

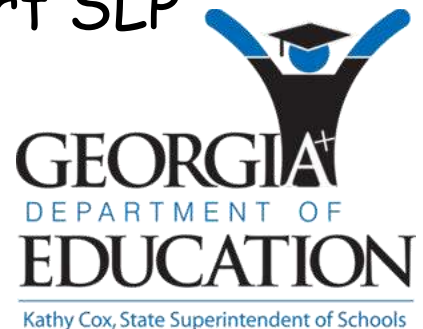
Speaking of Social Skills

Georgia Department of Education

Autism Academy

June 2010

Heather Byrge, Ed.S, Autism Support SLP
Allison Soncrant, Ed.S, Autism Support SLP
Cobb County School District



"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

Anthony Robbins

Assessment

Examples of standardized and non-standardized measures for evaluating social communication skills. Many other assessments are available that assess the same areas.

Assessment, (preschool)

Formal Measures

- CELF-P (Clinical Evaluation of Language Fundamentals-preschool) offers a pragmatic portion
- Ages 3-6

Looks at the following areas:
Nonverbal Communication Skills
Conversational Routines and Skills
Asking for, Giving, and Responding to Information

(Wiig, Secord, & Semel, 2004)

- CCC (The Children's Communication Checklist-2)
- Parent/caregiver rating scale
- Ages 4-16

Looks at the following pragmatic areas:

- Initiation
- Scripted Language
- Context
- Nonverbal Communication
- Social Relations
- Interests

- (Bishop, 2003)

Preschool, cont...

Informal measures

- Observe play skills
- Gather information about the child's pragmatic skills in a variety of situations with different people.
- Language sample
- Checklists

Assessment (elementary-high school)

Clinical Evaluation of Language Fundamentals

- Ages 5-21 years
- Pragmatic Profile - the purpose is to identify verbal and nonverbal pragmatic deficits.
- Observational Rating Scale _ used to identify situations or context in which language performances are reduced.

Eleanor Semel, Ed.D.; Elisabeth H. Wiig, Ph.D.;
and Wayne A. Secord, Ph.D. 2003

Comprehensive Assessment of Spoken Language

- CASL is an individually administered, research-based, theorydriven,
- in-depth oral language assessment for children and young
- adults aged 3 through 21. The CASL battery of 15 tests measures
- comprehension, expression, and retrieval in four language
- categories:
- Pragmatic—measures awareness of appropriate language in a situational context and ability to modify this language as necessary

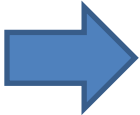
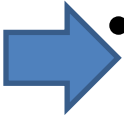

Elizabeth Carrow-Woolfolk 1999

Test of Pragmatic Language

- **Ages 6-18 years**
- provides important information to all essential and involved school team members (school psychologists, counselors, special educators, and clinical psychologists) about social skills and conflict resolution.
- provides information on six dimensions of pragmatic language: physical setting, audience, topic, purpose, visual-gestural cues, and abstraction.

Assessment

Informal measures

- Observe, Observe, Observe  • Lunchroom, Homeroom, Hallways, Classroom
- Pragmatic checklists  • Pragmatic Checklist
- Parent questionnaires  • Provides much needed background information

Writing appropriate goals for
social communication skills



The need for specific goals and objectives should be reflected in the student's current functioning.

(Twachtman & Twachtman, 2002)

Goals: a broad based
statement

Objectives: more specific-how
to get to the goal

What makes an objective appropriate?

- Is the objective functional?
- Is the objective developmentally appropriate?
- Is the objective important to the family?
- Will the student have ample opportunities to practice the skill?

(Twachtman & Twachtman, 2002)

Are objectives measurable? (how will you gather data?)

- Performance- what action is expected of the student
- Conditions- under what conditions will the student perform the skill
- Criterion- level of mastery
- These criteria will allow the objectives to be carried out consistently/Does it pass the stranger test?

(Twachtman & Twachtman, 2002)

Prompt Hierarchy

- Start from where student is successful and move down to the lowest level (working toward independence)
- Level 5- physical assistance
- Level 4- combination of Cues
- Level 3- verbal cues
- Level 2- visual cues
- Level 1- expectant waiting
- Level 0- independent/initiation

(Twachtman & Twachtman, 2002)

Specific skills that need to be addressed with social communication

- 1. turn taking
- 2. complementing
- 3. negotiating
- 4. waiting
- 5. responding
- 6. joining
- 7. accepting teasing/joking/non-preferred answers
- 8. following ideas of others

(Eisenberg, 2009)

