

Presenter's Guide

School-wide Social Emotional Learning



Acknowledgements

Individuals who worked together, both on-site and electronically from across the country, to create this presenter's guide, represented the following stakeholder groups within the IDEA Partnership. The purpose of this guide and the complementary Power Point presentation is to make research and information more accessible to all interested stakeholders.

Parent/Higher Education
Florida

General Education Administrator
Illinois

State Technical Assistance Providers
Illinois, West Virginia, Minnesota, Ohio

State Technical Assistance Providers
Indiana, Kansas, Utah

Adult & Family Services Administrator
Ohio

Occupational Therapist/Higher Education
Ohio

Parent/Higher Education
Ohio

Psychologists
Texas

General Education Teacher
Connecticut

Educational Diagnostician
Texas

Social Worker/Parent
Ohio

Special Education Administrator
Kentucky

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Purpose of this guide:

This presenter's guide is intended to support the PowerPoint slides by offering

- Suggested background readings;
- Talking points relative to each slide;
- Suggested activities to enhance learning opportunities for participants;
- Tips to facilitate the professional growth experience; and
- Suggested readings for extension of learning.

About the format:

There are three distinct sections of this document, "Preparation", "Presentation/Process", and "Supplementary Materials".

The **preparation** section begins on the following page and includes:

- Participant objectives;
- Suggested agenda/timeframes to help you meet the needs of the audience and/or available time allotment;
- Support/background materials the presenter may wish to access prior to preparation for presentation;
- Materials and supplies needed for the presentation; and
- Equipment needed for the presentation.

The **presentation/process** section follows preparation suggestions and includes:

- Suggested minutes for information sharing and/or suggested activities for each of the key concepts of the presentation, within each section minutes are enclosed in boxes and intended to be highlighted ahead of time dependent on the overall timeframe selected for the presentation;
- Slides in miniature, in sequential order, with talking points,
 - Usually in bulleted format, not intended to be read verbatim, and
 - Presenter is encouraged to interject his/her own style;
- Participant activities to enhance learning opportunities, indicated by a vertical line to the left of each activity,
 - May be carried out as suggested, or
 - Adjusted to audience and time allotment;
- Presenter notes to suggest background information or extension readings, noted in bold italic font;
- Presenter tips to suggest facilitation techniques, noted in bold italic font; and
- Suggested segue comments to bridge between ideas and/or activities, also noted in bold italic font.

The **supplementary materials** section contains handouts that may be copied and used to support or enhance the presentation.

School-wide Social Emotional Learning Preparation

An important goal of this guide is to support the presenter in connecting the ideas in the presentation to practices at the state, local district, and building levels.

Objectives:

Participants will increase knowledge relative to

- Autism terminology and social emotional learning definitions
- Practices as related to ASD supports and interventions
- Additional resources available in the Autism Collection

Agenda/Timing:

45/60 minutes - Total time for sharing information with extension activities

30 minutes - Total time for abbreviated information only

45/65 minutes - Total time for sharing information with extension activities

Suggested time allotments:

2 min	Introduction and Overview
5 min	Definitions and Foundation
5 min	School-wide Social Emotional Learning Process
3 min	Why Schools Invest in SEL
10 min	How SEL Produces Student Success
15 min	Social Challenges of Autism Spectrum Disorders
15 min	Supports and Interventions in Three Tiers
5 min	Measuring Success of Social Emotional Learning
5 min	Reflections, Questions, Discussion

35 minutes - Total time for abbreviated information only

Suggested time allotments:

2 min	Introduction and Overview
2 min	Definitions and Foundation
3 min	School-wide Social Emotional Learning Process
3 min	Why Schools Invest in SEL
2 min	How SEL Produces Student Success
8 min	Social Challenges of Autism Spectrum Disorders
9 min	Supports and Interventions in Three Tiers
3 min	Measuring Success of Social Emotional Learning
3 min	Reflections, Questions, Discussion

Support Materials:

IDEA Partnership website for the complete Autism Collection

<http://ideapartnership.org>

Fact Sheet on ASD Collection

ASD Glossary

ASD Collection Power Points and Presenter Guides on (1) School-wide Positive Behavioral Interventions and Support and Students with Autism and (2) Tips and Tweaks for Effective School-wide PBIS for Students with ASD

Materials and Supplies:

PowerPoint slides - or - Overheads prepared from the PowerPoint slides

Handout Masters – to be copied in appropriate numbers

Chart paper and markers

Paper and pencils for participants

Presenter Note: Use of the video

In order to play a video, download it to the computer to be used during the presentation. It can then be played at the appropriate time using the application Quick Time Player, or a similar application on the computer. Be sure to hide the marker slides during the presentation. Be aware that the sound on the video may be amplified according to the size of room or the number of participants.

Equipment:

Computer and projector -or-

Overhead projector

Projection screen

Jointly Developed By:



With funding from the US Department of Education, Office of Special Education Programs (OSEP)

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Ideas for sharing with participants:

The IDEA Partnership acknowledges the work of the Autism Society whose contribution to the field greatly enhanced the development of this Collection, and is deeply grateful for their assistance in order to provide materials to all stakeholders.

