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Making and Keeping Friends: Best Practices for Young Adults

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Agenda

- Autism Basics
- Social Skills and Autism
- Social Skills Interventions
 - PEERS
 - JOBSS
 - Girls Night Out
 - Social Stories
 - Social Thinking Model
- Supporting Social Skills Outside the Clinic

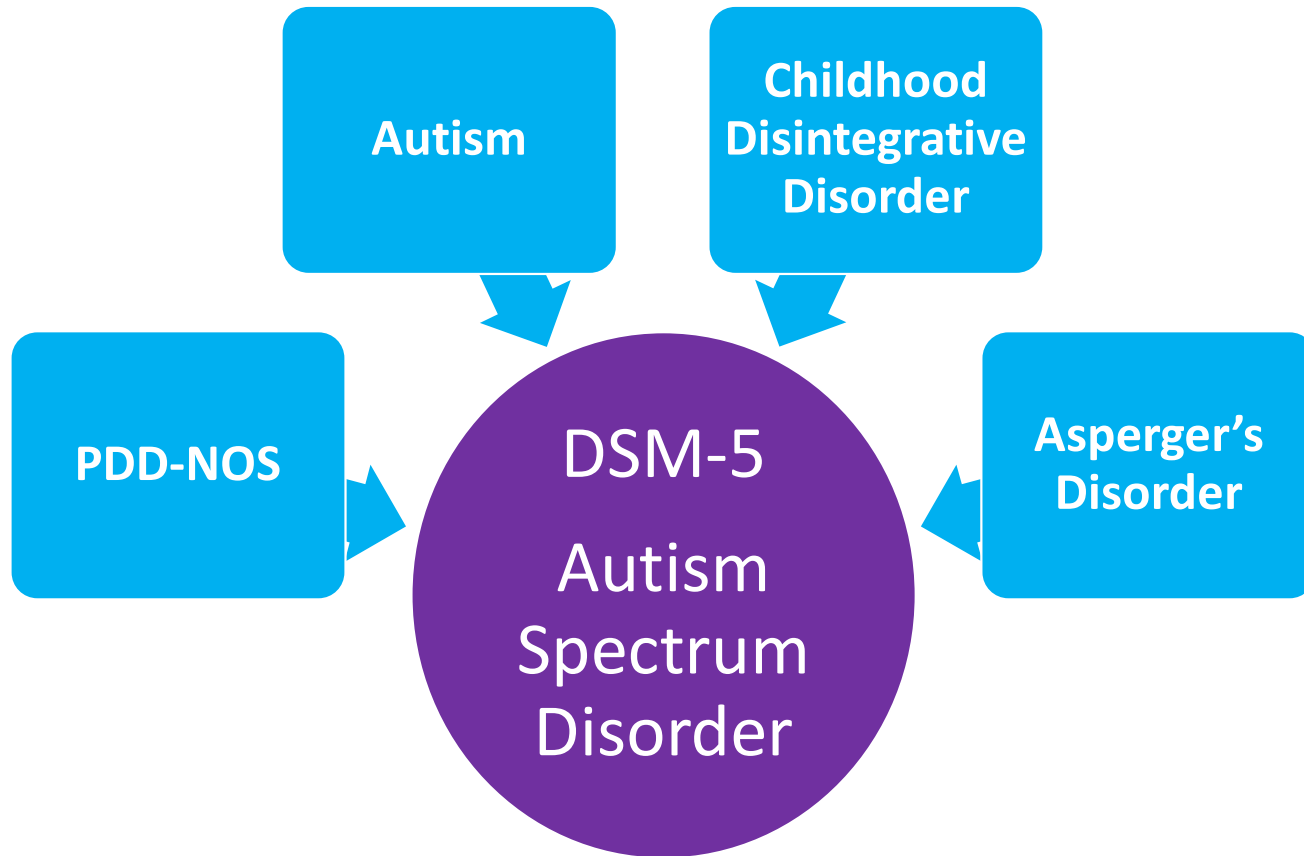
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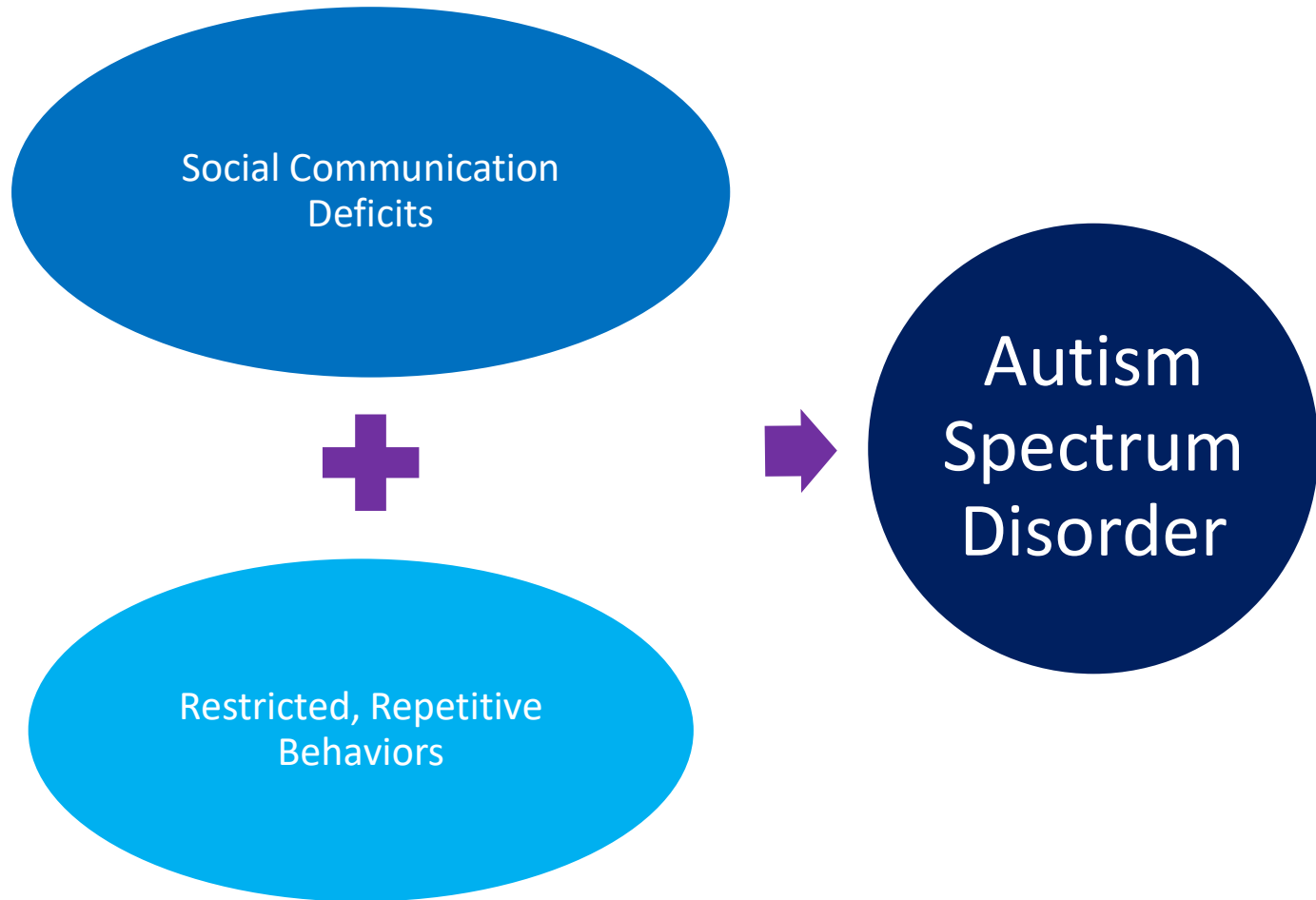


