Facilitating Social Relationships

Tuesday, April 24, 2012, 1 – 2 PM

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LASARD Project
In Today’s Workgroup

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.
WHAT DOES THIS MEAN??
facilitate

Definition of FACILITATE

transitive verb

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

adjective

See facilitate defined for English-language learners »
See facilitate defined for kids »
social

63 ENTRIES FOUND:

1) social (adjective)
2) social (noun)
   social action (noun)

'so·cial  adj  \\səˈshəl\

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)
relationship

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

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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)
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

On-going Assessment

Planning for generalization

Evidence-based Practices

Use of natural settings and activities

Use of same age peers

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
- Administrator
- Paraeducator
- Special Ed Teacher
- 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 Srvcs.), Smith (Spec Ed Teacher), Bolden (Gen Ed Teacher), Fontenot (Para)

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

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IMPLEMENT the Intervention(s)

- Peer Training
- Faculty Training
- Student Interaction
Peer Training

- 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?
Peer Training

• 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

An Introduction to Autism Spectrum Disorders and Effective Educational Programming

B.E. Boudreaux Middle School
Bambi Polotzola
LASARD Project Facilitator

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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
### Social Interaction Behaviors

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Target Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Looking at peer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Starting conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taking turns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exchanging materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requesting items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initiating interactions</td>
</tr>
</tbody>
</table>

Evidence-based Practices to Facilitate Social Relationships

- 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.lsuhsc.edu

- National Professional Development Center on Autism Spectrum Disorders: http://autismmpdc.fpg.unc.edu/

- AIM Modules (OCALI): http://www.autisminternetmodules.org/

Additional Questions? email: lasard@lsuhsc.edu
Questions, Comments, or Concerns?


Web References
