



Facilitating Social Relationships



Tuesday, April 24, 2012, 1 – 2 PM

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LASARD Project



Participants will:

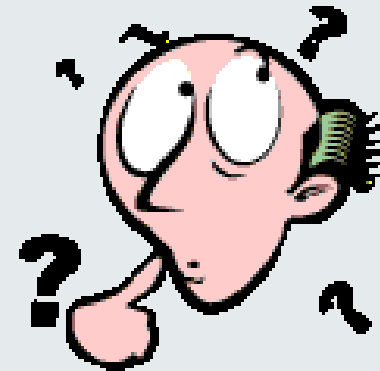
- ✓ Understand facilitation of social relationships amongst peers with and without disabilities.
- ✓ Learn strategies to facilitate social relationships.
- ✓ Observe an example of an intervention targeting the development of social relationships.
- ✓ Develop next steps for personal and team practice.

Facilitating Social Relationships



**WHAT DOES
THIS MEAN??**

THIS MEAN??





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Quiz

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Dictionary

Thesaurus

Spanish-English

Medical

Encyclo.

facilitating



facilitate

Popularity




fa·cil·i·tate  *verb* \fə-'si-lə-,tāt\
fa·cil·i·tat·ed | fa·cil·i·tat·ing

Definition of FACILITATE 

transitive verb

: to make easier : help bring about <facilitate growth>

— fa·cil·i·ta·tive  *adjective*

 See [facilitate](#) defined for English-language learners »

See [facilitate](#) defined for kids »

<http://www.merriam-webster.com/dictionary>



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Popularity




63 ENTRIES FOUND:

1) **social** (adjective)

2) **social** (noun)

social action (noun)

¹so·cial  *adj* \ˈsō-shəl\

Definition of SOCIAL 

- 1 : involving allies or confederates <the *Social* War between the Athenians and their allies>
- 2 **a** : marked by or passed in pleasant companionship with friends or associates <an active *social* life>
b : SOCIABLE
c : of, relating to, or designed for *sociability* <a *social* club>
- 3 : of or relating to human society, the interaction of the individual and the group, or the welfare of human beings as members of society <*social* institutions>



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relationships



Quiz

Test Your Vocabulary

Take Our 10-Question Quiz

relationship

Popularity



4 ENTRIES FOUND:

relationship (noun)

blood-relationship (noun)

joking relationship (noun)

re·la·tion·ship  *noun* \-shən-,ship\
[REDACTED]

Definition of RELATIONSHIP 

- 1 : the state of being related or interrelated <studied the *relationship* between the variables>
- 2 : the relation connecting or binding participants in a relationship: as
 - a : KINSHIP
 - b : a specific instance or type of kinship
- 3 a : a state of affairs existing between those having relations or dealings <had a good *relationship* with his family>

Facilitating Social Relationships



Help bring
about



Companionship
with friends or
associates



Towards a state
of being related
or interrelated



Why Is This Important?



- Social interaction deficits are a central feature of autism spectrum disorders (ASD).
- Social skills deficits can impede the development of meaningful relationships and can cause:
 - **Social failure and isolation**
 - **Peer rejection**
 - **Depression**
 - **Substance abuse**
 - **Other forms of psychopathology**
- Having the necessary social skills will increase success with relationships and positive social outcomes.

Bellini, 2006

Disabilities and Friendships



- Studies have concluded:
 - Individuals with ASD experience more loneliness than nondisabled peers. (Bauminger & Kasari, 2000)
 - Students with ASD would like more satisfying social peer interactions, but do not know how to do so. (Bauminger, Shulman, & Agam, 2003)



Disabilities and Friendships



- Middle school students surveyed (Han & Chadsey, 2004) reported they would like to be friends with students with disabilities, but they do not have friends with significant disabilities because:
 - They do not see them
 - When they do see them, there is a paraeducator or other adult with them





What **social skills** are necessary to gain and maintain relationships and social connections?

- **Example 1:** A student falls on the playground and is crying. He needs help to get the teacher's attention and feel better.
- **Example 2:** A high school plans a social outing for a club which includes: choosing a location, discussing plans for the outing, and participating in the trip.