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What is Autism Spectrum Disorder

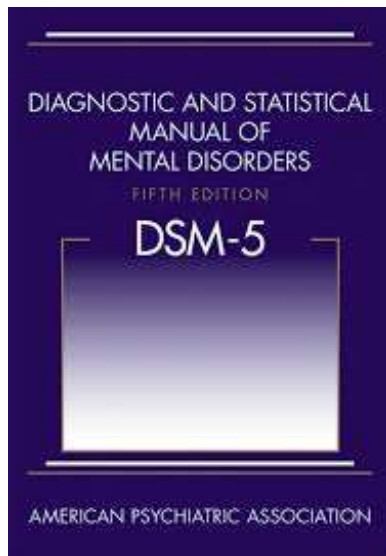
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DSM-5 Autism Spectrum Disorder



- A. Persistent deficits in social communication and social interaction across contexts, not accounted for by general developmental delays, and manifested by **3 of 3 symptoms**
- B. Restricted, repetitive patterns of behavior, interests, or activities as manifested by **at least 2 of 4 symptoms**
- C. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities)
- D. Symptoms together limit and impair everyday functioning



DSM-5 ASD Diagnostic Criteria

- A. **Persistent deficits in social communication and social interaction** across contexts, not accounted for by general developmental delays, and manifested by **3 of 3 symptoms**
1. Deficits in **social-emotional reciprocity** (e.g., back and forth interaction, sharing interests)
 2. Deficits in **nonverbal communicative** behaviors used for social interaction (e.g., eye contact, gestures)
 3. Deficits in developing and **maintaining relationships** appropriate to developmental level
- B. **Restricted, repetitive patterns of behavior, interests, or activities** as manifested by **at least 2 of 4 symptoms**
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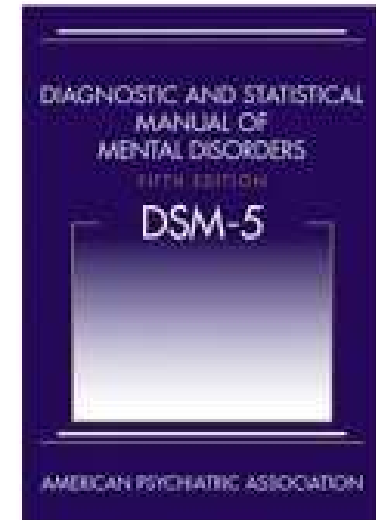
1. Stereotyped or repetitive **speech, motor movements, or use of objects**
2. Excessive adherence to **routines**, ritualized patterns of verbal or nonverbal behavior, or excessive **resistance to change**
3. Highly restricted, **fixated interests** that are abnormal in intensity or focus
4. Hyper- or hypo-reactivity to **sensory input** or unusual interest in sensory aspects of environment





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Basic Facts

- Onset before age 3
- Boys are 4x more likely to be diagnosed with autism than girls.
- 31% of children with ASD have an intellectual disability and 44% have IQ scores in the average to above average range
- Autism affects all ethnic and socioeconomic groups.
- Autism is highly heritable



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Social Skills and Autism

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Social Differences in Autism

- Striking differences in social communication are a hallmark of autism spectrum disorders (ASD)
- Lack of early interest in faces and voices
 - Home videotapes of first birthdays (Osterling & Dawson, 1994)
 - Preference for non-speech analog over motherese (Kuhl et al., 2005)
- Early Social Differences: Social smiling, joint attention, play skills, imitation, eye gaze, nonverbal communication

Impact of social competence on overall development

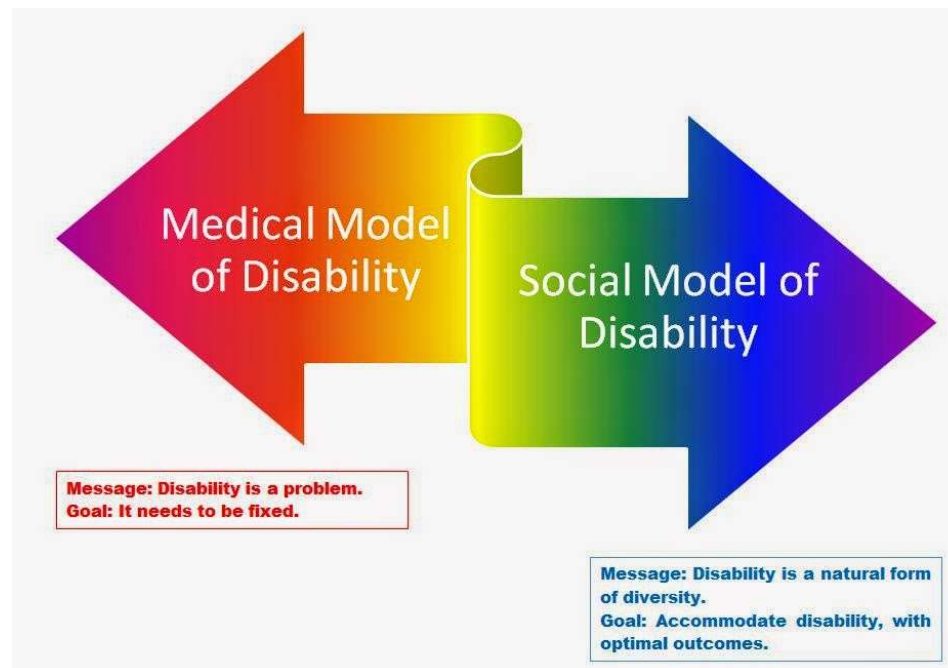
- Good social skills in childhood predict:
 - Peer approval (Bierman & Montminy, 1993)
 - School adjustment (Eisenberg, et al., 1996)
 - Attention skills (Eisenberg, et al., 1996)
 - Coping skills (Eisenberg, et al., 1996)
 - Mental health in later life (Denham & Holt, 1993; Parker & Asher, 1987)
 - School placement, job opportunities (Rey & Putnam, 2002)
 - Overall quality of life (Howlin & Goode, 2000)





