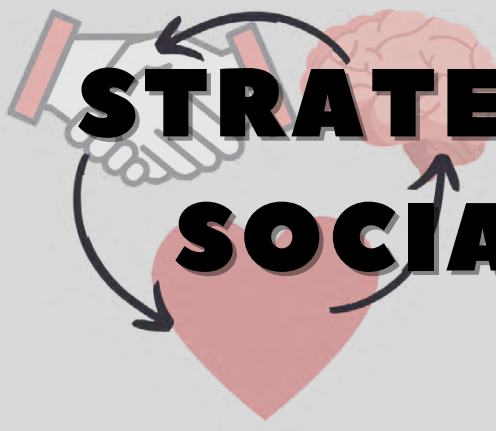


TRIAD's Social and Personal Competencies Webinar Spring 2022

*Supporting Social and Personal
Competencies for Students on the Autism
Spectrum*

Handouts and Supplemental Materials
Packet



STRATEGIES TO SUPPORT SOCIAL ENGAGEMENT

EMOTIONAL PROCESSING

A SET OF SKILLS THAT HELP CHILDREN RECOGNIZE, EXPRESS, AND REGULATE THEIR EMOTIONS, AS WELL AS SHOW EMPATHY FOR OTHERS' EXPERIENCES.



Emotional skills allow children to recognize how different situations make them feel and act on those feelings in prosocial ways. Autistic students often benefit from additional teaching and coaching about emotion skills, which can support building and maintaining healthy relationships with peers and adults.

The 3 emotional skills that are related to important outcomes for all students, including autistic students, include:

- 1 Emotion Knowledge & Expression
- 2 Emotion & Behavior Regulation
- 3 Empathy and Perspective-taking.

EMOTIONAL KNOWLEDGE

Ability to recognize, understand, and label emotions in self and others and express one's emotions in appropriate ways

EMOTIONAL REGULATION

Ability to use strategies to manage emotions and behaviors in socially appropriate ways.

EMPATHY & PERSPECTIVE

Ability to understand and respond to another person's emotions. This includes naming, validating, and acting based on others' experiences, feelings, or viewpoints.

examples

Isabel raises her hand and calmly tells her teacher that she feels frustrated after several unsuccessful attempts to log onto her computer.

Fatima begins "belly breathing" to calm herself down before she transitions to 4th period.

When hearing that a classmate's dog was sick, Daniel tells his classmate, "I bet you feel sad," and offers to sit with him to look at pictures of the dog.



strategies



MODEL LABELING YOUR OWN EMOTIONS THROUGHOUT THE DAY.

INTRODUCE MINDFUL MOMENTS TO YOUR CLASS.

PRACTICE PARAPHRASING WITH A PARTNER TO ESTABLISH GOOD ACTIVE LISTENING SKILLS.

Emotion Scale Creation Tip Sheet

- ❑ At a calm, teachable moment, explain to the student that you want to help them understand their feelings in different situations. Start by identifying a situation or scenario within the school setting (can be outside of the school) in which the student struggles to regulate their emotional/behavioral responses. You can use a social narrative to explain the situation or scenario.
- ❑ Have student identify/tell you a word to describe how they feel (emotion word) when they experience a particular situation. This is the word you can use to describe the overall scale (My Scared Scale, My Stressed Out Scale, My Angry Scale, My Worried Scale, etc.)
- ❑ It might be easier to start with the most extreme emotion/feeling, so defining what a “5” looks like, feels like, and when the student feels like a “5.”
- ❑ Use guided discussion and visual supports to help student match “feels like” and “looks like” by each number on the scale. Depending on the student’s level of skill and understanding, you could have written labels of behavioral indicators (e.g., put head down, fidget with items, smiling, answering questions, etc.) that the student could sort and match to each number. You might even be able to identify the “whens” and have the student think about and describe the “feels like” for each “when.”
- ❑ To help students identify the “feels like” column, it can sometimes be helpful to give the student concrete examples and use visuals, like a volcano erupting, or when you take the lid off a can of soda that has been shaken up. These concrete examples may help a student identify the “feels like,” which can sometimes be hard to verbalize.

