid to understanding
- Making, revising, & choosing among multiple drafts
- Using syntax to construct a narrative

Advantages to using found poetry with students who struggle:

- Easy for teachers; no unusual materials
- Found poems use a series of discrete, easy-to-learn tasks.
- Students are not asked to *generate* language.
- Temporal sequencing is provided by the foundation text.
- The small amount of actual writing is reassuring to students who struggle with handwriting and/or composition.
- It is easy to develop alternate drafts.
- Line spacing alternatives help demonstrate changes in meaning.
- Students develop confidence – not only in their ability to perform the task, but in their feeling of control over the text.
- The activity works well with commonly used accommodation strategies such as reading to or scribing for a student

- Can be used as a group activity
- Levels the playing field in mixed-ability groups
- Making found poems can generate conversations about meaning and the author's intent.
- Assignments can be structured to emphasize specific vocabulary or parts of speech.
- Can be used with fiction as well as non-fiction
- The product is an interesting piece of creative work.
- Student who work with found poetry regularly can become more attentive readers and more selective in written composition.
- Found poetry is a very useful adjunct to active comprehension strategies and the Jigsaw method.
(<http://www.jigsaw.org/steps.htm>)

Connection to IEP Goals:

- Found poetry is primarily instructional, but word choice can be used as an informal assessment.

Other Useful Resources For Developing Comprehension Skills:

Wilhelm, Jeffrey D. Action Strategies For Deepening Comprehension. New York: Scholastic Books, 2002.

Buckner, Aimee. Notebook Know-How: Strategies For The Writer's Notebook. Portland, ME: Stenhouse Publishers, 2005.

An adaptation of “Funglish” – a describing game

Materials needed:

Easel with chart paper, or whiteboard, or smartboard – set up with 3 columns marked “Exactly Like”, “Sort Of Like”, “Not At All Like”, each in different color ink

3 different colored markers

A list of nouns from which Activity Leaders can choose target words

Sets of adjective word cards that have words that describe features of the target word, and other randomly chosen adjectives (if needed as an accommodation)

-
- Activity Leader chooses a word from provided list
 - Activity Leader must understand what the word is and what its features are
 - Pre-teach for memory and understanding
 - Provide a features card if needed
 - Remaining players guess words that describe the features of the target word
 - More competent players – just “think up” and speak out a word (has to be an adjective!)
 - Players who are more challenged – can be provided with a list of possible feature words (adjectives, both applicable and random) or a set of word cards from which to choose their response
 - Remaining players, in turn, choose a describing word card and ask Activity Leader if that word describes the target word
 - Activity Leader responds with...
 - That word is exactly like the target word
 - That word is sort of like the target word
 - That word is not at all like the target word
 - Then writes the other players’ guess in the appropriate column
 - When remaining players think they have enough information, they may guess the target word
 - If guess is correct, that game is over. If incorrect, the group keeps on playing.
 - If the group agrees, Activity Leader can give clues or expand the description

Adaptations:

- Pre-teach word list and play game immediately afterward
- Add pictures to cards to increase understanding
- Add list of features or definitions to word choice lists
- Limit list of possible word choices
- Limit number of describing words

Lists could be:

Vocabulary words Historic dates Characters from history or literacy Emotions Science
concept Sight words Members of specific categories Common school items
...the only rule is, they have to be nouns!

Describing words could include:

- Color
- Size
- Shape
- Location
- Age
- Texture
- Geographic features

Benefits:

- Students with social communication differences can participate in language-learning and social engagement with no pressure
- All students benefit by gaining word knowledge
- The fun activates the brain for memory and recall

Teachers have fun, too

Social Narratives

Gather information!

What is the story about, and why?

What social interaction abilities or social cognitive concepts are taught by this social narrative?

The goal is not to change behavior – it is to teach or explain (although it often has effect on behavior!).

Pictures or not? What kind of pictures? What can the student visually access? Are you teaching anything that is culturally sensitive?

Parents – what do they think and feel? What language level?

How to present? Paper! iPad? Read to the student? Read by the student? Read by the computer/iPad?

Team participation!

Written in first person, using the target students' perspective. Describes what TO do in a given situation, not "what not" to do.

Draw attention to relevant features of social/ functional behaviors in order to support acquisition of skills and to describe appropriate social interaction

Include perspectives/feelings/outcomes for social interaction partners. End on a very positive, "can-do" note.

How to write Social Narratives in PowerPoint

Same and Different is the first in a series of printable booklets designed for language teaching for students with ASD and other severe communication disorders. The consistent format, repetitive language, simple visual presentation and explicit concept explanations make learning fast and fun!

Remember – repetitive might be boring for you but it is NOT for your student!

- We write social story booklets in PowerPoint because it makes it so easy to download and print. Also, because you can “play” it as a slideshow on your computer or tablet if you like.
- Once you have downloaded and saved to your own computer, you can edit the text for your or your students’ individual needs:
 - a. click on any text box on any page
 - b. highlight the text in the box
 - c. type in your own text!
- You can also change the illustrations. It could be helpful to use actual pictures of items of particular interest to your student.
- When you have saved and are ready to print –
 - a. Choose File – Print
 - b. Print what – Handouts, 2 slides to a page
 - c. Decide and choose whether color or black and white
 - d. Print – cut in half – staple or bind then you have a nice 5X7 booklet!

If you like, you can add a voice to the story – read on!

Adding a voice to PowerPoint

1. Select the slide to which you want to add a voice (reading the text on the slide out loud)
2. From the toolbar at the top – highlight Insert – Sound and Music – click on Record Sound.
3. Click Record – read the text aloud – click Stop.
4. Click Play to review recording.
5. If you like the recording, click Save. If you don’t like the recording, record again.
6. Clicking Save will add a small megaphone icon to the slide. Click on this icon, drag circle on a corner to enlarge, then drag to the right hand corner of the slide.
7. Save slide.
8. Repeat for each slide in the presentation.
9. To play the recording, double click on the megaphone on each page. Teach your students this is how to play the recording.

This social story was written for a highly verbal, 11th grade student diagnosed with Autism Spectrum Disorder who was having difficulty responding to the Driver's Ed instructor's directions. He did not understand the terms used in giving directions, which often resulted in teacher and student panic while operating the vehicle!

