

Speech-Language Pathologists
***Strengthening Social
 Communication Skills***

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Disclosures

- Relevant:
 - Coddling Hollow Associates, Inc.
 - Charis Learning Center, Inc.
 - Bureau of Educational Research
- Non-Relevant:
 - None to disclose

Access to materials

- All resources and links will be posted on DropBox
- “Not in the Handbook”
- Download for your personal use.
- e-mail to **coddlinghollow2018@gmail.com**
- DropBox in subject line

The Basics

- What will we cover today?
- Questions?
- Individual differences and settings
- New learners – new learning
- Affirmation of prior learning
- Focus on learning!



Perspective

Kids Do Well

If They Can

~ Dr. Ross Greene

Lost at School by Ross Greene, Ph.D. Copyright © 2008 by Ross Greene.

Evidence

- National Professional Development Center
<http://autismcpe.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder/>
- National Autism Center
<http://www.nationalautismcenter.org/resources-for-educators/>
- Autism Internet Modules
<http://www.autisminternetmodules.org/>

Warm-Ups

Objectives

- Research regarding social communication
- Specific ideas to strengthen core skills that provide the foundation for functional performance in the school setting

Movement and the Brain

- Movement demands more oxygen, which “fuels” the brain.
- Vestibular movement stimulates the inner ear, improving balance and coordination
- Movement releases endorphins, which relieve stress so better learning can take place

- Movement that requires visual tracking (ball throwing, Red Rover, basketball) teaches eyes to learn to work together – essential for reading, writing
- Crossing midline or mis-matched action balances hemispheres, activates cognition
- It's FUN!

When to warm up

- 5-10 minutes at the top of every hour
- Before beginning learning or therapy sessions
- Prior to completing an assessment
- When there's tension, stress, anxiety
- When student begins escalate
- When the classroom is getting antsy!

Massively Multi-Player Thumb Wrestling ☺

Experience Positive Emotions of Play

(from the work of Jane McGonigal)

- Joy
- Wonder
- Curiosity
- Pride
- Creativity...and more!



Play, Language and Social Development

Objectives

- Identify “red flags”
- Knowledge of developmental expectations
- Identify when to screen or refer

Evidence

“The pivotal role that language plays in teacher-related and peer-related adjustment places school age children with compromised language skills not only at social communicative risk but also jeopardizes their ability to participate in social environments.”

- Gresham, F. M. (1998). Social skills training: Should we raze, remodel, or rebuild? *Behavioral Disorders*, 24, 19–25. 201

Language mediates play

- Making a bid
- Accepting or rejecting a bid
- Proposing a scenario
- Accepting or revising the scenario
- Managing interactions
- Expressing state of mind
- Bringing things to a close

Play as foundation for Social Communication

- Specific targets can be set for play scenarios –
 - Expressing bids to play (Initiation)
 - Understand spoken language by following directions and rules
 - Understand spoken language by appropriately responding to others' bids, scripts, scenarios
 - Rejecting others' ideas or scenarios
 - Expressing preferences and making choices
 - Continuing chains of reciprocity

- Embed clinical or academic targets
 - Using and practicing new vocabulary
 - Specific parts of speech (describing words – action words – naming words)
 - Accurately labeling emotions, states of being
 - Asking questions
- Alternative modes of communication
 - Safe, non-threatening environment to practice AAC use
 - All players including adults can use alternative modes

Cooperative Dramatic Play

- Reader's Theater!
- Grade level reading w/ support for struggling readers
- Inclusion
- Coordination with a group
- Speaking in class
- Empathy – Perspective - Reciprocal

Cooperative Dramatic Play

- Reader's Theater!
- Teachers Pay Teachers Freebies
- Scholastic, Reading Rockets and Reading A to Z freebies
- Write your own!
- Frog and Toad

***Impact of Social
Communication Disorder***

Sheldon video

- Very intact cognition!
- Higher level language than most
- Missing the social connection –
 - What other people know
 - How other people perceive things
 - How other people use language
- Language impairs social interactions – even higher-level language ☺
- Leads to frustration



