Autism *Links*

Welcome to Autism *Links*

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This issue focuses on unspoken social rules. These rules are one of the most challenging aspects of navigating everyday life for individuals on the spectrum. Included are evidenced based methods for teaching these skills.

AUTISM INTERNET MODULES:
http://cdd.unm.edu/swan/autism_course/about/index.htm
The website provides teaching modules that cover ASD Characteristics, Assessment, Academic, Behavioral, Communication, Environmental, Sensory, and Social Interventions. It is a great resource for providing information to para-professionals, administrators and general education teachers about ASD.

Additional websites to increase your knowledge about ASD by various topics:
http://autisminternetmodules.org/

The Hidden Curriculum!

Sample Hidden Curriculum Elements

	Expected behaviors	Actions, skills	Responsibility	Dress
Classroom	Be quiet, sit still, listen	Do work, organize yourself and supplies	Do what you're told and follow the teacher's lead	Wear what everyone else is wearing
Town pool	Play boisterously, laugh a lot	Games, lots of interactions	Follow the rules posted or you're out of the pool	Swimwear, sunscreen
Grandma's house	Remain polite but have fun; noise is OK but not too much	Be helpful, kind; eat all of your dinner	Don't make a mess; no fighting with siblings even though Grandma is unlikely to punish you if you do	Casual but probably less casual than at home
Church place of worship	Be really quiet; no talking or laughing	Fold hands, bow head, say prayers	Do as the others are doing	More formal than Grandma's
Music recital	Sit still and listen, or pretend to listen	Clap at the end, smile, congratulate sibling	None really (unless you're performing)	More formal than in place of worship

http://cdd.unm.edu/swan/autism_course/modules/social/hidden/lecture01.html

Behavior Management: Getting to the Bottom of Social Skills Deficits

By: Judith Osgood Smith (1995)

http://www.ldonline.org/article/6165/

Strategies to Understand and Review Social Situations

Social Scripts Overview
http://www.education.com/reference/article/social-scripts-stories-asperger-ASD/

Social Autopsies
Social skills autopsies are designed to be a supportive structured, constructive strategy to help a child develop social competence. Unlike some other social skills training techniques, it focuses on errors the child actually makes and helps him or her to better understand how to avoid making the social error in the future.

- http://www.ricklavoie.com/competart.html
- http://www.ldonline.org/article/14910
- http://news.developingmindssoftware.com/?p=46

SOCCSS
"SOCCSS (Situation, Options, Consequences, Choices, Strategies, Simulation) is a teaching strategy designed to help students analyze and understand social communication and social interactions (Roosa, personal communication). This problem-solving and decision-making technique allows a student to reflect on a problem or situation, offer alternative options and strategies, identify consequences and choose an appropriate course of action. The goal of SOCCSS is to help students function better in social situations. Resource: Interactive Collaborative Autism Network (ICAN)
http://cdd.unm.edu/swan/autism_course/modules/social/hidden/lecture05.html

- http://www.autism-mi.org/about_autism/interventions_support/social.html/title/effective-social-interventions-and-supports-for-students-with-asperger-s-syndrome

Cartooning
Cartooning can be very helpful for the visually oriented student to facilitate understanding of social situations and anticipated behaviors, as well as the thoughts of other people in a given situation. Research shows that cartoon techniques, such as thought and speech bubbles, enable the individual with autism to get a sense of social interactions and the hidden rules that govern behaviors (Kerr & Durkin, 2004).

- http://autismspectrum.illinoisstate.edu/resources/factsheets/comicstrip.shtml

Power Cards

Power Card Strategy involves including special interests with visual aids to teach and reinforce academic, behavioral and social skills to individuals with Autism Spectrum Disorders. Since many children with Asperger Syndrome and autism tend to have highly developed special interests, this strategy is especially beneficial for this population. By using their special interest, the individual is motivated to use the strategy presented in the scenario and on the power card. It is a positive strategy that is often entertaining as well as inexpensive and simple to develop. Read more at:
http://autismspectrum.illinoisstate.edu/resources/factsheets/powercard.shtml

- http://www.ehow.com/how_7539678_make-power-cards.html

Social Stories

A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal of a Social Story™ is to share accurate social information in a patient and reassuring manner that is easily understood by its audience. Read more at: http://thegraycenter.org/social-stories/what-are-social-stories

