

# Building Friendships in Individuals with ASD



By Dr. Maggie Daugherty

Who am I?



# What is the SELPA?

<https://selpa.bcoe.org/>



**Butte**  
**County**  
Office of Education  
"WHERE STUDENTS COME FIRST"

# Evidence-based practices and CAPTAIN



<http://www.captain.ca.gov/>

# Modules for more information

<http://afirm.fpg.unc.edu/afirm-modules>



Autism Focused Intervention  
Resources and Modules

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
<b>Antecedent Based Intervention (ABI):</b> Arrangement of events preceding an interfering behavior to prevent or reduce occurrence	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue				Yellow						Yellow			Yellow	Blue		Yellow											
<b>Cognitive Behavioral Intervention (CBI):</b> Instruction on cognitive processes leading to changes in behavior									Blue							Yellow																	Yellow			
<b>Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O):</b> Consequences provided for desired behaviors that reduce the occurrence of interfering behaviors	Green	Yellow					Green	Yellow	Blue				Yellow						Green	Yellow		Yellow					Blue									
<b>Discrete Trial Teaching (DTT):</b> Instructional process of repeated trials, consisting of instruction, response, and consequence	Green	Yellow		Green	Yellow					Green	Yellow								Green	Yellow									Yellow							
<b>Exercise (ECE):</b> Antecedent based physical exertion to reduce interfering behaviors or increase appropriate behaviors							Green	Yellow								Green	Yellow		Green	Yellow					Yellow											
<b>Extinction (EXT):</b> Removal of existing reinforcement in order to reduce an interfering behavior		Yellow		Green	Yellow	Blue						Yellow																Green	Yellow							
<b>Functional Behavior Assessment (FBA):</b> Systematic protocol designed to identify contingencies that maintain an interfering behavior									Blue										Green	Yellow																
<b>Functional Communication Training (FCT):</b> Replacement of an interfering behavior with communication that accomplishes the same function	Green	Yellow		Green	Yellow	Blue						Green	Yellow					Green	Yellow								Green	Yellow	Blue							
<b>Modeling (MD):</b> Demonstration of a desired behavior that results in skill acquisition through learner imitation		Yellow	Blue							Green	Yellow					Green	Yellow		Green	Yellow										Blue						
<b>Naturalistic Intervention (NI):</b> Intervention strategies that occur with the learner's typical settings and routines	Green	Yellow					Green	Yellow		Green	Yellow		Green	Yellow					Green	Yellow																
<b>Parent-Implemented Intervention (PII):</b> Parent delivered intervention learned through a structured parent training program	Green	Yellow		Green	Yellow					Green	Yellow					Green	Yellow								Green	Yellow										
<b>Peer-Mediated Instruction and Intervention (PMII):</b> Typically developing peers are taught strategies that increase social learning opportunities in natural environments	Green	Yellow	Blue							Green	Yellow		Green	Yellow					Green	Yellow		Yellow	Blue													
<b>Picture Exchange Communication System (PECS):</b> Systematic 6 phase protocol teaching the exchange of pictures between communicative partners	Green	Yellow		Green	Yellow														Green	Yellow																

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
<b>Pivotal Response Training (PRT):</b> Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative	Green	Yellow		Green	Yellow								Green	Yellow																						
<b>Prompting (PP):</b> Verbal, gestural, or physical assistance that supports skill acquisition	Green							Yellow	Blue	Green	Yellow					Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow		Green	Yellow	Blue			Blue						
<b>Reinforcement (R+):</b> A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior	Green		Blue	Green		Blue						Blue	Green	Yellow		Yellow			Green	Yellow		Green					Blue	Yellow	Blue							
<b>Response Interruption/Redirection (RIR):</b> Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior	Green	Yellow		Green	Yellow				Blue	Green	Yellow		Green	Yellow					Green	Yellow					Green	Yellow										
<b>Scripting (SC):</b> A verbal or written model of a skill or situation that is practiced before use in context	Green		Blue	Green		Blue				Green	Yellow		Green	Yellow		Green	Yellow												Yellow							
<b>Self Management (SM):</b> Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors								Yellow	Blue					Yellow					Green	Yellow							Blue									
<b>Social Narratives (SN):</b> Descriptions of social situations with examples of appropriate responding	Green			Green			Green	Yellow	Blue	Green	Yellow		Green	Yellow					Green	Yellow		Green	Yellow													
<b>Social Skills Training (SST):</b> Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.	Green	Yellow	Blue	Green			Green	Yellow					Green	Yellow	Blue	Yellow																				
<b>Structured Play Group (SPG):</b> Adult lead small group activities that include typically developing peers and use prompting to support performance								Yellow						Yellow						Yellow																
<b>Task Analysis (TA):</b> The process of breaking a skill into small steps that are systematically chained together				Green						Yellow										Yellow			Yellow													
<b>Technology-Aided Instruction and Intervention (TAII):</b> Intervention using technology as a critical feature	Green	Blue		Green		Blue		Yellow	Blue	Yellow	Blue		Green			Green	Yellow		Green	Yellow	Blue	Green	Yellow	Blue	Blue		Blue	Yellow	Blue							
<b>Time Delay (TD):</b> Delaying a prompt during a practice opportunity in order to fade the use of prompts	Green			Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow										
<b>Video Modeling (VM):</b> A video recording of a targeted skill that is viewed to assist in learning	Green	Blue								Green	Yellow		Green	Yellow	Blue	Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow	Blue	Yellow	Blue							
<b>Visual Support (VS):</b> Visual display that supports independent skill use.	Green		Blue	Green			Green	Yellow								Green	Yellow		Green	Yellow			Yellow			Yellow										

