




**TASN**  
Autism and Tertiary Behavior Supports  
www.ksdetasn.org

Social Competencies:  
Implementation Across the Lifespan

10.4.2018 Presented by:  
Gail Ferguson & Lisa Holt



Social Competencies:  
Implementation Across the Lifespan

- The content of this presentation was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government
- TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214

10.4.2018



About you!



When I think about social competencies, one idea that pops into my head is ...

10.4.2018




About Us

Gail Ferguson  
Lisa Holt

When I think about social competencies, one idea that pops into my head is ...

10.4.2018


## Objectives




Participants will:


- understand the importance of instruction and intervention that supports social competencies for students with autism and other disabilities;
- discuss, describe, and understand social competencies;
- discuss available resources;
- discuss implementation cycle to plan instruction for individuals and/or groups;
- demonstrate embedding social competencies in multiple settings such as school, home, community, and employment.

10.4.2018







**KSDE**




**KSDE TASN**



**TASN PROVIDERS**



**ATBS**



**Social Competencies**

- <http://www.ksde.org/>
- <http://ksdetasn.org/>
- <http://ksdetasn.org/providers>
- <http://ksdetasn.org/atbs>
- <https://ksdetasn.org/atbs/social-competencies>

10.4.2018

Participants will understand the importance of instruction and intervention that supports social competencies for students with autism and other disabilities.

10.4.2018

**KANSAS VISION FOR EDUCATION**  
*Kansas leads the world in the success of each student.*

**Successful High School Graduate**

8 essential Kansas high school graduates are the:

- Academic preparation
- Workplace preparation
- Financial skills
- Entrepreneurship skills
- Career preparation

to be successful in a secondary education, in the attainment of an industry-recognized certification, or the attainment of an industry-recognized credential, and the achievement of the goal for graduation.

**READY**

Personal Development	Communication	Individual Paths of Choice	High School Graduation	Postsecondary Preparation
----------------------	---------------	----------------------------	------------------------	---------------------------

**Evidence-Based Practices**

<b>R</b> ecognition	<b>R</b> esponse	<b>R</b> egulation	<b>R</b> esources
Self	Communication	Learning	Support and Instructional Practices
Behavior	Instruction	Classroom	Instructional Strategies
Attendance	Classroom Management	Classroom	Instructional Strategies
Attendance	Instructional Strategies	Instructional Strategies	Instructional Strategies


**Foundational Structures**

Instructional Strategies	Instructional Strategies	Instructional Strategies	Instructional Strategies	Instructional Strategies	Instructional Strategies	Instructional Strategies	Instructional Strategies
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

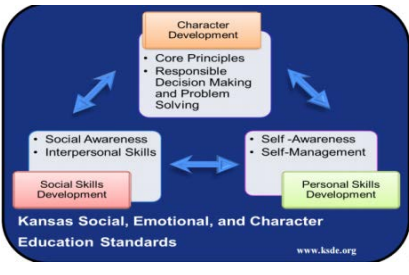
**Compliance**

© 2018 Kansas Department of Education. All rights reserved. This document is the property of the Kansas Department of Education and is not to be distributed outside of the state of Kansas.

10.4.2018

**Kansas Social, Emotional, and Character Education Standards** 

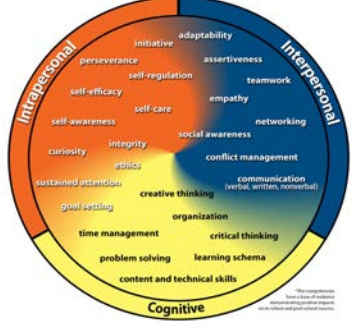
Autism and Territory Behavior Supports  
www.kstasn.org



www.kstasn.org

10.4.2018


**Kansas Can Competency Framework**




Source: Dikmen, A.L., Reiser, J., & Swales, J. (2016). *College & Career Competency Wheel* (3rd ed.). Lawrence, KS: University of Kansas Center for Research on Learning, Research and Evaluation. DOI: 10.2139/ssrn.2818418

For more information, visit: <http://ResearchCollaboration.org/kcwf>

10.4.2018

**All means all** 

Autism and Territory Behavior Supports  
www.kstasn.org



10.4.2018

**Definition** 

Autism and Territory Behavior Supports  
www.kstasn.org

Process of developing and using the skills, attitudes, behaviors, and knowledge that help youth & adults

- Identify & regulate emotions
- Develop positive relationships
- Make responsible decisions

(CASEL, 2017)

10.4.2018

## Social competencies




- Social competence
  - Skills
  - Cognition
- Social motivation
  - Orienting
  - Seeking
  - Maintenance



10.4.2018

## Outcomes



Research has identified teachable, transferable skills that positively impact behavior, academic achievement, graduation rates, and post-school outcomes.


