

Module 4: Social communication and social skills for dealing with people with autism spectrum disorder (ASD)

09:00 – 12:00 (Estimated time: 3 hours)

Rationality: Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in social communication and social interaction and the presence of restricted, repetitive behaviors. Social communication deficits present in various ways and can include impairments in joint attention and social reciprocity as well as challenges using verbal and nonverbal communication behaviors for social interaction. Restricted, repetitive behaviors, interests, or activities are manifested by stereotyped, repetitive speech, motor movement, or use of objects; inflexible adherence to routines; restricted interests; and hyper- and/or hypo-sensitivity to sensory input. This definition is consistent with the diagnostic criteria for ASD described in the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5; American Psychiatric Association [APA], 2013). When considering individuals with ASD, components of social communication (ASHA, 2021) and social communication benchmarks (ASHA, 2021) should be known and taken into account in order to identify and describe individual's characteristics: adulthood uses verbal and nonverbal language competently and flexibly; navigates multiple registers flexibly and fluidly; demonstrates refined understanding and use of nonverbal behavior; develops close friendships and romantic relationships. However, all officers must consider cultural and linguistic factors that may influence appropriateness and/or relevance of benchmarks. People with ASD have challenges with communication and social skills. They often find it hard to have conversations and may not pick up on social cues. Some people with ASD may not talk at all, and others may talk very well. But all will have some challenges making friends and communicating socially (ASHA, 2021). All individuals with ASD are eligible for services that support communication, language and speech competencies due to the pervasive nature of the social communication impairment. These services should be implemented in all contexts (ASHA, 2021). Therefore, there is a need

to advocate for inclusion of strategies to enhance social communication, interaction and social skills for people with ASD to succeed in their daily everyday life.

The social communication issues experienced by individuals with ASD also affect their communication partners. Family members, friends, teachers, and coworkers face the challenge of learning to recognize and respond to subtle bids for communication and to interpret the communication functions of challenging behaviors. Individuals with ASD report a desire to have friendships and relationships, despite their social communication challenges. However, peers often feel ineffective in social exchanges with an individual with ASD and may avoid that person or react to social overtures in a negative way (e.g., by teasing or bullying). This lack of appropriate engagement and bullying can have a negative impact on the development of social skills (ASHA, 2021). Due to the complexity of the disorder many researchers have intensified conducting studies, now providing evidence about research-based practices/training that are more effective for people with ASD in the most identified outcomes. According to the most frequently outcomes that were identified in studies with people with ASD are the outcomes related to social skills (e.g. needed to interact with others) and communication skills (e.g. ability to express wants, needs, choices, feelings, or ideas) which can demonstrate the relevance of these skills when dealing with people with ASD (Wong et al., 2013). This module aims to provide an understanding about social communication and social interaction skills for people with ASD, namely to understand the concept of communication- basics and importance, and the communication of a person with ASD; to understand the concept of social communication issues experienced by individuals with ASD, to understand the concepts of interaction and social skills, and its implication in the life of a person with ASD, namely personal and professional relationships, and how to deal with a person with ASD in a daily social life.

The module contains experiences of adults with ASD that face challenges and difficulties in social communication and social skills on an everyday basis and its implication for each person's life project, as well as a conceptual approach that contributes to a better understanding of the more recent definition of autism spectrum disorder (ASD).

SESSION PLAN

MATERIALS

- Computer with Microsoft apps (PowerPoint)
- Notebook and pencil for each participant
- Projector and external sound speakers
- PowerPoint slides M4_contents Module 2 AuTrain
- One copy for each participant of the Worksheet 1.4.1. *Concept and Diagnostic criteria*
- Video/internet *Watch & Reflect 4.1.2.* :
<https://www.youtube.com/watch?v=2Lkb7OSRdGE>
- Video/internet *Watch & Reflect 4.1.5.:*
https://www.youtube.com/watch?v=o_NbDdBq0pU
- One copy for each participant of the Worksheet 2.4.2. *Components of social communication*
- Video/internet - *Watch & Reflect 4.2. Interaction and social skills:*
<https://www.youtube.com/watch?v=fLt54fpQ7h8>
- Video/internet *Watch & Reflect 4.1.- 4.2. - Video about Visual Strategies*
- One copy for each participant of the Worksheet 3. 4.1-4.2. - *Communication tips*
- Video/internet *Watch & Reflect 4.1.- 4.2. (Cont.)*
<https://www.youtube.com/watch?v=AIRTKfvdEbA>
- Video/internet *Activity: Watch & Reflect 4.3- 4.4. Social cues*
<https://www.youtube.com/watch?v=Yx3FWdynt-o>
- Video/internet *Activity: Watch & Reflect 4.3- 4.4. Optional video (20:25m). Relationships*
(if participant want to see later) <https://www.youtube.com/watch?v=mLhLPIqixOQ>