# EBPs

Modeling

Social skills training

Scripting

Technology-aided instruction

Visual supports

Peer mediated instruction

Structured play group

Social Narratives

Video Modeling

Reinforcement



# Statistics

Nearly 40 percent of young adults with autism never saw friends and half were not receiving any phone calls or being invited to activities. Additionally, researchers said that 28 percent had no social contact at all.

“Difficulty navigating the terrain of friendships and social interaction is a hallmark feature of autism,” said Paul Shattuck of Washington University who worked on the study. “Nonetheless, many people with autism do indeed have a social appetite. They yearn for connection with others. We need better ways of supporting positive social connection and of preventing social isolation.”

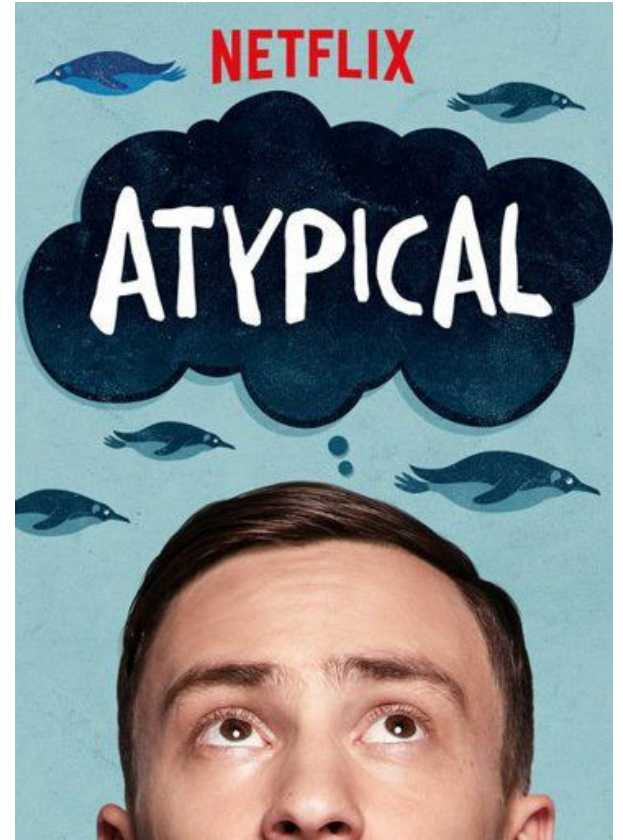
Study: Journal of Autism and Developmental Disorders November 2013, Volume 43, Issue 11, pp 2710–2719  
Social Participation Among Young Adults with an Autism Spectrum Disorder  
Authors: Gael I. Orsmond, Paul T. Shattuck, Benjamin P. Cooper, Paul R. Sterzing, and Kristy A. Anderson

“Miscommunication can make it harder for people on the autism spectrum to make and keep friends, too. The reason for this is our autism neurology, meaning that unlike typical people’s, our brains are not wired to automatically pick up, incorporate and effectively use the often elusive and transient social information all around us. This information is called the “hidden curriculum.” Whether for boys and men or girls and women with the social learning challenges of autism, the rules can be vague and confusing. Getting social experience and discussing social rules are good ways to clarify the hidden curriculum and make socializing easier and more rewarding.”