The Need for Facilitation

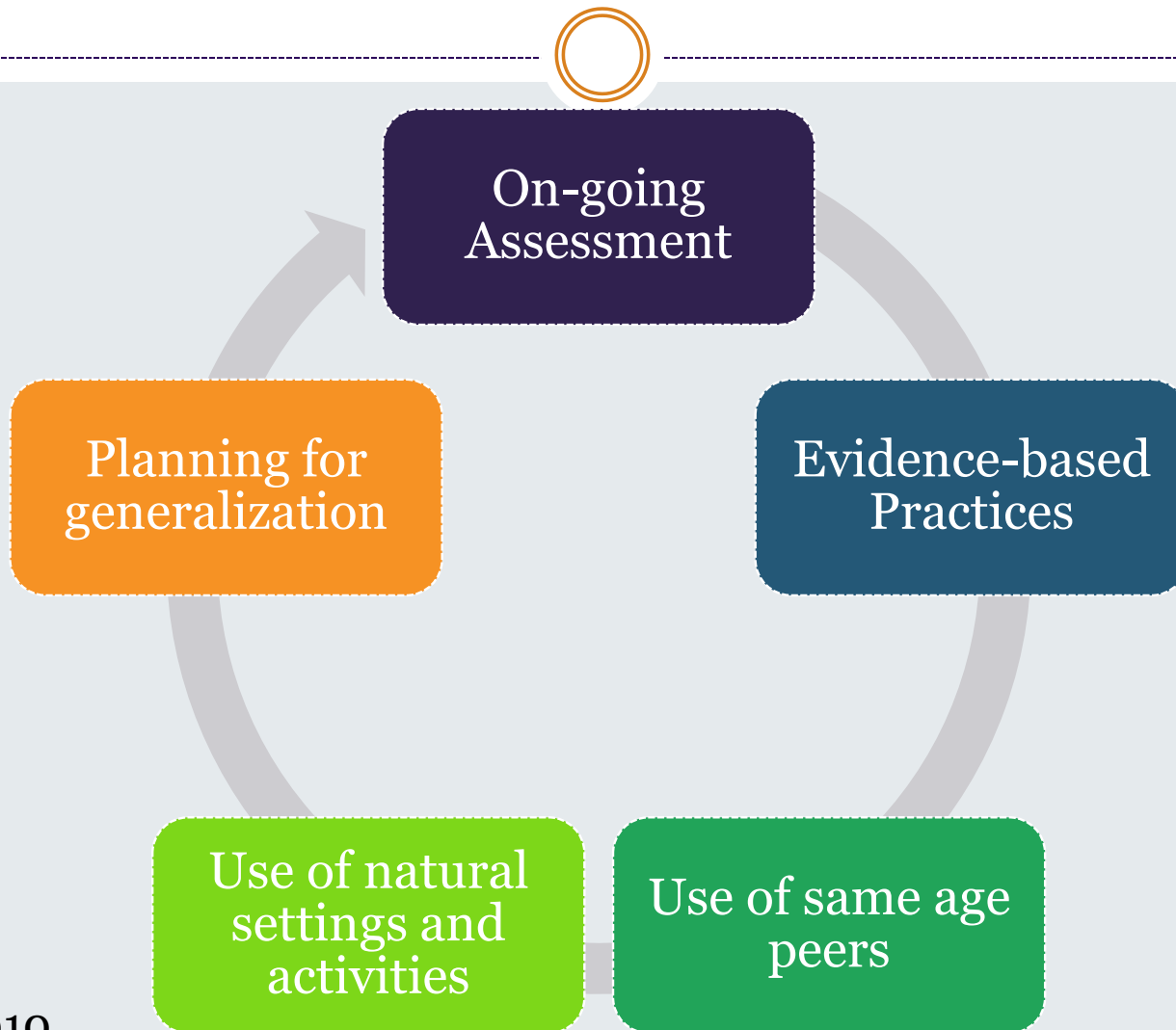


- Students with ASD need specific, systematic instruction on the attainment of social interaction skills and the performance of these skills.
- Opportunities for instruction and interaction need to be planned for and encouraged.



(Bellini & Hopf, 2007 & Wang & Spillane, 2009)

A Framework for Practice

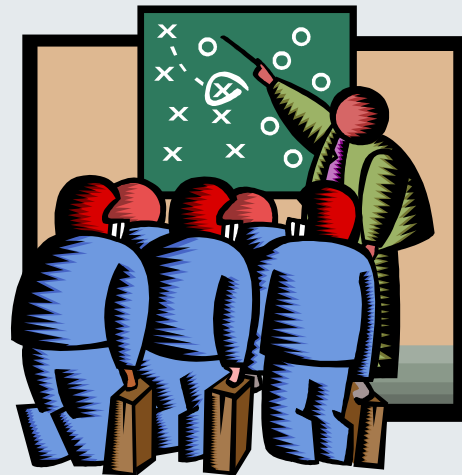


LASARD, 2010

Strategies for Facilitation



- Using a team approach
- Set clear, **socially valid**, goals and objectives
- Develop a plan
- Select best-fit, evidence-based strategies



Bellini, 2006

Strategies for Facilitation



- Provide opportunities and instruction for interactions (this may include the use of prompting, reinforcement, self-monitoring strategies, and priming).
- Facilitate generalization
- Progress monitor and adjust the plan, as necessary.



