

PART ONE

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TEACHING SOCIAL SKILLS

us strategies to teach social skills, all of which attempt to make explicit the social information and otherwise go unnoticed by autistic individuals. Described below are various strategies that have social skills, as well as other behaviors. All of these approaches can incorporate the use of visual books or modeling, to augment verbal instructions.

s been used to teach basic language, academic skills and rudimentary social skills. It is a highly t often utilizes physical prompting and thus does not rely on the ability of the child to understand trial has at least four components: a cue, prompt, behavior, and reinforcement. As an example, youngster to make eye contact. A cue might be the phrase "look here" as I point to my eyes. The physically move his head so that he is looking at me. His behavior would be to either look at me or reinforcement would come only when he looks at me.

atal" refers to teaching a youngster about a social situation as it is occurring rather than in a e goal is to amplify the social environment for youngsters as it is unfolding so they pick up on the . This strategy works well in facilitating groups during unstructured communication and playtime. ng can be done very concretely for some children. Visual aides (e.g., using a turn card to denote ng a game) or physical prompts (e.g., a tap on the shoulder to indicate their turn) are frequently incidental teaching can be more conceptual. For example, if a boy is talking non-stop about his fixtures and his peers are starting to get restless, we might say to the boy, "Look how the other g and squirming in their seats. What do you think they are feeling? Why? Can you ask them if they ' In contrast to this incidental lesson, we might later do a formal lesson on "Talking Briefly So Others visual picture-based format.

izes cartoon-like drawings combined with positive reinforcement principles (Grodén & Lavasseur, ture rehearsal always includes drawings or pictures of three components: the antecedents to a e targeted desired behavior, and a positive reinforcer. The pictures are displayed on index cards. On d is a script describing the sequence of events. Children are shown the sequence of cards until they

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