OVERVIEW

Begin 09:00 – 9:30	Develop 09:30 – 10:15
<ul style="list-style-type: none"> • Aim • Contents • Learning outcomes • Organization 	<ul style="list-style-type: none"> • To understand the concept of communication- basics and importance, and the communication of a person with ASD • To understand the concept of social communication issues experienced by individuals with ASD

<ul style="list-style-type: none"> • <i>Activity: Read & Reflect 4.1.1.-Quick overview: Remember the concept of Autism Spectrum Disorder (ASD)</i> 	<ul style="list-style-type: none"> • <i>Activity: Watch & Reflect 4.1.2.</i> • <i>Activity: Think & Reflect 4.1.3.</i> • <i>Activity: Read & Reflect 4.1.4.</i> • <i>Activity: Read & Reflect 4.1.4. (Cont.)</i> • <i>Activity: Watch & Reflect 4.1.5.</i> • <i>Activity: Think & Reflect 4.1.6. Social communication</i>
<p>10:15 – 10:45 Break time</p>	
<p style="text-align: center;">Develop 10:45 – 11:30</p> <ul style="list-style-type: none"> • To understand the concepts of interaction and social skills • <i>Activity: Read & Reflect 4.2.1. Interaction and social skills</i> • <i>Activity: Watch & Reflect 4.2. Interaction and social skills</i> • <i>Activity: Watch & Reflect 4.1.- 4.2.</i> • <i>Activity: Watch & Reflect 4.1.- 4.2. (Cont.)</i> • <i>Activity: Think & Reflect 4.1.- 4.2.</i> • <i>Activity: Final Discussion 4.1.- 4.2.</i> 	<p style="text-align: center;">End 11:30 – 12:00</p> <ul style="list-style-type: none"> • Personal relationships skills (friendships, peers, family) and public and professional contexts communication skills in ASD • Wrap up Activities & Materials: • <i>Activity: Watch & Reflect 4.3.- 4.4.</i> • <i>Activity: Read & Reflect 4.3.- 4.4.</i> • <i>Activity: Discuss & Reflect 4.3.- 4.4.</i> References & Resources Goodbye

BEGIN
09:00 – 9:30
 Aim, Contents, Learning outcomes
 Organization
Activity: Read & Reflect 4.1.1.
Quick overview: Remember the concept of Autism Spectrum Disorder (ASD)

#1. Welcome participants, introduce the aim, contents and the learning outcomes of this module

Note: Present slides number 1, 2, 3, 4 and 5

1

2

Aim

Module 4: Social communication and social skills for dealing with people with autism spectrum disorder (ASD)

To develop social communication and social interaction skills for people with ASD

3

Contents

Module 4: Social communication and social skills for dealing with people with autism spectrum disorder

4.1. Social communication skills
4.2. Interaction and social skills
4.3. Personal relationships skills (friendships, peers, family)
4.4. Public and professional contexts communication skills

4

Learning outcomes

Module 4: Social communication and social skills

- To understand the concept of communication- basics and importance, and the communication of a person with ASD
- To understand the concept of social communication issues experienced by individuals with ASD
- To understand the concepts of interaction and social skills, and its implication in the life of a person with ASD, namely personal and professional relationships
- To understand how to deal with a person with ASD in a daily social life

5

Aim:

This fourth model aims to develop social communication and social interaction skills for people with Autism Spectrum Disorder (ASD).

Contents:

- 4.1. Social communication skills
- 4.2. Interaction and social skills
- 4.3. Personal relationships skills (friendships, peers, family)
- 4.4. Public and professional contexts communication skills

Learning outcomes:

- To understand the concept of communication- basics and importance, and the communication of a person with ASD
- -To understand the concept of social communication issues experienced by individuals with ASD
- -To understand the concepts of interaction and social skills, and its implication in the life of a person with ASD, namely personal and professional relationships
- -To understand how to deal with a person with ASD in a daily social life

#2. Plan with participants comfortably break times throughout the module and instruction adaptations, if needed

Note: Present slides number 6 and 7.

Organization:

Present the overview schedule of the session and suggest a 30 minutes break or two breaks of 10 minutes each. Let the group of participants decide.