Development Team
The following role groups worked together to create the documents and tools for the ASD Functional Behavioral Assessment presentation:

- Behavior Analyst
- Educational Diagnosticians
- General Education Administrator
- Higher Education
- Occupational Therapist
- Parents
- Person on Spectrum
- Psychologists
- Social Workers
- Special Education Administrator
- Speech Language Pathologist
- Technical Assistance Providers

Presenter Note: Persons from each of the organizations listed were involved in both on-site meetings, conference calls, and on-line follow up to develop the materials in the Autism Collection.

Ideas for sharing with participants:

*The Presenter's Guide acknowledges in greater detail the individuals who worked together, both on-site and electronically from across the country, to create this presenter's guide.

*This slide is included to emphasize the cross-stakeholder groups involved in the development of this presentation. The Autism Development Team reflects the belief that engaging cross stakeholder groups in the development & implementation of trainings and approaches is most effective.

*The purpose of this guide and the complementary Power Point presentation is to make research and information more accessible to all interested stakeholders.

Outline for Presentation

- Definitions
- School-based SEL programs
- Why schools need to invest in SEL
- How evidence-based SEL programs work to produce greater student success
- Social challenges of ASD
- Supports and interventions at all three tiers
- Measuring success

Presenter Note: Information presented here is intended as an advance organizer only.

Presenter Tip:

Introduction, Slides 1-4

Definitions, Slides 5-9

School-based SEL programs, Slides 10-11

Why schools need to invest in SEL, Slide 12

How evidence-based SEL programs work to produce greater student success,
Slides 13-15

Social challenges of ASD, Slides 16-20

Supports and interventions at all three tiers, Slides 21-26

Measuring success, Slides 27-28

Social Emotional Learning Presentation/Process

Definitions:

2 minutes

2 minutes



Educational Definition

(IDEA) 34 CFR §300.8(c)(1)(i)

"Autism" means a **developmental disability** significantly affecting verbal and non-verbal **communication** and **social interactions**, generally evident **before age 3**, that **adversely affects** a child's **educational performance**.

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Presenter Note: The following slides on definitions are presented here, and adjustments may be made dependent upon the knowledge base of the participants. For an advanced group, briefly touch on each as a reminder only.

Ideas for sharing with participants:

- IDEA 04 is the federal law that governs the identification, evaluation and provision of services to eligible children with disabilities in the public schools.
- This definition requires that not only must the specified disability (in this case, autism) be present in the child, and generally observable before age three, but that the disability must also be shown to “adversely affect the child’s educational performance”
- Educational performance means academic achievement and functional performance.



Educational Definition

(IDEA) 34 CFR §300.8(c)(1)(i)

Other characteristics often associated with autism are engagement in **repetitive** activities and **stereotyped movements**, **resistance to environmental change or change in routine**, and unusual responses to **sensory** experiences.

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Ideas for sharing with participants:

- The characteristics given are examples; they are not required to be present in each child, nor is this list all-inclusive. The IDEA definition of autism is written broadly to cover the characteristics of autism, Asperger Syndrome, and Pervasive Developmental Disorder – Not Otherwise Specified.
- Even though a medical evaluation indicates that the child is identified somewhere along the spectrum, an educational evaluation must still be performed in order to assess the impact (adverse affect) of this disability on the child's educational performance.

* Educational programming is determined by the IEP Team, which includes parents. The services are based upon the needs of the individual child, thus there can be no prescribed curriculum and/or services for a child with Autism; each child will require a different and individualized scope and intensity of educational service.

IEP must include

- A statement of the child's present levels of academic achievement and **functional performance**. (§ 300.320(a)(1))
- "Functional performance" is a term that is generally understood to refer to skills and activities that are not considered academic, i.e. routine activities of everyday living.

Ideas for sharing with participants:

These present levels of academic achievement and functional performance describe how the student is doing in different areas and how the student uses what he/she learned throughout the day. This part of the IEP should describe how the student's disability affects his or her participation in the general education curriculum and how the student performs in academic and nonacademic settings.

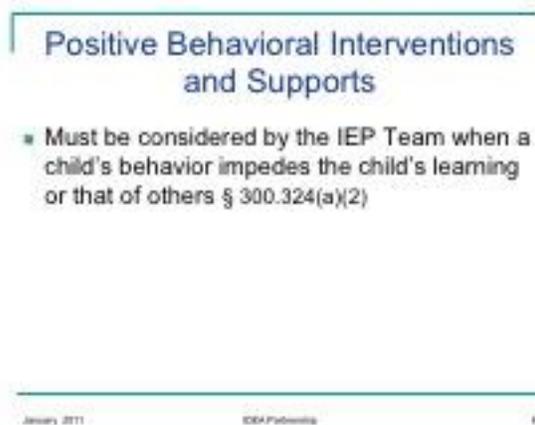
For the student with autism spectrum disorder, the area of functional performance must also include how he or she interacts with peers within the social, non-academic areas of school involvement such as lunch and recess time, clubs and extracurricular activities

A core characteristic of autism spectrum is that of qualitative impairments in social interaction. Impairment in this area can range from seeming distant and

avoidant with even people they interact with often to misunderstanding social situations, being unable to initiate a social interaction or to carry on a conversation with a peer. A younger student may have restricted social or imaginative play skills, unusual play activities or only playing in isolation from other children.