<http://www.autism-society.org/living-with-autism/autism-through-the-lifespan/adulthood/socialrelationships/>

# A-typical clip

<https://www.youtube.com/watch?v=bT4xuTTLy9E>



# Skills must be taught

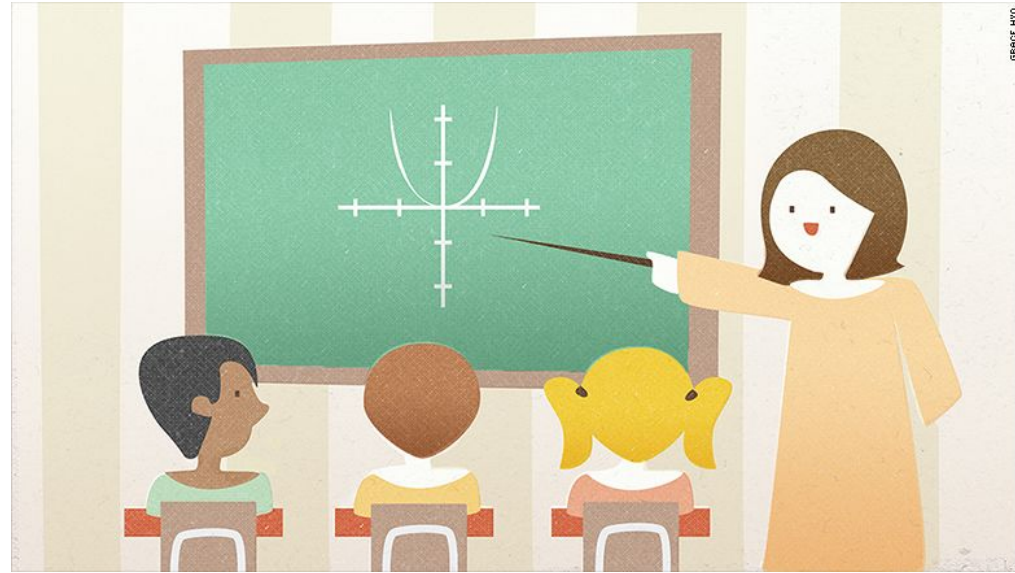
Scripting

Modeling/video modeling

Visual Supports

Social stories (social narratives)

\*Social skills training



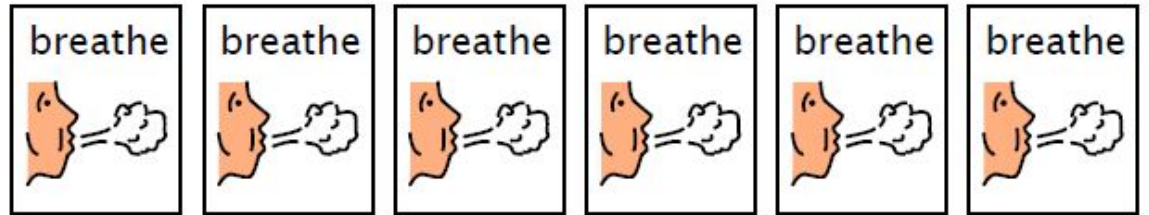
## And reinforced!! (reinforcement)

# Visual Supports



I will take 5 deep breaths

1	2	3	4	5
---	---	---	---	---



## When I'm Frustrated



I will...

