

Skillstreaming Children and Youth
with High-Functioning Autism

Ellen McGinnis-Smith, Ph.D.



Dedication
Dr. Rich Simpson



Why?

- Complex skills separated into parts
- Skills directly relate to needs of these youth

Relationship Skills

- Continuing a Conversation (Skill 15)
- Encouraging Others (Skill 10)
- Accepting a Topic Change (Skill 17)
- Accepting Another's Opinion (Skill 22)



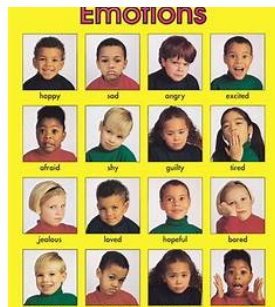
Social Comprehension



- Reading Others (Skill 23)
- Reading the Environment (Skill 24)
- Understanding Differences (Skill 31)
- Taking Another's Perspective (Skill 32)

Understanding Emotions

- Knowing Your Feelings (Skill 59)
- Feeling Different (Skill 60)
- Recognizing Another's Feelings (Skill 64)
- Showing Concern for Another (Skill 65)
- Understanding Another's Intentions (66)



Executive Functioning



Self-Regulation

- Regulating Your Attention (Skill 33)
- Checking Your Voice and Interests (Skill 37)
- No Means No (Skill 38)
- Dealing with Change (Skill 40)



Problem Solving

- Determining Private Information (Skill 45)
- Understanding Rules of Touch (Skill 47)
- Planning for Stressful Situations (Skill 48)
- When to Change Strategies (Skill 52)



School-Related Skills



- Ignoring Distractions (Skill 69)
- Taking a Break (Skill 71)
- Completing Assignments (Skill 73)
- Organizing Materials (Skill 76)
- Dealing with Transitions (Skill 79)

Learning Procedures

- Model the Skill
- Role Play
 - Coaching
- Feedback
- Generalization (including homework)
 - Coaching

Why is **coaching** so important?

- Complexity of social interactions
- Vary given the context
- Lack of confidence (mitigate past failure)
- Draw attention to social cues
- Teach positive self-talk



Skill Coaching

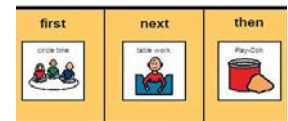
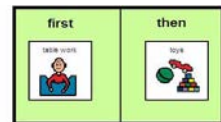
- Individualized
- Trusted adults
- Flexible, but focus on skills
- Supportive peers
- Provide reinforcement and encouragement
- May involve use of technology (Bug-in-Ear, I-Pad, Video recordings)
- Move to naturally supportive (e.g., several supportive peers)

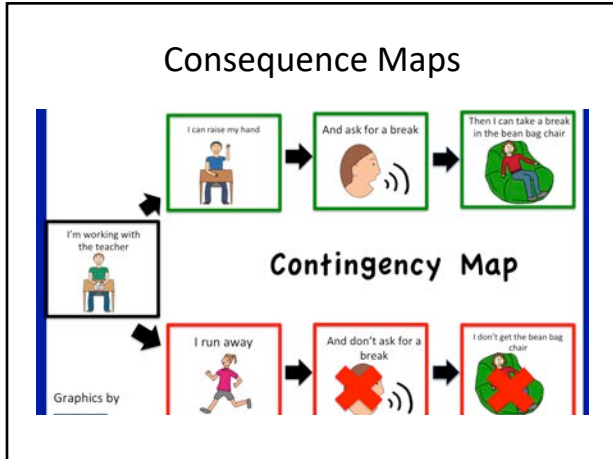


Supports

Visual Supports

- Schedules
- Identifying role-play partners
- Evaluation forms (breaking the skill apart)
- Visual chart noting tasks and then reinforcement





Power Cards

Spongebob says....

Your teacher will talk to you when he receives a ticket for this misbehavior problem.

When you get the card, it is time for school!

Just like Dora!

Dora wants me to remember these 3 things:

1. Keep my hands down
2. Use my words with a quiet voice
3. Keep working hard.

Power Cards (Example)

Michael has learned it is important not to talk when his boss is talking and not to say things to try and make others laugh when he tries to talk to get your attention and teach them the class, using rules and regulations. Michael has learned to stop and think about the comments he makes before speaking.

And the Michael, it is important for him to think before he speaks. It would make Michael proud to know that he can be like him and that the rules before he speaks and doesn't interrupt the teachers in class. It is important for him to remember to do the following:

1. Think before he speaks. Stop it in your head first before saying it out loud. If it's not related to what the teacher is teaching then he shouldn't say it out loud in class.
2. If you can't think of something to say about the teacher's lesson, it's better for him not to say anything at all.
3. Always follow the classroom rules and raise your hand before you speak.

- ### Other Supports
- Social Narratives
 - Priming
 - Cartooning
 - Video Modeling
 - Self-monitoring

In summary....

“Perfect practice makes Perfect.”

Arnold Goldstein



**And, thank you,
Rich!**