THRIVING IN A SOCIAL WORLD

Making Social and Emotional Learning (SEL) Attainable and Meaningful for Students with Autism

ROOM L011/L012

Thursday March 2nd, 2023
1:00 PM – 2:00 PM

PRESENTED BY

STAR Autism Support

Thriving in a Social World:

Making Social and Emotional Learning (SEL) Attainable and Meaningful for Students With Autism

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Who Is STAR Autism Support?

Evidence-based curricula and resources

Training and support for educational staff and caregivers

Building **school- and district-wide capacity** to serve students with autism and other developmental disabilities

Comprehensive approach across **all grade levels**

Student growth and achievement in **all learning environments**

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Goals for Today

★ Discuss the importance of social-emotional learning (SEL) for all students, including students with autism and developmental disabilities

★ Gain knowledge about SEL research and the evidence base in relation to autism spectrum disorders

★ Understand how to identify specific SEL skills to teach, and recognize the curricular components necessary for effectively teaching and generalizing of SEL skills

★ Identify and practice effective instructional methods to build SEL skills

★ Learn how to meaningfully generalize SEL skills taught in small group sessions

Scan the QR code to access the handouts

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Why Is It Important to Teach Social and Emotional Skills?

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The Importance of SEL

★ To thrive in a social world, students must learn social and emotional skills, such as controlling their impulses, interpreting and understanding emotions, motivating themselves, and developing positive attitudes toward school and community (Pianta & La Paro, 2003; Raver, 2002).

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Check-In Question: Pair and Share

★ Find a partner.
★ Think of **one** of the students you support.
★ Share SEL skills that would increase that student's success in inclusive settings in **school** or in the **community**.

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Framework From CASEL
The Collaborative for Academic, Social, and Emotional Learning

SOLER curricular areas	SEL domains identified by the CASEL project				
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
Communication			X	X	
Friendship	X	X	X	X	X
Self-Awareness	X				
Self-Management		X			
Perspective-Taking	X	X	X	X	X
Connections			X	X	X

Foundations for Teaching

ABA instructional framework

Curriculum content based on SEL research

Web-based instructional lesson plans

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Curriculum Content

Communication	Includes important cognitive skills such as attention and focus, vocabulary comprehension, conversational skills, and identifying social norms.
Friendship	Includes cooperation and play skills, identifying shared interests, social play norms, and compromising.
Self-Awareness	Includes identifying social cues, emotions, self-advocacy, growth mindset, and self-confidence.
Self-Management	Includes self-control, emotional regulation, managing stress, working towards attaining goals, organizing time, and planning.
Perspective Taking	Includes perspective taking, responding to differences, impacting others, and identifying thoughts and feelings.
Connections	Includes collaboration, conflict resolution, empathy, and adjusting behavior to social settings.

Scope and Sequence: Unit 1

SOLER - Unit 1 – The Basics					
COMMUNICATION	**FRIENDSHIP**	**SELF-AWARENESS**	**SELF-MANAGEMENT**	**PERSPECTIVE-TAKING**	**CONNECTIONS**
1.1. Social Attention Basics	1.5. Sharing and Turn-Taking	1.8. Identifying and Expressing Emotions	1.10 Self-Monitoring	1.15. Similarities and Differences	
1.2. Listening and Paying Attention	1.6. Asking and Inviting Others to Play	1.9. Identifying Emotions in Context	1.11. Following Rules	1.16. Visual Perspectives	
1.3. Greetings	1.7. Imaginative Play		1.12. Following Group Rules	1.17. Identifying Thoughts	
1.4. Comments and Questions			1.13. Staying on Task		
			1.14. Controlling Emotions		