Considerations of a student with ASD's functional performance should include:

- *The student's ability to respond appropriately to the social approach of others
- *The types of social interactions the student is capable of initiating
- *The student's pragmatic skills
- *Anecdotal information about the student's abilities within small and large peer groups in class and outside of class and in typical age-level activities.



Ideas for sharing with participants:

As a result of the complexity of ASD and how it manifests in different ways, students on the autism spectrum may exhibit behaviors that are challenging in their intensity and/or frequency or interfere with engagement in appropriate activities necessary to learn or for others to learn. These behaviors are part of the disability and the IEP Team should discuss the need for a functional behavioral assessment (FBA) of the target behavior and use the information to determine positive behavior interventions, strategies and supports and replacement behaviors to teach.

Presenter Note: The presenter may wish to review supplementary materials for additional information on this topic. Specifically:

ASD Collection Power Points and Presenter Guides on (1) School-wide Positive Behavioral Interventions and Support and Students with Autism and (2) Tips and Tweaks for Effective School-wide PBIS for Students with ASD.

What is Social and Emotional Learning (SEL)?

- SEL is a process for helping children and adults develop the fundamental skills for life effectiveness
- SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically

www.casel.org/basics/definition.php

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Ideas for sharing with participants:

* Social emotional learning gives students a framework for approaching any social situation.

*We all make socially based decisions throughout each day, from what clothing we choose to wear to what book we are reading to what conversation we have with others. We never stop making decisions based on our social knowledge.

* For students with ASD, the social emotional world doesn't make sense in the same way for neuro-typicals. Author Paula Kluth says: " Problem behavior occurs when the situational context is not adequately supporting the student."

*Educators need to build in supports for students on the spectrum in the area of social competence.

School-based SEL Programs

- Major skills areas: self-awareness, social awareness, self-management, responsible decision making and relationship skills
- Multiyear, multicomponent programs are more likely to produce long-term benefits compared to short-term efforts
- The Illinois SEL standards provide an excellent example of how SEL content and skills can be taught for students in grades K – 12 (www.casel.org)

Ideas for sharing with participants:

* Planned, systematic social and emotional education should begin in preschool and continue through high school.

* The five major skill areas viewed as essential include: self-awareness, social awareness, self-management, responsible decision-making and relationship skills.

“Key strategies that characterize effective school-based prevention programming involve the following student-focused, relationship-oriented, and classroom- and school-level organizational changes: (a) teaching children to apply SEL skills and ethical values in daily life through interactive classroom instruction and providing frequent opportunities for student self-direction, participation, and school or community service; (b) fostering respectful, supportive relationships among students, school staff, and parents; and (c) supporting and rewarding positive social, health, and academic behavior through systematic school-family-community approaches” (Greenberg, et al., 2003, p. 470) Finally, multiyear, multi-component programs are more likely to produce long-term benefits compared to short-term efforts (Greenberg, et al., 2003).

The Illinois SEL standards provide an excellent example of how SEL content and skills can be taught for students in grades K – 12. These standards build on the Social/Emotional Development Standards of the Illinois Early Learning Standards. Three broad SEL goals are supported by learning standards, benchmarks and performance descriptors. The Illinois State Board of Education is assisting school districts in personnel preparation to implement the standards. A special edition of *Safe and Sound: An Education Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs* (2006) for Illinois schools is being used to prepare teachers and other personnel to implement standards.

SEL 'lessons' are given in small doses and delivered regularly over time in order to help children:

- Recognize their **emotions**, **think** about their feelings and how one should act, and regulate **behavior** based on thoughtful decision-making
- Develop positive interaction skills
- School counseling programs regularly provide such "lessons"

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Ideas for sharing with participants:

* Programs that foster SEL help children recognize feelings, control impulses, and acquire important social skills for developing and maintaining healthy relationships in life (Goleman, 1995).

* Emotional learning "lessons" should be given in small doses and delivered regularly over a sustained period of time. Experiences that are repeated allow the new skills to become "neural habits that can be applied in times of duress". Elias, et al. (1997) suggest a similar framework for social and emotional learning.

* Children need to develop skills in *emotion*, *thinking*, and *behavior* in the following four domains:

- 1) life skills and social competencies;
- 2) health promotion and problem-prevention skills;
- 3) coping skills and social support for transitions and crises; and
- 4) positive, contributory service.

* Overall, programming needs to help children recognize their emotions, think about their feelings and how one should act, and regulate their behavior based on thoughtful decision-making (Elias, et al., 1997). In other words, emotional and social skills must be developed to prevent feelings from "hijacking" thoughts and actions (Goleman, 1995).

Why Schools Need to Invest in SEL Programs

3 minutes
3 minutes

Why do Schools Need to Invest in Social-Emotional Learning?