Organization

Module 4: Social communication and social skills for dealing with people with autism spectrum disorder

Estimated time to complete the module: 3 hours

Break: 30 minutes or two breaks of 10-15 minutes each/Two breaks of 10 minutes each

Organization

Topic 00:00 - 0:30	Session 00:00 - 00:30
<ul style="list-style-type: none"> • Aim • Contents • Learning objectives • Activity: Watch & Reflect 4.1.1. Quick overview • Prepare the concept of Autism Spectrum Disorder (ASD) 	<ul style="list-style-type: none"> • To understand the concept of communication- basics and importance, and the communication of a person with ASD • To understand the concept of social communication issues • Communication- basics with ASD • Activity: Watch & Reflect 4.1.2 • Activity: Think & Reflect 4.1.3 • Activity: Watch & Reflect 4.1.4 • Activity: Think & Reflect 4.1.5 (C14) • Activity: Watch & Reflect 4.1.6 • Activity: Think & Reflect 4.1.6. Social communication
10:15 - 10:45	Break 10:15 - 10:45
Session 10:45 - 11:30	Break 11:30 - 12:00
<ul style="list-style-type: none"> • To understand the concept of communication and social skills • Activity: Watch & Reflect 4.1.2. Communication and social skills • Activity: Watch & Reflect 4.1.3 • Activity: Watch & Reflect 4.1.4 - 4.2 (C14) • Activity: Think & Reflect 4.1.5 • Activity: Think Discussion 4.1.7 - 4.2 	<ul style="list-style-type: none"> • Personal introduction: (Introduction, aims, benefits) and social communication: (social communication skills in ASD) • Watch & Reflect • Activity: Watch & Reflect 4.1.4 • Activity: Think & Reflect 4.1.5 - 4.4 • Reflection & Discussion • Summary

#3. Introduce and develop the Activity: Read & Reflect 4.1.1. *Quick overview: Remember the concept of Autism Spectrum Disorder (ASD)*

Note: Present slide number 9

Activity: Read & Reflect 4.1.1.

Quick overview: Remember the concept of Autism Spectrum Disorder (ASD)

Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in **social communication** and **social interaction** and the presence of restricted, repetitive behaviors.

Have a quick read of the Worksheet 1.4.1. Concept and Diagnostic criteria, and reflect about the concept of ASD (5 min.)

Introduce the Aim of the activity: This activity aims to support participants to remember the definition of *Autism Spectrum Disorder (ASD)*.

Introduce the material: Pass out the **Worksheet 1.4.1. Concept and Diagnostic criteria**

Procedures: Tell participants to individually read the definition: Autism spectrum disorder (ASD) is a neurodevelopmental disorder characterized by deficits in social communication and social interaction and the presence of restricted, repetitive behaviors, and reflect about the concept. Focus on the terms **social communication** and **social interaction** in an all group discussion. See if all participants understood the inclusion of those terms in the overall definition of ASD according to the actual Diagnostic Criteria (American Psychiatric Association, 2013).

Adaptation for online session: no need.

DEVELOP

09:30 – 10:15

To understand the concept of communication- basics and importance, and the communication of a person with ASD

To understand the concept of social communication issues experienced by individuals with ASD

Activity: Watch & Reflect 4.1.2.

Activity: Think & Reflect 4.1.3.

Activity: Read & Reflect 4.1.4.

Activity: Read & Reflect 4.1.4. (Cont.)

Activity: Watch & Reflect 4.1.5.

Activity: Think & Reflect 4.1.6. Social communication

#4. Introduce all activities in DEVELOP 9:30-10:15

Introduce all material needed in the beginning of each activity (note book, pencil, Worksheet 2. 4.1- Components of social communication, and videos), the aim of each activity and the relevant concepts to retain for the following activities (communication and social communication).

Introduce the concept of communication –basics and importance - by watching a short video (6:11m), and reading the text out loud. The concept of social communication, and its specific features is presented after the concept of communication is fully understood by the participants. Participants should complement this learning outcome with the contents of the Worksheet 2. 4.1- Components of social communication (ASHA, 2012). Pass out the Worksheet 2. 4.1. to all participants in the beginning of the activity. After reading texts, they will watch a short video where communication differences and challenges experienced by people with ASD are presented. In the end, the final *Activity: Think & Reflect 4.1.6. Social communication* will enable participants to summarize, think, answer, and discuss in group three general questions. Be sure that all participants have a chance to share their thoughts, their notes while watching the videos, and ideas about this topic and the meaning of this concept in what concerns people with ASD. Participants can read more at: https://www.asha.org/practice-portal/clinical-topics/autism/#collapse_6.