Sit in my chair



Fold my hands



Take 5 breaths



Count to 10



Drink water



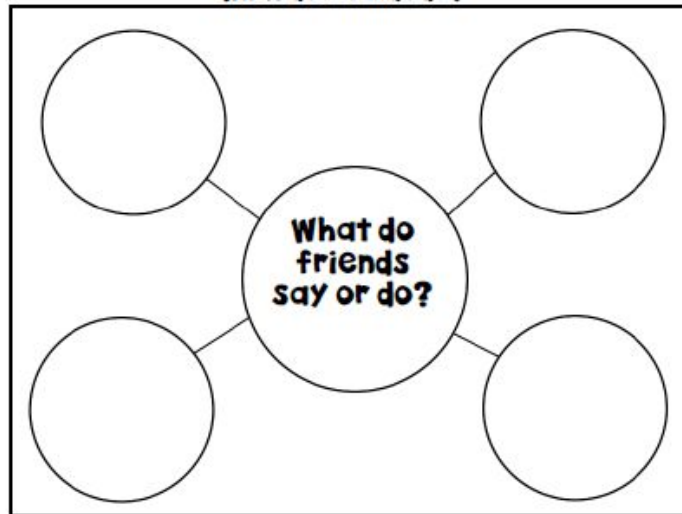
Return to work



Name: \_\_\_\_\_

# Friends Graphic Organizer

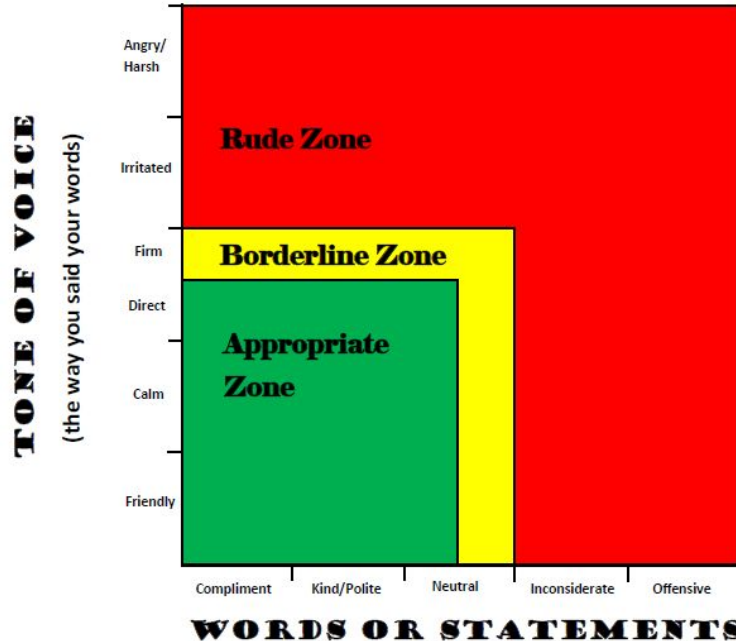
What do friends do?