- Intrapersonal
- Interpersonal
- Cognitive

(National Academy of Sciences, 2012)

10.4.2018


### Spend a Buck!

Math	English Language Arts
Social Competencies	Other



10.4.2018


## Current research



- 82 different interventions
- 97,000 students
- K-12
- Effects assessed 6 months to 18 years after programs ended


(Taylor, Oberle, Durlak, & Weissberg, 2017).

10.4.2018

**Current research** 

Higher rates	Lower rates
<ul style="list-style-type: none"> <li>Academic performance 13 percentile points higher</li> <li>Social-emotional skills, positive attitudes towards self, others, and school was higher</li> <li>Increase in high school graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>Conduct problems, emotional distress, and drug use significantly lower</li> <li>Less likely to have clinical mental health disorders, be arrested, or be involved with juvenile justice system</li> </ul> <p>(Taylor, Oberle, Durlak, &amp; Weissberg, 2017)</p>


10.4.2018


**Current research** 

- 2013 survey
- 704 employers

Applicants had the technical prowess, but lacked communication, adaptability, decision-making, and problem-solving skills needed to do the job.  
(Sigmar, Hynes, & Hill, 2012)


10.4.2018

**Current research** 



93% of teachers believe teaching SEL is very or fairly important


10.4.2018

**Current research** 

Young adults with autism are less likely to work than those in other disability groups.

(Shattuck, Narendorf, Cooper, Sterzing, Wagner, & Taylor, 2012)

10.4.2018


**Current research** 

Young adults with autism:

- are more likely to lose their employment for behavioral and social interaction reasons
- have much higher rates of complete social isolation

(Roux, Shattuck, Rast, Rava, And Anderson, 2015)

10.4.2018



“...hope that students have friendships with people they care about and who care about them, work in jobs that provide them with a sense of contribution and satisfaction, live interdependently with people who care about and for them, pursue higher education courses, and report that they are basically happy with their lives.”

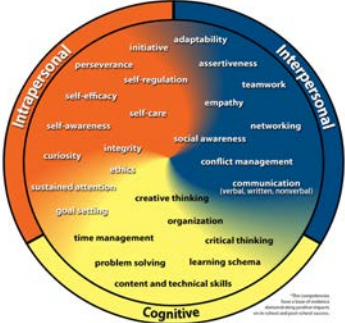
(Wehman, Smith, and Schall, 2009)

10.4.2018

Participants will discuss, describe, and understand social competencies.

10.4.2018

Kansans Can Competency Framework



Source: Anderson, A.L., Newman, M., & Smith, J. (2010). College & Career Readiness: What We Know. Center for Research on Learning, Research Center for Learning, 1-10. Kansas State University. Retrieved from <http://www.k-state.edu/research/center-for-learning/>

For more information, visit: <http://www.k-state.edu/research/center-for-learning/>

The competencies listed above are not intended to be a comprehensive list of all competencies that are necessary for success in the 21st-century workforce.

Research Collaboration

10.4.2018

www.researchcollaboration.org



### Assertiveness

**1** Even when it's difficult, **express my wants, needs, & thoughts!**

**2** Even when it's difficult, **respect what others want, need, & think!**

#### Teacher Guide

##### College and Career Competency: Assertiveness

**Definition:** Assertiveness is the ability to express needs, wants, thoughts, and feelings in a clear, direct, and honest way. It is a social skill that allows individuals to stand up for themselves and their rights while respecting the rights of others. Assertiveness is a key component of social competence and is essential for success in college and career settings.