Case Scenario

- Student is 14/8th grader with AU eligibility. He is currently served in a small group setting for reading, language arts, and math; he is served in an inclusion setting for science and social studies. He is in a general education with no special education services for PE and Connections. He continues to receive speech services in small group setting as well as an inclusion setting.
- Current functioning indicate that he continues to make progress in his classes, but that as the curriculum becomes more abstract, the more difficult it becomes for him to make the same progress as his peers. When speaking to female peers, he often does not follow his lessons or social cues and will continue to attempt to engage in conversations even when his peers ignore him or tell him to stop. He is capable of telling you what he should do. He has been suspended several times for acting inappropriately with female peers and this is a daily struggle for him.
- Observations indicate that he has difficulty remaining focused in the classroom without the assistance of verbal and/or visual cues. He occasionally makes comments that are unrelated to the curriculum and/or setting and requires redirection.
- Parents continue to be concerned about his social skills and his ability to read social cues when engaging in structured/unstructured settings within his daily school setting and routine. As he gets older it can become something much more serious in his peer interaction. She is concerned that his transition to high school and the level of his needs to interact and make friends will be a concern. How can we work on this level of interaction?



Image retrieved from audiencedevelopment.wordpress.com

Collaboration between SLP and classroom teacher will help to improve social communication skills in individuals with autism.

Benefits of collaboration

- Assists in developing lessons and idea sharing regarding adapting and modifying existing materials
- Allows for opportunities to share materials and develop units
- Assists in developing more specific goals
- Fosters relationships with parents

(Richmond, 2007)



Benefits of collaboration

- 2 heads are better than 1
- Forces a relationship and on-going communication between teacher and SLP
- Allows the SLP to know the student better



(Richmond, 2007)

Benefits of collaboration

- SLP is able to see if any problematic language issues arise that may not have been targeted. Teacher and SLP are able to monitor progress and transfer of skills more effectively (generalization)
- Many of the curriculum areas have language component: SLP can assist the teacher in highlighting language targets during classroom activities



(Richmond, 2007)

Treatment methodologies



- Comic Strips
- Social Scripts
- Video Modeling
 - To Do Lists
- Role Modeling
- Computer and Options Cards
 - TV
 - Music
- Lunch Bunch
- Photographs
 - Charts
 - Games
- I-Phone
 - Mirror
- Using Numbers



"If you wish to converse
with me, define your
terms."

Voltaire

Comic Strips

Use Comic Strips in therapy

Pick out a couple of comic strips and have the student read it and then have him or her explain what is funny about it. If the student doesn't "get it" then explain it.

- Cut out a comic strip and have the student sequence it on a piece of paper and write below why it is funny.
- <http://www.garfield.com>

Social Stories™

www.thegraycenter.org

- A Social Story™ is a process and product that accurately describes a situation,
- Skill, or concept according to **ten defining criteria**. Each story has an
- Individualized format, “voice”, and content that is individualized,
- Descriptive, meaningful, and physically, socially and emotionally safe for
- The audience.
-

Definition by Carol Gray

Implementation of Social Scripts

- Much of the existing research on social scripts combines this method with other interventions, such as verbal prompting.

(Crozier & Tincani, 2005)

- Social Scripts are not to be used in isolation, and they are not designed to address all the behavioral needs of the child with ASD, but they can be implemented as part of the child's educational plan.

(Spencer, Simpson, & Lynch, 2008)

Implementation of Social Scripts cont...

- Analyze the parts of the daily routine in which the targeted behavior would naturally manifest itself.
- It is essential to find times directly before or during these events to review (not introduce) the social script.

(Spencer, Simpson, & Lynch, 2008)

What do social scripts look like?

Quarter back armband



<http://www.bijoucreeksports.com/servlet/the-180/Quarterback-Adult-Arm-Play/Detail>

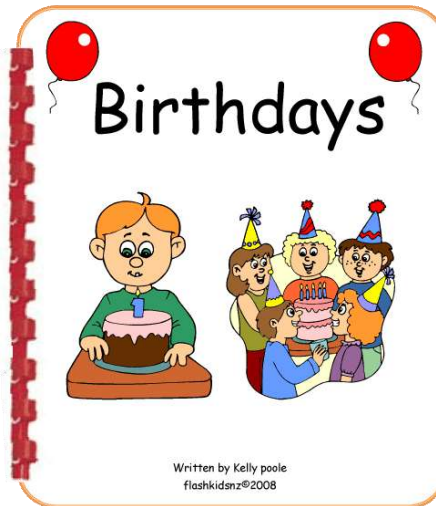
Key Ring



<http://www.specialdirect.com/Search.aspx?ste=situation+cards&>

What do Social Scripts look like?

