

## Lesson 14: Modeling (p. 1 of 5)

### **What is Modeling**

Modeling is an evidence-based practice found to be effective for helping individuals with autism spectrum disorder (Sam, 2016. Modeling).

One type of response prompt is known as modeling. A response prompt operates on the response in contrast to a stimulus prompt which operates on the antecedent task stimuli to cue a correct response along with the relevant discriminative stimulus (Cooper, Heron, & Heward, 2014).

Modeling is when someone demonstrates how to display a behavior to someone else. Modeling works best for individuals who already have the skill of imitation.

### **Does the child already have precursor skills?**

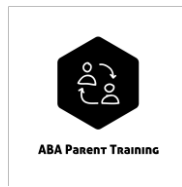
It is important to consider whether the child can display the different parts involved in a behavior when modeling it to them and expecting them to imitate the skill.

For example, if one of the goals for a child is to learn how to do the dishes, that child must have the ability to reach to the distance of the faucet to turn it on, they must be able to simultaneously hold a washcloth or scrubby in one hand while holding the dish in the other hand, and the child must be able to withstand the sensation of bubbles and the temperature of the water. Without these skills, modeling how to do the dishes to the child will likely result in inaccuracies, dependence on prompts, and/or maladaptive behaviors.

### **Does the child have the ability to attend to specific stimuli?**

Another essential skill for children to have in order for modeling to work efficiently is the ability to attend to specific stimuli in their environment. The child must be able to attend to and look at the person who is displaying the modeled behavior. Additionally, the child must be able to focus in on and attend to specific aspects of what the teacher is doing.

For instance, if you are demonstrating to a child (modeling) how to tie a shoe, the child must attend to the appropriate aspects of your hands, what your fingers are doing, and what is happening to the laces of the shoe. Some kids may instead look toward your face, your arms, or even away from you as you are trying to model how to tie a shoe.



## **Lesson 14: Modeling** *(p. 2 of 5)*

### **Types of Modeling**

Modeling can be completed through various means. There are a few modeling strategies that have been found effective through the research.

Examples of ways to use modeling include:

- Parent Modeling (the parent models the identified behavior)
- Peer Modeling (another child models the identified behavior)
- Video Modeling (the child observes the behavior being modeled in a video format)

### **Tips for Using Modeling**

Modeling is most effective when combined with the behavioral principles of prompting and reinforcement (Sam, 2016. Modeling).

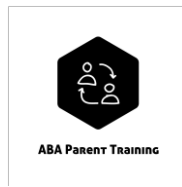
Consider identifying a peer that can help the child by modeling the targeted behaviors. If a peer (such as a student at the school or a sibling) is willing to be a model for the child, the adult (parent or professional) may need to provide training to that child on things such as what to say, how fast to show the skill, and how to respond to the child in various situations. If a peer is not available, a parent, teacher, or professional can serve as the person who models the desired target behavior for the child.

### **A Prime or A Prompt?**

The modeled behavior can be used as a prime or a prompt. When used as a prime, the target behavior is demonstrated to the child before the child is expected to attempt the behavior. When used as a prompt, the peer or adult can provide extra assistance and support to the child after the child is expected to display the behavior. They can model the complete behavior or just part of the behavior.

### **Benefits of Modeling**

Modeling has been found to be particularly useful in the areas of academic skills and social skills. Modeling may also be beneficial for teaching children to display self-control or self-management. If the adult or even another child displays self-control, the child may also imitate this ability and develop self-control or self-management skills – especially if those skills are reinforced by their environment (Cooper, Heron, & Heward, 2014). Modeling has been found to be effective at improving a variety of other skills, as well. These include communication skills, joint attention, school readiness, play skills, vocational skills, and academic skills (Sam, 2016. Modeling).



## Lesson 14: Modeling (p. 3 of 5)

### PARENT HANDOUT

#### What is Modeling?

Modeling is an evidence-based practice found to be effective for helping individuals with autism spectrum disorder (Sam, 2016. Modeling). **Modeling is when someone demonstrates how to display a behavior to someone else.**

#### Does the child already have precursor skills?

It is important to **consider whether the child can display the different parts involved in a behavior when modeling it to them** and expecting them to imitate the skill.

For example, if one of the goals for a child is to learn how to do the dishes, that child must have

- the ability to reach to the distance of the faucet to turn it on,
- they must be able to simultaneously hold a washcloth or scrubby in one hand while holding the dish in the other hand,
- and the child must be able to withstand the sensation of bubbles and the temperature of the water



Without these skills, modeling how to do the dishes to the child will likely result in inaccuracies, dependence on prompts, and/or maladaptive behaviors.