**Essential Competency for Students:**

1. Identify and express needs, wants, and thoughts.
2. Respect the needs, wants, and thoughts of others.

**Strategies:**

- Encourage students to identify their own needs, wants, and thoughts.
- Model assertive communication skills.
- Role-play assertive communication skills.
- Provide positive feedback for assertive communication.
- Use visual supports to teach assertive communication skills.
- Use social stories to teach assertive communication skills.
- Use self-monitoring to track assertive communication skills.
- Use peer support to practice assertive communication skills.
- Use community service to practice assertive communication skills.
- Use problem-solving to address assertive communication challenges.
- Use conflict resolution to address assertive communication challenges.
- Use decision-making to address assertive communication challenges.
- Use goal-setting to address assertive communication challenges.
- Use time-management to address assertive communication challenges.
- Use organization to address assertive communication challenges.
- Use study skills to address assertive communication challenges.
- Use test-taking strategies to address assertive communication challenges.
- Use career exploration to address assertive communication challenges.
- Use college preparation to address assertive communication challenges.

10.4.2018

Participants will use implementation cycle to plan instruction for individuals and/or groups.

10.4.2018

## Assess

Implementation Cycle for Social Competency Instruction



STEP 1: Identify social competency strengths & needs

STEP 2: Identify social competency goals


STEP 3: Develop plans for instruction targeting social competency goals

STEP 4: Implement social competency instruction

STEP 5: Analyze results of progress toward social competency goals

10.4.2018

## Identify social competency strengths & needs




Standardized Assessment

Eco-Behavioral Assessment

Naturalistic Observation

(Conroy, Whalon, & Martinez, 2014)

10.4.2018

**Standardized assessments** 

Standardized Assessment


Eco-Behavioral Assessment

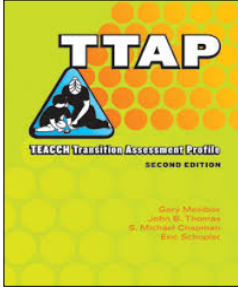

Naturalistic Observation

- Comprehensive evaluation
- Comparison to peers


(Conroy, Whalon, & Martinez, 2014)

10.4.2018

**Teacch Transition Assessment Profile** 

10.4.2018

**Eco-behavioral assessment** 

Standardized Assessment


Eco-Behavioral Assessment

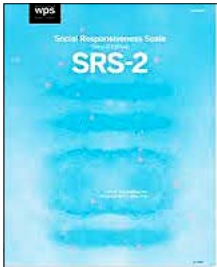

Naturalistic Observation

- Identifying contexts that provide social opportunities
- Identifying social materials
- Identifying socially competent partners
- Identify critical context-specific social competence skills

(Conroy, Whalon, & Martinez, 2014)

10.4.2018


**Social Responsiveness Scale** 

10.4.2018



## Naturalistic observation



Standardized Assessment

Eco-Behavioral Assessment


Naturalistic Observation

- Observe and compare social competence
- Identifying social motivation

(Conroy, Whalon, & Martinez, 2014)

10.4.2018

## Identify social competency goals





Skill	Performance
Individual does not possess skill; therefore, individual cannot successfully perform the skill	Individual possesses the skill but does not perform the skill

(Bellini, 2016)

10.4.2018

## Skill vs. performance





10.4.2018

## "She gets aggressive with her peers."





Assertiveness

**When I want...**  
When I want to...  
When I want to...  
When I want to...

Even when it's difficult, **express my wants, needs, and thoughts**

**I want... I think...**

Even when it's difficult, **respect what others want, need, and think**




**"He's so disrespectful."**

**TASN**  
Autism and Territory Behavior Supports  
www.kidstsn.org

**Empathy**

feelings, behavior, background, situation  
**THEIR SHOES**

Try to **understand** others

I can see where you're coming from...

**Show** your understanding



College & Career Competency  
©2018marks.org

10.4.2018

**"He's the laziest kid."**

**TASN**  
Autism and Territory Behavior Supports  
www.kidstsn.org

**Self-Regulation**

**Make** a plan

MY PLAN  
Step 1  
Step 2  
Step 3  
Step 4  
MY GOAL

**Monitor** your plan


Is this working?

**Take control** and **make changes** to your plan (if needed)

MY PLAN  
Step 1  
Step 2  
Step 3  
Step 4  
MY GOAL

**Reflect** on what worked

Can I make this better?