- Students today come to school with much more complex social-emotional experiences
- Students require social-emotional skills to achieve quality of life
 - This also applies to students with ASD
- The school culture and climate contribute to supporting students academically and social-emotionally

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Ideas for sharing with participants:

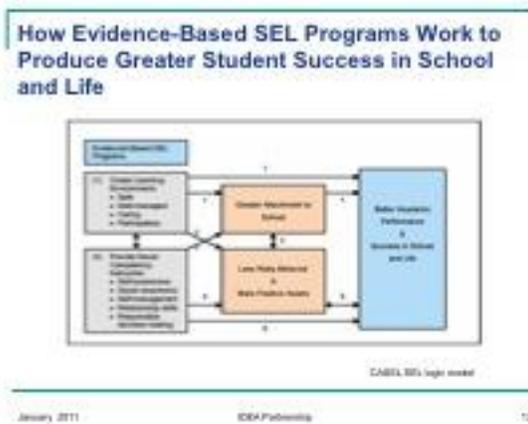
*Students today experience more complex life situations.

* It is not unusual for schools to be working with students who live in poverty, who may live with grandparents, or who may have parents with their own challenges.

* In many situations, educators are interacting with students who have limited opportunities to learn the social emotional skills necessary for lifetime success.

How Evidence-Based SEL programs work towards student success:

10 minutes
2 minutes



Ideas for sharing with participants:

Social and emotional learning (SEL) programs have direct as well as indirect impacts on student learning and school success. The figure above describes the mechanisms of action that connect SEL programs to student achievement. The far left column of boxes in the figure is definitional. It posits that evidence-based SEL programs do two things: (1) create safe, caring, well-managed learning environments, i.e., they address the classroom and school climate in systematic ways (top left box); and (2) provide sequenced, developmentally appropriate, classroom-based instruction in five major areas of social and emotional competence (bottom left box). Few SEL programs accomplish all of these objectives. Instead, schools typically combine programs with strengths in one or the other area to achieve the full benefits of SEL programming. The remainder of the figure describes a series of relationships that hold true in studies of classrooms and the interventions designed to improve them. SEL programming has been shown to result in better student outcomes, including improved academic performance.

Specific reference on this chart:

<http://www.casel.org/basics/logic.php>

and referenced in the CASEL SEL Research Brief:

<http://www.casel.org/downloads/academicbrief.pdf> and

http://www.casel.org/downloads/EDC_CASELSELResearchBrief.pdf



Presenter Tip:

For best results, download the video to the computer used for the presentation; may be downloaded to a USB drive. Open prior to the presentation, and miniaturize to the toolbar. At the appropriate time, miniaturize the Power Point presentation and show the video clip.

Ideas for sharing with participants:

* "An Introduction to Social and Emotional Learning" on YouTube from Edutopia
Description: This video describes why SEL is helpful for all students. It shows a peer SEL program in action and explains the academic benefits of teaching social competence.

* Social and emotional intelligence must be developed in children before any other learning can effectively take place. To learn more and find lots of great resources, please visit: <http://www.edutopia.org/social-emotional-learning>

A Sample of Expected Social Behaviors in School Environments

- Working in groups
 - Respecting authority
 - Following directions
 - Talking to other students and adults
 - Adhering to school rules
 - Participating in unstructured activities
 - Participating in extra-curricular activities
-

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Ideas for sharing with participants:

Deficits in social skills, and difficulty regulating oneself emotionally, impact functioning in school environments. There are a set of expectations that are required of all students in order to be successful in school that is independent of academic skills and abilities. These are as important as academic strengths and abilities. One of the most difficult tasks in today's schools is the ability to work in small groups. Teachers often break the class into cooperative learning groups where the ability to take on a role and negotiate the acceptance of one's ideas are important skills. It is also important to understand that one must behave and talk differently to different people in the school environment. Teachers and school administrators must be respected because of the roles they play in schools. This is often not taught, but most students understand this. This skill is a good example of what is called "the hidden curriculum." The pragmatic language skills that are often impacted by an ASD include being able to follow directions from other people (both due to the meaning of the language and to the social demand from another), as well as talking appropriately to students and adults. Other areas that students with ASD have difficulty in are the less structured activities and environments of school settings. These include the cafeteria, the hallways, recess, PE, and study hall to name a few. Participating in extra-curricular activities are often challenging because there is less structure and supervision to these activities. Before and after-school care settings are among the most difficult for students with ASD to participate in successfully because of these factors.

Audience Participation—Can you think of other aspects of school and classroom environments that might present a challenge to a student with Autism Spectrum Disorders?

The Social Challenges of ASD:

15 minutes

8 minutes

The Social Challenges of ASD

- Making and keeping friends
- Understanding thoughts and intentions of others
- Generalizing across environments
- Code switching—peers, teachers, and administrators
- Using effective conversational skills
- Understanding the hidden curriculum

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Ideas for sharing with participants:

Deficits in reciprocal social interaction are one of the hallmarks of students with an Autism Spectrum Disorder. These next three slides list a number of the social challenges that a person with ASD may face.

Many students with ASD want to have friends, but their understanding of what a friend is and the empathy, social skills, and negotiation that takes place in friendship may be difficult. Some individuals with ASD do prefer to do things by themselves, as they are less anxious and can perform better without the social demands. It is important to ensure that each individual builds social skills and acceptance by others, even if he or she doesn't get to the level of having a friend.

