



Theme
**Life Beyond
the Diagnosis**





Theme
Life Beyond
the Diagnosis



Positive Approaches to Teach Social, Academic, and Daily Living Skills to Individuals with ASD

PRESENTED BY: MRS. KORA HARDY, MS.ED., BCBA, LBA
BOARD CERTIFIED BEHAVIOR ANALYST

NURU BEHAVIORAL NETWORK LLC.
FOUNDER & CLINICAL DIRECTOR



Objectives

- Identify positive approaches & techniques
- Recognize the value of using positive approaches
- Begin understanding the *practical* use of positive approaches as they relate to teaching social , academic, and daily living skills





Theme
Life Beyond
the Diagnosis



Challenges Faced By Individuals with ASD

Difficulty acquiring skills for independent functioning across environments or lack of autonomy

- Home
- School
- Community
- Employment



Initial Steps Prior to Implementation

- Assessment
- Criterion- referenced based
- Curriculum- based
- Functional Living Skills /Life Skills
- Social Skills
- Vocational Skills





Theme
Life Beyond
the Diagnosis



Initial Steps Prior to Implementation

- Identify skills versus performance deficits
- Identify antecedents and consequences
- first/then board, visual schedule, etc.
- preferences for possible reinforcement
- token board



Examples of Daily Living Skills

- Caring for personal health/hygiene
- Developing and maintaining appropriate intimate relationships
- Managing money
- Selecting and maintaining living environments
- Eating in the home & community
- Participating in leisure & recreational activities
- Navigating around the community





Theme
Life Beyond
the Diagnosis



Evidence –Based Strategies for Teaching Daily Living Skills

- Task Analysis
- Video Modeling
- Antecedent – based interventions (Visual or Written Activity Schedules)
- Modeling
- Naturalistic Interventions
- Prompting
- Reinforcement



Washing Hands – Within Task Schedule

<p>go to sink</p>	<p>water on</p>	<p>rinse hands</p>	<p>soap on</p>
<p>scrub hands</p>	<p>rinse hands</p>	<p>water off</p>	<p>paper towel</p>

More Independent

Visual
showing a picture Positional Cues Writing out prompt

Verbal
A verbal prompt is ANY verbal prompt given after the initial instruction OR saying part of the answer

Gestural
Pointing Nodding

Modeling
Performing the target skill first or showing the student what to do

Partial Physical
lightly guiding, tapping or nudging student to perform task

Full Physical
Hand over Hand or physically assisting student past a partial physical prompt

Less Independent

Room Cleaning

- Pick up LEGOs
- Books on shelves
- Put away puzzles
- Clothes in hamper
- Pick up trash
- Make bed

Sample Morning Checklist

- Wake Up
- Put workout clothes on
- Eat breakfast in the kitchen
- Clean up breakfast
- Morning workout/exercise
- Put workout clothes in hamper
- Take shower
- Hang towel
- Put on deodorant
- Brush teeth
- Make bed
- Get school bag ready
- Catch the bus – off to school!



Examples of Social Skills (Interpersonal)

- Communication (Initiating & Reciprocating)
- Play Skills
- Problem solving
- Conflict Resolution
- Inferencing Skills
- Active listening (following directions, waiting)
- Perspective Taking Skills
- Emotional skills
- Flexibility
- Functional Communication Training

*Includes both verbal and non-verbal communication





Theme
Life Beyond
the Diagnosis



Evidence- Based Strategies for Teaching Social Skills

- Role playing
- Social stories
- Video Modeling
- Visual supports
- Practice play
- Modeling
- Imitation
- Social Skills Training
- Computers & Technology
- Reinforcement



Having Conversations

Some people love to have conversations.

They talk about many different things. It might be fun to talk to others and tell them about the things that we are doing.

Some people need help thinking of things to talk about.

Conflict Resolution Scenario Cards

Student 1 took Student 2's soccer ball at recess without asking. How can they SOLVE the day together?	Student 1 said Student 2 he couldn't sit with him at lunch. How can they SOLVE the day together?	Student 1 is angry because Student 2 broke the pencil he borrowed from her. How can they SOLVE the day together?	Student 1 is upset because Student 2 got upset on her new shirt during art class. How can they SOLVE the day together?
Student 1 is angry because Student 2 called her an answer while Student 1 was raising his hand. How can they SOLVE the day together?	Student 1 is sad because Student 2 said her shirt was ugly. How can they SOLVE the day together?	Student 1 is upset because Student 2 got the library book she wanted. How can they SOLVE the day together?	Student 1 said Student 2 he wouldn't sit with him on the bus for the last trip. How can they SOLVE the day together?
Student 1 pulled at Student 2's ponytail when Student 2 was on the playground. How can they SOLVE the day together?	Student 1 is upset because Student 2 took the magnet she wanted to use. How can they SOLVE the day together?	Student 1 pulled at Student 2's hair in the lunch line. How can they SOLVE the day together?	Student 1 is angry because Student 2 used the last sheet of paper in art class. How can they SOLVE the day together?

What Can You Infer?