Tips for Consideration:

- ✓ If creating a scale focused on individual emotions, teach within a 1:1 setting initially. Consider/plan for integrating/referencing into natural settings. If creating a scale focused on group behavior (e.g., Our Calm Bodies Scale, Our Voice Volume Scale, Our Focus Scale), create scale with group of students.
- ✓ Consider if student could understand a 5-Point Scale or if scale needs to be modified to be a 3-Point Scale.
- ✓ Student’s level of skills and understanding (e.g., Does your student understand number sequencing and can identify colors? If not, consider using facial expressions (happy, neutral, sad))
- ✓ How much information will you need to provide for the student and will you be able to use guided discussion only or will some modeling and matching/sorting activity be more appropriate?
- ✓ What level of detail is going to be realistic to identify for this student (e.g., some students may only have “looks like” initially if unclear when they consistently occur, others may only have “looks like” and “when” if they can’t communicate internal states yet, etc.)
- ✓ Consider ways of connecting the student’s use of the emotions scale with the school-wide behavioral expectations (PBIS). Let students know the scale is a concrete way to demonstrate being positive, respectful, and responsible.

-Will your scale be for an individual student, small group of students, or whole class?

- Does your student(s) understand number sequencing? If yes, consider using 1-5 scale. If no, consider using a modified 3-point scale with colors/facial expressions for each level.
- How teacher-directed does the scale creation need to be? How will you get student input for each column?
- What columns will you be able to complete with your student(s)?
- How can you connect it to the school-wide behavioral expectations?

<u>Rating</u>	<u>Looks/Sounds Like</u>	<u>When</u>	<u>Feels Like</u>	<u>I Can Try To</u>
5				
4				
3				
2				
1				

Deep Breathing Scripts

Diaphragmatic Breathing Script

- Get comfortable! Lie on the floor or sit up straight.
- Put one hand on your chest and the other hand over your belly.
- Breathe in through your nose, 1..2..3..4. When you breathe in, feel your belly rise like a balloon blowing up. Watch your hand on your belly rise, while the hand on your chest stays still.
- Breathe out slowly through your mouth 1..2..3..4. Feel your belly go back in, like a balloon deflating.
- Keep breathing like this a few more times.
- The more you practice...the easier it will become!

Blowing Bubbles

This technique is simple, yet soothing. Have your student get comfortable (for example, lean back in a chair) and first try blowing bubbles using quick, shallow breaths. Watch how the bubbles pop immediately.

Now, have your student practice blowing the bubbles using slow, deep breaths. The slower your student breathes out, the more bubbles he or she will make. Have your student focus on watching all the bubbles fall and repeat the process.

Pinwheel

Another visual to use while practicing deep breathing is a pinwheel. Have your student take a deep breath and blow out slowly on the pinwheel. See how long your student can make the pinwheel move – the longer he or she exhales, the longer the pinwheel will spin!

Stairway to Relaxation

Script: Sit comfortably with your feet on the floor and your eyes closed. Take three long, deep breaths (*pause and model breaths*). Feel yourself relaxing more and more with each breath. Feel your muscles relax and your heart and breathing slow. Say to yourself, "I am calm and relaxed." Everything around you is calm, and you are relaxing. Breathe in and out slowly, evenly, throughout our travels today. Imagine yourself at the top of a long winding staircase. You enjoy the view, but want to step down into complete relaxation. Take a deep breath in. As you breathe out, take one step down. Take a shallower breath in. As you release it move to the next step feeling even more calmness and relaxation. Breathe in then out and release yourself down to the next step. Breathe in then out and release yourself down to the next step. Continue to do this until you are at the bottom, totally relaxed. You are in a quiet place. In your imagination you look around and see every color in the rainbow. Flowers are growing everywhere. Your favorite smell fills the air. Breathe in and out your favorite smell (*pause and model breaths*). Now say to yourself three times, "I use my senses to relax" (*pause*). Remain where you are and enjoy the feeling of relaxation. Take a deep breath and let it out as you return to your room. Open your eyes and stretch (*pause*). Take a few moments to appreciate the good feelings that come with relaxation.