Oftentimes, individuals with ASD are not able to understand that other people have thoughts that may be different from theirs. Taking on the perspective of another person is difficult for them, which leads to difficulty negotiating differences of opinions. It also makes it difficult for a person with ASD to understand why another child does not want to participate in the same activity with him/her. Difficulties with recess and free time often occur because the student with autism does not understand why other children don't want to join in "his" activity.

Students with ASD have difficulty generalizing across people and environments. That makes teaching social skills very difficult because even if someone with ASD learns how to interact effectively in a cooperative learning group in math, he may not carryover that skill to a similar group in reading. It will even be difficult for him or her to carryover the skill when there are different students in the group

with him during another assignment. Every little difference in the environment may cause the student with autism to have trouble applying what he's learned in new or different situations. Social situations are most impacted because people are so unpredictable.

Code switching: knowing the different expectations and appropriate behaviors when interacting with a variety of people in the school environment. It is difficult for students with ASD to understand that there is a need to behave and talk differently depending upon who the students' partners are. You don't use the same language and talk the same way to a principal as you do to a classmate.

Using good conversational skills - Entering and leaving conversations; topic choice and maintenance; turn taking and listening to others)

Understanding the hidden curriculum: The "hidden curriculum" is those things that everyone seems to know but that no one has been directly taught. They include things like: You don't use "bad language" in school, you don't pick your nose in front of other people, you don't want to have Mrs. Jones for math, you are quiet in assemblies, etc. Because individuals with ASD aren't able to read situations and understand that they need to be doing what other people are doing in that situation, they often are viewed as being "weird."

The Social Challenges of ASD

- Distinguishing between public and private behavior
- Understanding the message behind nonverbal communication
- Play and leisure skills
- Working in groups
- Problem solving and conflict resolution
- Self-monitoring and self-regulation

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Ideas for sharing with participants:

Individuals with autism spectrum disorders may have difficulty understanding that there are different rules and expectations when one is in public and when one is in one's own home/room. That results in a display of inappropriate behavior, especially in public settings like school. This is a case of individuals over-generalizing and thinking that if it is ok to behave this way at home, it is ok to behave this way at school.

Understanding the message behind nonverbal communication -(facial expression, gestures, body language, distance you keep from other people when talking to them). There are some estimates that say as much of 90% of our communication messages come from the nonverbal elements of our communication. The actual words we use accounts for a small percentage of our message. Individuals with ASD have difficulty reading the nonverbal cues that are part of our communication. Others have difficulty adding those elements into their communication due to problems with motor planning (gestures), and vocal tone (monotone instead of melodic).

Skill deficits often occur in play and leisure skills because both of these areas are less structured than other areas in a school environment. Young children are often given time in the play area when they are done with their work. This area is often not closely supervised, as the teacher is busy instructing other students. For older students, leisure or less structured time occurs during before and after school, at recess, or during break time. Because students with ASD may need more direct supervision and instruction in these skills, they often run into difficulty during these times.

Problem solving and conflict resolution require more abstract level skills than some of the other social demands. When problem solving, an individual must consider several different alternative courses of action, and be able to picture and evaluate what the results of selecting one of these options is in comparison

to another. Conflict resolution requires the individual to understand there is a difference of opinion and that other people may actually have a better course of action than him or her. This relates back to the difficulty in understanding that other people have different beliefs and opinions that may actually provide better solutions to the conflict.

Many individuals with ASD have problems in monitoring their own emotional and behavioral state. This leads to difficulties in regulating their own emotions and behaviors. These skills must be directly taught to individuals with ASD. Sometimes visual supports to provide information about where they are in the anger scale, or where they are on the anxiety scale may help them to recognize their difficulties and allow them to gain control of these emotions.

The Social Challenges of ASD

- Using effective self-advocacy skills
- Using special interests
- Managing sensory needs
- Adapting to changes in routine
- Participating in unstructured situations
- Respecting relational boundaries
- Practicing good personal hygiene
- Handling competition

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Ideas for sharing with participants:

* One of the major categories of symptoms of ASD is the restricted, repertoire of behavior, including special interests. In school environments, these special interests can be used as reinforcers when assigned work is completed. Sometimes, these interests can be used to make the actual work more interesting, as well math problems revolve around train trips for a student who is very interested in Thomas the Tank Engine. On the other hand, sometimes these special interests are so unusual or not age appropriate that they actually are a barrier to interaction with other students.

* Some students with ASD have sensory needs that must be met in the school environment in order for the student to be comfortable and be able to attend to and participate in school/classroom activities. Certain lights, irrelevant sounds like the air conditioner fan, or even classroom music may impact students. Other students must use physical activity to wake themselves up, or to calm themselves down when they are over aroused. Each student with ASD is very different and this area is no exception.

* School is an environment where there are often changes in routine. A teacher may be absent, in an IEP meeting, or at a workshop. A special assembly may be scheduled for Just Say No month. There may be a snowstorm and school may be released early. Each of these unexpected events may cause problems for a child with ASD who likes things to be the same as expected. Using visual supports to explain the change in schedule may be helpful.

* We discussed respecting relational boundaries when we talked about code switching in slide 13.