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Paradigm Shift

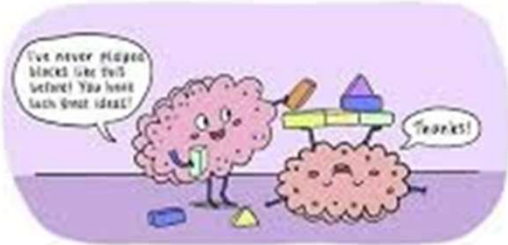


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Paradigm Shift in Social Skills

ALL brains are EQUALLY important.

Sometimes people think that neurotypical brains are the best ones, just because they are the brains that lots of people are used to.



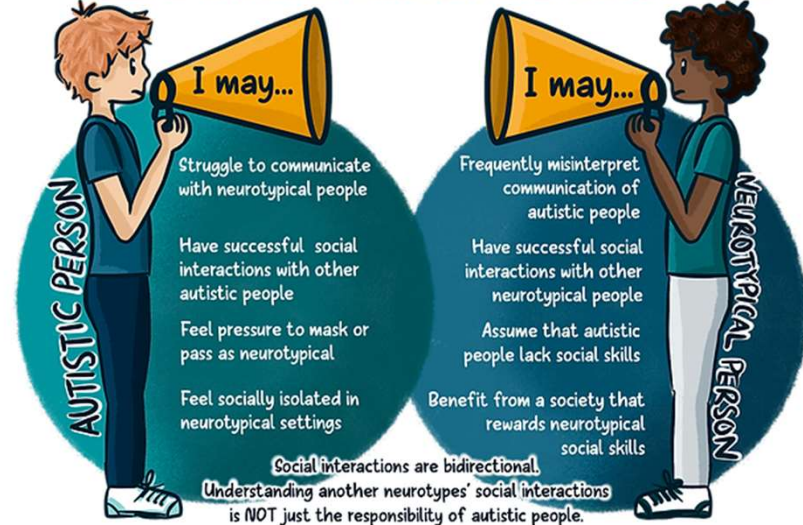
The truth is- the world NEEDS people who think differently, otherwise things would never change. *NeuroDilemma*