College & Career Competency  
©2018marks.org

10.4.2018

**"He's noncompliant."**

**TASN**  
Autism and Territory Behavior Supports  
www.kidstsn.org

**Self-Efficacy**

Ability **can grow** with **effort**

**I CAN DO THIS!** Believe in your **ability**



College & Career Competency  
©2018marks.org

10.4.2018

**"It's just one meltdown after another."**

**TASN**  
Autism and Territory Behavior Supports  
www.kidstsn.org

**Conflict Management**

**Know your usual response** to conflict

**Know the reasons** for the conflict

**Take steps to manage** the conflict

FIRST  
THEN



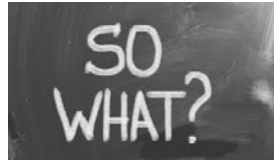
College & Career Competency  
©2018marks.org

10.4.2018

# Prioritizing

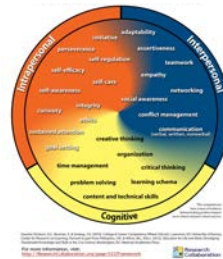


- Personal safety
- Family & student priorities
- Social validity



10.4.2018

# Identifying social competency goal



**Assertiveness**

**1** Even when it's difficult, **express my wants, needs & thoughts!**

**2** Even when it's difficult, **respect what others want, need & think!**

10.4.2018



10.4.2018



10.4.2018



10.4.2018

## Meet William



10.4.2018

## Meet William



- 8<sup>th</sup> grade
- Age 13
- Diagnosis of Autism

- vocabulary strong for high interest topics
- limited in social conversation
- uses some scripted phrases
- participates in general and special education classes

10.4.2018

## Meet William




### Strengths and interests:

- Enjoys social interactions with peers during music class and when playing basketball



10.4.2018

## Meet William




Autism and Intensity Behavior Supports  
www.kidstasn.org

Standardized Assessment


Eco-Behavioral Assessment

Naturalistic Observation



10.4.2018

## Meet William



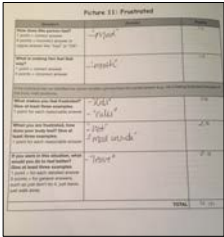
Autism and Intensity Behavior Supports  
www.kidstasn.org

Standardized Assessment

Eco-Behavioral Assessment

Naturalistic Observation

Assessed skills and performance in settings and with people



10.4.2018

## Meet William



Autism and Intensity Behavior Supports  
www.kidstasn.org

Standardized Assessment

Eco-Behavioral Assessment

Naturalistic Observation

Structured observations


- General and special education classrooms
- School routines
- Family routines and activities
- Leisure activities with peers




10.4.2018

## Observation Note:

### Eloped from P.E.




Autism and Intensity Behavior Supports  
www.kidstasn.org



We were playing H-O-R-S-E. Everyone knows if you miss you get to try again!!!!

10.4.2018

## Meet William



**Assess: Step 1: Identify social competency strengths and needs:**

Structured observations in school, home, and community indicates William:

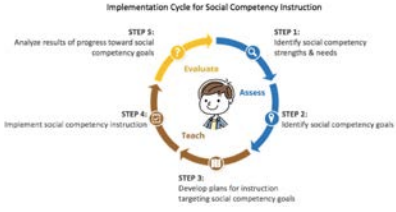
- Enjoys social interactions with peers during music class and when playing basketball
- Demonstrates few strategies for coping with frustrations
- Lacks appropriate responses to wins and losses
- Has limited conversational vocabulary

**Assess: Step 2: Identify social competency goals:**

While participating in free time after lunch with peers, William will independently use a 4-step strategy to solve problems on 3 out of 5 days.


10.4.2018

## Teach



10.4.2018

## Develop plans for instruction




- Does the selected strategy have a functional relationship with the targeted skill(s)?
- Does the strategy match the type of skill deficit (for each skill)?
- Does the selected strategy match the developmental level of the individual (i.e. language and cognitive functioning)?
- Is the strategy supported by research?