* It is important to practice good personal hygiene skills. This not only prepares a student to be accepted in the community and at work, but also in the school

environment. Students often must be reminded to take a shower, wash their hair, use deodorant, brush their teeth, and style their hair before going to school. This becomes especially important when a student reaches adolescence. Sometimes a checklist that the student can complete before leaving the house may do the trick. This puts the responsibility on the student and builds independence.

* Learning to win and lose graciously is an important skill that everybody needs to master. Children with ASD may have more difficulty than others learning to do this. The challenges with perspective taking and empathy lead to these skills needing to be taught in an explicit manner, usually in the natural environment.

* Respecting relational boundaries - (includes concept of authority)

* Handling competition – winning and losing

Remember that these behaviors
must be taught

These behaviors must be taught as they
relate to different environments
throughout the day

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Ideas for sharing with participants:

- * All students need to be taught social competence.
- * Individuals with autism also need to be taught social competence, but in a different way. The brain wiring of the student with ASD is different from the neurotypical peer. The social aspects of reading materials, a history lesson, waiting in the lunch line, or working in a group may need to be broken down into parts, explained, and demonstrated for the student with ASD.
- * SEL needs to be embedded throughout all learning environments, with all staff members, continuously and consistently for the individual on the spectrum.
- * Activity: Provide or have group develop IEP goals in this area. Consider how to use lunch, recess, and special classes as places to teach these skills.

Most SEL interventions benefit all students and fit into most environments

These are known as universal supports or universal design for learning (UDL)

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Ideas for sharing with participants:

* Schools that institute strong overall programming for all students are typically more effective for students who have challenges. Conversely, some strategies used for students at the secondary and tertiary level may help all students.

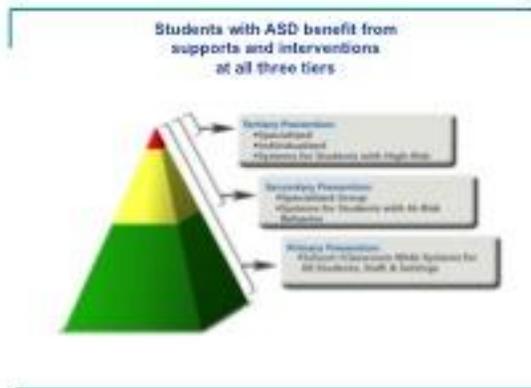
* Show video on UDL from National Center on Universal Design for Learning
http://www.udlcenter.org/screening_room/udlcenter/udl#video0

* As an activity or check for understanding: Ask for an example of something they have done or could do in the classroom or school that meets a criteria of one of the three principles of UDL:

- 1) multiple means of acquiring knowledge,
- 2) multiple means of expression and demonstrating knowledge,
- 3) multiple means of engagement.

Supports and Interventions at all three tiers:

15 minutes
9 minutes



Ideas for sharing with participants:

*OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. (2010).

*Continuum of school-wide instructional and positive behavior support.

*Retrieved November 24, 2010 from www.pbis.org.

Universal Supports: SEL

- Develop self-awareness and self-management skills to achieve school and life success
- Use social-awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

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Ideas for sharing with participants:

Illinois Learning Standards for Social/Emotional Learning (SEL)

These are goals for all students to work towards, including students with ASD.

Universal Supports

- Explicit instruction of the expectations across all environments
- Reinforcement of expected behaviors
- Peer-mediated strategies
- Visual supports
- Hidden curriculum
- Class-wide self-regulation strategies
- Social autopsies

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Ideas for sharing with participants:

- * Explicit instruction of the expectations across all environments must be provided. – These include but are not limited to: classroom, bus, cafeteria, hallways, recess, and bathrooms.
- * Peer mediated strategies – peers must be trained to understand how the student with autism perceives social situations and how the peer can help them see the situation in different ways.
- * Visual supports can include schedules to support social activities, calming routines using pictures, or reminders of strategies.
- * Teaching the Hidden Curriculum to all students helps them learn things that might be obvious to some, but not to others. Knowing what greetings are currently acceptable, or whom you can swear around, can help students be more accepted.
- * Social autopsies are a method of examining a social situation gone wrong by asking questions about what happened, who was hurt, how can you fix the mistake, and what could you do differently next time.
- * Give an example using two environments and then how addressed at each of three levels. Maybe refer to cooperative learning groups?

Universal Supports

- Role play
- Incredible 5-Point Scale
- Social narratives
- Stress thermometers
- Connecting cause and effect
- Taking personal responsibility
- Modeling
- Teaching emotions and how they are expressed appropriately

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Ideas for sharing with participants:

Role Play: Individuals with autism need to practice social behaviors since the behaviors do not come to them naturally. Role-playing is one way to show how social situations may happen and give those on the spectrum a chance to try out the behaviors before they are in the situation. Being able to practice the social behaviors gives them a better chance at success when it's time for the real thing.

Incredible 5-Point Scale: The Incredible 5-Point Scale was developed by Kari Dunn Buron and Mitzi Curtis. The scale is a visual representation using numbers, words, and/or pictures to represent levels of a social behavior and can include supports to help at each level. The process works well with students with Asperger Syndrome/High Functioning Autism, but can work with students on the more classic end of the spectrum also.