Sheldon plays Pictionary

***Social Communication
Disorder Diagnosis***

Objectives

- Implement the IEP process effectively to determine eligibility and service levels
- What's new from ASHA
- Related Research

ASHA Position on SCD diagnosis:

- SLPs are well qualified to independently diagnose SCD based on their training and experience with social/pragmatic language disorders
- Currently, state laws do not specify diagnostician
- (ASHA Leader April, 2018)

DSM 5 315.39 (Paraphrased)

- A. Difficulties in use of verbal and nonverbal communication in a social manner
- Lack of ability to use communication for social purposes
 - Impaired ability to adapt communication to context or to needs of the listener.

<https://www.asha.org/technotes/diagnosis/dsm-5-diagnostic-criteria>

- Lack of ability to follow social norms for conversation and narrative
- Lack of understanding inferences, non-literal and ambiguous meanings including idiom, humor, metaphor, multiple meanings.

<https://www.autism.org/autism-diagnosis/autism-5-diagnostic-criteria>

- B. Difficulties in social communication produce functional limitations that affect –
- Overall communication
 - Social participation
 - Social relationships
 - Occupational performance
- C. Present in early childhood, but may not be fully apparent until social demands exceed capacities.

Let's talk about...

- Autism Spectrum Disorder
- Attention Deficit/Attention Deficit Hyperactive Disorder
- Dyslexia, Dysgraphia, Dyscalculia
- Specific Language Impairment/Spoken Language Disorder
- PTSD, Anxiety, Poverty, Trauma/Abuse/Conduct Disorder

Assessment

ASHA position on assessment

- Assess for receptive/expressive language disorder
- “Combination of parent – teacher – student self-report measures”
- “Observations of peer interactions”
- “Conversation samples”
- “Narrative samples”
- Standardized tests may not reveal social deficits

• ASHA Leader April, 2018 p. 60 and 61

What to assess

- Joint Attention
- Initiation
- Social Reciprocity/ Social Referencing
- Symbolic Play
- Echolalia
- Unconventional Communicative Means
- Pragmatic Language
- Receptive/Expressive Language
- Vocabulary

Useful checklists and Observation Guides

- P. 5 in manual

Standardized Assessments

- P. 6 in manual

Get to know your student

- Adapt for age and language level (written for middle school)
 - Pre-K and I: use page 7 thru 10
 - Use visuals for basic concepts (tall/short, dark/fair, straight/curly; delete “think up some questions”
 - 1st thru 8th: use p. 11 - 14

- Middle/High School use p. 15 – 19
- Record or Scribe for students who have difficulty writing
 - Allow for drawing or cutting pictures and pasting where appropriate
- No judgment or directives – this is how the student sees themselves!

Uses for “Getting to know your student”

- Keep on file to review and update as student progresses
- Distribute to IEP team (teachers, other related service providers, counselors)
- With permission, distribute to peers
- Pass on to future teams and educators

Participation Time ☺

- Partner up with someone who is new to you
- Determine who is student and who is SLP
- Establish age of student and adapt or rephrase as necessary
- Take 5 minutes to answer as many questions as you can
- It’s OK to write in your manual!
- Prepare to share...

Brain Break!

Brain Breaks

- 20 Three-Minute Brain Breaks
- Would You Rather?

Social Narratives

ASHA position on intervention

- Children with SCD not shown to require different interventions from children with ASD
- Not many recommendations available for this new diagnosis
- “Do what SLPs have always done...” (select evidence-based interventions that address observed deficits)

Objectives

- Specific ideas to strengthen core skills that provide the foundation for functional performance in the school setting
- Related research regarding social communication

What Social Narratives ARE

“Social Stories™ are a research-supported strategy for helping people to better understand situations and concepts by making these events and the expected behavior within the events more explicit.”