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Scope and Sequence: Unit 2

SOLER - Unit 2 – Intermediate					
COMMUNICATION	**FRIENDSHIP**	**SELF-AWARENESS**	**SELF-MANAGEMENT**	**PERSPECTIVE-TAKING**	**CONNECTIONS**
2.1. Conversation Basics	2.8. Playing with Friends	2.14. Explaining Emotions in Context	2.18. Self-Monitoring: Intermediate	2.23. Identifying Others' Feelings	2.30. Stranger Safety
2.2. Staying on Topic	2.9. Identifying Friendship Characteristics	2.15. Identifying When to Express Thoughts	2.19. Accepting Being Told "No"	2.24. Predicting Others' Plans	
2.3. Starting and Ending a Conversation	2.10. Asking and Offering Help	2.16. Identifying Interests and Strengths	2.20. Using Free Time Appropriately	2.25. Thinking about thoughts	
2.4. Changing Topics	2.11. Giving and Receiving Compliments	2.17. Maintaining Positive Thoughts and Self-Confidence	2.21. Accepting When Things Change	2.26. Impacting Others' Thoughts and Feelings: Part 1	
2.5. Greetings and Small Talk	2.12. Borrowing and Lending Possessions		2.22. Dealing with Making Mistakes	2.27. Impacting Others' Thoughts and Feelings: Part 2	
2.6. Using Manners	2.13. Accepting and Rejecting Play Invitations			2.28. Identifying Opinions	
2.7. Identifying and Demonstrating Body Language				2.29. Learning About Others' Interests	

Scope and Sequence: Unit 3

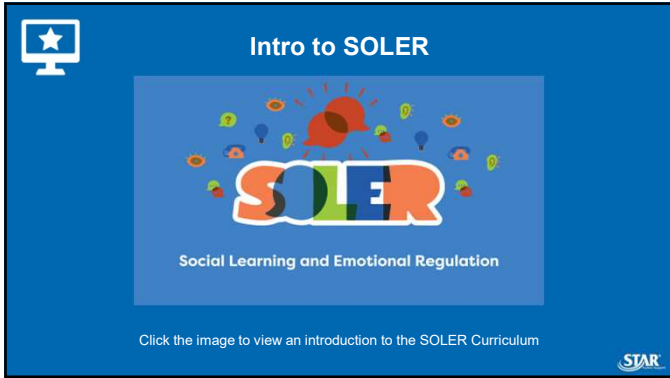| SOLER - Unit 3 - Advanced					
COMMUNICATION	**FRIENDSHIP**	**SELF-AWARENESS**	**SELF-MANAGEMENT**	**PERSPECTIVE-TAKING**	**CONNECTIONS**
3.1. Identifying and Using Voice Tone	3.3. Compromising	3.6. Identifying Consequences of Actions	3.9. Self-Monitoring: Personal Goals	3.13. Identifying and Describing Personality Traits	3.18. Identifying and Using Figurative Language
3.2. Refusing Requests	3.4. Exhibiting Good Sportsmanship	3.7. Self-Advocating	3.10. Dealing with Stress	3.14. Discovering Differences	3.19. Identifying Sarcasm
	3.5. Tattling and Correcting Others	3.8. Writing a Story About Self	3.11. Getting Organized	3.15. Responding to Differences	3.20. Apologizing
			3.12. Recognizing and Managing Emotions in Context	3.16. Interpreting Indirect Language and Body Language	3.21. Planning Effectively
				3.17. Identifying and Explaining Perceptions	3.22. Identifying and Demonstrating Boundaries
					3.23. Collaborating
					3.24. Adjusting Behavior to Social Settings
					3.25. Showing Empathy
					3.26. Identifying and Resolving Conflict

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Intro to SOLER

SOLER

Social Learning and Emotional Regulation

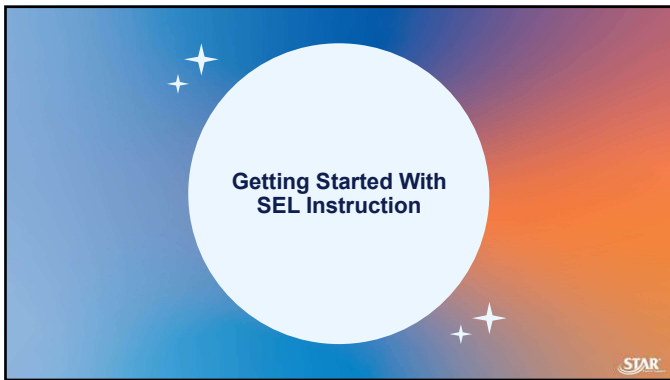Click the image to view an introduction to the SOLER Curriculum

