Social Skills Programming

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- Observational Learning _____

_____

_____

- This is_____and effective way to teach_____to children with autism

Readiness Indicators

- The ability to_____instructions. (Instructional control)
- Eye Contact
- Low levels of _____
- The ability to_____
- The ability to_____
- The ability to _____toys_____

What to teach

- _____contact or _____attention
- Sharing _____or _____
- _____

- Imitating_____
- following_____
- Taking_____(with at toy or game)
- Making comments
- _____play
- _____ from peers
- Conversation

_____

_____

_____

How to teach

- Break down large tasks into_____
- Teach each_____separately
- Use good_____strategies
- Use reinforcement
- Repeated_____

Specifics

- Modeling

• _____playing

• Verbal_____

• Written prompts

• _____ prompts or schedules

_____

_____

_____

Peer Helpers

Considerations for peer helpers

• age

• _____

• helpfulness even _____

• social skills

_____

_____

_____

Number of peer helpers

• More than_____

• Not too many helpers. Keep _____and have _____

What to teach them

- Share and_____
- Offer help and_____
- Provide good_____and good_____
- Provide choices
- _____and _____
- Provide reinforcement
- How to_____to behaviors
- Stay_____and Talk

_____

_____

_____

Video Modeling

- Film the _____
- Film the_____with the peer helper

_____

_____

Self Monitoring

- Student records their own _____
- Good_____strategy
- Good_____

_____

_____