Carole Zangari, Practical AAC
<https://www.practical-aac.com/resources-for-social-narratives/>

What Social Narratives are NOT

- Behavior Plans
- Social Directives
- Critiques
- The perspective of the writer (or the person affected by the behavior)

Tips for writing Social Narratives

- Written in 1st person, as though the student were talking
- Created at a language level and complexity appropriate to age, comprehension, language use (of the student!)
- Informed through interviews
- Illustrate if those illustrations will provide clarity

Tips for writing Social Narratives

- Sentence types:
- Descriptive – describe settings, “characters”, actions, “feelings” (context) and state the facts (this is what happened or will happen)
- Directive — informs the student what a “typical”, or preferred response would be

Tips for writing Social Narratives

- Perspective — how others think/feel about students' actions or responses
- Affirmative – expand the descriptive or perspective elements; explain outcome of applying directive element
- More descriptive, perspective and affirmative than directive
- End with an affirmative

Writing Social Narratives in Power Point

- Tar Heel Reader
<http://tarheelreader.org>
- Settings – Download – Powerpoint
- Edit (pictures – text – both)
- Save!
- Print (options)

Use Social Narrative Effectively

- Pages 40 and 41 in manual
- More available on DropBox – “Not in the Handbook”!
- Visuals
- Clear Language

Let's do it!



- Partner up with somebody you don't know!
- Agree on a topic
- Create a 5 sentence social narrative
- Prepare to share!



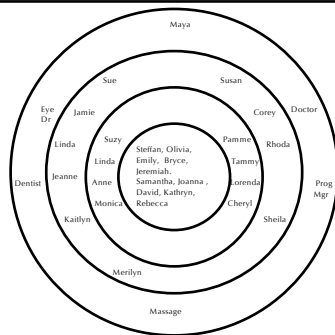
Circle of Friends

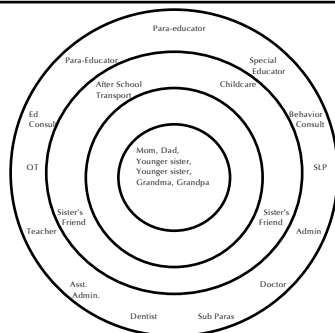
Objectives

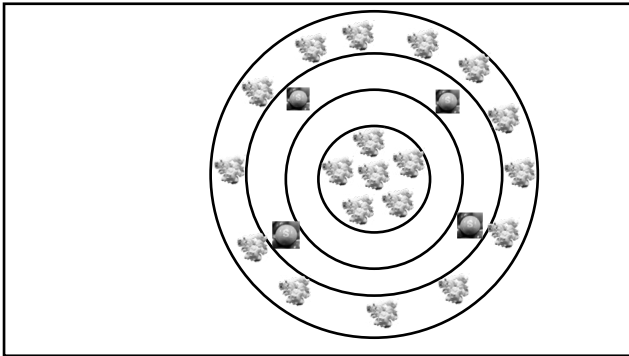
- Research regarding social communication
- Specific ideas to strengthen core skills that provide the foundation for functional performance in the school setting

"A path to inclusion"

- Typically developing peers
- Weekly meetings
- Larger community
- Related to curricula
- Permission to join
- Getting "buy-in"
 - Skittles and Popcorn







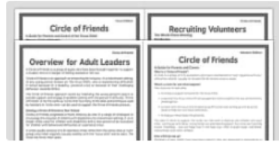
Ideas for group activities

- Skittles and Popcorn
- Lesson Plans
- All About Me Poster
- Friendship Book Club
 - Book club roles

More ideas...

- Start a band
- Add your voice
- Drumming
- Ball Play
- Warm-Ups in Manual (pp. 64, 65)
- Everything else you learn today ☺

Great Resource



Circle of Friends Pack

Twinkl subscription 6.99 per month
<https://www.twinkl.ie/resource/t-c-6949-new-circle-of-friends-handout-for-parents-and-carers-of-volunteer-children>

***Drumming
 Being Part of a Group
 Adjusting actions to those
 of another***

Why drumming?

- Deep pressure for hands
 - Reduces hitting, slapping
- Coordinating actions with that of another person
 - Social referencing, social reciprocity
- Rhythm: regulates the brain, sensory system, emotions
- Very little time for big effect!

Let's Drum!