Note: Present slides number 10 to 15

10

DEVELOP

To understand the concept of communication- basics and importance, and the communication of a person with ASD
 To understand the concept of social communication-issues experienced by individuals with ASD
 Activity: Watch & Reflect 4.1.2.; Activity: Think & Reflect 4.1.3.; Activity: Read & Reflect 4.1.4.; Activity: Read & Reflect 4.1.4. (Cont.); Activity: Watch & Reflect 4.1.5.; Activity: Think & Reflect 4.1.6. Social communication

To understand the concepts of interaction and social skills
 Activity: Read & Reflect 4.2.1.; Interaction and social skills; Activity: Watch & Reflect 4.2. Interaction and social skills; Activity: Watch & Reflect 4.1.1.; 4.2.; Activity: Watch & Reflect 4.1.1.-4.2. (Cont); Activity: Think & Reflect 4.1.1.-4.2.; Activity: Final Discussion 4.1.1.-4.2.

11

Activity: Watch & Reflect 4.1.2.

What is communication? Communication- Basics and Importance-
 Watch this short video (6:11m):
<https://www.youtube.com/watch?v=2Lkb7OSRdGE>

12

Activity: Watch & Reflect 4.1.3.

Understanding the communication of a person with ASD

- Communication happens when one person sends a message to another person. This can be **verbally or non-verbally**.
- Interaction happens when two people respond to one another - two-way communication.

Most people with ASD experience difficulty with:

- interacting with others
- initiating interactions, responding to others, or using interaction to show people things or to be socially understanding and relating to other people, taking part in everyday family, work and social life.

13

Activity: Watch & Reflect 4.1.4.

Social Communication refers to language that is used in **social situations**. This refers to a person's ability to use language to interact with others in a variety of situations (Greene & Burleson, 2003).

Why is social communication important? Social communication (pragmatics) is important in order to be able to build **social relationships** with other people, as many curriculum based activities rely on working in groups and **communication** between peers (ASHA, 2021).

What are the features of social communication?

- Social communication skills include the ability to vary **speech style**, take the **perspective of others**, **understand** and **appropriately use** the rules for **verbal and nonverbal communication**, and use the **structural aspects** of language (e.g., vocabulary, syntax, and phonology) to accomplish these goals (ASHA, 2021).

Activity: Watch & Reflect 4.1.4. (Cont.)

Social communication deficits are present in people with ASD in various ways and can include impairments in joint attention and social reciprocity as well as challenges using **verbal** and **nonverbal** communication behaviors for social interaction (ASHA, 2021).

Have a quick read of the Worksheet 2. 4.1- Components of social communication (5 min.)

Read more at:
https://www.asha.org/practice-portal/clinical-topics/autism#collapse_6

June 5, 2021

14

Activity: Watch & Reflect 4.1.5.

Communication differences and challenges experienced by people with ASD
<https://www.youtube.com/watch?v=-N6C8R8GpU>

Watch this short video (1:38min.) and take notes of the noticed behaviors.

June 5, 2021

15

Note: Present slides number 11 and 15 (these slides have an automatic link to the video) while you are introducing the activity and showing the video. Don't forget to remind these instructions for the activity's that have video included:

Show the video. To add subtitles with translation:

1. In the player, select Settings.
2. Select Subtitles/CC - Add subtitles.
3. Select Automatic translation - choose your language.

The *Activity: Think & Reflect 4.1.6. Social communication* will enable participants to summarize, think, answer, and discuss in group three general questions.

Introduce the material: Pass out the **Worksheet for the Activity: Think & Reflect 4.1.6. Social communication**.

Procedures for the Activity 4.1.6. (slide number 16). Form small groups of participants. Let participants form the groups, which can also help participants get to know each other better, but feel free to find other way; keep your options fluid and flexible.

Participants should read loud the questions of the activity, check notes taken while watching the the video (communication differences and challenges experienced by people with ASD), discuss aloud and write their answers, ideas.

Questions/Discussion Topics:

1. Explain some of the communication differences and challenges experienced by people with ASD watched in the previous video.
2. What do you feel about it?
3. Have you ever thought about these communication difficulties?

Activity: Think & Reflect 4.1.6. Social communication

Questions/Discussion Topics:

1. Explain some of the communication differences and challenges experienced by people with ASD watched in the previous video.
2. What do you feel about it?
3. Have you ever thought about these communication difficulties?