# Teachers pay teachers

<https://www.teacherspayteachers.com/>

## COMMUNICATION GRAPH

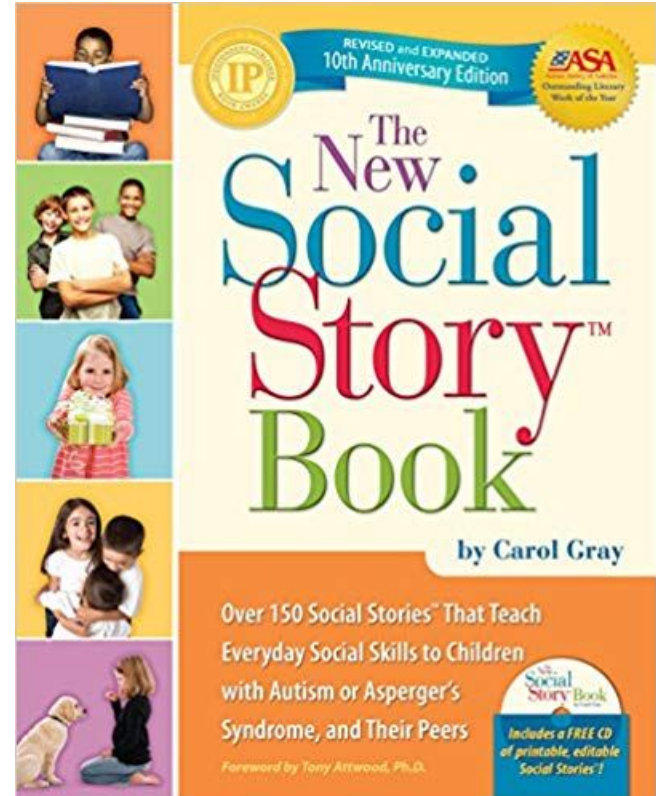


# Social Narrative/ Social Stories

<https://selpa.bcoe.org/o/selpa/browse/14216>

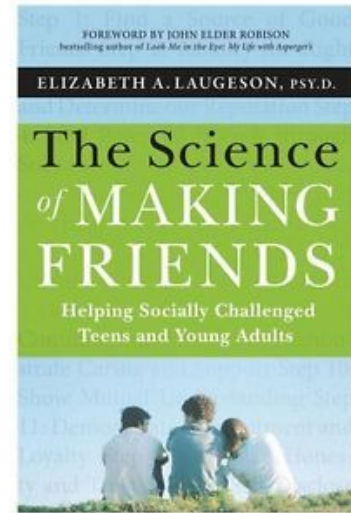
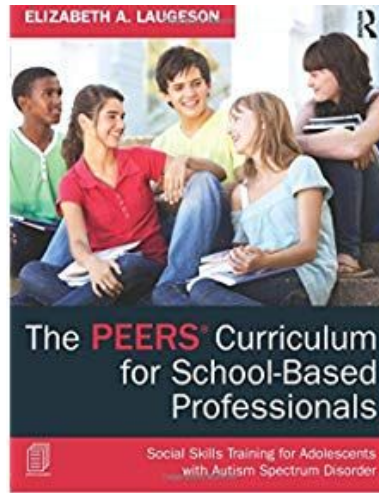
See online resources

Brainstorm social story (see template)





# PEERS



<http://www2.semel.ucla.edu/peers/teens>

“The Science of Making Friends:  
Helping Socially Challenged Teens and Young Adults”

\*modeling, social skills training, peer-mediated instruction, video-modeling, scripting, structured play- we added social narratives/stories and visual supports

# FRIENDSHIP GROUP

We go  
together like  
cupcakes & frosting

# Technology

Video-modeling

Virtual reality

Skype/Facetime

<https://gemiini.org>



## Changing My Reputation

I might get a bad reputation if I:

- Fight
- Be aggressive
- Hang out with trouble makers
- Police or tattletale on others
- Tease or bully others
- Be a conversation hog
- Have bad hygiene
- Have behavioral or emotional tantrums
- Get bad grades
- Disrupt class
- Goof off too much
- Or other reasons

If I get a bad reputation there are things I can do to change it. First, I can lay low for a while. This means keep a low profile and do not draw attention to myself. Next, I follow the crowd and try to fit in and not stand out. Then I try to change my look so people will notice me. I could do this by getting new clothes, getting a haircut or getting into shape. Lastly, I need to own up to my previous reputation. I should not get defensive. I could say, "Yes, people used to think that about me, but I am different now". If I need to, I could also find a new social group. To find good friends, I need to have a good reputation.



## Getting Gifts



Sometimes people give me gifts. It might be for my birthday, a holiday or another reason.

When I get a gift, I should say, “Thank you!”. When I say “thank you”, the other person will feel happy.

When it is time to open the gift, I can unwrap it or take it out of the bag.

Sometimes I may not like the gift, but I should still smile and say “thank you”.

I should say one thing about the gift, such as, “This could be very useful” or “I like the color” or “I look forward to trying it out”.

When I smile and say “thank you”, and comment on the gift, the other person will feel happy.

After I say “thank you” it is okay to put away the gift until I want to use it.

If I decide not to use the gift at all, that is okay too. I should not tell the person that I won’t use it. That may hurt their feelings.

When I get gifts I will remember to smile and say “thank you” and make a nice comment about the gift.

## Good sportsmanship

It is fun to play games with other people, such as a family, friends, and classmates. It is important not to be too competitive when playing games, especially with friends and classmates. Being too competitive can make it not fun for other people. During the game, I should praise others, play by the rules, share and take turns. If I get bored, I can suggest a change of game or activity. I should not be a referee or a coach during games, unless that is my assigned job. If someone gets hurt or upset, I should show concern and try to help. It is also important that I am a good winner and good loser. This means no bragging, pouting, getting angry or throwing things. I should say “good game” if I win or if I lose. Playing games with other people is fun, but only if everyone is having fun.



## Handling Bullying

Sometimes other teenagers bully people. This could be by physically bullying them, verbally attacking them, spreading rumors about them or cyber bullying. This is different from teasing. If a bully targets me, I need to use my strategies to deal with them. First, I need to try to avoid the bully and lay low when the bully is around. I should hang out with other people, but stay near adults when the bully is around. I should not try to make friends with the bully, tease the bully, provoke the bully or police the bully. If I am in danger, I should get help from adults. Dealing with bullies can be scary. I should tell an adult if I am being bullied, but this will not always stop the bullying. I also use my strategies to help me face the bully.



## Minimizing Rumors and Gossip

Rumors and gossip are common in middle school and high school. Rumors and gossip can be used as a social weapon or retaliation. More often, they are just part of teenage conversation and teenagers do it to get attention. If someone spreads rumors or gossip about me, I should not try to disprove the rumor. I should not confront the person spreading the gossip, but I should try to avoid him or her. I should act amazed anyone cares or believes the gossip. If it is true, I could say, "Can you believe anyone cares about that?" If it is not true, I could say, "I can't believe anyone would believe that!".