(Bellini, Benner, & Peters-Myszak, 2009)


10.4.2018

## Evidence-based strategies




- Peer-mediated interventions
- Priming
- Prompting
- Reinforcement
- Self-monitoring
- Social narratives
- Social-skills groups
- **Video-modeling**
- **Visual supports**

10.4.2018

**Video modeling & self-modeling** 

- videotape of an individual performing target behavior
- viewing and practice during learning opportunities

10.4.2018

**Video modeling & self-modeling** 

**Student**

- enjoys seeing self and others in photos or videos
- imitates

**Teacher**

- Edits prompting
- Schedules opportunities to view and practice
- Praises targeted behavior after viewing

10.4.2018

**Video modeling & self-modeling** 



**Empathy**

Feelings, behavior, background, situation



**THEIR SHOES**

**Try to understand others**

I can see where you're coming from...





**Show your understanding**

Autism & Social Competency



10.4.2018

**Video modeling** 



10.4.2018

**TASN**  
Autism and Terriory Behavior Supports  
www.kisdofan.org

### Goal Setting

**Set a goal that is...**

- I want to... meaningful to you
- focused on personal improvement (don't compare yourself to others)
- based on data/input









10.4.2018

**TASN**  
Autism and Terriory Behavior Supports  
www.kisdofan.org

## Visual supports

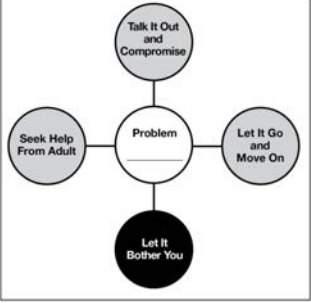
Using any visual display that supports the learner engaging in a desired behavior or skills independent of prompts

Rules for Board Games	
	Only touch your own pieces.
	Hands away from board unless it is your turn.
	Wait patiently for your turn.
	Win politely - "Good game, thanks for playing."
	Lose politely - "Good game, thanks for playing."
	Have fun with your friends.

(Wong, et al., 2013)

**TASN**  
Autism and Terriory Behavior Supports  
www.kisdofan.org

## Visual supports



10.4.2018

**TASN**  
Autism and Terriory Behavior Supports  
www.kisdofan.org

## Visual supports



Hi ----- (name)!

Hey ----- (name)!

What are you doing?


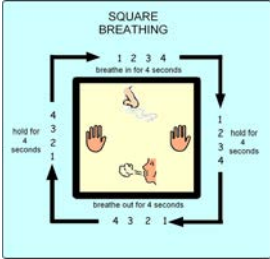
How was class?

Where are you going?

10.4.2018




Visual supports

10.4.2018

Implementing social competency instruction




- Prioritize social skills instruction
- Include instruction within the natural setting
- Use individualized, evidence-based strategies
- Provide consistent implementation

(Bellini, 2007)

10.4.2018


Implementing social competency instruction



- Frequency
- Location
- Duration
- Instructional mode

10.4.2018

Meet William




Teach: Step 3: Develop plans for instruction targeting social competency goals:

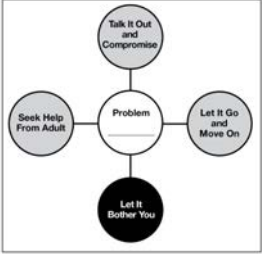
- Teach 4-step problem-solving strategy:
  - Support William in creating scripts for problem-solving
  - Instruct in use of visual for problem-solving strategy (handouts and lanyards)
  - Create, view, and discuss strategy using video modeling and video self-modeling
  - Practice through role-playing

Teach: Step 4: Implement social competency instruction:

- One-on-one instruction with teacher:
  - Frequency: Daily
  - Location: Resource classroom
  - Duration: 15 minutes
- Paraprofessional support as needed (cues as needed and data collection):
  - Frequency: Daily
  - Location: after-lunch free time area
  - Duration: 15 minutes


10.4.2018



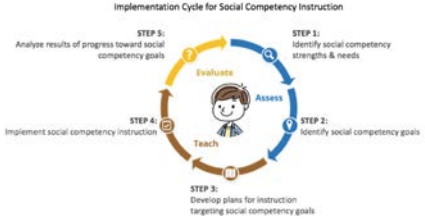


The diagram shows a central circle labeled 'Problem'. Four surrounding circles are connected to it: 'Talk It Out and Compromise' (top), 'Let It Go and Move On' (right), 'Let It Bother You' (bottom), and 'Seek Help From Adult' (left).