Spiral notebook



Examples of Social Scripts

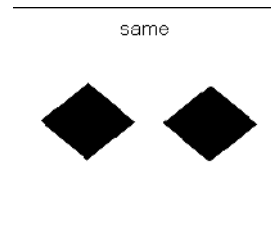
- [Fire Drill](#)



- [My Hygiene](#)



- [Staying on topic](#)

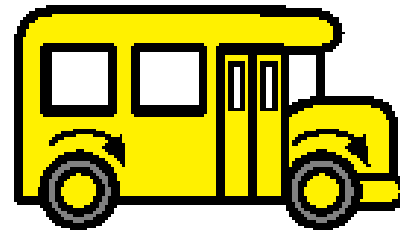


Examples of Social Scripts

- Raising your hand



- Riding the bus



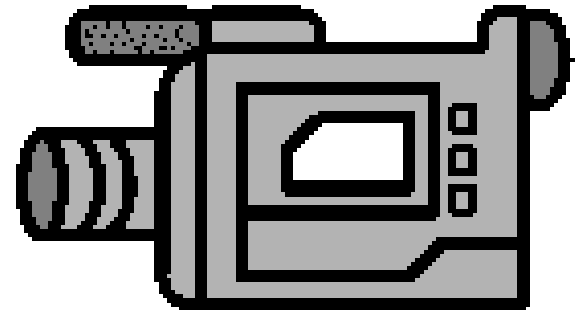
Role Playing

- **Model the behavior you want: student's with AS are typically highly visual and have an exceptional memory.**
 - Anticipate road blocks that might occur and prepare the student by acting out the various scenarios.
 - When something occurs that is socially inappropriate immediately model what should have occurred.
 - I see that you are very upset....describe what your body is doing.
 - Ex.) clenched teeth, making fists, stomach ache etc.



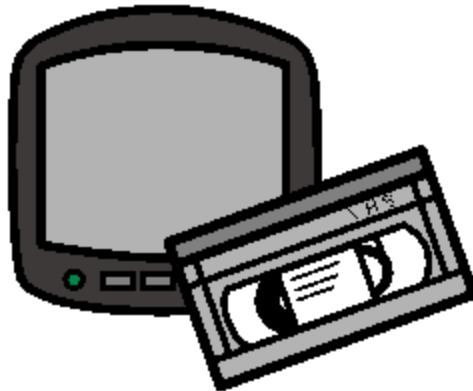
Video modeling

- The science behind the effectiveness of video modeling is strong. In numerous studies, comprising decades of scientific research, video modeling has been shown to be the most effective method for teaching social skills and target behaviors to children with autism.



Video Modeling

- A model performs a desired task and the student watches the task on a video.
- After the video clip, the student performs the task.



Activity Trainer

- Developed by Karl Smith
- The Activity Trainer is an application that incorporates both video modeling and schedules to facilitate a student's learning of tasks, and to help the student use learned tasks (activities). Video Modeling is a heavily-researched and effective method for teaching students with autism and other learning disabilities. The Activity Trainer is a powerful tool that provides immediate access to ready-to-use videos with options to modify, add, and create activities. Data collection features allow the user to track student performance.

[Activity Trainer](#)

Accelerations Educational Software. (2010). Activity Trainer

The Storymovies™

- ***The Storymovie™ on Volume 1*** are designed for student's ages 8-12 diagnosed with high functioning autism or Asperger's Syndrome. The Social Stories™ on this DVD were written by Carol Gray, developer of **Social Stories™** strategies that are used worldwide with children, adolescents, and adults with autism spectrum disorders (ASD). Volume 1 addresses school related concepts and skills and the unspoken factors that give meaning and predictability. It is hoped that these ***Storymovies™*** - the first set of officially endorsed Social Stories™ illustrated by live action on location.

The Storymovies™

Chapter 1: Practice, Mistakes, and Learning
StoryMovies based on 4 movies

Storymovie: Practice

The Survey Says: (research related to social skills and video modeling)

Effective for teaching:

- Perspective taking (Charlop-Christy, & Daneshvar, 2003)
- Emotions (Corbett, 2003)
- Play sequences (ex. having a tea party) (D'Ateno, Mangiapanello, & Taylor, 2003)
- Pretend Play (MacDonald, et. al, 2005) (Reagon, Higbee, & Endicott, 2006)
- Social initiations and unscripted verbalizations (Nikopoulos & Kennan, 2004)(Maione & Mirenda, 2006)
- Generalization of social play skills (Nikopoulos, 2007)

Study Video Self-Modeling

- Study examining the benefits of Video Self-Modeling (VSM) in increasing social engagement of two preschool-aged children with ASD.
- Levels of social engagement were maintained after the VSM intervention was withdrawn.
- Intervention led to increases in social engagement with peers in a natural setting.