Me after a long day pretending to be a neurotypical



@ifeinautismworld

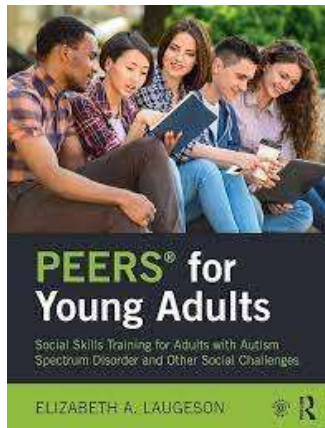
THE DOUBLE EMPATHY PROBLEM





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Social Skills Intervention



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Developmental Perspective

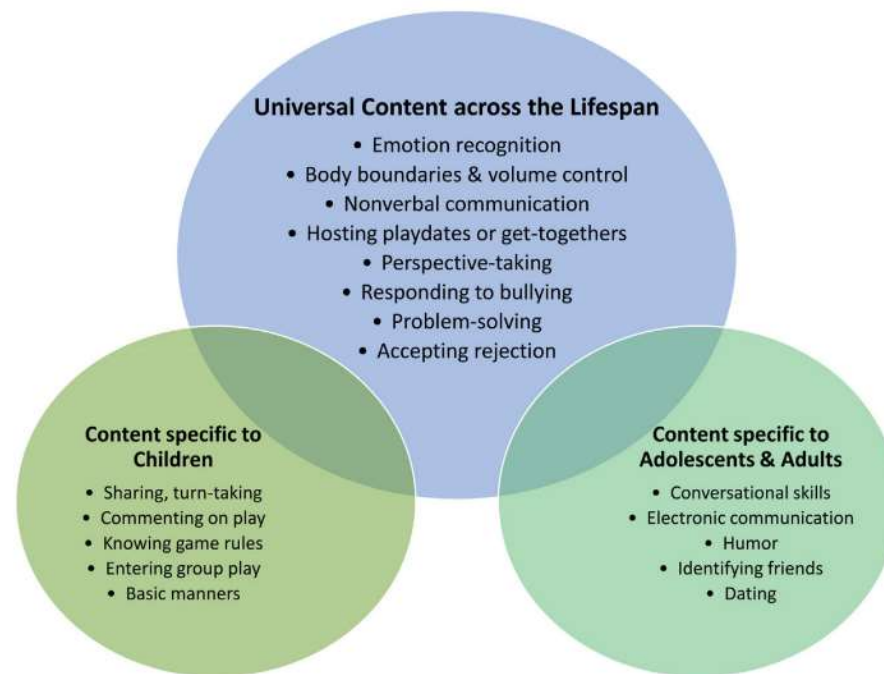


Fig. 2. Common content areas provided in evidence-based social skills training interventions for ASD.

Social Skills Training in Autism Spectrum Disorder Across the Lifespan

Christine T. Moody, MA*, Elizabeth A. Laugeson, PsyD¹

Social Skills Training in Autism Spectrum Disorder Across the Lifespan

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Fig. 1. Common programmatic elements in evidence-based social skills training interventions for ASD.

PEERS Curriculum

- Developed by Dr. Elizabeth Laugeson and Dr. Fred Frankel
- 16 weeks manualized social skills training intervention for preschoolers, adolescents, or young adults
- Children's Friendship Curriculum is for school aged children
- Also have manuals for Adolescents, Young Adults, Preschoolers and more focused treatments for Careers and Dating
 - Parent participation is required



The ABC's of Teaching Social Skills to Adolescents with Autism Spectrum Disorder in the Classroom: The UCLA PEERS[®] Program

Elizabeth A. Laugeson · Ruth Ellingsen · Jennifer Sanderson · Lara Tucci · Shannon Bates

Table 1 Overview of the PEERS[®] curriculum

Week	Didactic lessons	Description of the lessons	Homework
1	Introduction and trading information	Teens are taught how to trade information during conversations with peers in order to find common interests	Teens practice trading information on the phone with a classmate
2	Conversational skills	Teens are instructed on key elements of having a two-way conversation with peers	Teens practice trading information on the phone with a non-classmate
3	Electronic communication	Teens learn about the appropriate use of voicemail, email, text messaging, instant messaging, and the Internet in further developing pre-existing friendships	Teens practice using electronic forms of social communication
4	Choosing appropriate friends	Teens are introduced to the social hierarchy of social groups in schools and begin to identify groups they might fit in with. Teens begin to identify extra-curricular activities based on their interests	Teens begin to pursue extra-curricular activities and identify potential social groups where they begin trading information with members of these groups
5	Appropriate use of humor	Teens learn the basic rules around appropriate use of humor and learn to pay attention to their humor feedback to determine if they are more of a joke-teller, joke-receiver, or joke-refuser	Teens pay attention to their humor feedback to determine if people are laughing at them, laughing with them, or not laughing at all
6	Peer entry strategies	Teens are given instruction about the precise steps involved in joining group conversations with peers	Teens practice entering group conversations with peers
7	Peer exit strategies	Teens are taught how to assess receptiveness during peer entry and how to gracefully exit conversations when they are not accepted	Teens practice entering and exiting group conversations with peers
8	Get-togethers	Teens are given instructions about how to plan and implement successful get-togethers with friends	Teens organize and host a get-together with potential friends not affiliated with PEERS [®]
9	Good sportsmanship	Teens are taught the rules of good sportsmanship	Teens practice good sportsmanship while playing videogames, computer games, board/card games, and sports
10	Handling verbal teasing	Teens are taught how to appropriately respond to verbal teasing from peers. Teens learn to differentiate between teasing (i.e., verbal attacks) and embarrassing feedback and how to alter their behavior in response to the latter	Teens practice handling verbal teasing appropriately when relevant
11	Handling physical bullying and bad reputations	Teens are given strategies for handling physical bullying and how to change a bad reputation	Teens implement new strategies for handling bullying and physical threats from peers when relevant
12	Handling arguments and disagreements	Teens are given instruction about the important elements necessary to resolving arguments and disagreements with peers	Teens practice handling arguments with peers when relevant
13	Handling rumors and gossip	Teens are given concrete strategies for minimizing the effects of rumors and gossip	Teens practice handling rumors and gossip appropriately when relevant
14	Graduation party and ceremony	Teens are given a review of the skills taught in the PEERS [®] curriculum	Teens are rewarded with a graduation party and ceremony on the last day of the week