10.4.2018




## Evaluate




The diagram is a circular flow with five steps: STEP 1: Identify social competency strengths & needs; STEP 2: Identify social competency goals; STEP 3: Develop plans for instruction targeting social competency goals; STEP 4: Implement social competency instruction; STEP 5: Analyze results of progress toward social competency goals. The cycle includes icons for 'Evaluate', 'Assess', and 'Teach'.

10.4.2018




### Analyze results of progress toward social competency goals

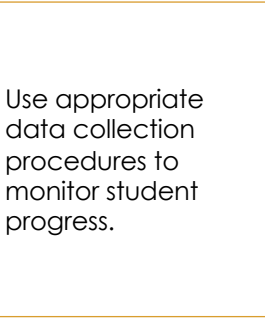


The form is titled 'Monitoring Progress Form' and includes fields for Name, Date, Activity, and Address. It contains several sections for recording observations and data points.

10.4.2018



### Data



The diagram shows a person with a speech bubble, representing data collection for monitoring student progress.


10.4.2018

Monitoring progress and analyzing results are key to modifying instruction.

Use appropriate data collection procedures to monitor student progress.

- Frequency recording
- Momentary time sampling
- Average duration
- Opportunity recording
- Latency

## Meet William



**TASN**  
Autism and Territory Behavior Supports  
www.kidstasn.org

**Evaluate:** Step 5: Analyze results of progress toward social competency goals:

- Data showed increase in using strategy from 0/5 days (baseline) to 3/5 days (after 4 weeks).
- Paraprofessional reported she observed other peers using the strategy as well.

**Notes and Next Steps:**


- William's teacher will share the 4-step problem-solving strategy he has successfully been using at school with his parents so they can use the strategy in their home.
- William's teacher will share the strategy with his peers so they can cue him rather than the paraprofessional.
- William's teacher will share the strategy with the P.E. teacher so he can begin using the strategy during class.

10.4.2018

Participants will demonstrate embedding social competencies in multiple settings such as school, home, community, and employment

10.4.2018


## Generalization



**TASN**  
Autism and Territory Behavior Supports  
www.kidstasn.org

**Avoid "Train and Hope"**


- Settings
- People
- Contexts



Say!  
I like green eggs and ham!  
I do! I like them, Sam-I-am!  
And I would eat them in a boat.  
And I would eat them with a goat...

10.4.2018

## Generalization



**TASN**  
Autism and Territory Behavior Supports  
www.kidstasn.org

**THE EFFORT METER**

**5** Exceptional effort, I worked really hard and cannot think of anything I'd change to make it better.

**4** Great effort, I think I can do one thing to make it better.

**3** Okay effort, but I can think of many things to make it better.


**2** Some effort, I completed the task but I may have rushed through it.

**1** Little effort, I didn't think.


**0** Zero effort, I didn't try at all.

In Room 100, we give **5!**



**Self-Efficacy**




**Ability can grow with effort**



**Believe in your ability**

10.4.2018




**TASN**  
Autism and Tertiary Behavior Supports  
www.kstasn.org

*"If a child doesn't know how to read, we teach."  
 "If a child doesn't know how to swim, we teach."  
 "If a child doesn't know how to multiply, we teach."  
 "If a child doesn't know how to drive, we teach."  
 "If a child doesn't know how to behave, we... teach?  
 ...punish?"*

*Why can't we finish the last sentence as automatically as we do the others?*

Tom Hener, 4/1998



**TASN**  
Autism and Tertiary Behavior Supports  
www.kstasn.org

**TASN ATBS training opportunities**

**Social Competencies Instruction & Implementation for all Ages: The Link to Positive Lifetime Outcomes**

- Spring 2019

10.4.2018



**TASN**  
Autism and Tertiary Behavior Supports  
www.kstasn.org

## Social competencies

Kansas Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices.