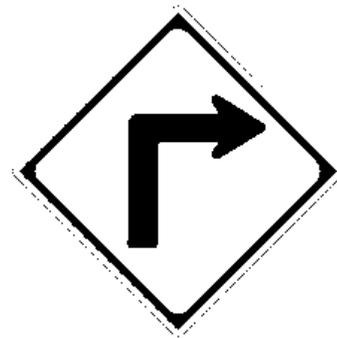
It's important to listen while driving!!

People say many different things to talk about what to do while driving. Someone might use the word "turn", "bear", "veer", "merge" or "switch" – and they all mean small differences for the same thing!

Here is a sign that means Turn Left:

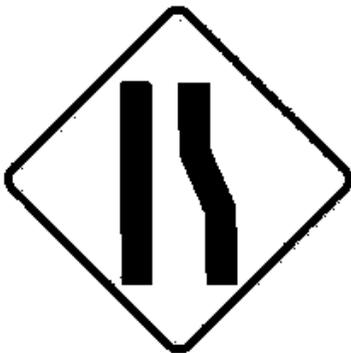


And one that means Turn Right:



When someone says "Turn", they mean I should make a change of direction, and drive my vehicle down a different street. I will check for oncoming traffic by looking all around me and in my rear-view mirror, then I will slowly make a turn in the direction I am told to go.

To "Merge" means to gradually move in to another lane and join the oncoming traffic. When you merge, you will keep going in the same direction and on the same street, just in another lane. Here are two signs that mean merge.



The signs show what I will do when I merge – gradually change in to another lane.

It is important to listen and hear whether the instructor says "Turn" or "Merge". Different action is required depending on what the instructor says.



There are other words that mean something slightly different from “merge”; “bear” and “veer”. “Bear” and “Veer” mean basically the same thing; to follow a curve in the road without actually turning.

This picture shows how to “bear right” around an island, or an obstacle in the road.



This sign shows “Bear Left” – continue around a corner to the left without making an actual turn



This sign is a good illustration of “veer” = just a little more than “bear” but not actually making a turn. To follow this sign, you would actually “veer right” then “veer left”.

It is important to listen carefully while I drive, so I can prepare to go in the right direction and keep everybody safe. The instructor will try to use the same words when she gives instructions, to keep it simple. Paying attention to the instruction will help toward being a great driver.

I will listen carefully, and try to understand the directions. I will ask the instructor which way to go if I am not sure. When I listen carefully, try to understand and ask for help, everyone is safe and happy

Effective Interventions for Students with Adverse Childhood Experiences

Techniques for a relaxed muscle body

1. Music
 - a. Classical music with no words regulates and calms the brain
 - b. Songs with positive words re-program the brain with supportive words and images AND are retained for easy recall! (Example: You can count on me; Everything is Awesome; I make my own sunshine).
2. (If allowed – check for allergies!!) Diffusing essential oils
 - a. Lavender – calming, soothing
 - b. Sage – clarity
 - c. Marjoram/oregano – reduce nervousness and anxiety
 - d. Bergamot – stress reduction
 - e. Chamomile – can produce a sleepy reaction (reduces arousal)
3. BREATHE!!
4. Full-Body Stretch and Relax (Body Scan)
5. Yoga stretches
6. Walk, mindfully!
7. Exercise in general
8. Safe/comfortable environment
9. “My happy place” drawing or description
10. Coloring
11. Squishy Bags/Glitter bottles
12. Apps –
 - a. Me Moves
 - b. Super Slime Simulator – make and swirl slime
 - c. Anti-Stress Relaxation Toys
13. Balls! Squishy balls – yoga balls – koosh balls – hobnail balls – any kind of ball

Session Management Techniques

Calm Down Strategies

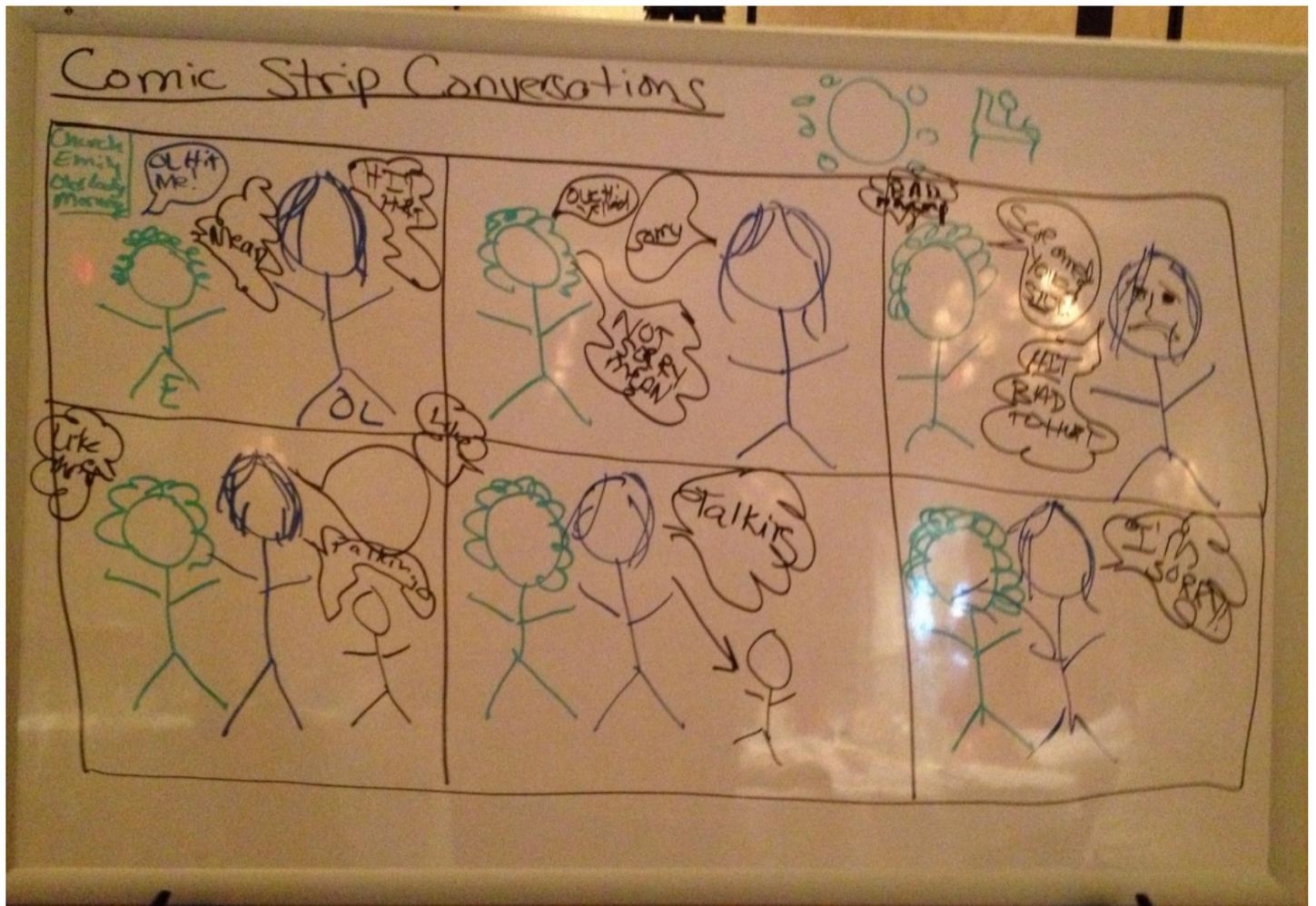
1. JUST STOP! Then breathe...deeply ☺
2. Remember your PROUD MOMENTS!
3. Talk nicely to yourself. Tell yourself good things.
4. Use your printed information to let people know what you need.
5. Everything is awesome ☺ Everything is cool when you're part of a team ☺
6. STOP before you get TOO frustrated. Stop before your brain blows up!
7. Listen to people around you when they tell you to stop – DO IT!
8. LET IT GO – WALK AWAY – don't let it build up!