JOBSS Curriculum Overview

Week	Topic
1	Active Listening
2	Nonverbal Communication
3	Theory of Mind
4	Making a Good Impression
5	Identifying Emotions
6	Managing Stress
7	Problem Solving and Teamwork
8	Talking about our Weaknesses
9	Conversation Skills I
10	Conversation Skills II
11	Communication and the Workplace Hierarchy
12	Before and During the Interview
13	Ending the Interview and Afterwards
14	Disclosure
15	The Hidden Curriculum



Employment Status Change

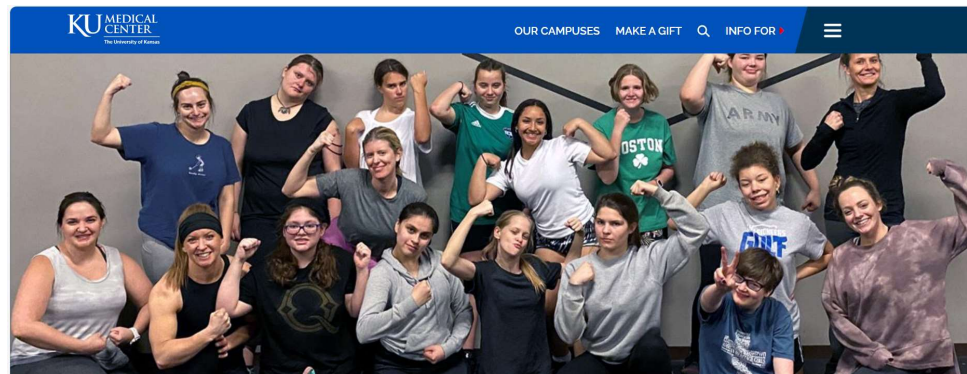
	% employed at baseline	% employed at 6 month follow-up	% employed since JOBSS	% interviewed since JOBSS
Group 1 (6 people)	33%	67%	75%	50%
Group 2 (5 people)	40%	40%	50%	60%
Total (11 people)	36%	55%	67%	55%



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Girls Night Out Curriculum

- Developed by Rene Jamison, Ph.D at University of Kansas Medical Center
- Designed for neurodiverse adolescent girls (ages 14-19)
- Peer mediated intervention
- Community Based Sessions
- 10-12 Sessions



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Girls Night Out Curriculum

Targets 3 core areas

Relating to others (entry conversation skills, relationship building, and providing emotional support)

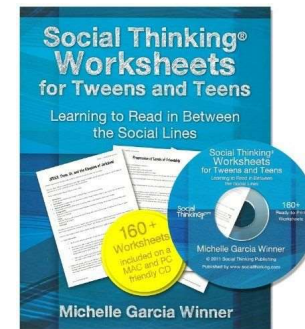
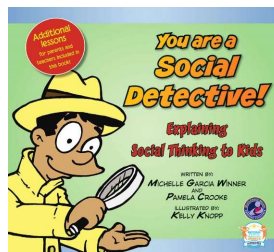
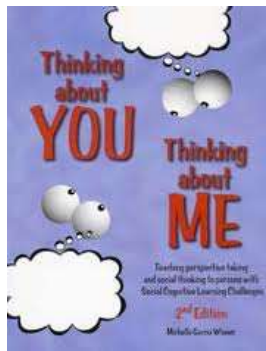
Self-care (determining needs, improving skills, and utilizing appropriate supports)

Self-determination in social competence and self-perception (building awareness of personal strengths and areas for growth, promoting independence, and goal setting and monitoring).