If I have heard the rumor or gossip, I should not wait for people to ask me about it. I should spread the rumor myself. I should acknowledge the rumor exists, discredit or make fun of the rumor, and act amazed anyone would care. I could say, "Have you heard the rumor about me? That's so stupid. It's so crazy what people will believe". It is likely that at some point a rumor will be spread about me. It might hurt my feelings but I know I can use my strategies to handle it.

## Rumors & Gossip





## Teasing Social Story

Sometime I might be teased. Handling teasing can be difficult. I should not ignore the teasing. I should not banter with the teaser. I should not just walk away. I should not go find an adult nor tease them back.

Instead, I should do the following:

1. Act like what they said did not bother me, even if it hurt my feelings.
2. Act as if what they said was stupid.
3. Give a short verbal comeback, such as “Whatever”, “And your point is?”, “Is that supposed to be funny?”. I should either say it as if I am bored or with an attitude.
4. Give a nonverbal comeback, such as rolling my eyes or shrugging my shoulders.
5. Give more verbal feedbacks, if needed.
6. Walk away. I should not walk away before giving verbal feedbacks.

The teasing might get worse before it gets better and the teaser will probably try again. I should keep using my steps when teased. I should not use teasing comebacks with physically aggressive people or adults.

**HOW TO  
RESPOND  
TO TEASING**

## When Someone Changes His or Her Appearance

Sometimes people change the way they look. This could be their clothing, hairstyle or make up. I may like the change. I may not like the change. If I like the change, I should give them a compliment, such as “I like your new outfit” or “I like your new haircut.” I should not tell them that I do not like the change. I could acknowledge the change instead. I could say, “I noticed you got a haircut” or “I noticed you are doing your make up differently”. People like to be acknowledged when they make a change. If the person asks me if I like the change, I should not tell them no. If I said no, I would hurt their feelings. I could say, “It is really interesting” or “It is very different than what I am used to”. Sometimes people want to change their appearance and that is OK. It is their choice and I need to be polite about it.



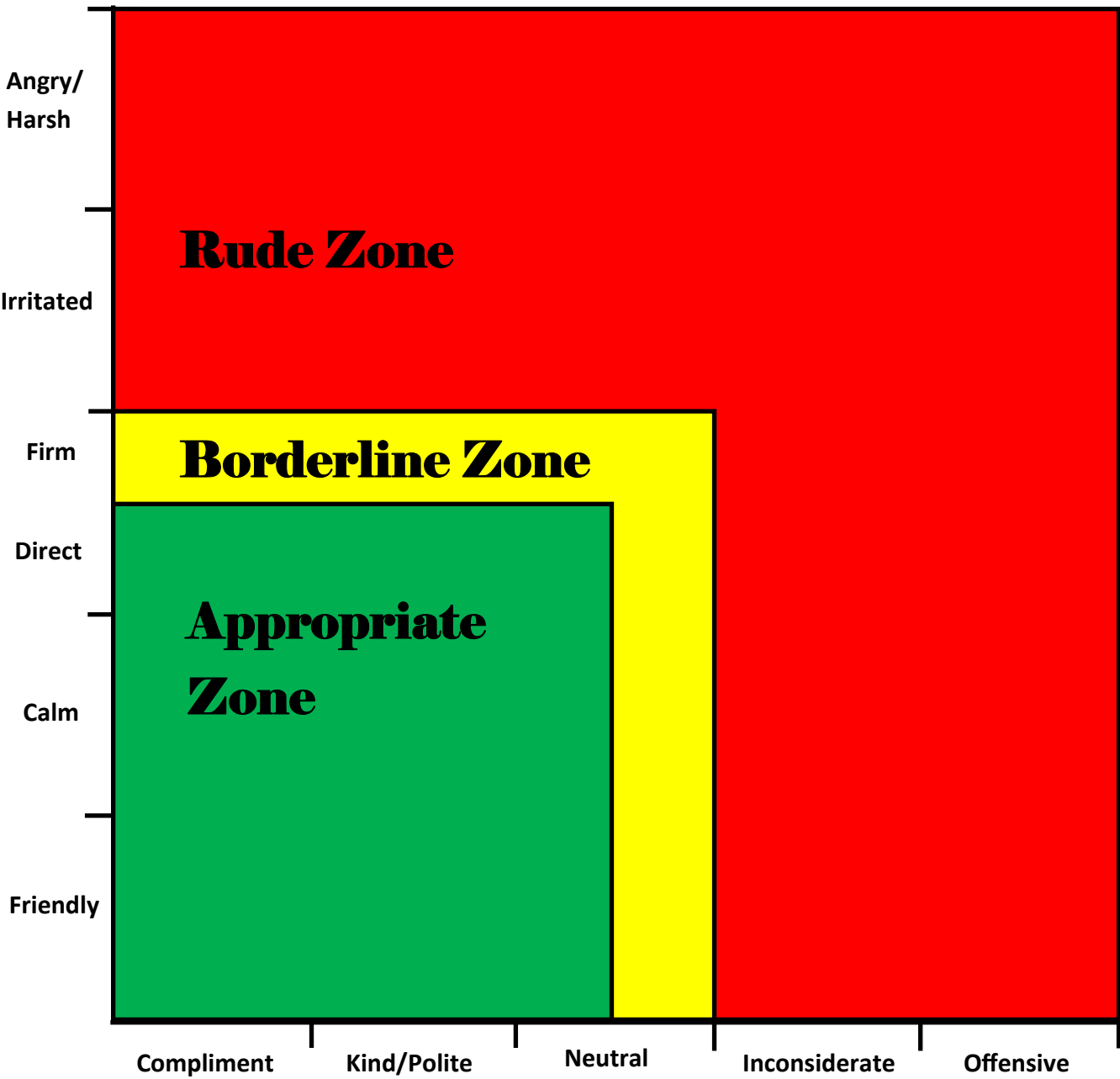
let's talk.