#### Does the child have the ability to attend to identified stimuli?

Another essential skill for children to have in order for modeling to work efficiently is the ability to attend to specific things in their environment. The **child must be able to attend to and look at the person** who is displaying the modeled behavior. Additionally, the child must be able to focus in on and attend to specific aspects of what the teacher is doing.

For instance, if you are demonstrating to a child (modeling) how to tie a shoe, the child must attend to the appropriate aspects of your hands, what your fingers are doing, and what is happening to the laces of the shoe.

#### Tips for Using Modeling

- **Modeling** is most effective when combined with the behavioral principles of **prompting and reinforcement** (Sam, 2016. Modeling).
- Consider **identifying a peer that can help the child by modeling** the targeted behaviors.



## Lesson 14: Modeling *(p. 4 of 5)*

### TOPIC EXPLORATION FORM – For Provider & Parent Collaboration

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Provider: \_\_\_\_\_ Date: \_\_\_\_\_

What behavior could be targeted for change through the use of modeling?

Does the child have the prerequisite skills necessary for modeling to be effective?

Can the child imitate others?	Yes-Often	No-Never	Sometimes
Does the child have at least some of the basic skills required for the identified behavior?	Yes-Most or all	No-None or minimal	Some of the skills
Is the child able to attend to other people for a reasonable amount of time?	Yes-Often	No-Never	Sometimes

What behavioral principles will be used in combination with modeling?

<input type="checkbox"/> Prompting <input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Antecedent interventions <input type="checkbox"/> Chaining	<input type="checkbox"/> Visual supports <input type="checkbox"/> Environmental arrangement <input type="checkbox"/> Shaping <input type="checkbox"/> Other: _____
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What activities throughout the day are recommended for using modeling with the child?

<input type="checkbox"/> Morning routine <input type="checkbox"/> Brushing teeth <input type="checkbox"/> Cleaning up after meal or snack <input type="checkbox"/> Placing an order at a restaurant <input type="checkbox"/> After school/Afternoon Routine	<input type="checkbox"/> Making a snack <input type="checkbox"/> Taking turns with toys <input type="checkbox"/> Grocery store <input type="checkbox"/> Saying “hi” to a neighbor <input type="checkbox"/> Other: _____
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Who are some people who may be able to help the child learn new skills through modeling (ex: peer, sibling, neighbor, mom, dad, aunt, grandma, grandpa, etc.)?

- 1.
- 2.
- 3.



## Lesson 14: Modeling *(p. 5 of 5)*

### HOMEWORK – TASKS TO COMPLETE

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Common activities or skills that I would like my child to do on a regular basis include:

- 1.
- 2.
- 3.
- 4.
- 5.

.....

Out of these five behaviors or activities, I will begin using modeling by working on one specific behavior or activity that I would like my child to learn or improve upon.

Identified Behavior or Skill: \_\_\_\_\_

I plan to model this behavior \_\_\_\_\_ time(s) every day.

.....

After my child displays the behavior or skill correctly, I will provide positive reinforcement.

Ideas for reinforcers I could use include:

1. Praise
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



## Lesson 17: Social Skills (p. 1 of 5)

Although this was discussed briefly in the lesson covering “What is Autism Spectrum Disorder,” given that social skills is an important area for daily living and can greatly impact quality of life, we will take another look at the social skill area of the ASD diagnosis according to the most recent DSM (Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition). Service providers can help parents of youth with ASD to learn about and support social skills in their child. The aim is not to change who the child is but to help that child become the best version of themselves they can become – to bring out the potential and to support growth and development of the individual.

One of the diagnostic criteria for autism spectrum disorder (a neurodevelopmental disorder) is “persistent deficits in social communication and social interaction across multiple contexts...” (DSM-5, 2013). To clarify, a neurological deficit is defined as “abnormal function of a body area” which is “due to weaker function of the brain, spinal cord, muscles, or nerves.” (Minagar & Zieves, 2019). This means that, in the case of ASD, social skills that are a deficit for the individual with ASD deviate from what is the norm for the majority of the general population (Abnormal, ND).

Social communication and social interaction deficits include:

- Deficits in social-emotional reciprocity
- Deficits in nonverbal communicative behaviors used for social interaction
- Deficits in developing, maintaining, and understanding relationships

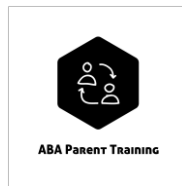
It can be helpful for service providers to assist parents in learning more about their child and how their child currently functions in each of the three social areas identified in the diagnosis of ASD. If service providers have access to a diagnostic assessment report which evaluated and provided the child with the ASD diagnosis, this report may have additional information that helps to explain the child’s abilities in the three social skill areas. Otherwise, service providers can do their own observations, analysis, and interpretation of the child’s skills and functioning in the area of social skills.