(Akullian, Bellini, & Hopf, 2007)

Positive Components of Video Modeling

- Information is presented visually
- Reduces stress related to face to face interactions
- Can be repetitive
- Videos are seen as a leisure activity making them motivation
- Narrow focus (fewer stimuli)

(Corbett & Abdullah, 2005)



research, cont...

- When comparing teaching skills to AU students using live models versus video models, the video modeling showed that skills were learned at a faster rate and skills were generalized than the skills taught by live models.

(Charlop-Christy & Freeman, 2000)



Broken Record



Love data

- Video Games
- POKEMON
- DINOSAURS
- THOMAS THE TRAIN

Allow time for these areas of interest but do not embellish this preoccupation

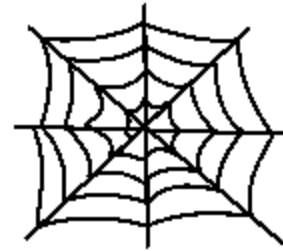
- Should not be allowed to be the topic of discussion all of the time. Ex.) you can tell me 3 things about _____ and then we are going to talk about something else.
- First eat dinner with us and share 3 things about your day and then you can have 30 minutes of your video game on the computer.

(Eisenberg, 2009)

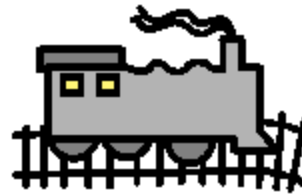
Power Cards

- Child's hero makes the statement that he needs to hear
- Made into the size of a playing card
- (ex. Spider Man says think before you speak)

Spider Man says think before you speak



Thomas



(Elsenberg, 2009)

Option Cards

- Use index card to remind child of something he can do when he become frustrated (ex. When I get mad, I can think about trains). Keep cards on child or teacher's desk.

(Elsenberg, 2009)



**"Music . . . can name the
unnameable and communicate the
unknowable."**

Leonard Bernstein

Music

Benefits of music:

- creates a two way social exchange
- provides simple words with repetitive phrases
- can provide sensory input and can be calming
- may satisfy a need for repetition in individuals with autism

(AMTA, 2006)



Music

- Grandin (adult with autism) reported that music was the only way that she could memorize word meanings without a visual image.

(Grandin & Barron, 2005)

- Grandin's research:
- Individuals with autism prefer to listen to music more than verbal lyrics making it motivating
- Following directions is easier when accompanied by music

(Darrow & Armstrong, 1999)

- Musically adapted social stories were more effective when presented with music than without music



Music research, cont..

When presented with photographs of faces and excerpts of music, both children with typical language skills and those with language impairments were able to recognize feelings more accurately when presented with music.

(Spackman, Fujiki, Brinton, Nelson, & Allen, 2005)



Ways to incorporate music to teach social skills

- Find a familiar tune and adapt the words to incorporate the steps for a desired skill.

Examples of songs to teach social skills.

Skill: Interrupting Appropriately

(to the tune of row, row, row your boat)

Wait, wait, wait for a turn

Wait for a turn like me

I'll be a good listener and raise my hand

So the teacher can call on me

(Allison Soncrant, 2010)

More Songs...

Skill: Eye Contact

(to the tune of If You're Happy and You Know It)
When you're talking to a friend look at him
When you're talking to a friend look at him
Listen to his words
Because he's wanting to be heard
When you're talking to a friend look at him.

(Michelle, 2002)
perpetualpreschool.com

Music, cont...

- Adapt a social script by adding a tune.
- For younger children, many songs are commercially available to teach social skills such as using greetings and politeness markers. In addition, check out various preschool websites for examples of songs

iTouch and iPhone: There is an App for that...

Increase communication interaction

- Overcome communication barriers
- It's "cool" for creating a social connect with peers
- Self entertainment
- Overcome potential behavior or social problems by giving student something to do
- A format for learning new skills

iTouch and iPhone: There is an
App for that...

- Special Education Apps

Using Photographs of Appropriate vs. Inappropriate Skills

- Have student compare and contrast photographs of the appropriate vs. inappropriate way to achieve a desired skill.
- Students can keep the pictures in a small photo album or on a phone for quick review.
- Encourage parents to review the appropriate vs. inappropriate pictures before a skill is required in the community.