Bellini, 2006



Finding Opportunities: Examples from LASARD Partner School



- Hahnville H.S.: Lunch and school clubs
- Natchitoches Central High School: General education classroom, assemblies, and school dances.
- Pontchartrain Elementary: Recess and in general education classrooms.
- Ruston High School: “Drop Everything and Read.”
- JB Martin Middle School: Advisory, lunch, and general education classes.



Facilitating Social Relationships: A school example



- Assess the need(s)
- Implement intervention to facilitate relationships
- Progress monitor

B.E. Boudreaux Middle School- Baldwin, LA





ASSESS the Need(s)



- LASARD (Interdisciplinary) Team Meeting
- Determine intervention to meet student needs: Peer Mediated Instruction & Intervention
- Utilize planning tool to Select Peers and Identify Objectives

Interdisciplinary Team Meeting



Related Service
Provider



Special Ed
Teacher



Administrator



Paraeducator



Special Ed
Teacher

Determine Intervention



- Peer Mediated Instruction and Intervention
 1. Selecting peers
 2. Training peers
 3. Supporting peers
 4. Plan for implementation
 5. Implementation
 6. Generalization

Data collection throughout!

Adapted from Neitzel (2008)



Utilize Planning Tool: Select Peers and Identify Objectives

School: BEB Middle Date: 01/24/12

Team Members completing the tool:

Louis (Admin), Delone (Related Srvc.), Smith (Spec Ed Teacher), Bolden (Gen Ed Teacher), Fontenot (Para)

Target student (student with a disability)	Peers (typical peers in same grade level or class)	Target skill (s) (IEP or instructional target)	Supports needed (e.g., communication assistance, visual schedules)
J. A. (8)	1. T.F.	Increase social initiations with peers	
C. P. (8)	2. K.C. 3. J.W. 4. B. A.	Increase social initiations with peers	
A. C. (8)	1. T.L. 2. J.C. 3. R.L.	Increase number of exchanges during conversations w/ peers	
D. R. (6)	1. Z. B.	Increase appropriate responses to peers	
A. L. (6)	2. S. G. 3. D. H.	Increase number of exchanges during conversations w/ peers	AT Device



Collaborating with families

B. Edward Boudreaux

To The Parent(s)/ Guardian of:

It is my pleasure to write this letter to inform you that your child _____ has been chosen to participate in a Peer-Mediated Instruction and Intervention (PMI) Implementation at B. Edward Boudreaux Middle School. Your child has been chosen to participate because of their exceptional social skills and is well liked by their peers.

The purpose of this program is to help student(s) which have disabilities successfully integrate into social and daily activities during the school day with his/her peers.

Your child will become a positive role model and a peer support for the student(s) during the day along with the teachers. Your child will learn skills which aid understanding about diversity, compassion, and good citizenship. Your child will not be a "teacher" or a "helper". Your child will learn how to be a supportive friend.

We will host training at school in the school's library for students selected to become a peer-mediator. During this training refreshments will be served and we will support students in learning about their role in this program.

If you give your child permission to participate in Peer-Mediated Instruction Intervention, please sign below and return to school immediately. If you have any questions please contact Brenda Delone at BEBMS at (337-924-7996).

Thanking you in advance,

Magdalene Drexler, Principal

____ Yes, my child _____ has my permission to participate as a Peer-Mediator.

Parent Signature _____ Date _____

____ No, my child _____ cannot participate in the Peer-Mediated Instruction.

IMPLEMENT the Intervention(s)



- Peer Training
- Faculty Training
- Student Interaction

- Plan a training for Peer supports
- Include information on goals and desired outcomes

Your input is needed!

- How important are friends to you?
- Are friends more important now than they were in elementary school?
- What are qualities that you look for and appreciate in a friend?
- What are your concerns about being a peer in PMII? What can be done to help you with your concerns?
- What are activities that you enjoy doing that your new friend(s) might enjoy with you? How can you help your friend participate with you?

- What does an interaction look like?