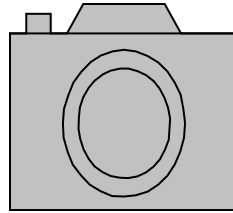
change

# COMMUNICATION GRAPH

**STONE OF VOICE**  
(the way you said your words)

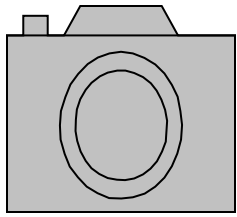


**WORDS OR STATEMENTS**



---

This is your title page. Choose a simple title that describes the setting the child is struggling to exhibit appropriate behavior (going to the store) or even the behavior itself (turn taking). Include a fun visual or picture of the child. Number of sentences per page and type of language will depend on the child's developmental level.



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

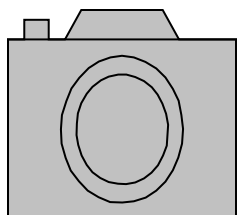
---

---

---

---

Use descriptive sentences to set up the setting. Example: sometimes we go to the restaurant, restaurants can be... You want to use around two descriptive sentences to each directive



---

---

---

---

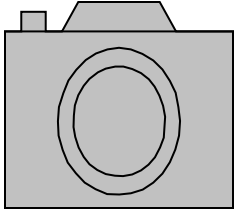
---

---

---

---

Another lay out option. Provide more details about the setting to help the child with expectations and to set up the behavior expectations. Example: sometimes we go to the restaurant, restaurants can be... You want to use around two descriptive sentences to each directive



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

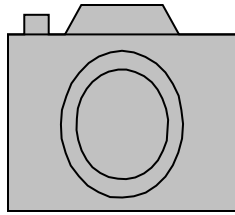
---

---

---

---

Use descriptive sentences to set up the setting. Example: sometimes we go to the restaurant, restaurants can be... You want to use around two descriptive sentences to each directive



---

---

---

---

---

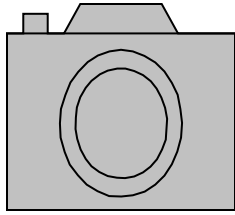
---

---

---

Start to use directive language to set up behavioral expectations for the target behavior. Example: when I am in a restaurant I can \_\_\_\_\_ when it gets too noisy.





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

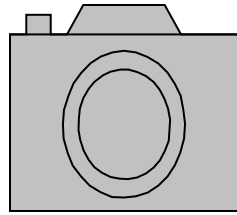
---

---

---

---

Add more directive detail if needed. I can also \_\_\_\_\_ if the restaurant gets too noisy.



---

---

---

---

---

---

---

---



Have some sort of simple positive closing statement. Restaurants can be yummy and fun!