- **Carol Gray: What are Social Stories(TM)? YouTube video**
- http://www.youtube.com/watch?v=vjlIYYbVIrI
- http://www.ehow.com/way_5393182_examples-social-stories.html

Top 5 Free Social Stories Websites:

Resource: http://www.ttacnews.vcu.edu/2011/09/teaching-social-skills-through-social-narratives-another-evidence-based-practice.html

1. **Kansas Instructional Support Network.** A variety of stories in a very well organized chart- http://www.kansasasd.com/classroommat.php

2. **Region 2 Digital Library**. This site has several premade PowerPoint social stories with prerecorded audio – http://region2library.org/SocialStories.htm

3. **Kids Can Dream**. These stories use Boardmaker pictures with text – http://kidscandream.webs.com/page12.htm

4. **The Watson Institute**. These stories use higher level writing and periodic large graphics – http://www.thewatsoninstitute.org/teacher-resources2.jsp?pageId=216139224060122641574 7290

Video Modeling

Video modeling and video self-modeling (in which children are shown footage of themselves performing desired behaviors) are both effective in targeting social skills and functional skills, according to the studies. Additionally, the researchers found that improvements were maintained after the program was concluded and that skills were transferred to other settings not featured on the videos. Read more at: http://newsinfo.iu.edu/news/page/normal/5254.html

- http://www.ttacnews.vcu.edu/2009/09/say-cheese-video-modeling-and-self-modeling-create-positive-changes-for-students-with-autism.html
- http://www.socialskillbuilder.com/articles/video-modeling-research.html

Teaching Social Skills to Children with Autism: How to Get the Most Bang for Your Buck!

 http://theautismblog.seattlechildrens.org/social-skills-and-autism/

UPCOMING TRAINING OPPORTUNITIES

AUTISM TEACHER REGISTRY TRAININGS

For more information please contact:

Center for Learning and Leadership, University Center for Excellence in Developmental Disabilities

University of Oklahoma Health Sciences Center

Attn: Ephelders Lipscomb, Teacher Registry Program Coordinator

PO Box 26901, ROB 342, Oklahoma City, OK 73126

Phone 405-271-4500, ext. 41009, or email: ephelders-lipscomb@ouhsc.edu

REGISTRY TRAINING SCHEDULE FOR THE 2012-2013 SCHOOL YEAR

Oklahoma City

December 3-4 & 10-11, 2012   **Deadline:** November 15, 2012 - 12:00 Noon

February 25-26 & March 4-5, 2013   **Deadline:** January 16, 2013 – 12:00 Noon

Tulsa

October 1-2 & October 8-9, 2012   **Deadline:** September 12, 2012 – 12:00 Noon

November 5-6 & November 12-13, 2012   **Deadline:** October 19, 2012 – 12:00 Noon

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Oklahoma Autism Network Trainings

www.okautism.org

Upcoming Project PEAK Trainings

Title: Autism Awareness: A Training for Trainers
Date: January 11, 2013
Presenters: Project PEAK team

Title: Behaviors that Challenge: Breaking the Cycle
Date: January 31, 2013
Presenters: Project PEAK team

Title: Supporting Children with Autism-Para Training
Date: January 15-16, 2013
      March 5-6, 2013
Presenters: Project PEAK team

Title: Understanding Students with Asperger Syndrome
Date: February 12, 2013
Presenters: Project PEAK team

Title: Visual Supports: Make It/Take It Workshops
Date: February 8, 2013
Presenters: Project PEAK team

For more information on Project PEAK trainings contact Jennifer Winfrey
Jennifer-Winfrey@ouhsc.edu

General Information Websites:

www.autism-society.org
www.child-autism-parent-cafe.com
http://www.jedbaker.com/news.htm
http://www.autism.org/
http://www.autismtoday.com
http://www.autismspeaks.org/
http://www.do2learn.com/
http://www.setbc.org/pictureset/
http://www.setbc.org/curriculumset/default.aspx
http://trainland.tripod.com/pecs.htm
http://autismoklahoma.org
http://oasis.ouhsc.edu/
http://www.behaviordoctor.org/
http://www.cccoe.net/social/
http://www.pathfindersforautism.org
http://www.specialed.us/autism/05/trancheck.htm
http://www.autismsupportnetwork.com
http://www.guidancechannel.com
http://www.ellennotbohm.com
http://www.paulakluth.com
http://www.okautism.org/