Working For System

1. Student provided with a 5-chip task strip (icons do not have to be stars)
2. Student chooses what he/she would like to work for, from an array of available reinforcers
3. For every responses (doesn't matter if it's correct or not), an icon or "chip" is moved to the top row
4. When all 5 icons/chips are moved, the student receives 2-3 minutes with chosen reinforcer
5. Time Timer is set to show time student is allowed reinforcer. Some reinforcers have natural ends, such as the video ends or the snack is all gone; this makes it easier to go back to work.
6. The system continues throughout all tasks.



Comic Strip Conversations



- Use to process undesirable social behaviors between
- What happened? (no judgment!!)
 - What did you say?
 - What did the other person say?
 - What were you thinking?
 - What was the other person thinking?
- What was the outcome?
 - How did you feel?
 - How did the other person feel?
- How could you resolve this differently?

Case Example 1: Nikki

Consultant on her team from 5/2006 to 5/2012. Diagnosed with ASD at an early age. ACE's related to family dynamics and behaviors associated with ASD diagnosis. Hyperlexic – decode anything, comprehend at slightly younger grade level. From 5/2006 to 4/2008 multiple full meltdowns per day. Frequent absences. Desired friends – not successful except with eventual Circle of Friends. Everything typed because she wanted to control rate, tone and vocabulary for what other people said. Typing worked because it couldn't be erased and a machine did it! By 8th grade, graduated on grade level with her class having being fully integrated into the classroom since mid 7th grade year.

Using my Face and my Voice!

Student:

Consultant: Mary Asper

Date Written:

Date Introduced:

Objective:

- a. Given a visual prompt and a rote verbal task (such as reciting the days of the week), or a simple story to read, student will match their tone of voice and facial expression to the assigned emotion.

Rationale: Students communicate using tone of voice and facial expression as well as their words. Students can correctly identify the emotion of another person based on their facial expression and tone of voice.

Location: Where appropriate

Set-Up or Materials Needed:

- 1) Set of cards with one of the following expressive words written on it:
 - a. Happy
 - b. Sad
 - c. Excited
 - d. Angry
 - e. Tired
 - f. Afraid
 - g. Soft
 - h. Loud
 - i. Babyish
 - j. Complaining
 - k. Bored
 - l. Disappointed
- 2) Printed cards naming the task to be performed. Some examples
 - a. Naming the days of the week
 - b. Naming the months of the year
 - c. Counting to 20
 - d. Counting by 2's
 - e. Reading "Little Red Riding Hood"
 - f. Reading "the Three Little Pigs"
 - g. Other simple, familiar stories

A. Receptive Task

- 1) Say to the student "I'm going to show you _____ (emotion).
- 2) Perform a rote verbal task (like reciting the days of the week) using specific/chosen facial expression and tone of voice.
- 3) Point out, again "That was _____". Or "I sounded _____" or "I looked _____".
- 4) Cycle through 3 different emotions.
- 5) Check for comprehension: After illustrating three different emotions, ask student: "Can you show me _____?" – check that student comprehends those 3 emotions. Re-instruct, if necessary, until student passes comprehension check (gets it right).
- 6) Leave it there for one session. Next session (next day) review these three emotions and introduce 3 new ones. Continue cycle until all above have been introduced and pass check for comprehension with 90% accuracy over 3 days.

Expressive Task:

- 1) Choose activity. To begin, use rote verbal activity. As student becomes better at skill, introduce short stories and have student "act out" emotion of character in the story"
- 2) Explain the task:
 - i. "It's important that when we talk to other people, we use our voices and our faces as well as our words. Other people will know how we feel when we use our voices and our faces. For example, if I was angry, I might read the following message this way;
I am upset because your left the lid off the paint can, and it is all dried up.
If I am REALLY angry, I might say it like this (read statement again w/ heightened emotion)
NOTE: other emotions and statements can be used to illustrate; choose what you think is most appropriate for student

I can use my voice and my face to make my words sound a certain way. For example, I can make my voice and my face sound excited;

Do rote task (such as reciting days of the week) in an excited voice w/ matching facial expression

Now it's your turn. Here's an emotion I'd like to see you try (give student a card). Can you say the (days of the week, or whatever) in a _____ voice, with a _____ face?

GREAT! Now it's my turn, I'm going to use a (draw a card) face...

- 3) Continue taking turns as long as the student is being successful and having fun, or until time for activity is up.
- 4) Model & prompt if student cannot respond w/ appropriate facial expression and tone of voice, but make a game out of it – "Hey, try this!" or "Do you think it looked/sounded like this?"
- 5) As activity continues over time, fade the models & prompts, fading the verbal first and using just facial cues to suggest what the student may want to use.
- 6) Allow students sufficient processing time to respond (slow count to 10) before modeling/prompting

Red Light/Green Light

Student:

Consultant: Mary Asper

Date Written:

Date Introduced:

Key Goals: The student will choose to use appropriate words and a quiet, pleasant voice even when frustrated by her task or when she is resisting change. The student will allow persons to use the words that they choose, rather than insisting that they use HER words.