Social Narratives: Social narratives are phrases, sentences, or stories that help explain a social behavior or situation to an individual with autism. There are a variety of types, such as Power Cards, Social Stories™, social scripts, or cartooning, to choose from based on the student's needs. Most of the narratives include the following steps: (1) Identify the target behavior; (2) Collect data to determine baseline; (3) Write the narrative based on the student's abilities; (4) Teach the narrative and review as determined by need; (5) Continue to collect data and evaluate the effect of the narrative (based on Texas Autism Resource Guide for Effective Teaching).

Stress Thermometers: Stress thermometers are a visual support that can show students with autism how their emotions affect their levels of stress and what supports can be helpful for each level. Using a picture of a thermometer, the student shares what is least stressful to most stressful and those are written on the left side of the red line rising on the thermometer. On the right side, supports for each stressor are added. The visual is reviewed and taught to the student.

Connecting cause and effect: Although students with autism may be able to repeat a rule or a consequence about a social situation, they may not connect how the rule or consequence can apply to them personally. A universal support for all students is teaching why a social behavior can result in a given effect. This can be done using a social situation that has happened, or when teaching subject matter in language arts or history, or by using video clips of social situations and discussing what was the cause and effect. Embedding the teaching of cause and effect as it applies to social situations naturally makes it an ongoing experience, rather than a separate topic to teach.

Taking Personal Responsibility: For a student with autism, understanding their part in a social situation “gone bad” can be a process for them. Using some of the interventions described in this presentation, such as cartooning, SOCCSS, or Social Autopsies, can assist those on the spectrum to understand what their mistake was in the social situation and can help them learn how to take the personal responsibility.

Modeling: It is imperative for adults who are supporting students with autism to model appropriate social behaviors, especially when in stressful situations. Modeling how to remain calm by using deep breathing, counting, exercise such as yoga, running, or weight lifting, or by taking a break to de-stress before saying or acting inappropriately is important in the growth of social competence for the individual with autism. If the adults who are supporting the student with autism model appropriate social behaviors, the stress levels of the student will remain lower and the adults can use their behavior as a positive example.

Teaching emotions and how they are expressed appropriately: For a student with autism, emotions are a learned subject area, just like math or science. Adults need to teach what emotions are, how they feel inside, how they look on that individual and on others (facial expressions and body language), and how to express them appropriately in different situations and with differing audiences. This information can be embedded in language arts, health, science, history, and other subjects so the students with autism are immersed in learning about emotions and can generalize this learning to many areas of life.

Segue: Let’s think back to the pyramid for a moment. The previous slides discussed interventions that could be used as Universal Supports for all students, including those with autism. Now we will discuss strategies that can be used at the secondary and tertiary levels.

Secondary and Tertiary Strategies: Beyond Universal Supports

- Video modeling
- Stop, Observe, Deliberate, Act (SODA)
- Social skills groups
- Cartooning
- Situation, Options, Consequences, Choices, Strategies, Simulations (SOCCSS)
- Integrated play groups

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Ideas for sharing with participants:

* At the secondary level, these strategies could be used in a small group setting with those students who are still challenged with social behaviors even with the universal supports in place. At the tertiary level, these strategies would need to be individualized for each student who is still struggling after the universal and secondary supports have been implemented. The Universal Supports discussed can also be used when designed more specifically for small groups and individuals at the secondary and tertiary tiers. Remember, at all three tiers, we want students with autism to be moving towards improved social competence like all students, but students with autism will need to be taught in a different way, keeping their unique perspective of social situations in mind.

* Video modeling: Research shows that using video examples of positive social behaviors is a good teaching tool. Video modeling can include video of the student, peers, or adults demonstrating the targeted behavior. The footage is viewed and discussed many times so the student can understand and replicate the behavior. Again, baseline data and ongoing data collection can demonstrate whether the strategy is successful or needs tweaked.

* SODA (Stop, Observe, Deliberate, Act): SODA is a framework for approaching social situations. For instance, if I were going to lunch with a group of friends, first I would STOP before entering the situation. Next, I would OBSERVE what people are doing and saying. Then, I would DELIBERATE about how I can fit into the situation. And last, I would ACT on what I decided during the deliberation phase. SODA gives a method for approaching many social situations rather than a breakdown of each and every skill.

* Social Skills Groups: Gathering groups of students who are challenged with gaining social competence can allow for teaching and practicing positive social behaviors. The groups can be school based, agency based, or community based with a focus on social skills, social frameworks, or recreation and leisure

skills. Leaders of the group need to have foundation knowledge of autism and social competence.

* **Cartooning:** Cartooning is a method that takes an abstract social situation and makes it into a concrete visual representation. When a student is involved in social circumstances that didn't go as expected, drawing it out as a cartoon with speech and thought bubbles can help the student "see" what happened. The cartooning allows the student to better understand the interactions, gain perspective on what others were thinking, and identify the hidden rules that were involved.