**Social Competencies**

- **Autism and Tertiary Behavior Supports Home**
  - Self-Concepts
  - ATBS Resources
  - ACOS 2 Activity Videos
  - Behavior
  - Coaching
  - Communication
  - Early Childhood Case Studies
  - Field Sheets
  - Instructional Resources
  - Newsletters
  - Social Competencies
  - Social Narratives
  - Teacher Resources
  - 50-State Webinars
  - Transition Across the Lifespan
  - Visual Strategies Toolkit
  - DE Evaluation Materials
- **ASSESSMENTS FOR SOCIAL COMPETENCIES**
- **GENERAL INFORMATION ON SOCIAL COMPETENCIES**
- **INSTRUCTIONAL STRATEGIES THAT SUPPORT SOCIAL COMPETENCIES**
- **SOCIAL COMPETENCIES:**
  - Assertiveness
  - Conflict Management
  - Empathy
  - Goal-Setting
  - Self-Determination
  - Self-Efficacy
  - Self-Regulation
- **SOCIAL EMOTIONAL PROGRAMS**

10.4.2018



**TASN**  
Autism and Tertiary Behavior Supports  
www.kstasn.org

## Assessments for Social Competencies

**Assessments for Social Competencies**

- **Autism and Tertiary Behavior Supports Home**
  - Self-Concepts
  - ATBS Resources
  - ACOS 2 Activity Videos
  - Behavior
  - Coaching
  - Communication
  - Early Childhood Case Studies
  - Field Sheets
  - Instructional Resources
  - Newsletters
  - Social Competencies
  - Social Narratives
  - Teacher Resources
  - 50-State Webinars
  - Transition Across the Lifespan
  - Visual Strategies Toolkit
  - DE Evaluation Materials
- **Assessment of Social Skills for Children with Autism (assess)**
  - This checklist for school-age children was developed to drive intervention. It looks at the presence of skills and the generalization of the skill. Adapted from Kathleen Quill's book, *Do Watch Children Say*.
- **Autism Social Skills Profile**
  - A tool available in *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties* to assist in identifying social skills gaps/needs as related to three areas: social reciprocity, social participation/engagement, and detrimental social behaviors.
- **Behavior Assessment Scale for Children - 3rd Edition (BASC-3)**
  - A comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), and Self-Report of Personality (SRP). This assessment was created to help understand the behaviors and emotions of children and adolescents ages 3-21.
- **Child Interview of Social Functioning**
  - A set of questions to be answered by the child that address social, emotional, interpersonal, and stereotypical behaviors. Available in *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties*.
- **Community Skills Needs Assessment**
  - This article from the Indiana Institute on Disability and Community discusses strategies to support community-based instruction and includes a skills opportunity needs assessment.
- **The Double Interview**
  - This informal assessment could be used to assess the social communication abilities of students ages 8 and over with high-functioning autism. In this assessment the student is interviewed by a teacher or clinician then has the opportunity to conduct his or her own interview of the teacher/clinician using shadowing cues. Available in Michelle Garcia Winner's book *Thinking About You: Thinking About Me: Teaching "Empathy" Using Social Thinking to Persons with Social Cognitive Learning Challenge*, 2nd Edition, pages 217-225.

10.4.2018

**Instructional strategies** 

**Social Competencies**

- Autism and Tertiary Behavior Supports Home
  - Self-Concepts
  - ATBS Resources
  - ADOS-2 Activity Videos
  - Behavior
  - Coaching
  - Communication
  - Early Childhood Case Studies
  - Fact Sheets
  - Instructional Resources
  - Newsletters
  - Social Competencies
  - Social Narratives
  - Teacher Resources
  - Tri State Webinars
  - Transition Across the Lifespan
  - Virtual Strategies Toolkit
  - Doc Evaluation Materials

**ASSESSMENTS FOR SOCIAL COMPETENCIES**

**GENERAL INFORMATION ON SOCIAL COMPETENCIES**


**INSTRUCTIONAL STRATEGIES THAT SUPPORT SOCIAL COMPETENCIES**


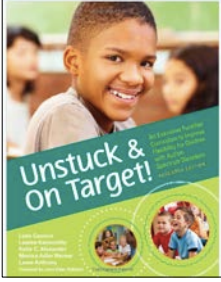
**SOCIAL COMPETENCIES:**

- Assertiveness
- Conflict Management
- Empathy
- Goal-Setting
- Self-Determination
- Self-Efficacy
- Self-Regulation