*** Adapted from Allen, J.S. & Klein, R. J. (1996). Ready, Set, Relax: A Research-based Program of Relaxation, Learning and Self-Esteem for Children. Wisconsin: Inner Coaching.**

Wash Away Tension

Script: Sit comfortably with your feet on the floor and your eyes closed. Take three long, deep breaths (*pause and model breaths*). Feel relaxing more and more with each breath. Feel your muscles relax and your heart and breathing slow. Say to yourself, "I am calm and relaxed." Imagine that you are sitting on the beach on a warm day. The sand is warm beneath you. Hear the sea birds above. The sound of the waves makes you calm and relaxed. The sun warms you from your toes to your head. Take a deep breath, and feel a wave come and wash over your feet. Breathe in as a wave approaches. Feel more relaxed as it washes over your knees. Breathe in and feel the water surround your upper legs and hips. Your lower body is relaxed. Breathe in, and feel the next wave smooth and relax your stomach. Breathe in, catch a wave and rub it on your chest, shoulders, and arms. Feel them relax. Breathe in, and splash some water on your neck and face, releasing all tension. Now breathe in and enjoy the warm feeling of your body completely relaxed. You feel relaxed as you experience the sand and the waves. Please repeat to yourself three times "I feel peaceful" (*pause*). Remember your visit to the beach and your peaceful feeling. Take a deep breath and return to your room. Open your eyes and stretch (*pause*). Take a few moments to appreciate the good feelings that come with relaxation.

*** Adapted from Allen, J.S. & Klein, R. J. (1996). Ready, Set, Relax: A Research-based Program of Relaxation, Learning and Self-Esteem for Children. Wisconsin: Inner Coaching.**

Breathe In, Breathe Out

Script: Sit comfortably with your feet on the floor and your eyes closed. Take three long, deep breaths (*pause*). Feel yourself relaxing more and more with each breath. Feel your muscles relax and your heart and breathing slow. Say to yourself, "I am calm and relaxed." Breathe slowly and deeply, in- out- in- out, breathe in relaxation, breathe out tension, Breathe in calmness, breathe out all of your worries, Breathe in warm sunshine, breathe out stale air. Continue to breathe this way until you are calm and relaxed. Say to yourself, "I am calm and relaxed." Now give yourself positive messages as you breathe deeply, in- out (*pause*). As you breathe in, say in your mind, "I am..." As you breathe out, say in your mind "... relaxed." Continue to breathe gently and deeply. Breathe in and say, "I am..." breathe out and say "...calm." Breathe in and say, "I am..." and breathe out and say something that makes you happy about yourself and calm. Say these positive messages to yourself when you feel upset or worried. Take a deep breath and return to your room. Open your eyes and stretch (*pause*). Take a few moments to appreciate the good feelings that come with relaxation.

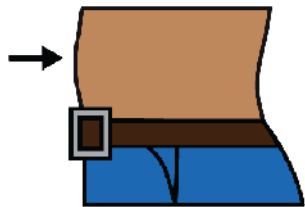
*** Adapted from Allen, J.S. & Klein, R. J. (1996). Ready, Set, Relax: A Research-based Program of Relaxation, Learning and Self-Esteem for Children. Wisconsin: Inner Coaching.**