Materials:

- 1) A videotape of the student insisting that someone else use the words that SHE chooses, and of the student using loud, angry verbal behavior to refuse a task or to refuse change. Be sure to capture the other person's reaction – it can be exaggerated for effect.
- 2) "Red light" and "Green Light" cards – make two or three sets of cards that have a large red circle in the middle and say "Red Light" or "Green Light" inside the circle. Cards should be about 3" X 3" and should be laminated.

Task Sequence:

- 1) Teach about how the use of angry or manipulative words affects other people. Use a social narrative or comic strip conversation.
- 2) Teach "red light", "green light"
 - a. Explain that when the student chooses to use a quiet, pleasant voice – or when she lets people use her own words, you will show her a "green light" card. "Green light" means "GO!!" – good choice!! When she uses an angry, frustrated, loud voice – or when she tries to change a person's words – she will be shown a "red light" card. Red Light means "STOP!" – you are NOT making a good choice.
 - b. Explain that if she receives a red light card and does not know what she was doing "wrong", you will stop and explain it. If she DOES know what she has done "wrong", she should stop and apologize, and change her current behavior.
- 3) Use the "Green Light" card to "catch her being good" – not 100% of the time, but in situations where she really does make a good choice; where you might have expected a loud verbal refusal or word manipulation, but she doesn't do it. You don't need to follow up with a verbal, other than "nice choice", or "I like that voice" (real low-key).
- 4) Use the "Red Light" card in instances where she insists that someone use HER word, or where she has a loud verbal refusal.

My Free Choice Menu

Choose from this list to fill in the Free Choice blanks on your Daily Schedule.

When you make a choice, write the activity on your Daily Schedule.

Then put a line through the choice you made on this sheet, like this:

~~Play the Piano~~

You have two Free Choice times per day. You may choose one activity for each time. You will choose a total of two activities.

Play the Piano

Listen to Music

Yoga on the mat

Silly Putty

Read Butterfly Story

Read Houghton-Mifflin Book

Read "Dragon Gets By"

Take a Walk

Bounce on the big ball

Read aloud to helpers

Sing songs with helpers

Have a Great Day!!



My New Daily Menu

Choose from this list to fill in the blanks on your Daily Schedule.

When you make a choice, write the activity on your Daily Schedule.

Then put a line through the choice you made on this sheet, like this:

~~Work Period 1~~

Please use all the activities listed on this sheet.

When you are done, all activities will be written on your Daily Schedule and will have a line through them.

Work Period 1

Social Thinking 1

Free Choice Time – 20 minutes

Music Time

Job 1

Work Period 2

Job 2

Social Thinking 2

Work Period 3

Free Choice Time – 15 minutes

Have a Great Day!!



Being Frustrated or Anxious is Okay: It's Important What I Do and Say

It's okay to feel frustrated or anxious. All people feel frustrated or anxious now and then. As students become older, they learn safe ways to handle anger. This is very, very, very, very, very important. Handling anger responsibly helps to keep everyone safe.

It's important to keep thinking when frustrated or anxious. Some people may forget to think about the right thing to do when they are frustrated or anxious. They may make mistakes with their anger. It is a good thing that as people get older they learn to make good choices EVEN WHILE THEY ARE FRUSTRATED OR ANXIOUS. This, of course, is a very mature and grown-up thing to do.

Even when students are very, very, very, very, very frustrated or anxious they can learn to keep thinking so that they make good choices. Knowing what to think is important. Here are three things that mature, intelligent children like me learn to think when they are frustrated or anxious:

1. **I will not be frustrated or anxious for long.** I spend more time happy than I do frustrated or anxious. I will feel happy once again.
2. **There is a solution to this problem.** Talking to others is really the only good way to find these solutions.
3. **It's possible to have a bad time during a good day.** Sometimes children feel frustrated or anxious or sad for a short time, but they know the good day will return. This is especially true when children make good choices while frustrated or anxious.

When I am frustrated or anxious, I can choose from this list what to say or do:

1. **Take deep breaths or a break.** Experts on anger say that taking deep breaths or a walk increases oxygen to the brain, making it easier to think and make good choices.
2. **Use words to let others know I am frustrated or anxious.** I may tell others I am frustrated or anxious by talking or writing things down.
3. **Keep other people and things safe at all times.** This means keeping my hands, feet, and fingers safely under my control.

Sometimes, students make serious mistakes with anger. They may decide to kick or hit other people. They may decide to throw things. Sometimes very, very young students do this. These very young students think hitting and kicking will let everyone know how frustrated or anxious they are. When a student gets older, and they still kick or hit, people wonder why that student is deciding to do what usually only very young students do. By the time students are in third grade, they make very calm, intelligent, safe decisions when they are frustrated or anxious. They stay in control ALL of the time. I am learning to do this, too. More and more, I stay calm and keep thinking and working with others when I am frustrated or anxious. This is a very intelligent and mature thing to do!

Mary B. Asper, MS, CCC-SLP
Coddling Hollow Associates, Inc.

Adapted and Retrieved from <http://www.thegraycenter.org/socialstories.cfm> 12/4/2007

A DIFFERENCE OF OPINION

Sometimes, two smart, grown-up people have a difference of opinion.

A difference of opinion means one smart, grown-up person believes one thing and another grown-up, smart person believes a different thing.

Sometimes the things people believe are not the same at all.

One person may believe something because they did not understand what they heard or watched. That's OK – everybody makes those mistakes!

One person may believe something because they have listened, watched, read information from many different places like books, newspapers, news shows and videos – that's great! That person is very well informed and has a reason for their opinion.

When two people do not have the same opinion, it's a good thing for them to talk about it and see if they can learn something from the other person.

Maybe one person will learn they didn't hear all the information correctly, or that they didn't understand something – that's OK! That's what discussing is all about!

Maybe one person will learn that the other person is not going to change their mind. That's OK, too – all people have a right to their opinion.

All people have the responsibility to get the facts straight, however.

A grown-up, smart person listens carefully and thinks about what is said when there is a difference of opinion.

All grown-up smart people stay in the discussion to listen and learn, even if they do not agree.

All grown-up smart people do not get frustrated, even if they do not agree.

All grown-up smart people share opinions and talk about their own idea, even if they do not agree.

I am a grown-up, smart person. I will try to stay in the discussion and not get frustrated. I will try to listen and learn. Even if I do not agree, I will try to stay calm. I will try to learn the facts so I know what is true.