Social Thinking Curriculum

- Developed by Michelle Garcia Winner
- Main focus is to teach individuals to think about others perceive them





Social Stories

- **Carol Gray (1998)**
- **Target: improved social understanding**
- **Research:**
 - Prerequisites: reading level, verbal comprehension skills, use of directive statements
 - Kokina & Kern (2010) – most effective in reducing problem behaviors

Social Story



How to Greet Someone

There are many ways to greet someone.

When I see someone I know, especially if I am seeing that person for the first time that day, it's friendly to say "hello." They may say "hello," too. They may stop to talk with me.

Sometimes people shake hands to say "hello." People may try to shake my hand if they are meeting me for the first time. This will happen more as I get older.

Once in a while, I go to visit relatives or close friends. A short hug as I arrive means *hello*.

Sometimes, if I am just passing someone I know, I may smile, wave, or just nod my head. If I said hello to that person earlier in the day, smiling, waving, or nodding my head means, *Hello again*. This is a friendly thing to do.

(Gray, C. (2010). The New Social Story Book. Texas: Future Horizons.)



The image shows the cover of an 'Autism Social Story Booklet'. The top half features a photograph of a young girl underwater, looking towards the camera with her hand near her face. Large white letters 'W W' are overlaid on the photo. Below the photo is a white banner with the text 'AUTISM SOCIAL STORY BOOKLET' in blue and purple. Underneath the banner is the 'Autism Friendly' logo, which consists of two puzzle pieces forming the letters 'A' and 'F'. Below the logo is the text 'AUTISM FRIENDLY'. At the bottom left of the cover is a small image of a Royal Caribbean cruise ship. At the bottom right is the Royal Caribbean International logo. A small copyright notice is visible at the bottom center: '© 2014 Royal Caribbean Cruises Ltd. Ships registry: The Bahamas. Brilliance of the Seas is operated by RCL (UK) Ltd. Subsidiary of Royal Caribbean Cruises Ltd. 14037228 • 2/25/2014'.

https://www.royalcaribbean.com/content/dam/royal/resources/pdf/accessible-cruising/Autism_Social_Story_Booklet.pdf



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Supporting Skills Outside the Clinic






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Social Skills Across Settings

- Use visual cues
 - Schedules
 - Prompt Cards
- Teach the weakness
- Provide reinforcement
- Teach developmental skills
- Break abstract concepts into concrete steps





Visual Strategies-Prompt Card

5	Screaming-Emergency Only	
4	Outside Voice	
3	Inside Voice	
2	Quiet Voice-Whisper	
1	No talking at all-Silent	

Grooming Checklist


- Did I bathe or shower in the past 48 hours?
- Did I wash my hair within the past 48 hours?
- Do I smell clean?
- Did I put deodorant on today?
- Did I brush my teeth today?
- Do my nails look clean?
- Does my hair look neat?

 **Rules for Distance Learning**




Be on time.


RESPECT




Be respectful when listening, speaking, and writing in the chat box.




Keep your sound on mute until you are asked to speak.



Turn your video off if you need to do something that you don't want everyone to see (like going to the bathroom).



Stay in one place.



Do not take pictures or video of the meeting.



Visual Strategies – Social Stories and Comic Strip Conversations

COMIC STORY

1	2
3	4
5	6

Names: _____ & _____

THE END

Thinking vs. Saying

Insert person 1	Insert person 2
-----------------	-----------------

To add these speech/thought bubbles to YOUR symbol finder in Boardmaker:
Pointer Tool, select thought bubble, Edit - Copy. Open Symbol Fiinder, Edit-Paste, Name it (thought bubble, think, thinking, thought, etc.) and assign it a category (General.)