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Getting Started With SEL Instruction

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Include Evidence-Based Strategies

Social skill strategies:
★ Role-play
★ Social narratives
★ Video modeling
★ Peer-mediated instruction
★ Peer buddy supports

Instructional procedures:
★ Modeling
★ Visual supports
★ Prompting
★ Task analysis and chaining
★ Reinforcement
★ Error correction

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Group Considerations

★ Consider identifying **3–5 students** for small group instruction.
★ Group students working on **similar levels** or **shared goals.**
★ Schedule sessions for **20 to 45** minutes **2–5 times a week.**

SEL Teaching Process

Baseline
Baseline skills to identify what students know

Prepare
Schedule sessions and prepare materials

Teach
Teach sessions and collect data

Generalize
Practice in other environments and share info with caregivers

Progress Monitor
Continue data collection and track lesson progress
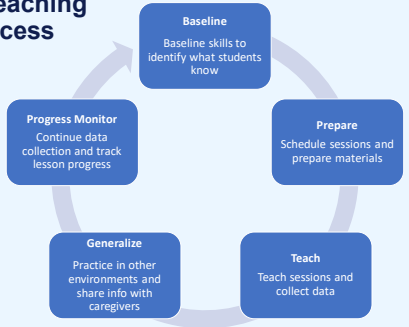
Gather Baseline Data

★ Gather **baseline data** based on performance in general education settings
★ Data can be obtained from:
  ★ **Direct observation** in general education settings
  ★ Information from the student's **IEP** or other student records
  ★ **Parent or caregiver report**

Caregiver and Teacher Information: Example

SOLER Caregiver/Teacher Interview
Unit 1: The Basics

[Form image with skill targets table and QR code]

Scheduling Ideas

★ Use **rotations** in self-contained classrooms
★ Schedule group time in **resource classrooms**
★ Partner with **related service** providers
★ Utilize **after-school care groups or programs**

Teaching and Generalizing SEL Lessons

What to Teach: Consider a Scope and Sequence

How to Teach: Consider ABA Instructional Strategies

Antecedent strategies	Expected behavior	Consequent strategies
• Clear instructional cues • Visual and environmental supports • Modeling and video modeling of the expected behavior • Chaining • Prompting • Shaping	• Expected or target behaviors are clearly defined so that everyone supporting the students knows exactly what to look for and how to measure it	• Reinforcement is direct and frequent • Error correction procedures are recommended to make sure students perform the skill correctly

Phases of Teaching

Phase 1	Phase 2	Phase 3
Skill acquisition to teach and demonstrate the targeted skill in a small group setting	**Supported practice** in a small group setting	**Reflection** in small group settings and **generalization** to natural settings
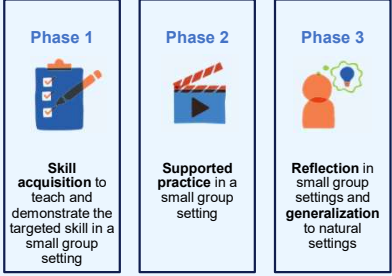
Skill Worksheet Example (Phase 1)

★ Provide visual supports to guide students through activities
★ Print and provide a copy to each student
★ Encourage students to store visuals in a notebook for easy reference during sessions

Discussion Story Example (Phase 2)

Reflection Worksheet Example (Phase 3)

★ Provides reflection opportunities for students
★ Helps students identify times to practice new skills in other environments
★ Uses refection sheets to identify if skills are acquired in the group setting and are ready to be generalized

Including Evidence-Based Practices in SEL Instruction

Create a Routine for Your Students

Help students gather their notebooks

Begin the session with an engaging activity

Teach lesson content with digital and printed materials

End the session with a closing activity

Collect data after the session

Teach Specific Behaviors

★ Identify specific behaviors related to the target skill

★ Model phrases or body language needed for the skill

★ Provide verbal or written reminders

Ask for help:
"Can I borrow a pencil? Mine broke."