Photographs

- Correct way

- Incorrect way



Ex. Showing an interest in the speaker

Interested in listening



Not interested in listening



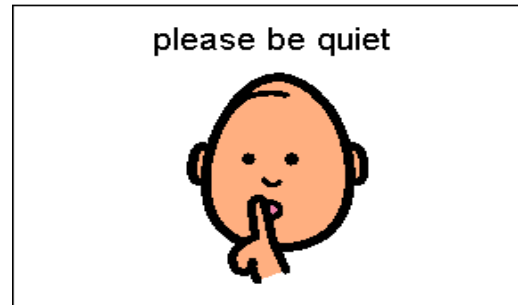
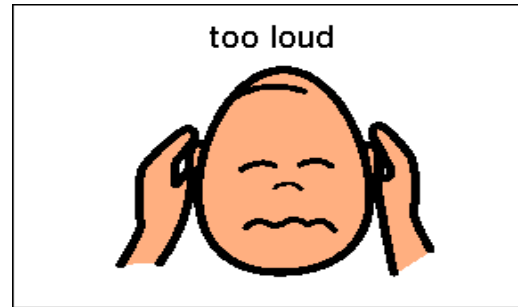
Permission for photo granted by parent. Consent on file.

Charts

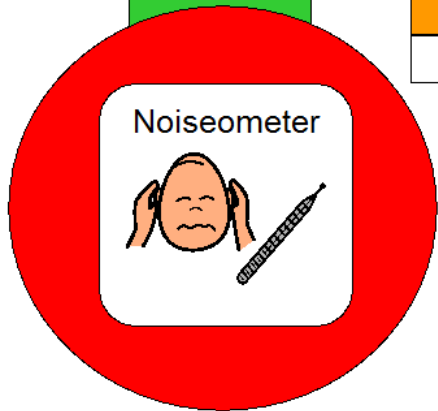
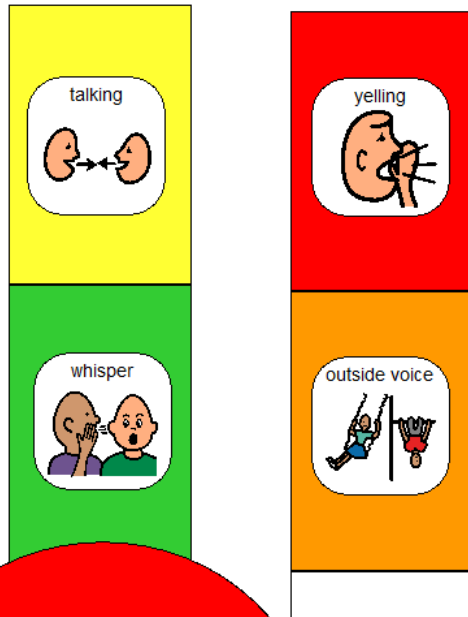
- Charts provide a way to organize information in a visual format.
- Charts can be made to break down a social skill or organize the steps of a social skill.
- Charts can provide visual feedback to the student.

Examples of Charts






(skill: using appropriate volume)



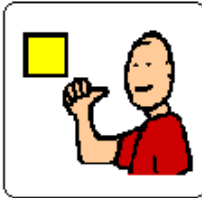
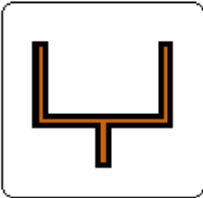

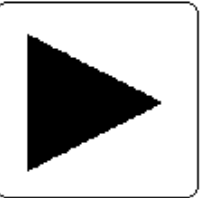
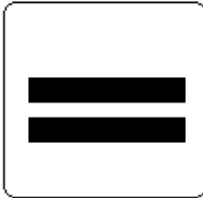


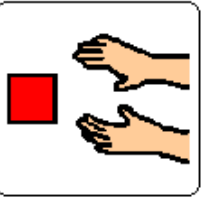
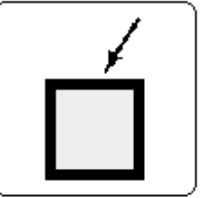
Skill: using appropriate volume



Skill: Participating in circle time

Circle Time Checklist				
	Find your circle			
	Sit down			
	Quiet hands			
	Eyes on teacher			
	Ready to listen			

Skill: Self monitoring

My	goal	of	the	week	is...								
				<table border="1"><tr><td>Su</td><td>M</td><td>T</td><td>W</td></tr><tr><td>Th</td><td>F</td><td>Sa</td><td></td></tr></table>	Su	M	T	W	Th	F	Sa		
Su	M	T	W										
Th	F	Sa											
<div></div>													
Did	I	reach	it?	M	T	W	Th	F					
													