When I stay in the discussion, stay calm and try to listen and learn, the person I am talking with will know I am very grown-up and smart. That person will like talking with me. We can have a great discussion.

Case Example 2: Beverly

Diagnosed with ASD at an early age. History of sexual abuse. Extremely dysfunctional home life – single mother probably diagnosable with serious psychological issues. History of school failures and dismissals – involvement of DCF – admitted to and released from psychiatric care units. Verbal abuse against teachers, therapists and caretakers – vulgar language increasing with frustration and sense of failure – verbal threats of physical violence, very graphic. Limited accomplishment in all academic subjects – no expressed or observed preferences other than meltdowns and vulgar language – stealing small objects of little value – carrying in unsanitary items from home.

My Daily Social Story

Good morning, and welcome to school! We are glad you are here.

Today, we will...

- a. make breakfast
- b. have morning meeting
- c. do "School Is..."
- d. Set up the schedule (you get to choose!)

For breakfast we have French Toast and bacon!

For lunch we have chicken salad, apples and chocolate chip cookies. We will cut up the apples so they are easy to eat.

Today MIGHT be movie day! That depends on ME! If I am careful to use my words to be kind and helpful, I might get to watch a whole movie!

Today, Mary and Olivia will count the number of times I use unkind words, call them names, or swear.

IF I use less than 20 unkind words, name-calling or swears, I get my movie.

Of course, if I go over 20, I don't get to watch my movie.

That's just the way it is! If I want to watch a movie, I will be careful to use kind words, to call Mary and Olivia by their real names, and to use only non-swearing words.

I will use my hands and feet only for work and play.

Today can be a great day at school – it's up to ME!!

A story about Power

Power is the actions I take to get people to do what I want them to do.

I think swearing is power.

Swearing only makes people angry and frustrated.

I think yelling is power.

Yelling only makes people angry and frustrated.

I think calling names is power.

Calling name only makes people angry and frustrated.

I think crying is power.

Crying only makes people angry and frustrated.

I think being unkind to myself and others is power.

Being unkind to myself and others only makes people angry and frustrated.

If I want power, I need to be kind.

If I want power, I need to control my words.

If I want power, I need to be respectful to others.

If I want power, I need to be calm.

If I want power, I need to follow directions and have calm behavior at school.

Anything else just makes other people angry and frustrated.

My life will be better if I am kind, use kind words, treat people respectfully, follow directions and stay calm.

My power is to control my own behavior.

If I really want power, I will control the way I act toward others.

Today's Choices

Do Nothing



Rest on the Beanbag



Puzzle Time



Make Some Squishy Bags



I feel like doing schoolwork
Social Detective
Social Thinking
101 Language Activities
Emotions
Read Social Stories Book and answer questions
Math
Social Studies
Science
Spelling
Handwriting

My Daily Report to Mom:

Date: _____

	Today, I didn't swear at all	
	Today, I only swore a little bit	
	Today, I swore almost all day	
	Today, I didn't call Mary or Olivia any names	
	Today, I called Mary and Olivia names a few times	
	Today, I called Mary and Olivia names almost all day	
	Today, I was kind to myself all day	
	Today, I was kind to myself sometimes	
	Today, I was not kind to myself at all	
	Today, I got my work done and learned things	
	Today, I spent some of my time being angry and did not get all my work done.	
	Today, I spent my time being angry and did not get very much work done	

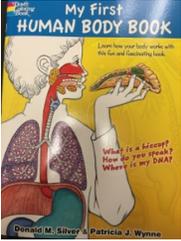
Your Meltdown is OVER when all boxes are checked...

Behavior Number	Behavior I Chose (Swear, Yell, Unkind to Myself, Unkind to Others, Negative About School, Growl, Made a Face)	Check Off
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Meltdown is DONE
I will read my signs
I will go back to work

Make an Activity Choice!

10 Minutes

	Swing outside
	Human Body Book
	Squishy Bags
	Rubbery Goop
	HopScotch

CALM DOWN CHOICES

I am getting angry and upset. I need to calm down. I can choose something to help me calm down. If I talk, swear, say unkind things, raise my voice or get more upset I am not calm.

Choice Number	What I choose	I choose this one	Did it help?
1	Take 10 deep breaths		
2	Walk for 2 minutes		
3	Play with a squishy toy		
4	Be alone and quiet		
5	Listen to music		
6	Swing		
7	Bounce on the yoga ball		
8	Do some exercises		
9	Lay on the bean bag		
10	Talk to a different helper		

Time calm down started:

Time I calmed down:

Now I am calm. I will read my signs. I will go back to work.

Sentence Construction and Building the Narrative

How to compose or comprehend a sentence

Step	Picture	Question to Ask	Yes?	No?
1		Did I look? Did I read?	Go to next step	Stop, look and read!
2		Is this a person?	It is a noun	Go to the next question
3		Is this a place? (home, school, office, store or other)	It is a noun	Go to the next question
4		Is this an object? (food – toy – clothes – car – tool or other?)	It is a noun	Go to the next question
5		Is this an action – something you DO? Is this something you ARE? (is, are, was, were, am)	It is a verb	Go to the next questions
6		<ul style="list-style-type: none"> ➤ It is not a noun ➤ It is not a verb ➤ It goes in the other column! 		

Simple Sentence Frame

"Little Words" (a, an, the)	Who or What? (noun) (subject)	Is Doing... Has Done... Will Do What (Action word) (Verb)	To What (direct object) (noun)
<i>The</i>	<i>boy</i>	<i>Runs</i>	
<i>A</i>	<i>man</i>	<i>carries</i>	<i>a book</i>
<i>The</i>	<i>dog</i>	<i>is chasing</i>	<i>the cat</i>

More Complex Sentence Frame

"Little Words" (a, an, the)	Who or What? (noun) (subject)	Is Doing... Has Done... Will Do What (Action word) (Verb)	To What (direct object) (noun)	Where? (preposition)	How? Or Why? or When? (adverbs) (describe VERB)
<i>The</i>	<i>boy</i>	<i>Runs</i>		<i>to school</i>	
<i>The</i>	<i>Girl</i>	<i>Pushes</i>	<i>the bike</i>	<i>Up the hill</i>	<i>slowly</i>
<i>The</i>	<i>Horse</i>	<i>Is jumping</i>		<i>Over the jump</i>	<i>gracefully</i>

Complex Sentence Frame

Article	Describing words for noun (adjective)	Who or What? (Noun)	Is Doing... Has Done... Will Do (Verb)	Describing words for What (adjective)	What? (direct object)	Describing words for verbs (adverb)	When? (adverb)	Where? (preposition plus noun)
<i>the</i>	<i>tall young</i>	<i>farmer</i>	<i>is driving</i>	<i>the green and yellow</i>	<i>tractor</i>	<i>quickly</i>		<i>to the farm</i>
<i>the</i>	<i>spotted</i>	<i>horse</i>	<i>jumped</i>	<i>the high blue</i>	<i>fence</i>	<i>perfectly</i>	<i>yesterday</i>	<i>at the horse show</i>

Story Pre-Writing

Getting your facts straight and your ideas sorted out helps you write a better story!