Next Steps

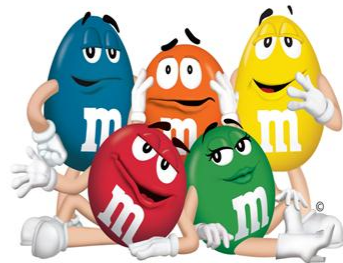
- Meet your friend
- Upcoming Meeting(s)
 - Discuss some target skills
 - Identify activities to practice skills
 - Determine supports
 - Practice interacting by role playing
 - INTERACT with your new friends
 - Reflect with this group or teacher on how this are going
 - Make changes if needed
 - INTERACT with you new friends
 - Repeat any of the steps as necessary



Getting to Know One Another



M & M Game



Select one M& M.

Answer the questions that corresponds with the color of your M&M.

RED: What was your favorite vacation? Why?

YELLOW: What do you want to be when you grow-up? Why?

GREEN: What was your favorite grade level? Why?

BLUE: Who is your most interesting or favorite family member? Why?

BROWN: If you could live anywhere, where would it be? Why?

ORANGE: What is your favorite holiday? Why?



Getting to Know One Another



Building Capacity: Faculty Training



- Classification of ASDs
- Characteristics
- Individualized Education Programming
- Evidence-based Practices



 ①

**An Introduction to
Autism Spectrum Disorders and
Effective Educational Programming**

B.E. Boudreaux Middle School

Bambi Polotzola
LASARD Project Facilitator



www.hdc.lsuhscc.edu

Providing Opportunities for Interaction

- ✓ During class to class transitions
- ✓ During lunch
- ✓ During extra-curricular activities





Progress Monitoring



- Peer Support Meetings
- Interview peers, target students, faculty, and staff on successes and challenges
- Collect data on goals and objectives



Peer Support Meetings



- Discuss interactions
 - What's going well?
 - What do you need support in doing?

Examples of discussion:

CONCERN: Target student is “quiet”.

PROBLEM SOLVING: Group brainstorms topics that she may interested in to engage her in conversation. Teacher provides input.

SOLUTION: Peers will talk to Target student about music.

CONCERN: Target student “doesn't want to go to designated area” for their grade level.

PROBLEM SOLVING: Teacher says that the Target student likes to go to another area.

SOLUTION: Peers will meet her in her preferred area to build a relationship with her and then try to move the interactions to the designated area.

Interview Participants





Sample Data Collection Template



Social Interaction Behaviors

Time	Activity	Target Behaviors					
		Looking at peer	Starting conversation	Taking turns	Exchanging materials	Requesting items	Initiating interactions

Adapted with permission from Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play Time/Social Time: Organizing your classroom to build interaction skills*. Tucson, AZ: Communication Skill Builders.



- Naturalistic Intervention
- Peer Mediated Instruction and Intervention
- Social Skills Groups
- Video Modeling



(Simpson, de Boer-Ort, Griswold, Myles, Byrd, Gantz, et al., 2005)



What is the best strategy a team member can use to FACILITATE a social relationship:

1. Bring a student to the playground
2. Reinforce a positive interaction between peers
3. Teach a social skills lesson in the classroom
4. Give a student a story about being a good friend to others



Which of these indicates a positive outcome from facilitation?

- A student is invited to a peer's birthday party.
- The student with ASD asks for and gets a friend's phone number to call over the summer.
- During lunch, a student with ASD goes to sit with a group of peers without being prompted.
- A student with ASD joins a school club based on a common interest.
- All of the above.



Next Steps for Your Practice



- **Assess the needs of your student or child.**
 - Ask: What skills does he need to form and maintain relationships?
- **Determine an instructional plan.**
 - Ask: What evidence-based practices and/or instructional strategies do I need to implement?
- **Find opportunities.**
 - Ask: Where do typical students make friends and spend time with them? What types of activities do they do together?

Next Steps for Your Practice



- **Implement the intervention.**
 - Ask: How will I know if this is working? What evidence should I look for and measure?
- **Generalize the skills of the student or child.**
 - Ask: Can he build and keep relationships with multiple people in different settings and contexts?
- **Monitor progress.**
 - Ask: Is he maintaining the skills over time? Is any other instruction or support needed at this time or in the future?



- Students with ASD have core deficits in the area of social interaction.
- These students need instruction and support in order to keep and maintain relationships.
- Teams can facilitate social relationships through the systematic interventions and by providing opportunities for instruction in typical settings with typical peers.



Where can I go for more information?



- LSUHSC Human Development Center:
www.hdc.lsuhscc.edu
- National Professional Development Center on Autism Spectrum Disorders:
<http://autismpdc.fpg.unc.edu/>
- AIM Modules (OCALI):
<http://www.autisminternetmodules.org/>

Additional Questions? email: lasard@lsuhsc.edu

Questions, Comments, or Concerns?





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