June 5, 2021

16

Ask for comments or doubts, or questions. Remember, there are no wrong answers. Try to give examples experienced by people watched in the video, or other examples if you have experienced or know people with ASD. Share the most of your thoughts and questions with other participants.

Adaptation for online session: After watching the video in the main meeting room, send groups to break-out rooms in order for you to move from room to another room easily. Provide feed-back always. Share the all materials using the chat function when needed and possible.

BREAK TIME

10:15 – 10:45

DEVELOP

10:45 – 11:30

To understand the concepts of interaction and social skills

Activity: Read & Reflect 4.2. Interaction and social skills

Activity: Watch & Reflect 4.2. Interaction and social skills

Activity: Watch & Reflect 4.1.- 4.2.

Activity: Watch & Reflect 4.1.- 4.2. (Cont.)

Activity: Think & Reflect 4.1.- 4.2.

Activity: Final Discussion 4.1.- 4.2.

#5. Introduce all activities in DEVELOP 10:45-11:30

Introduce the concepts of interaction and social skills, and its implication in the life of a person with ASD by reading the following text out loud. In the end ask for comments, doubts, or questions.

Note: Present slides number 18 to 23

Introduce the concept of Social skills (slide number 18).

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance (Greene & Burleson, 2003).

Human beings are sociable, and we have developed many ways to communicate our messages, thoughts and feelings with others.

18

19

After reading slide number 18, ask participants to prepare for the next activity: *Activity: Watch & Reflect 4.2. Interaction and social skills*. They will watch a video entitled *Autism Social Interaction (15:26m)* (<https://www.youtube.com/watch?v=fLt54fpQ7h8>) and should take notes of the behaviors that captured their attention. Those notes, thoughts will be summarized and discussed in the final activity of this content (Interaction and Social Skills). All notes will contribute to a more enriched discussion of these concepts.

After contents 4.1. Social communication skills and 4.2. Interaction and social skills are presented, this slide number 20 presents the *Activity: Watch & Reflect 4.1.- 4.2.* in order to summarize the need to still consider teaching/training social language. There is a range of intervention options available for the social-communicative impairment in the ASD's and how to apply them in a customized, individualized manner. This includes various forms of Applied Behavior Analysis, Social-Pragmatic approaches, Visual Strategies (TEACCH, PECS, Social stories, etc.). A strategy used and much reported is the Visual Strategies.

Slide number 20 will allow participants to hear about the need and use of these strategies, experienced by individual with ASD.

20

21

Note: Present slides number 19, 20 and 21 (these slides have an automatic link to the video) while you are introducing the activity and showing the video. Don't forget to remind these instructions for the activity's that have video included:

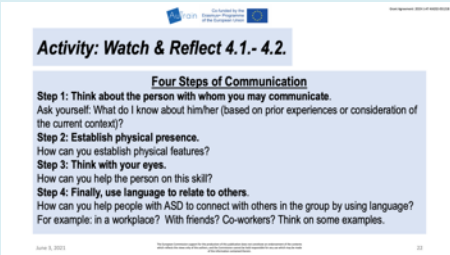
Show the video. To add subtitles with translation:

1. In the player, select Settings.
2. Select Subtitles/CC - Add subtitles.
3. Select Automatic translation - choose your language.

Slide number 21 wraps up these strategies with a short video about **Communication tips** (3:26m) (<https://www.youtube.com/watch?v=AIRTKfVdEbA>) and additional reading: Communication tips- Read worksheet 3 (Give all participants the Worksheet 3 4.1-4.2.).

After watching the video, slide number 22 will give the participants the opportunity to do the *Activity: Think & Reflect 4.1.- 4.2.* where **Four Steps of Communication** are presented. This activity will bring the participants into the reality (role-model /role-play) of experiences when dealing with people with ASD. This opportunity of playing a role can be done in pairs /small groups of participants (3/4). Let the participants choose and organize the groups, also according to their experience, background, etc.

22



Activity: Watch & Reflect 4.1.- 4.2.

Four Steps of Communication

Step 1: Think about the person with whom you may communicate.
Ask yourself: What do I know about him/her (based on prior experiences or consideration of the current context)?

Step 2: Establish physical presence.
How can you establish physical features?

Step 3: Think with your eyes.
How can you help the person on this skill?

Step 4: Finally, use language to relate to others.
How can you help people with ASD to connect with others in the group by using language? For example: in a workplace? With friends? Co-workers? Think on some examples.

Introduce the *Activity: Think & Reflect 4.1.- 4.2.* **Four Steps of Communication**

Step 1: Think about the person with whom you may communicate.