Cloud of Calmness

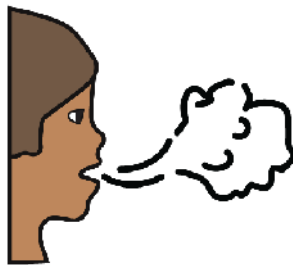
Script: Sit comfortably with your feet on the floor and your eyes closed. Take three long, deep breaths (*pause*). Feel yourself relaxing more and more with each breath. Feel your muscles relax and your heart and breathing slow. Say to yourself, "I am calm and relaxed." In your imagination, look up at the sky. See the word CLOUD floating peacefully before your eyes. Focus on the letter C. C stands for calm. Breathe in the fresh air of calmness. Let the air go and relax. Look at the letter L. L stands for letting go. Breathe in deeply. Breathe out and let go of all the tight muscles in your body. See in your mind the letter O. Breathe in the O and use it to open your mind to new thoughts and ideas. Let go of the breath but keep your mind open. Continue to look at the sky and now see the letter U. U is for you and your uniqueness. Breathe in and think of something you are good at as you breathe out. Take one more deep breath and repeat one positive thought about yourself (*pause*). Let any tension or bad thoughts go when you exhale (*pause*). The last letter is D. D means dream. Dream about a special place. Breathe quietly and dream of yourself floating on a fluffy cloud. Feel the sun warming and illuminating you. Drift with the breeze. Become any shape you want to. Feel totally relaxed. Now say to yourself three times, "I let go and relax" (*pause*). Now feel refreshed and light as a summer breeze. Take a deep breath and return to your room. Open your eyes and stretch (*pause*). Take a few moments to appreciate the good feelings that come with relaxation.

*** Adapted from Allen, J.S. & Klein, R. J. (1996). Ready, Set, Relax: A Research-based Program of Relaxation, Learning and Self-Esteem for Children. Wisconsin: Inner Coaching.**

Belly breathing



Blow



Blow bubbles



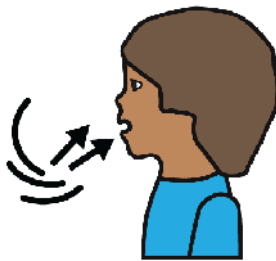
Pinwheel



Relax



Take deep breath



Walk



Think



Chew that carrot



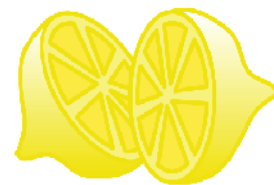
Get that fly off your nose



Hide in your shell



Squeeze a lemon



Squeeze through a fence



Squish your toes in the mud



Stretch like a cat



Swing up high



Stretch



Laugh



Listen to music



Reward

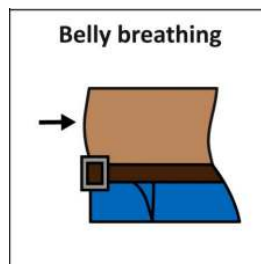


How to Demonstrate Diaphragmatic Breathing

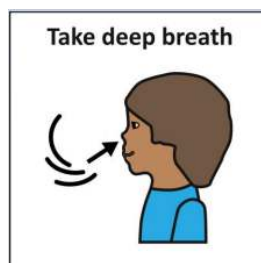
Get comfortable! Lie on the floor or sit up straight.



Put one hand on your chest and the other hand over your belly.



Breathe in slowly through your nose, 1..2..3..4.

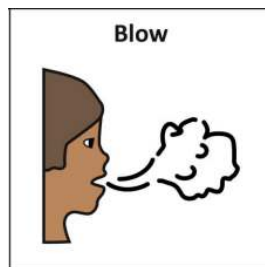




When you breathe in, feel your belly rise like a balloon blowing up. Watch your hand on your belly rise, while the hand on your chest stays still.



**Breathe out slowly through your mouth 1..2..3..4
Feel your belly go back in, like a balloon deflating.**






Additional Tips for Students with Autism Spectrum Disorder

Students with ASD may require additional supports to understand the steps of deep breathing.

Consider using concrete activities (e.g., blowing bubbles) or visual cues of these activities to remind students how to take in and blow out big breaths. These visual cues can also be used as nonverbal prompts to remind your student to engage in deep breathing.