### **Social-Emotional Reciprocity**

Examples of deficits in social-emotional reciprocity include abnormal social approach toward others, failure of normal back and forth conversation, reduced sharing of interests, emotions, and/or affect with others, failure to initiate social interactions, and failure to respond at all or respond appropriately to social initiations by others.

### **Nonverbal Communicative Behaviors**

Examples of nonverbal communicative behaviors used for social interactions include things like poorly integrated verbal and nonverbal communication, eye contact (or lack of eye contact) that differs from the majority of the general population, body language difficulties, challenges with understanding and using gestures to communicate, a lack of using facial expressions to interact and send information in an interaction, and other challenges in the area of nonverbal communication between the self and others.



## Lesson 17: Social Skills *(p. 2 of 5)*

### **Developing, Maintaining, and Understanding Relationships**

This aspect of social skills may be a little more straight-forward than the other two areas. An individual with ASD is likely to struggle in some way to develop, maintain, and/or understand relationships. In this skill area, the individual may struggle adjusting their behavior to fit with the context. They may struggle with engaging in imaginative play. They may find it difficult to make or maintain friendships. They may also simply show no or little interest in peers or social relationships.

### **Research on a Social Skills Group**

Research supports the effectiveness of social skills training in children with ASD. In one study (Kamps, et. al., 1992), social skills groups were used as the training medium to increase social interactions between students with autism and typically developing peers. The social skills groups addressed the following social skills in the context of the peer to peer interactions: initiating social interactions, responding to social cues, continuing the social interaction, greeting others, increasing the variety of topics of conversation, giving and accepting compliments, taking turns with peers, sharing with peers, asking for help, offering help to others, and including peers in activities. In this study, the social skills training was completed in the first ten minutes of a twenty-minute play group four times per week.

The study by Kamps and colleagues (1992) found that this social skills training intervention resulted in greater frequency of social interactions, increased duration of engagement in social interactions, and improvements in responsivity between peers.

Even if parents don't have access to a social skills training group for their child with ASD, they can encourage their child to interact with other children and help guide interactions and reinforce appropriate social skills that the child could benefit from improving upon.

### **Research on Parent-Assisted Social Skills Intervention**

Parents can help with implementing interventions for their children. This is what ABA parent training is all about. One study by Laugeson, et. al. (2009), aimed to improve the friendship quality and social skills in adolescents with autism spectrum disorder. In the intervention of this study, the social skills that were targeted include conversational skills, developing friendship networks, improving sportsmanship skills, developing host behavior during get-togethers, improving one's reputation, and responding appropriately to teasing, bullying, and arguments. With this intervention, the youth improved their knowledge and use of social skills and increased the frequency of hosting get-togethers with peers.

Based on this study, service providers can help parents to coordinate and support their children to improve specific social skills including hanging out with peers and improving friendships.

**In summary**, there is a lot more that can be taught about social skills in individuals with autism spectrum disorder, but to begin exploring this topic, it may be helpful to look at how the child with ASD currently functions, in what areas they particularly struggle with in daily life, and what would most benefit that child and their quality of life in the area of social skills development.



ABA Parent Training

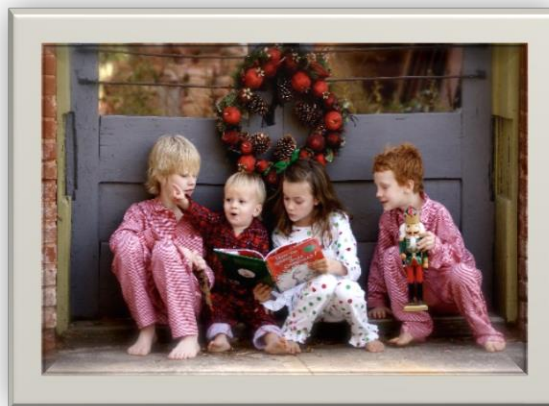
## Lesson 17: Social Skills (p. 3 of 5)

### Parent Handout

The category of skills known as social skills is an important area for daily living and can greatly impact quality of life.

The aim is not to change who the child is but to help that child become the best version of themselves they can become – to bring out the potential and to support growth and development of the individual.

One of the diagnostic criteria for autism spectrum disorder (a neurodevelopmental disorder) is “**persistent deficits in social communication and social interaction** across multiple contexts...” (DSM-5, 2013). Social skills that are a deficit for the individual with ASD deviate from what is the norm for the majority of the general population.