Story Title: _____
(Also called a topic)

Characters: _____
(Who is in your story?)

(How old?) _____

What they like? _____

Something that _____
describes them

Setting: Give five details about where the story takes place:

Place: _____

Detail: _____

Detail: _____

Detail: _____

Detail: _____

Detail: _____

Time: Give Four details about the time the story takes place

Season: _____

Time of day: _____

Day of the week: _____

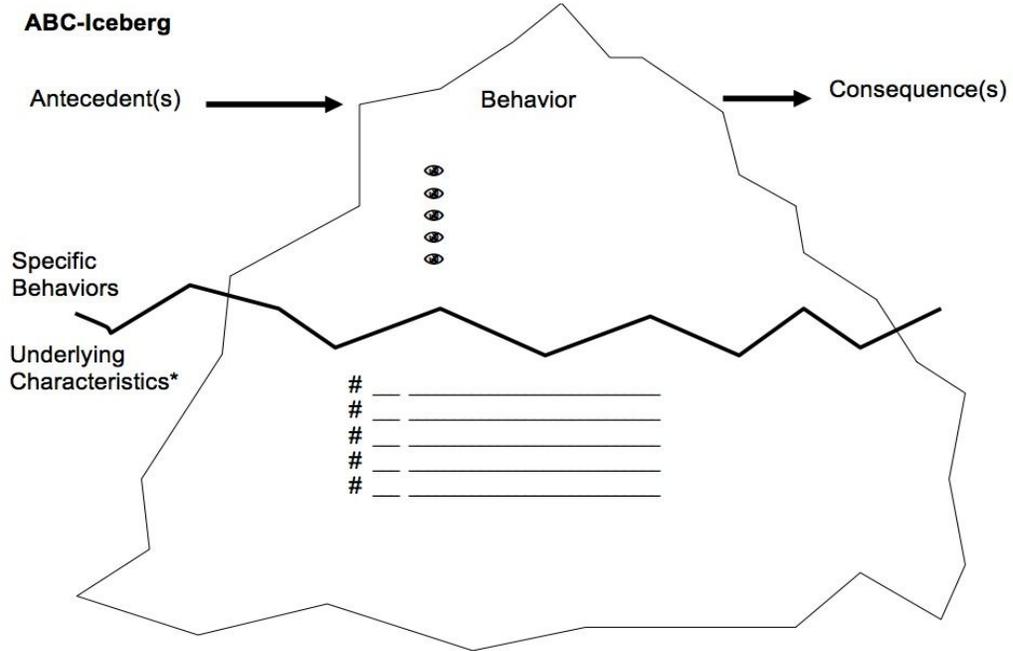
Hour of the day: _____

Conflict: Something that happened that caused a problem, or something exciting, or something surprising

Resolution: What someone did to solve the problem

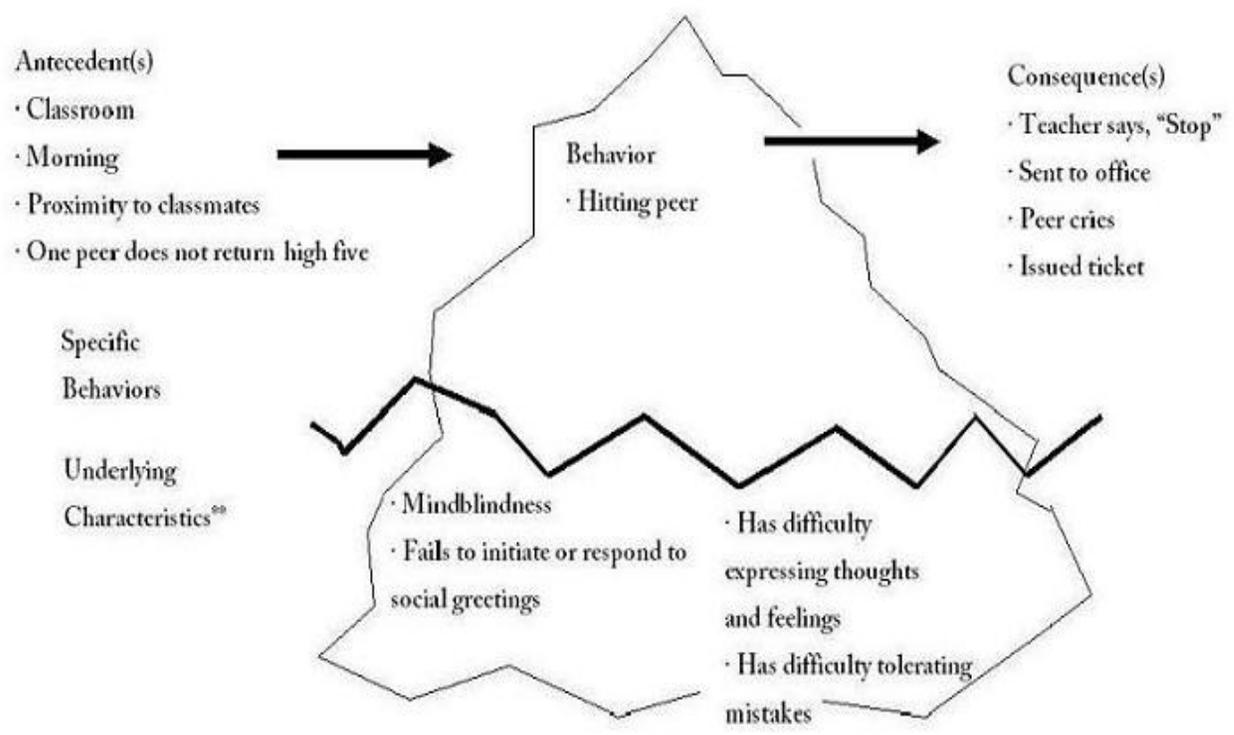
Conclusion – The End!