Offer help:
"Do you need a pencil?"

Use Task Analysis

★ What is task analysis?
  ★ An instructional method used to teach a routine or a skill

★ How can it help teach SEL skills?
  ★ Breaks down the chain of behaviors into manageable steps

★ How can I use it to measure progress?
  ★ Creates a system for data collection and identifies specific behaviors to teach

If you're told no or to stop doing something:

1. Stop what you are doing.
2. Think, "Do I need to listen?"
3. If yes, follow instructions or find something else to do.

Use Video Modeling

★ Create video models that are specific to a student, setting, or situation

★ Film an individual independently engaging in the target skills or skill sequence

★ Quick tips:
  ★ Always use videos showing the appropriate skills
  ★ Keep it simple—break longer skill sequences into chunks, and have the student watch short video clips before demonstrating the behavior

Video Modeling Example

Video modeling example of paying attention

Try Role-Play or Supported Practice Opportunities

★ Create 3–5 scenarios that include practice opportunities for the target skill

★ Choose at least 2 roles for the scenario

★ Include props or materials to set the stage

Scenario:
You want to stay in at recess and play a game on the computer. When you ask your teacher they say, "Not right now, you need to go to recess."

Role 1:
The teacher

Role 2:
Person wanting to play on the computer

Use Prompting and Provide Feedback

★ When a student has an opportunity but does not perform all or part of the skill, prompt the student using these steps:

  ★ Get the student's attention with a neutral voice tone

  ★ Provide a verbal, visual, or gesture reminder

  ★ Give the student an opportunity to try again

  ★ Provide encouragement and specific verbal praise for performing the skill or for close approximations

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Include Caregivers and Inclusive Staff

★ Meet to **identify shared goals**

★ **Observe** in a variety of settings to identify mastery or the need for more practice

★ **Encourage** caregivers and inclusive staff to use visuals, prompt when needed, and provide reinforcement

Incorporate Peer Buddies

★ Encourages **friendships**
★ Increases **social interactions** throughout the school day
★ Helps **all students** feel **included** with their school peers
★ Helps **peer buddies** learn how to build meaningful friendships with students who learn differently than they do

Provide Specific Praise and Reinforcement

★ **Notice** when students uses their target skills!
★ Provide verbal praise and encouragement—this will **increase desired** behaviors over time.
★ Some students need more **immediate, tangible reinforcement**, such as stickers or token systems when first learning a new skill.
★ **Specifically label** the behaviors you see so your students know they are doing the right thing!

Let's Practice

★ Break into groups of at least 3 participants
★ Scan the QR code to access scenario cards
★ Identify 2 students and 1 teacher
★ Identify roles

Pages 3–4

Let's Review the Strategies

- ★ Use prompting
  - ★ Choose verbal, gestural, or physical
- ★ Provide feedback
  - ★ Correct errors
  - ★ Encourage the student to practice the skill again after guidance and prompting
- ★ Give specific praise
  - ★ "I like how you said _____!"
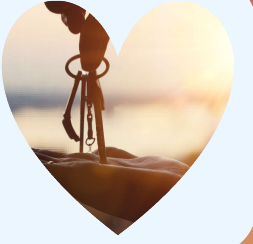 - ★ "Good job using _____!"
  - ★ "I am proud of you for trying _____!"

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Wrapping Up: Keys to Success

- ★ **Create SEL groups** to teach students new skills and create opportunities for supported practice.
- ★ Use a variety of **evidence-based practices.**
- ★ **Share supports and strategies** with caregivers and inclusive staff.
- ★ **Observe** students in inclusive settings and interview caregivers to collect generalization data.
- ★ **Work with caregivers** to identify shared goals and celebrate successes!

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Check-Out Question

- ★ What is **one "Aha!" moment** you had today about teaching SEL skills?
- ★ What is something you are still **wondering** about teaching SEL skills?

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Thank you for joining us!

www.starautismsupport.com
information@starautismsupport.com