Skill: Communication with parents

Note Home

Name: _____

Today is

Monday
S M T W T F S
S M T W T F S
S M T W T F S

Tuesday
S M T W T F S
S M T W T F S
S M T W T F S

Wednesday
S M T W T F S
S M T W T F S
S M T W T F S

Thursday
S M T W T F S
S M T W T F S
S M T W T F S

Friday
S M T W T F S
S M T W T F S
S M T W T F S

I worked on

My behavior was

great
* * * * *

good
* * * * *

nice
* * * * *

OK
* * * * *

yucky
* * * * *

bad
* * * * *

Notes/Comments

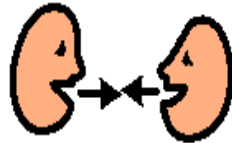
Topic Maintenance

Practice talking about a variety of topics and encourage your child to make comments and ask questions about both preferred and non-preferred

- Place a variety of topics in a bag and take turns drawing a topic from the bag.
- Roll a dice and have your child make the number of comments represented by the dice.

Skill: Topic Maintenance

We're talking about:



baseball



Finished:



vidoes



dinosuars



Skill: Turn Taking

My Turn



Joe

Quiet



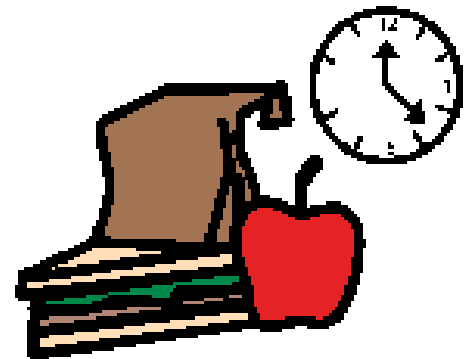
Tom

Sue

Bill

Lunch Bunch

- Facilitates social interaction during lunch with regular ed. peers.
- Location and time can vary
- Level of intensity depends on goals and objectives.
- Skills pre-taught during small group speech



To Do Lists

- Have a game plan- We all handle our day better when we know what to expect
 - putting the big events of the day on a sticky note can be helpful
 - Be creative and find a system that works for you and your student



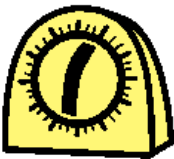


To Do Lists

- To do lists allow a social task or situation to be broken down into small steps.
- Each step provides the student with a visual prompt.
- Many students with autism respond well because the social skill has a beginning and an end and the skill becomes "task/detailed" oriented.
- Fosters independence

Examples of To Do Lists:

Skill: initiating play

To Do:	Finished
<p>pick out a toy</p> 	<p>student will move each picture from the "to do" side to the finished side as he/she completes each task</p>
<p>ask a friend to play</p> 	
<p>play until timer goes off</p> 	

To Do List, cont...

skill: becoming more interactive during lunch bunch

To Do:

Ask a friend to Lunch Bunch



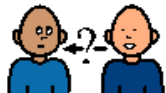
Ask the friend to sit next to you



Pass out hand sanitizer



Ask the friend a question about his day



Allison Soncrant, 2010
Made with Boardmaker from Mayer
Johnson

Using Numbers to teach social skills

- Many children with Asperger's are interested in facts such as numbers.
- Children with Asperger's tend to understand numbers well.
- Numbers provide a concrete reference that can be attached to a social skill.
- (Elsenberg, 2009)

Examples of using numbers to teach social skills

- Tell me 3 things about your day vs. tell me about your day.
- You only need to tell me one time.
- You can ask 2 questions about Harry Potter.
- When you meet a new person, ask him 2 things about himself.
- Teach the 20 year rule.
- Stand 1 arm's length behind the person in front of you in line

TV can teach social skills

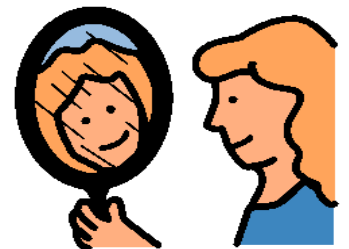
Watch TV together

- Most TV shows start with a problem and the characters have a reaction and the problem is resolved.
- Use DVR/TIVO to facilitate with problem solving, predicting, cause/effect.
 - Stop the TV at appropriate times and ask "What do you think she meant"?, "What do you think is about to happen"?, "Did she handle that the right way"?, etc...
 - If the child can not figure it out, rewind and try to help child read the faces on the actors.