Data Collection



*As determined through the Underlying Characteristics Checklist

© Ruth Aspy, Ph.D. and Barry G. Grossman, Ph.D.



*Adapted from Schopler (1994)

**As determined through the Underlying Characteristics Checklist

Aspy & Grossman (2007b).

Student Name: _____

Start Time: (approximate) _____

Reporter Name: _____

End Time: (approximate) _____

Total Minutes: _____

Location	People Involved	Antecedent	Behavior	Action	Possible Function
		What happened just before...	What happened...	What positive or negative event occurred immediately following	What the goal of the behavior might have been...
		Arrival	Kicking Adult	Removal from classroom	
		Asked to comply - refusal	Kicking Peer	Go to Calm Down Space	
		Transition	Hitting Adult	Go to Individual Space	
		Correction	Hitting Peer	Go to Movement Space	
		Didn't eat	Biting Adult	Go outside	
		Change in schedule	Biting Peer	Deep Pressure (squeeze, mats, hug)	
		Non-preferred activity	Spitting	Vestibular (swing, rock, bounce)	
		Come in from Recess	Yelling	Tactile (toy, soft item, hand squeeze)	
		Interaction with peer	Tantrum	Eat snack or lunch	
		Table time session	Falling to floor	Distraction preferred toy/activity	
		Movement Time	Bolting	Redirection	
		Bathroom		Blocking (how long?)	
		Classroom Time		Holding (how long?)	
				Video	

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 Codding Hollow Associates, Inc.
 October, 2018

Online Language Games

- Quia.com - Many different styles and topics (Jeopardy, Rags to Riches, Hangman etc.)
- Funbrain.com - Lots of topics including geography, science, math
- FreeRice.com - Fight world hunger while practicing vocabulary! Set levels from easy to hard
Adapts to responses by increasing or decreasing levels
- Utah Education Network - http://www.uen.org/7-12interactives/lang_arts.shtml

Story Dice

- iPad or iPhone app – increases engagement and attention
- Many other choices available: Story Dice is simple characters and player can choose number of dice to be rolled
- Set parameters for story –
 - Establish turn-taking guidelines; individual effort or group?
 - Name any unfamiliar items before proceeding
 - Number of sentences – number of words in sentence
 - Related to a particular event or created scenario
 - Real or imagined?
- Roll! Have fun!

Transitions

Checklist for transitions

Make sure the following things are in place prior to completing rest of checklist:

- Sensory needs are being addressed
- Visual schedule is available that has specific labels for each activity (i.e. "Starfall" rather than "computer time.")
- Mini break-out (task analyzed) schedules are available where needed
- Script (transition instruction/information) is identical for each person, transition, re-orientation

Process for a smooth transition –

- Rehearse transitions before they happen, using visual schedule picture supports. "First, read book. Next, leave classroom. Walk to gym. Then PE". Use Minimal Speech Approach. Script the rehearsal and use the same words when in the transition.
- Use verbal countdown or Time Timer. Verbal Countdown = say "1 minute, then leave for gym". "30 seconds, then leave for gym". "10 seconds then leave for gym". "5 – 4 – 3 – 2 – 1...let's leave for gym!" This not only gives the student a warning – it teaches them "markers" to label and sense the passage of time.
- Include an activity that makes the transition fun, such as carrying a favorite toy to the next location (designate a space to set and leave the toy while engaged in activity, each time) – or walking and singing (ABCs, Ants go Marching, When You're Happy or similar) – marching – swinging hands and so on.
- Re-orient upon arriving at new activity – Open schedule, point, and say "Time for PE. Today we will _____ (if you know)." "First PE, then (point to and say next activity)".
- When moving to next activity – repeat process exactly, including using the same "script".

Never underestimate the value of visual supports (visual schedules)!!

Pictures supply complete information that words cannot capture.

Visuals stimulate the brain's ability to comprehend.

Visuals reduce anxiety.

Visuals help with ability to predict.

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The Minimal Speech Approach

Adapted from Potter, C., & Whittaker, C. (2001). *Enabling Communication in Children With Autism*. Jessica Kingsley Publishers

- Many people use too much language when talking to, or giving instructions to individuals with autism or severe communication disorders.
- We often assume that individuals with autism can understand a lot more than they actually do.
- An individual with autism may be very verbal; we may think that everything a person is saying, they understand. This is not necessarily true.
- Some individuals learn a lot of stock phrases or “code” sentences. They often use words that they do not understand simply because it is part of a script that they have memorized.
- We often get a false impression of a persons understanding because they are able to follow instructions. However, some individuals become adept at following contextual clues and have a memory of certain routines, and they are not necessarily following the verbal instruction.
- Those who communicate with persons with autism must have an awareness of their own language level, especially when they are not really sure of an individuals level of comprehension.
- We should always keep our language simple.
- Behavioral challenges often occur because individuals do not understand what is happening or what other people are expecting. By simplifying language, inappropriate or challenging behavior may be avoided.
- Adding further cues alongside single word commands can also facilitate understanding. Using visuals, a sign or gesture, or objects alongside the speech can give the individual further cues.
- If you use visuals etc, you should still use single words, as a longer sentence can distract from the other cue.

The concept of “Minimal Speech Approach” (Potter & Whitaker, 2001) has been shown to be successful for people with autism and severe communication disorders. In this approach, very simple language paired with visual supports is used to communicate. It is based on the theory that too much language causes people with autism to experience anxiety and distress during social interactions. Potter & Whitaker (2001) demonstrated that minimal speech may support spontaneous communication and increased social responsiveness in children with autism. For example, rather than saying “Johnny, now, check your visual schedule and see what is going to happen next,” an adult would hold up an icon of the visual schedule and say “Check schedule.” Another example would be holding up an icon of the sensory room and saying “sensory break,” rather than “Come on, Ted, it’s time for a sensory break now.” It is possible that minimizing the language directed at a person could support acquiring receptive-

language skills, allowing them to learn to be more successful at following unfamiliar instructions and to respond to directions or requests. It may also allow a person to be more successful with expressive language by freeing up language resources to produce better responses.