See the following Bubble and Pinwheel activities to teach deep breathing:

<h3>Blow bubbles</h3>  <th data-bbox="766 583 1334 1150"><h3>Pinwheel</h3></th>	<h3>Pinwheel</h3> 
<p>Have your student get comfortable. Have him or her first try blowing bubbles using quick, shallow breaths. Watch how the bubbles pop immediately.</p> <p>Now have your student practice blowing the bubbles using slow, deep breaths. The slower he or she breathes out, the more bubbles he or she will make.</p>	<p>Have your student take a deep breath and blow out slowly on the pinwheel. See how long your student can make the pinwheel move—the longer he or she exhales, the longer the pinwheel will spin.</p>




STRATEGIES TO SUPPORT SOCIAL ENGAGEMENT



SOCIAL/ INTERPERSONAL SKILLS

A SET OF SKILLS THAT HELP CHILDREN AND YOUTH ‘ACCURATELY INTERPRET OTHER PEOPLE’S BEHAVIOR, EFFECTIVELY NAVIGATE SOCIAL SITUATIONS, AND INTERACT POSITIVELY WITH PEERS AND ADULTS.’



Social/interpersonal skills allow children and youth to work collaboratively, problem solve, and form friendships with others.

The 3 social/interpersonal skills that are related to important, long-term outcomes for all students, including autistic students, are:

1

Understanding Social Cues

2

Social Problem Solving

3

Prosocial Skills

UNDERSTANDING SOCIAL CUES

The ability to notice social cues in the environment and use them to understand others' behavior. This skill impacts the ability to respond effectively in social situations.

SOCIAL PROBLEM SOLVING

The ability to develop and act upon a plan to solve a social problem or situation.

PROSOCIAL SKILLS

The broad skills used to develop and navigate social relationships, including conversation skills, cooperation skills, and skills for maintaining positive relationships.

examples

During a conversation, Joanna notices that her friend keeps looking at his watch and then grabs his backpack. Joanna responds by politely ending the conversation.

At recess, Tess has two friends who want to play different games with her. Tess suggests that they all play one game for a few minutes and then switch to playing the other game for a few minutes.

Lucia uses a sentence starter and pictures to have a reciprocal conversation with a friend about her weekend plans.