Ask yourself: What do I know about him/her (based on prior experiences or consideration of the current context)?

Step 2: Establish physical presence.

How can you establish physical features?

Step 3: Think with your eyes.

How can you help the person on this skill?

Step 4: Finally, use language to relate to others.

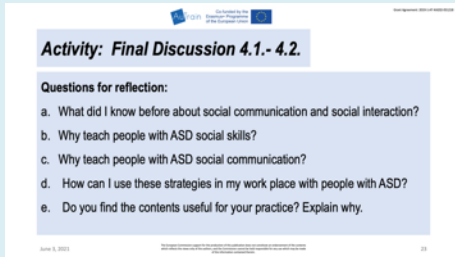
How can you help people with ASD to connect with others in the group by using language? For example: in a workplace? With friends? Co-workers? Think on some examples.

After all contents and proposed activities were presented, answered and summarized (notes, thinking aloud, pair /small group role-play) a final activity is presented in the end of contents 4.1. and 4.2- *Activity: Final Discussion 4.1.- 4.2* (slide number 23).

Since these activities are dense and intense, participants can discuss in group and share their thoughts together and wrap up the final of these contents. Let participants decide if all

want to answer, write the answers, or have a different form of participation in the Final Discussion 4-1-4.2.

Slide number 23 - Activity: Final Discussion 4.1.- 4.2.



23

Activity: Final Discussion 4.1.- 4.2.

Ask participants to read aloud the questions before debating, summarizing, and answering in group. One randomly participant can write the groups 's answers if the group wishes. If wanted, participants can change roles in this final activity.

Questions for reflection:

- What did I know before about social communication and social interaction?
- Why teach people with ASD social skills?
- Why teach people with ASD social communication?
- How can I use these strategies in my work place with people with ASD?
- Do you find the contents useful for your practice? Explain why.

This final activity should be relaxing for all participants and bring up motivation to learn more about the enhance of social communication and social competencies in people with ASD.

In the end ask for comments, doubts, or questions and provide feedback.

END

11:30– 12:00

Personal relationships skills (friendships, peers, family) and public and professional contexts
communication skills in ASD

Wrap up

Activities & Materials:

Activity: Watch & Reflect 4.3.- 4.4.

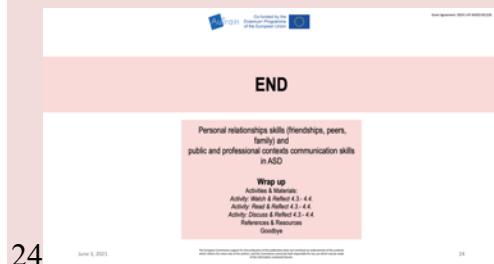
Activity: Read & Reflect 4.3.- 4.4.

Activity: Discuss & Reflect 4.3.- 4.4.

References & Resources
Goodbye

#6 Wrap up the session by summarizing and integrating all contents that are related to, and at the same time contribute to the development of personal relationships skills (friendships, peers, family) and public and professional contexts communication skills in ASD.

Note: Present slides number 24 to 28

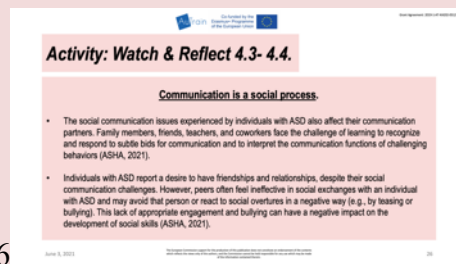


24

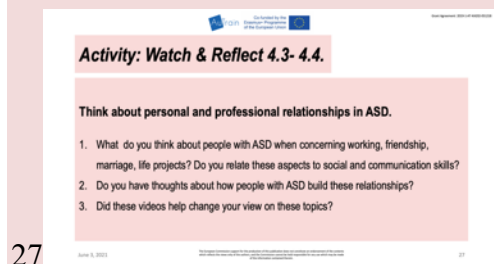
The end of the session of module 4 will contribute to an integrated knowledge of social communication and social skills when dealing with people with ASD, namely to understand personal relationships skills (friendships, peers, family) and public and professional contexts communication skills in ASD (slides 25, 26 and 27 have integrated activities with short videos, text and questions to help discuss and **WRAP UP the SESSION- Module 4.**



25



26



27



28

Introduce all activities of the END: Slide 27- Activity: Discuss & Reflect 4.3.- 4.4. - Think about personal and professional relationships in ASD.