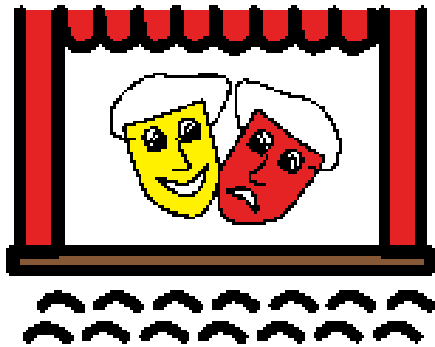
(Elsenberg, 2009)

Mirror, Mirror, on the Wall

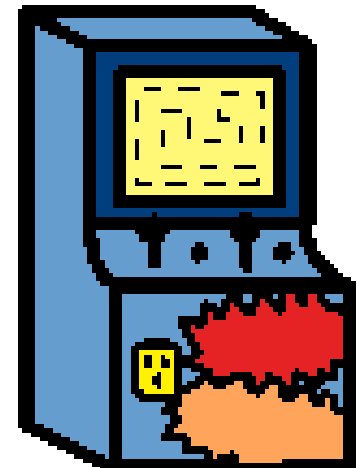
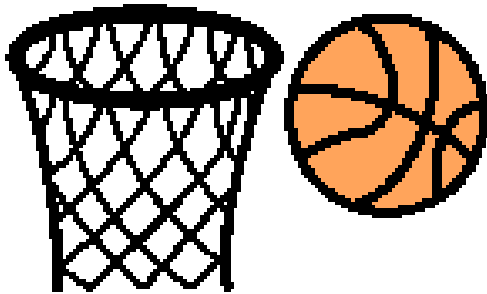
- Use a mirror to teach facial expressions.
- A mirror can help child differentiate facial expressions.
- Provides immediate visual feedback
- For younger children, attach yarn to the top and/or sides of a hand held mirror to create "hair" for a pretend person. Have the child make the pretend person look mad, happy, sad, etc...



Social Groups



4-H



Break out the Games

Board games are a great way to practice turn taking and to learn acceptance of losing.

You may want to develop a gestural cue to help your child turn take during conversations. A visual cue can be non-intrusive and is less likely to interrupt the flow of conversation.

Games, cont...

- Board games have a natural beginning and end.
- By nature, board games teach turn taking skills.
- Board games can be used to teach child to interpret facial expressions of an opponent.

(Elsenberg, 2009)

Games, cont...

- Teach topic maintenance with a simple game that parents can implement at home. Write down several topics or use pictures of topics for a non-reader and place them in a bag. Each person will take turns rolling a die and choosing a topic from the bag. Then, the player will make the number of comments about the topic which corresponds to the number on the die.
- Be sure to include non-preferred topics.
- Initiating game: Have a contest with the student to see who can initiate a greeting first.

WEBSITES

- www.baltimorecityschools.org/boardmaker/adapted_library.asp
- www.adaptedlearning.com/default.aspx
- www.4gaslps.com
- www.setbc.org/pictureset

Websites, cont...

- www.do2learn.com
- www.hiyah.net.com
- www.polyxo.com/socialstories
- www.tinsnips.org

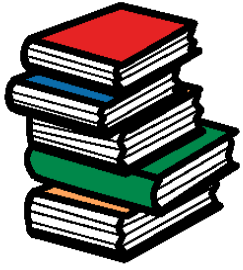


Group Activity

Book Review

- *Social Skills Stories: Functional Picture Stories for Readers and Nonreaders K-12* by Anne Marie Johnson and Jackie Susnik
- *The Source for Asperger's Synndrome*
by Timothy Kowalski

Superflex...A Superhero Social Thinking Curriculum by
Stephanie Madrigal and Michelle Garcia Winner



Book Review, cont...

- *Inside Out: What Makes a Person with Social Cognitive Deficits Tick* by Michelle Garcia Winner
- *Worksheets! for Teaching Social Thinking and Related Skills* by Michelle Garcia Winner
- *Thinking about You Thinking About Me* by Michelle Garcia Winner



Book Review, cont...

- *The Social Skills Picture Book for High School and Beyond* by Jed Baker
- *Think Social! A Social Thinking Curriculum for School-Age Students* by Michelle Garcia Winner
- *Social Behavior Mapping* by Michelle Garcia Winner