In the Classroom

Objectives

- Vital academic and instructional strategies to support social communication in relation to reading and writing
- Innovative ideas to make therapy fun, engaging and effective for students
- Tips to extend therapy outside of the therapy room

Objectives

- Help your students build a fund of general knowledge
- Specific ideas to strengthen core skills that provide the foundation for functional performance in the school setting

Evidence

• Psychology Today article "The Decline of Play and Rise in Children's Mental Disorders"

"Today, by at least some estimates, five to eight times as many high school and college students meet the criteria for diagnosis of major depression and/or anxiety disorder as was true half a century or more ago."

Peter Gray, Ph.D., research professor at Boston College, is author of *Free to Learn (Basic Books, 2013)* and *Psychology (Worth Publishers, a college textbook now in its 7th edition)*.

- "Decline in young people's sense of control over their own fate"
- "Shift toward extrinsic goals, away from intrinsic goals"
- "How the decline of free play may have caused a decline in sense of control and intrinsic goals, and a rise in anxiety and depression"
- Effects of traditional schools and school activities on sense of control, intrinsic goals

Retrieved from <https://www.psychologytoday.com/articles/2012/06/decline-free-play-and-rise-childrens-mental-disorders> October 11, 2015

"Funglish" – a Describing Game

- Player 1 chooses a word from provided list
 - Must understand what it is and what its features are
- Remaining players are provided with word cards
- Remaining players choose a word card and ask Player 1 if that word describes their chosen word

- Player 1 designates word –
 - Exactly like the word they chose
 - Sort of like the word they chose
 - Not at all like the word they chose
- When remaining players think they have enough information, they may guess the target word
- If the group agrees, Player 1 can give clues or expand the description

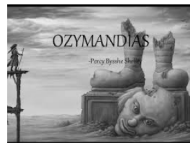
- Adaptations:
 - Pre-teach word list and play game immediately afterward
 - Add pictures to cards to increase understanding
 - Add list of features or definitions to word choice cards
 - Limit list of possible word choices
 - Limit number of describing words
- Lists could be –
 - Vocabulary words
 - Historic dates
 - Characters from history or literacy
 - Emotions
 - Science concepts...the list is endless!

Choral Reading

- Provides opportunity for review and practice
- Adapt reading materials if necessary for fluent reading level
- Look for lots of describing words, action words, naming words that will create interest, moods, spark imagination
- Repetitive phrases are good for those who struggle with language
- Choose material that teaches, enriches or reinforces curriculum

- Use to teach, review, practice phonics, word families, and vocabulary as well as math, science, and social studies content.
- Review the selection with the participants by reading it aloud while they follow along silently.
- Everyone reads through the selection aloud in unison until all are familiar with the content.
- If not completed for you already, divide the selection into groupings (couplets, stanzas) – be sure to include some whole-group performance

Let's Do It!



Across the School

Objectives

- Tips to extend therapy outside of the therapy room
- Help your students build a fund of general knowledge
- Specific ideas to strengthen core skills that provide the foundation for functional performance in the school setting

Interviewing and graphing

- Social Language – Teacher or peer interaction – mechanics of writing – math!!
- Taking orders for goodies, plants, lunches
- Finding out preferences
- Counting attendance over time

How much do I need?

- "Family lunch" (Circle of Friends?)
- "Littles" count and set
- "Middles" and "Bigs"
 - Figure out how much!
 - Write lists
 - Acquire and prep food
- Everybody enjoys!
- Reading – Math – Writing – Social Interaction – Nutrition – FUN!

Sample Goals 504s

Objectives

- Research regarding social communication
- Specific ideas to strengthen core skills that provide the foundation for functional performance in the school setting

- Eligibility Process
- Adverse Affect (manual p. 9, 10)
- 504 plan accommodations (manual p. 98)
- Goals that address social communication deficits (manual p. 94 – 95)

Wrap-Up

- Any remaining questions?
- What did you learn that was new?
- What challenges your previous thinking?
- Can't do everything at once!
- Start with Social Narratives and Warm-Ups

Wrap-Up

- Your main goal:
- Apply specific ideas to strengthen core skills that provide the foundation for functional performance in the school setting

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