1. What do you think about people with ASD when concerning working, friendship, marriage, life projects? Do you relate these aspects to social and communication skills?
2. Do you have thoughts about how people with ASD build these relationships?
3. Did these videos help change your view on these topics?

Wrap up

Most people with ASD experience difficulty with taking part in everyday family, school, work and social life. These can be harder for them due to their social interaction and communication difficulties.

It's important to understand that communication and social skills need to be taught and practiced in any type of context.

For many people these features are not recognized for ASD, nor their importance to improve the quality of life and well-being of the person with ASD.

Officers should recognize the importance to continue to improve social skills and communication in order to enhance relationships with their trainees, and also the fact that interpersonal skills are needed to foster a positive work experience.

ASD coupled with unique social, communication, and behavioral characteristics translate into the need for services to help them achieve success in life.

Ask for questions about the FINAL WRAP UP OF THE SESSION-MODULE 4.

7 Introduce References & Resources, and indicate where participants can find it in the AuTrain platform

Note: Present slides number 29 to 31

References

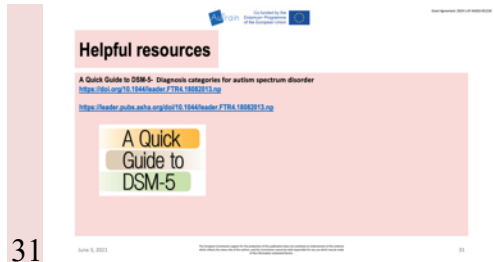
- APA. (2013). American Psychiatric Association: Diagnostic and statistical manual of mental disorders. American Psychiatric Association.
- ASHA. (2021). Autism spectrum disorder. Retrieved at <https://www.asha.org/practice-portal/diagnoses/autism-spectrum-disorder/>
- ASHA. (2021). Components of social communication. Retrieved at <https://www.asha.org/practice-portal/social-communication/components-of-social-communication/>
- Garcia Winner, M., & Crooks, P. J. (2009). Social thinking: A training paradigm for professionals and treatment approach for individuals with social learning/social pragmatic challenges. *Perspectives on Language Learning and Education*, 16(2), 62-69. <https://doi.org/10.1045/16.2.62>
- Garcia Winner, M., & Crooks, P. J. (2011, January 18). Social communication strategies for adolescents with autism. *The ASHA Leader* 16(1), 8-11. <https://doi.org/10.1044/leader.17.1.8>
- Geurts, H. M., & Jansen, M. D. (2012). A retrospective chart study: The pathway to a diagnosis for adults referred for ASD assessment. *Autism*, 16(3), 299-308. <https://doi.org/10.1177/1063426911414179>
- Greene, J., & Burleson, B. (2003). *Handbook of communication and social interaction skills*. Lawrence Erlbaum Associates Publishers.
- Justin, L. (2017). *Handbook of social skills and autism spectrum disorder*. Springer International Publishing.

29

References

- Hart, J. E., & Whalon, K. J. (2008). Promote academic engagement and communication of students with autism spectrum disorder in inclusive settings. *Intervention in School and Clinic*, 44(2), 116-120. <https://doi.org/10.1177/0045431008313148>
- Handricks, D. (2010). Employment and adults with autism spectrum disorders: Challenges and strategies for success. *Journal of Vocational Rehabilitation*, 20(2), 128-134. <https://doi.org/10.1002/jvr.2010.0602>
- Howlin, P., & Masi, P. (2012). Adults with autism spectrum disorders. *Canadian Journal of Psychiatry*, 57(3), 275-284. <https://doi.org/10.1177/0898010111417480>
- Wong, C., Odum, S., LaHorne, T., Cox, A. W., Fetting, A., Kucharczyk, S., ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

30



31

References:

- APA. (2013). American Psychiatric Association: Diagnostic and statistical manual of mental disorders. American Psychiatric Association.
- ASHA. (2021). Autism spectrum disorder. Retrieved at https://www.asha.org/practice-portal/clinical-topics/autism/#collapse_6
- ASHA. (2021). Components of social communication. Retrieved at
- <https://www.asha.org/practice-portal/clinical-topics/social-communication-disorder/components-of-social-communication/>
- Garcia Winner, M., & Crooke, P. J. (2009). Social thinking: A training paradigm for professionals and treatment approach for individuals with social learning/social pragmatic challenges. *Perspectives on Language Learning and Education*, 16(2), 62–69. <https://doi.org/10.1044/lle16.2.62>
- Garcia Winner, M., & Crooke, P. J. (2011, January 18). Social communication strategies for adolescents with autism. *The ASHA Leader* 16(1), 8–11. <https://doi.org/10.1044/leader.FTR1.16012011.8>
- Geurts, H. M., & Jansen, M. D. (2012). A retrospective chart study: The pathway to a diagnosis for adults referred for ASD assessment. *Autism*, 16(3), 299–305. <https://doi.org/10.1177/1362361311421775>
- Greene, J., & Burleson, B. (2003). *Handbook of communication and social interaction skills*. Lawrence Erlbaum Associates Publishers.
- Justin, L. (2017). *Handbook of social skills and autism spectrum disorder*. Springer International Publishing.
- Hart, J. E., & Whalon, K. J. (2008). Promote academic engagement and communication of students with autism spectrum disorder in inclusive settings. *Intervention in School and Clinic*, 44(2), 116–120. <https://doi.org/10.1177/1053451207310346>

- Hendricks, D. (2010). Employment and adults with autism spectrum disorders: Challenges and strategies for success. *Journal of Vocational Rehabilitation*, 32(2), 125–134. <https://doi.org/10.3233/JVR-2010-0502>
- Howlin, P., & Moss, P. (2012). Adults with autism spectrum disorders. *Canadian Journal of Psychiatry*, 57(5), 275–283. <https://doi.org/10.1177/070674371205700502>
- Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fettig, A., Kucharczyk, S., ... Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Note: Present slides number 32 and 33

Helpful resources



32



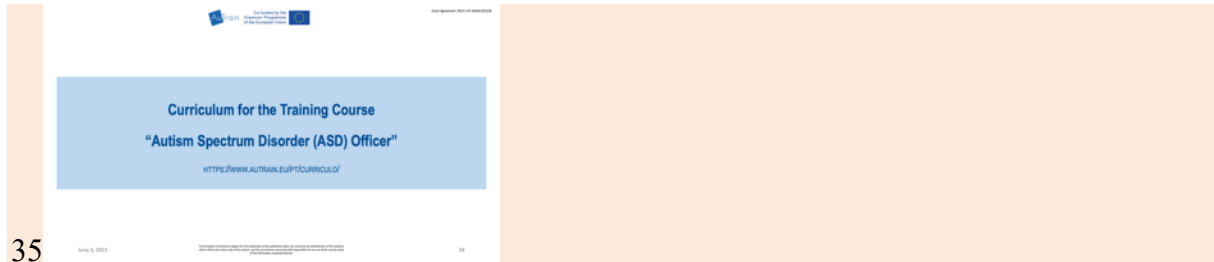
33

- American Speech-Language-Hearing Association: https://www.asha.org/practice-portal/clinical-topics/autism/#collapse_7
- National Autistic Society: <https://www.autism.org.uk/>
- Semel Institute for Neuroscience & Human Behavior- Program for the Education and Enrichment of Relational Skills (PEERS®)/
<https://www.semel.ucla.edu/peers/resources/role-play-videos?page=2>
- <https://www.semel.ucla.edu/peers>
- **AuTrain platform:** <https://www.autrain.eu/>

#8. Questions? Goodbye & Thanks for coming 😊

Ask for any question participants may have. As you intentionally say goodbye, give participants a sense of purpose through making meaning of their hardships and accomplishments within the module. Empower them by reminding them of the skills and strengths they possess now about competencies and skills when dealing with people with ASD.

Note: Present slides number 34



End of the module

Teacher Reflection

In the end of the module write a reflection on what occurred during the process. Concerning the participants' learning, the activities, the organization, etc.

Activity: Think & Reflect 4.1.6. Social communication

(answers can be written in this provided sheet)

Questions/Discussion Topics:

1-Explain some of the communication differences and challenges experienced by people with ASD watched in the previous video.

2-What do you feel about it?

3-Have you ever thought about these communication difficulties?



Activity: Final Discussion 4.1.- 4.2.

(answers can be written in this provided sheet)

Questions for reflection:

- a. What did I know before about social communication and social interaction?
- b. Why teach people with ASD social skills?
- c. Why teach people with ASD social communication?
- d. How can I use these strategies in my work place with people with ASD?
- e. Do you find the contents useful for your practice? Explain why.

Activity: Discuss & Reflect 4.3.- 4.4.

(answers can be written in this provided sheet)

Think about personal and professional relationships in ASD.

1-What do you think about people with ASD when concerning working, friendship, marriage, life projects? Do you relate these aspects to social and communication skills?

2- Do you have thoughts about how people with ASD build these relationships?

3-Did these videos help change your view on these topics?