* **SOCCSS (Situation, Options, Consequences, Choices, Strategies, Simulation):** SOCCSS is another technique that provides a framework for tackling many situations. In this problem solving method, first the **SITUATION** is discussed using **Wh-** type questions (who, what, where, when, why). Next, **OPTIONS** for the problem are identified and then **CONSEQUENCES** for each option. Following that, the options are prioritized and the best one is selected. Then, **STRATEGIES** are developed so the student knows how to handle the situation next time. The final step is **SIMULATION**, which allows the student to practice the chosen strategies to prepare for the next time the situation occurs. A student with autism is going to need guidance and support to move through these steps, as perspective taking and flexible thinking is required to think of more than one solution or what the consequences might be.

***Integrated Play Groups:** Based on the work of Pamela Wolfberg, Ph.D., an Integrated Play Group places children with autism and peer partners who have demonstrated capable play experience in a play situation guided by an adult facilitator to teach how to play and socialize with each other (www.autisminstitute.com/ipgmodel.html).

Secondary and Tertiary Strategies: Beyond Universal Supports

- Individual self-regulation strategies
- Self-advocacy
- Attribution
- Cause and effect
- Social translator
- Family supports
- Community and wrap-around services

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Ideas for sharing with participants:

* All students should receive the primary interventions or universal supports. For some students, more intense levels of instruction and interventions become necessary. Referring to the pyramid, there is a population of students who will need a secondary level of supports. For still others who have more intense needs, a third level of strategies will be needed. However, realize that when the universal supports are more firmly entrenched into the culture of the school, few students should need secondary and tertiary supports. These supports include:

- * Individual self-regulation strategies to assist the student in being able to manage their own emotions, reactions, and behaviors.
- * Self-Advocacy strategies assist the individual in being able to articulate needed supports and to advocate for them.
- * Attribution is the ability to connect cause and effect, and to understand why things happen to us.
- * Cause and Effect includes the ability to connect how a certain action leads to a certain reaction.
- * Social translator is used to help interpret the person's behavior in the context of their characteristics, and helps to interpret situations and the behavior of others to the student with ASD.
- * Since families are the long-term support for students, often times families will need to be connected to resources, support groups, or services. Schools should be prepared to assist families in accessing community resources. Sometimes, school services are not sufficient. In this case, the individual may benefit from community services, including counseling and mental health services.

Measuring Success:

5 minutes
3 minutes

Measuring Success: Universal Supports

- PBIS checklists
- Decreases in number of office referrals, suspensions, expulsions
- Better school wide academic performance

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Ideas for sharing with participants:

- * Programming should focus on outcomes achieved.
- * Some of the measures of these outcomes are those associated with school-wide positive behavior support strategies, including decreases in number of office referrals, suspension and expulsions.
- * However, the ultimate measure should be improved academic performance and achievement of academic and other goals.

Measuring Success: Secondary and Tertiary Supports

- Meeting IEP goals and benchmarks
- Better academic performance
- Goals attainment scaling

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Ideas for sharing with participants:

* For students with disabilities, these outcomes also include achievement of IEP goals, in addition to performing better academically overall.

* Goal attainment scaling has been used to assist in the process of documenting success. Using this strategy, a select number of goals are chosen and followed more closely through the year.

* For more information on this process, contact the National Professional Development Center on ASD.



Presenter Tip: Be sure to allow sufficient time for participants, or have them write their questions and then compile with the answers and distribute as a follow-up to this training.

Social Emotional Learning and ASD
Supplementary Materials

Handout # 1 *ASD Fact Sheet*

Autism Spectrum Disorders (ASD) Collection

What are Autism Spectrum Disorders (ASD)?

ASD is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviors and is a "spectrum disorder" that affects individuals differently and to varying degrees. There is no known single cause for autism. *ASD is a lifelong disorder with no single cause.*

What resources are available to practitioners in the collection?

A dynamic, comprehensive collection of materials and resources to assist in your understanding of ASD and implementation of appropriate interventions and supports for individuals on the autism spectrum across the lifespan including:

PowerPoint Presentations with Presenter's Guides – One presentation is designed to introduce core principles and characteristics and spark interest in further training; the second is a comprehensive training on supports and interventions designed to impact practice across stakeholder groups; the third is focused upon assessment for identification; the fourth describes the connections between assessment and educational programming; the fifth describes Functional Behavior Assessment (FBA); the sixth describes schoolwide social- emotional learning as it applies to learners on the spectrum; the seventh is designed to describe school-wide Positive Behavioral Interventions and Support & students with autism ; the eighth is focused upon tips and tweaks for effective school wide PBIS for students with ASD; and the ninth focuses upon transition to adulthood. A separate Presenter's Guide with content and notes is included for each presentation.

Glossary - Key terms and acronyms associated with autism spectrum disorders

Dialogue Guides - Models for conducting interactive discussions on autism spectrum disorders across stakeholder groups

Essential Elements/Guiding Principles/Grounding Assumptions - Unifying beliefs that are the foundation for our collaborative efforts in the area of ASD

Resource Listing – Extensive list of ASD resources available.

www.ideapartnership.org

ASD Resources

The National Community of Practice in Autism Spectrum Disorders works to increase the capacity to provide interdisciplinary, comprehensive, effectively designed programs and interventions. The resources are available to cross stakeholder groups including those who live with or support individuals with ASD and their families.

Working together to support our partners in the field...