Social Problem Solving: 4 Steps



1
IDENTIFY THE PROBLEM

2
DEVELOP A NUMBER OF SOLUTIONS

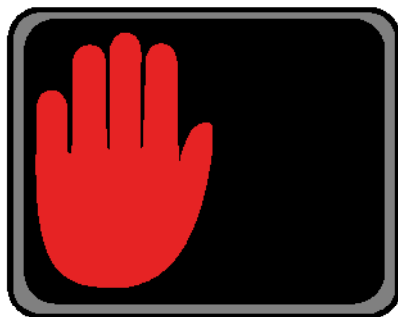
3
EVALUATE EACH SOLUTION

4
CHOOSE AND IMPLEMENT A SOLUTION

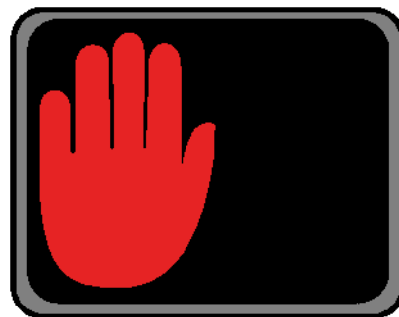
my turn



wait for my turn



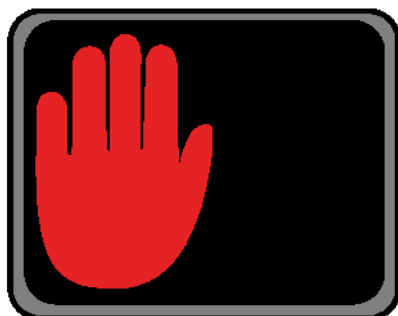
wait for my turn



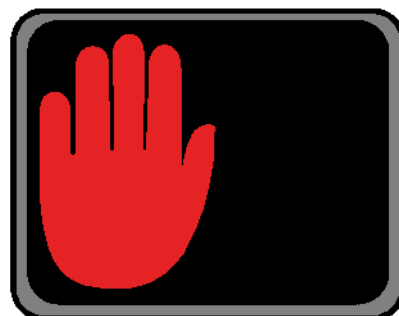
pass this way



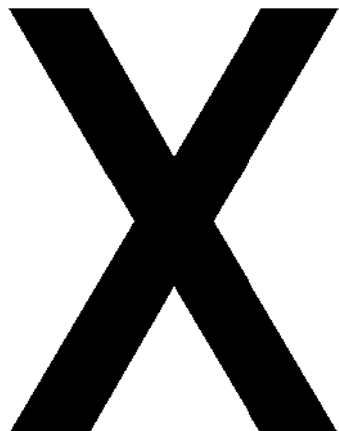
wait for my turn



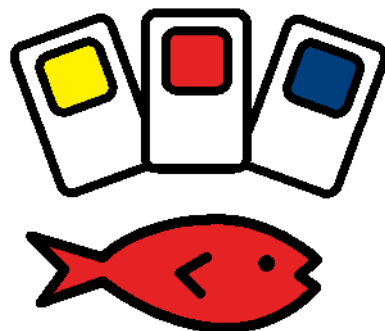
wait for my turn



Do you have _____?



Go Fish



STRATEGIES TO SUPPORT SOCIAL ENGAGEMENT

EXECUTIVE FUNCTIONING

A GROUP OF OVERLAPPING, BRAIN-BASED SKILLS THAT HELP CHILDREN & YOUTH PARTICIPATE IN PURPOSEFUL, GOAL-DRIVEN BEHAVIOR.

Executive functioning skills are important for all students. These skills begin developing in early childhood and continue developing into early adulthood. Some students, including autistic students, may have differences in executive functioning skills that could impact performance and independence in school, home, and community settings.

The 4 executive functioning skills that related to outcomes for students, including autistic students, include:

1

Working Memory

3

Inhibition

2

Organization

4

Flexibility

WORKING MEMORY

Ability to hold information in memory while performing complex tasks.

example:

Roland can remember the expectations for turning in assignments for multiple middle school teachers.

CONCRETE VISUAL SUPPORTS (SCHEDULE, FIRST/THEN, ETC.)



ORGANIZATION

Ability to create a roadmap to reach a goal or to complete a task.

example:

With coaching support from his teacher, Raj can think of options to settle a peer conflict.

STUDENTS SET WEEKLY SMART GOALS WITH ACTION STEPS



INHIBITION

Ability to think before acting and control urges or impulses related to distractions or desires.

example:

Lucy can hold back urges to call out during circle time.

PHRASE BEHAVIORAL EXPECTATIONS POSITIVELY USING “DO” STATEMENTS



FLEXIBILITY

Ability to shift from one task, idea, activity, or topic to another as needed.

example:

Matthias sits in a different place in the classroom to accommodate a new student’s desk.

REGULARLY ADD FUN CHANGES TO CLASS SCHEDULE TO PROMOTE FLEXIBILITY



Universal Supports for Executive Functioning Skills

- Break down instruction and assignments into manageable steps.
- Provide visual supports such as graphic organizers, maps, and webs for teaching organization of ideas.
- Provide procedural checklists to prioritize important steps in multi-step tasks or activities.
- Clarify classroom behavioral expectations by visually displaying them and wording them positively.
- Use mnemonics to help students remember and juggle key steps in multi-step tasks or activities.
- Provide physical organizational structures to clarify expectations for different areas of the home or classroom based on function or activity.
- Clarify group activities by providing structure for the activities, clear expectations, and identifying roles and responsibilities of group members.
- Use a schedule to help students manage time and organize tasks throughout the day.
- Reduce distractions by removing unnecessary wall art; limit wall art to items students may need to frequently reference.