Conversation Skills

Many different skills

- Initiating a conversation
- Asking Questions/Making Comments
- Staying on Topic
- Ending a Conversation
- Sensitive Topics

1. Role Play and Practice Before
2. Call or FaceTime Relative or Friend
3. Social Autopsy

- Conversation jenga, Conversation dice

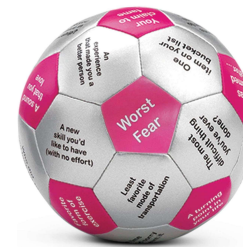
Social Autopsies Worksheet

What happened? _____

What was the social error?	Who was hurt by the social error?

What should be done to correct the error? _____

What could be done next time? _____





Theory of Mind- I think, you think

- Watching Television
- Reading a Book

Stop and ask the child what the character is feeling. If they can identify the character's feelings, then ask what they are thinking.



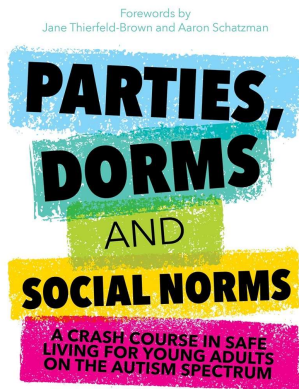
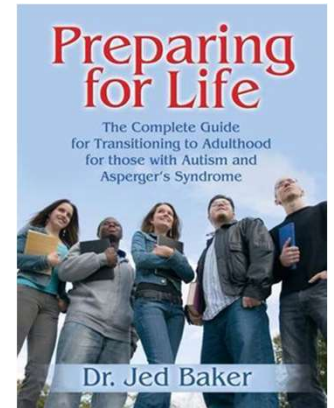


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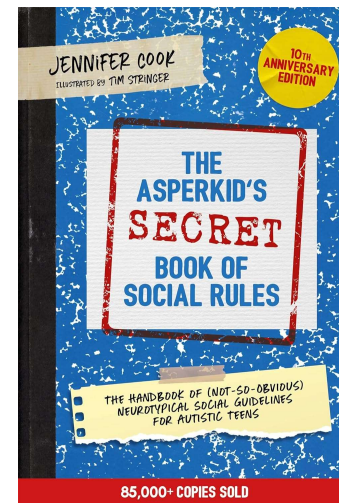
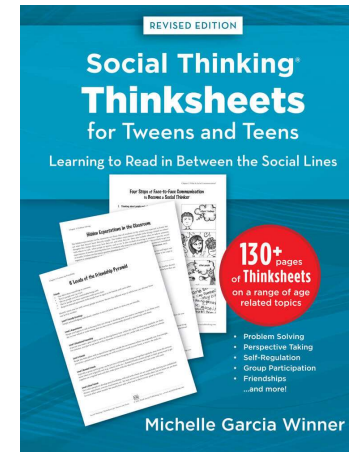
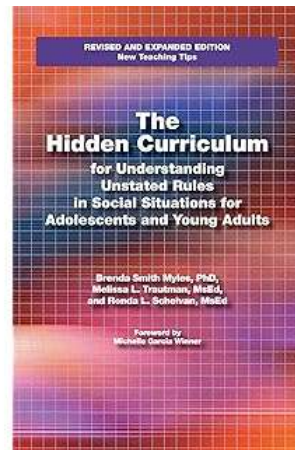
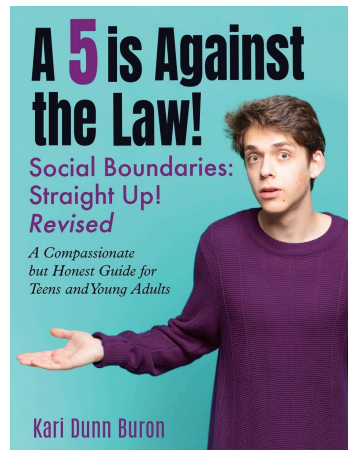
Resources

Do 2 Learn

<https://www.do2learn.com/SocialSkills/overview.htm>



Lisa M. Meeks and Tracy Loye Masterson
with Michelle Rigler and Emily Quinn



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<https://www.nyp.org/psychiatry/center-for-autism-the-developing-brain>


[← PSYCHIATRY SERVICES](#)

NewYork-Presbyterian

Center for Autism & the Developing Brain

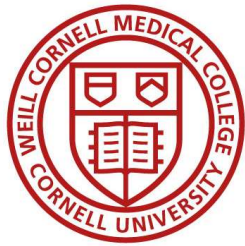
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 I think I found something helpful: [Psychiatry](#)



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