References

- Accelerations Educational Software. (2010). Activity Trainer. Columbia: SC.
- Akullian, J., Bellini, S., & Hopf, A. (2007). Increasing Social Engagement in Young Children With Autism Spectrum Disorders Using Video Self-Modeling. *School Psychology Review: (36)*1, pp. 80-90.
- Alexander, Mary. (2009). *Noiseometer*. Retrieved May 5, 2010 from <http://www.4gaslps.com/Noiseometer.doc>
- American Music Therapy Association (AMTA). (2006). *Music therapy and individuals on the autism spectrum*. Retrieved August 17, 2006, from <http://www.musictherapy.org/factsheets/autism.html>
- Bishop, D. (2003). The Children's Communication Checklist-2-U.S. Edition. San Antonio, TX: Psychological Corporation
- Brownell, M. (2002). Musically adapted social stories to modify behaviors in students with autism: Four case studies. *Journal of Music Therapy, 39*, 117-144.
- Carrow-Woolfolk, E. (1999). Comprehensive Assessment of Spoken Language. (CASL). Circle Pines, MN: American Guidance Service, Inc.
- Charlop-Christy, M.H., Le, L., & Freeman, K.A. (2000). A Comparison of Video Modeling with In Vivo Modeling for Teaching Children with Autism. *Journal of Autism and Developmental Disorders: Volume 30, Issue No. 6*, pp. 537-552. Abstract retrieved from www.socialskillbuilder.com
- Charlop-Christy, M.H., & Daneshvar, S. (2003). Using Video Modeling to Teach Perspective Taking to Children with Autism. *Journal of Positive Behavior Interventions: Volume 5, Issue No. 1*, pp. 12-21. Abstract retrieved from www.socialskillbuilder.com

Crozier, S., & Tincani, M. J. (2005). Using a modified social story to decrease the disruptive behavior of a child with autism. *Focus on Autism and Other Developmental Disabilities*, 20(3), 150-157.

D'Ateno, P., Mangiapanello, K., & Taylor, B. A. (2003). Using Video Modeling to Teach Complex Play Sequences to a Preschooler with Autism. *Journal of Positive Behavior Interventions*: Volume 5, Issue No. 1, pp. 5-11. Abstract retrieved from www.socialskillbuilder.com

Elsenberg, G. (2009, September 18). Complementary Interventions for Autism, Asperger's and Sensory Dysfunction in Children and Adolescents, Atlanta, GA.

Grandin, T., & Barron, S. (2005). *Unwritten rules of social relationships*. Arlington, TX: Future Horizons.

Gray, C., & Shelley, M. (2010). *Social Concepts and Skills at School*: Volume 1

Storymovies™. Retrieved May 18, 2010 from:

http://www.storymovies.com/storymoviestm/what_is_practice.html

http://www.storymovies.com/storymovies_overview.html

MacDonald R. et al. (2005). Using video modeling to teach pretend play to children with autism. *Behavioral Interventions*. 20(4), pp. 225-238. Abstract retrieved from researchautism.net

Maione L & Mirenda P.(2006). Effects of video modeling and video feedback on peer- directed social

language skills of a child with autism. *Journal of Positive Behavior Interventions*. 8(2), pp. 106-118. Abstract retrieved from researchautism.net

Mayer & Johnson. (2008). Boardmaker (Version 6). Pittsburgh: PA.

Michelle. (2002, May 5). Retrieved May 4, 2010, from

http://www.perpetualpreschool.com/preschool_themes/manners/songs.htm

Nikopoulos C.K., Keenan M.(2004). Effects of video modeling on social initiations by children with autism. *Journal of Applied Behavior Analysis*. 37, pp. 93-96.

Abstract retrieved from researchautism.net

Nikopoulos C.K.(2007). Use of video modeling to increase generalization of social play by children with autism. *Journal of Speech-Language Pathology and Applied Behavior Analysis*. 2(2), pp. 195-212. Abstract retrieved from researchautism.net

Phelps-Gunn, T., & Phelps-Teresaki, D. (2007). *The Test of Pragmatic Language-Second Edition*. (TOPL-2). Western Psychological Services

Reagon K.A., Higbee T.S., Endicott K.(2006). Teaching pretend play skills to a student with autism using video modeling with a sibling as model and play partner. *Education and Treatment of Children*. 29(3), pp. 517-528. Abstract retrieved from researchautism.net

Richmond, M. (2007). *Collaboration: A Solution for Speech-Language Pathologists*.

http://www.superduperinc.com/handouts/pdf/127_Collaboration%20The%20SLP%20in%20the%20Classroom.pdf

retrieved May 4, 2010, from Spackman, M., Fujiki, M., Brinton, B., Nelson, D., & Allen, J. (2005). The ability of

children with language impairment to recognize emotion conveyed by facial expression and music. *Communication Disorders*, 26, 131-143

Spencer, V.G., Simpson, C.G., & Lynch, S.A. (2008). Using Social Stories to Increase Positive Behaviors for Children With Autism Spectrum Disorders. *Intervention in School and Clinic*, 44(1), 58-61.

***GaDOE does not endorse any specific
product specified in this current presentation***