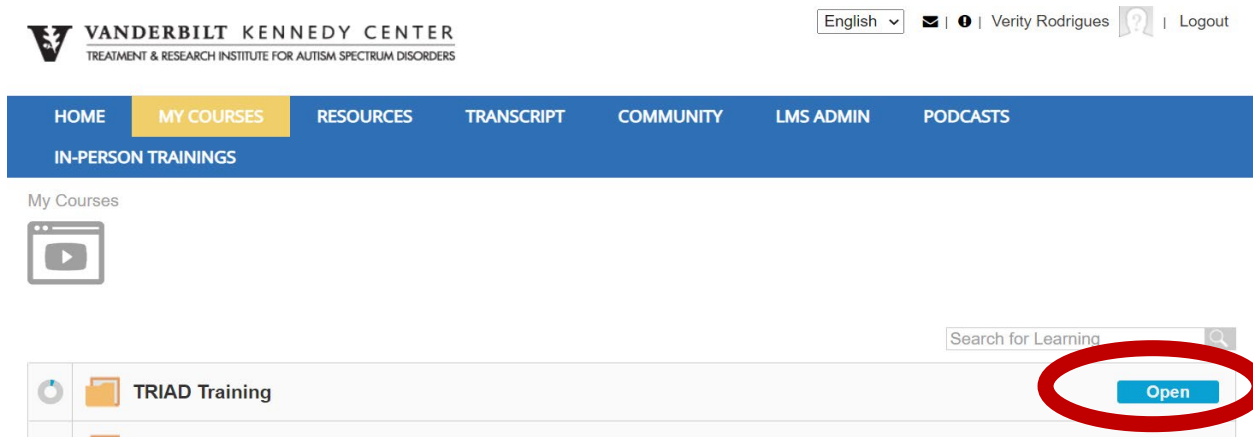
How to Access TRIAD's Executive Functioning Modules

- Go to www.vkclearning.org
- Log in to the portal using your username and password.
- Click on “My Courses”



Welcome to Vanderbilt Kennedy Center TRIAD Online Learning

- Then click on “TRIAD Training”



- Then click on “**School Age**”

TRIAD Training
Start: Sat 28 Oct 2017 10:29 AM 5%

Search for Learning

<input type="radio"/>	What is ASD?*	Open
<input type="radio"/>	Optimizing the Autism Eligibility Process in Schools: A Team Based Approach	Open
<input type="radio"/>	Telehealth Resources	Open
<input type="radio"/>	Archived Webinars	Open
<input type="radio"/>	Mindfulness	Open
<input type="radio"/>	Early Intervention	Open
<input type="radio"/>	Early Childhood	Open
<input type="radio"/>	School Age	Open
<input type="radio"/>	Caregiver	Open
<input type="radio"/>	Informational Toolkits	Open

- Then scroll down to “Academic Instruction” and click on “**Executive Functioning Skills**”

Academic Instruction

<input checked="" type="radio"/>	Explicit Instruction	Open
<input type="radio"/>	Executive Functioning Skills	Open
<input type="radio"/>	Administrators: Supporting Teachers of Students with IEPs	Open
<input type="radio"/>	Instructional Routines	Open



Check out our new **online learning portal** to access free training and resources on a variety of topics!

(see back for registration information)

Video directions: <https://vkc.vumc.org/vkc/triad/online/>



To Register

1. Go to www.vkclearning.org
2. Scroll down to "Vanderbilt Kennedy Center Doorways" then "Treatment and Research Institute for Autism Spectrum Disorders."
3. Click **Register**.
4. Fill out form and "Select **TRIAD**" under division.
5. You will receive an email for verification, once you do **click the link** to verify your account.
6. Log into **TRIAD**.
7. After initial log in you can go to www.triad.vkclearning.org for future log ins.