



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.**



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



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**