Name: _____

O. Henry, whose real name was William Sydney Porter, wrote the short story "The Gift of the Magi." It was published in 1910.

Below are the opening paragraphs of the story. Read the passage carefully and answer the questions below.

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

1. Why is Della crying?
2. What does Christmas have to do with her tears?
3. How did she get the money?
4. What does O. Henry mean by "with sniffles predominating"?

Copyright © 2012 K12works.com. All Rights Reserved. Free for educational use at home or in classrooms. www.k12works.com

APPS FOR KIDS: SOCIAL SKILLS

Social Skills Autism & PDD FRIENDS

ANDNEXT.COM/EL





Theme
Life Beyond
the Diagnosis



Examples of Academic Skills

- Reading
- Writing
- Math
- Language/ Vocabulary
- * Executive Functioning Skills
 - Paying Attention
 - Organization/ planning
 - On-task Behavior





Theme
Life Beyond
the Diagnosis



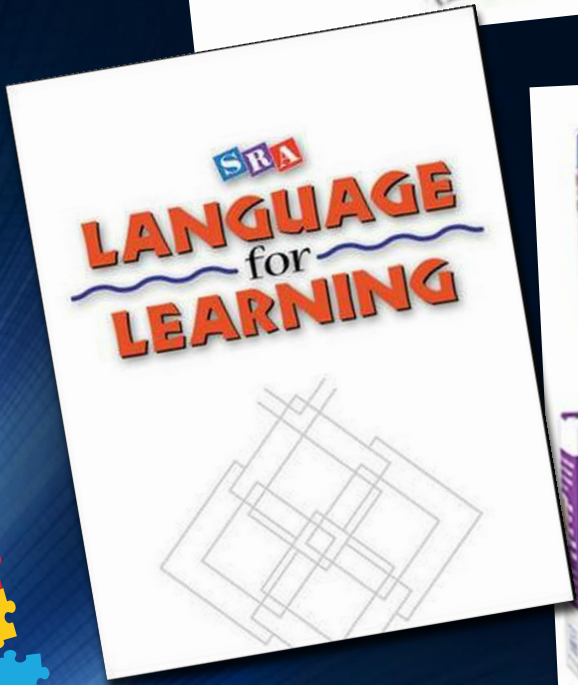
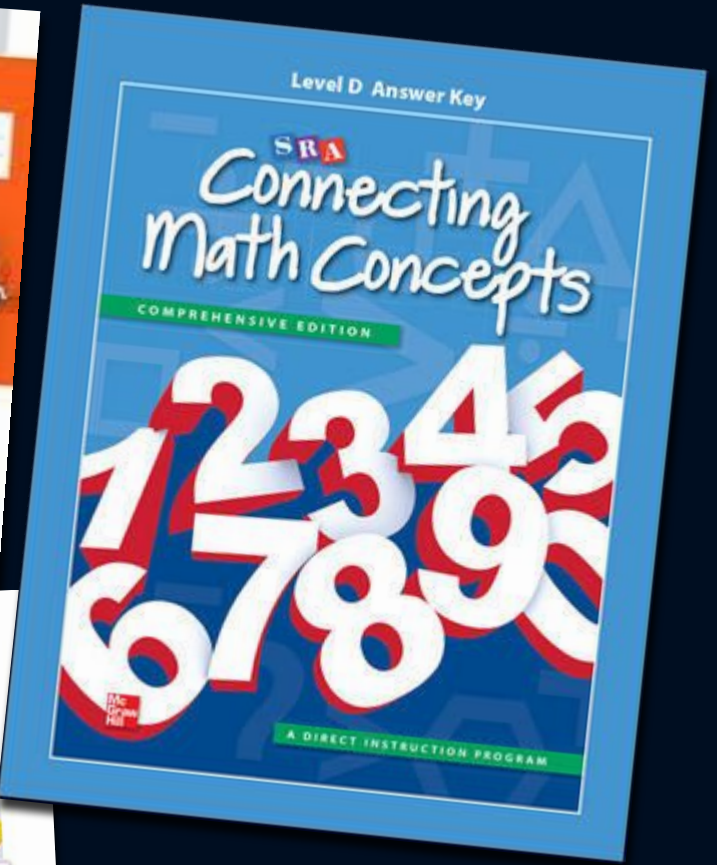
Evidence –Based Strategies for Teaching Academic Skills

- Antecedent – based interventions (Visual or Written Activity Schedules)
- Modeling
- Differential Reinforcement
- Discrete Trial Training
- Visual Supports
- Prompting
- Reinforcement
- Functional Communication Training





Theme
Life Beyond
the Diagnosis





Theme
Life Beyond
the Diagnosis



Recap Objectives

- Identify positive approaches & techniques
- Recognize the value of using positive approaches
- Begin understanding the *practical* use of positive approaches as they relate to teaching social , academic, and daily living skills



Questions

**PRESENTED BY: MRS. KORA HARDY, MS.ED., BCBA, LBA
BOARD CERTIFIED BEHAVIOR ANALYST**

EMAIL: CONTACT@NURUBEHAVIORALNETWORK.COM



THANK
YOU