**SOCIAL EMOTIONAL PROGRAMS**


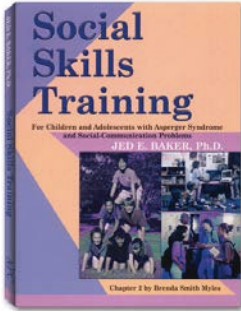
10.4.2018

**Develop plans: resources** 





10.4.2018


**Develop plans: resources** 

10.4.2018

**Meet Ben** 

84



10.4.2018

Where to find us





**Find our Resources:**  
<https://ksdetasn.org/atbs/social-competencies>



**Tweet with Us:**  
<http://twitter.com/TASNATBS>



**Follow us on Facebook:**  
<https://www.facebook.com/TASN.ATBS/>

10.4.2018

References



Bellini, S. (2016). *Building social relationships 2: A systematic approach to teaching social interaction skills to children and adolescents on the autism spectrum*. Lenexa, KS: Autism Asperger Publishing Company.

Bellini, S., Benner, L., & Peters-Myszak, J. (2009). A systematic approach to teaching social skills to students on the autism spectrum: a guide for practitioners. *Beyond Behavior* 19(1), 26-39.

Benning, S.D., et al. (2016). Late Positive Potential ERP Responses to Social and Nonsocial Stimuli in Youth with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, Volume 46(9), 3068.

Bridgetland, J., Bruce, M., Hariharan, A. (2013). The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. *Collaborative for Academic, Social, and Emotional Learning*. Retrieved from: <http://www.casel.org/wpcontent/uploads/2016/01/the-missing-piece.pdf>

Carter, E. W., et al. (2012) Promoting Social Competence and Peer Relationships for Adolescents with Autism Spectrum Disorders. *Remedial and Special Education*, 35(2), 91-101. [10.1177/0741932913514618](https://doi.org/10.1177/0741932913514618)

Conroy, M., Whalon, K.J., & Martinez, J. (2014) Assessing social competence: A step-by-step approach. In *Friendship 101: Helping Students Build Social Competence* (1-13). Arlington, VA: Council for Exceptional Children.

CORE CASEL Competencies (2017). Collaborative for Academic, Social, and Emotional Learning. Retrieved from: <http://www.casel.org/core-competencies>. Accessed 29 August 2017.

10.4.2018

References



Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). *College & Career Competency Wheel* (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21<sup>st</sup> Century*. Washington D.C.: National Academies Press.

Ohio Center for Autism and Low-incidence (2012). *You might be a social competence teacher if...Embedding social competence into everyday instruction*. [PowerPoint Slides]. Retrieved from: [http://www.oocali.org/up\\_doc/Social\\_Comp\\_5\\_Handout.pdf](http://www.oocali.org/up_doc/Social_Comp_5_Handout.pdf).

Quill, K.A and Stansberry Brunsahan, L.L. (2017). *Do-watch-listen-say: Social and communication intervention for autism spectrum disorder*. Baltimore, MD: Paul H. Brookes Publishing.


Roux, A.M., Shattuck, P.T., Rast, J.E., Rava, J.A., & Anderson, K.A. (2015). *National Autism Indicators Report: Transition into Young Adulthood*. Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University.

Rubin, E., Townsend, J. & Vifflori, L. (2015). SEE-KS. [www.SEE-KS.com](http://www.SEE-KS.com).

Shattuck, P. T., Narendorf, S. C., Cooper, B., Sterzing, P. R., Wagner, M., & Taylor, J. L. (2012). Postsecondary Education and Employment Among Youth With an Autism Spectrum Disorder. *Pediatrics*, 129(6), 1042-1049. <http://doi.org/10.1542/peds.2011-2864>

10.4.2018

References



Sigmar, L., Hynes, G.E., & Hill, K.L. (2012). Strategies for teaching social and emotional intelligence in business communication. *Business and Professional Communication Quarterly*, 75(3), 301-317.

Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156-1171.

Wehman, P., Smith, M.D., & Schall, C. (2009). *Autism and the transition to adulthood: success beyond the classroom*. Baltimore, MD: Paul H. Brookes Publishing, Co.

10.4.2018