In order to be most successful, speakers should practice –

- Speaking consistently in a low tone; avoiding sudden increases in volume or pitch
- Speaking slowly
- Waiting a long count of 10 before repeating any instruction
- Repeating instructions exactly as they were originally spoken
- Using objects, gestures, pictures or anything available as a visual support

Adapted from information retrieved from www.icommunicatetherapy.com September, 2011

Examples of Minimal Speech Approach

Context	Everyday Speech	Minimal Speech Approach
Getting ready to go out for recess	“Johnny, get your coat, boots, mittens and hat on and then go line up with the other children to go outdoors for recess.”	(with visual support, which can be the actual objects – said as the student puts each piece on) “Coat – boots – hat – mittens. Line up. Go outside”
Making choices	“Johnny, do you want French fries for lunch or do you want to have the mashed potatoes?”	(Accompanied by pointing or pictures) “French fries or mashed potatoes? Choose.”
Encouraging compliance	“Johnny, please get up off the floor and come over to the table and do your work. I really need you to come do your work. Come on now, let’s get to work and then we can go outside.”	(Accompanied by pictures or gestures) “Get up” or “Off the floor” or “Come to the table”
Giving instructions	“Get out your pencils and paper, then turn to page 53 in the workbook and look for the middle problem, problem number three. Do that problem and then turn to page 55 and do problem number 6.” <i>All students have trouble following this kind of instruction</i>	(Accompanied by a list, either text only or text with picture support) “Pencil” – “Paper” – (or “pencil and paper”) “Get workbook” “Find page 53” “Do problem 3” (wait until that is completed) Repeat process for the next problem

My Computer Express



2) There is an AM ticket and a PM ticket.

3) The tickets may be turned in for computer time at Free Choice time in the AM or in the PM.

How do I get a ticket?

When I have used my computer time (15 minutes), I must shut the computer down and leave the area.

I will hear a five-minute warning when it is almost time to shut the computer down.

If I shut my computer down and leave at the end of 5 minutes, I will get another ticket.

If I do NOT shut my computer down and leave at the end of 5 minutes, then I will NOT get my next ticket. I will have to wait until the next day to get more computer time.

Everyone is excited that I have computer time, and everyone is happy that I can enjoy using my computer. Everybody hopes I will earn lots of tickets so I can have fun on the computer.

Something more...

When I use the computer with another adult for a work period or as part of a lesson, I must shut the computer down and leave when my helper or teacher asks me to.

If I do not shut the computer down and leave when my helper or teacher asks me to, I will not get my next ticket.

My helpers and teachers will be happy when I earn tickets and can have fun on the computer.

MY GOLDEN TICKET!

This ticket gives the holder 15 minutes of fun free-choice computer time!

AM TICKET



MY GOLDEN TICKET!

This ticket gives the holder 15 minutes of fun free-choice computer time!

AM TICKET



MY GOLDEN TICKET!

This ticket gives the holder 15 minutes of fun free-choice computer time!

AM TICKET



Tips for Implementation

- Be sure to identify an activity that is truly enjoyable for the person – one that he/she has difficulty ending once its begun. This could include –
 - Computer time
 - iPad time
 - Music time
 - Recess
 - Drawing/Coloring
 - Playing with beads, sand, cars and trucks...whatever!
 - “Hanging out” with a special person

See Tips for Customizing for how to make different “Expresses”!

- This is intended to teach how to transition from a highly preferred activity to another activity. It is not meant to be an intervention for perseveration, meltdowns or other undesirable behaviors. However, by teaching someone to stop what they are doing and transition, you could be preventing some of those difficult moments!
- Make sure the person understands all the vocabulary in the social narrative before reading it. If not, teach the words first!
- Introduce the plan/concept with a “Something New” visual – using an exclamation point, or party icon, or something very positive. “Something’s New – we have a Computer Express plan now!” If you make it fun and positive, the person will receive it as fun and positive.
- Begin by giving the student a “freebie” – a ticket to participate in the activity.
- Always set a timer – preferably a Time Timer□, which visually represents the amount of time left in red. Do not rely on the person’s sense of the passage of time – that is unreliable.
- BE CONSISTENT. Always. Follow the guidelines in the story, and don’t deviate. Consistency provides predictability, predictability decreases anxiety, and a decrease in anxiety means a decrease in undesirable behaviors.
- If the person does not earn a ticket (is not compliant with stopping activity), be sure to consistently remind them that their preferred activity WILL come again! It is not

gone forever! They just have to wait until...the afternoon, the next morning...to have it back again.

- If a ticket is not earned in the AM, there is no PM ticket and no preferred activity - BUT the activity comes back the next morning. If no PM ticket is earned, there is no preferred activity for the next morning – BUT the activity comes back in the afternoon. A “free” ticket is given for the next period after the person has been unable to comply.
- KEEP DATA. Take baseline data about person’s compliance with transition for at least a week prior to implementing this plan. Note times of day that are more difficult. Also note level of escalated behavior, such as a scale of 1 to 5. Then keep the same data after implementing the plan – that is the only way you’ll know it’s working!
- Avoid addressing multiple activities at once. Make sure you have a successful implementation with one activity, then transfer to another if needed.
- Make sure not to transition from a highly preferred activity to a very undesirable activity. For example, do not ask a student to stop their free-choice computer time to do a writing task (if that is an undesirable task). “Sandwich” the things that need to be done. Transition from a highly preferred activity to a slightly less preferred but still desirable task, then a less desirable one, then back up to one that is more preferred and soon.
- Always visually represent the transitions on an appropriate visual schedule.
- Golden Tickets are ONLY for compliance with stopping an activity and transitioning.

Tips for Customization

- email coddinhollowassociates@gmail.com to receive the shared DropBox folder where My Computer Express is provided in Word format.
- Use the Edit – Replace function to quickly replace words in the document. For instance – selecting Edit then Replace, then type *computer* in the first box and *iPad* in the lower box. Click on Replace All at the bottom of the box. All instances of the word *computer* will be replaced with *iPad*.
- If the person you are working with has a high preference for something other than trains, then delete the train illustrations from the document and tickets and replace with a different highly preferred picture from Boardmaker, or free clip art, or – better yet! – an actual picture of the object or activity. Make the context of the social narrative attractive and interesting to the person you work with.
- If the preferred activity is repeated more than twice a day, then replace “AM” and “PM” with the times of day it occurs.
- Maybe the person would rather have a Pink Ticket, or a Hogwart’s Express ticket, or a Ticket to Outer Space. The words are easy to replace – go with what is fun and interesting! Again, in a Word document you can use Edit – Replace and then Replace All to make it simple.

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