Social communication and social interaction deficits include:

- Deficits in social-emotional reciprocity
- Deficits in nonverbal communicative behaviors used for social interaction
- Deficits in developing, maintaining, and understanding relationships

#### Examples of social skills differences that your child may experience (as compared to the majority of the general population)

Social-emotional reciprocity	Nonverbal communication	Relationships
abnormal social approach toward others	body language difficulties	they may struggle with engaging in imaginative play
failure of normal back and forth conversation	lack of using facial expressions to interact and send information in an interaction	difficulties with relationships may lead to challenges with their social life, work life, education, and/or daily living
reduced sharing of interests, emotions, and/or affect	eye contact (or lack of eye contact)	difficulties adjusting their behavior to fit with the context
failure to initiate social interactions	challenges with understanding and using gestures	they may find it difficult to make or maintain friendships
failure to respond at all or respond appropriately to social initiations by others	poorly integrated verbal and nonverbal communication	they may show no or little interest in peers or social relationships





## Lesson 17: Social Skills *(p. 4 of 5)*

### TOPIC EXPLORATION FORM – For Provider & Parent Collaboration

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Provider: \_\_\_\_\_ Date: \_\_\_\_\_

To gather further information about the child’s social skills, the service provider can interview the child’s parent or caregiver using the following questionnaire. The parent’s responses can also help the provider to develop and define treatment goals in the area of social skills.

**What areas of social skills functioning do you feel impairs your child’s quality of life?**

**Rate each social skill area as one of the following:**

1. little to no impairment on quality of life
2. somewhat impairs his or her quality of life
3. highly impairs his or her quality of life

**Consider your child’s functioning and behaviors over the course of the last two weeks.**

Social-emotional reciprocity	Nonverbal communication	Relationships
abnormal social approach toward others <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	body language difficulties <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	they may struggle with engaging in imaginative play <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
failure of normal back and forth conversation <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	lack of using facial expressions to communicate with others <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	difficulties with relationships may lead to challenges with their social life, work life, education, and/or daily living <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
reduced sharing of interests, emotions, and/or affect <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	eye contact (or lack of eye contact) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	difficulties adjusting their behavior to fit with the context <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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failure to respond at all or respond appropriately to social initiations by others <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	poorly integrated verbal and nonverbal communication <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	they may show no or little interest in peers or social relationships <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

OUT OF THE ABOVE SOCIAL SKILL AREAS (or other social skills that impact your child’s quality of life), which are the top 2 skill areas that you would like to focus on at this time?

1. \_\_\_\_\_
2. \_\_\_\_\_



## Lesson 17: Social Skills *(p. 5 of 5)*

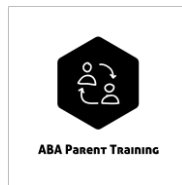
### HOMEWORK – TASKS TO COMPLETE

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Date: \_\_\_\_\_

To further develop your child’s social skills, over the course of the next two weeks, observe your child in social interactions. By making these observations, you can identify areas of strength, skills that are present but could be further developed, and areas that are having a potential negative impact on your child’s quality of life or that may have an undesirable impact on their future (a social skill area of concern). – Use the back of this sheet or another sheet of paper if needed.

*As a reminder, we are not trying to change who your child is – We are helping your child to become the best version of them that they can possibly be. To do this, we look at how we can reinforce your child’s strengths and help them develop skills that will ultimately lead to a better quality of life.*

<b>Social Skill Strength</b> (something they did well – ex: child consistently responds to mom’s question, “How was your day?”)	<b>Social Skill Displayed but Could be Further Developed</b> (ex: child allowed peer to play near him but doesn’t normally engage in parallel play)	<b>Social Skill Area of Concern</b> (ex: child rarely engages in a conversation that is not about a topic he is interested in)
Date: _____ Time: _____ Social Skill Observed:	Date: _____ Time: _____ Social Skill Observed:	Date: _____ Time: _____ Social Skill Observed:
Date: _____ Time: _____ Social Skill Observed:	Date: _____ Time: _____ Social Skill Observed:	Date: _____ Time: _____ Social Skill Observed:
Date: _____ Time: _____ Social Skill Observed:	Date: _____ Time: _____ Social Skill Observed:	Date: _____ Time: _____ Social Skill Observed:



## Lesson 18: Communication Skills (p. 1 of 5)

Communication skills are essential for functional living and can greatly impact quality of life in all people. Regardless of one's abilities, being able to communicate to some degree will have a dramatic effect on a person's ability to gain desired items or activities, to develop and participate in relationships, and much more. Communication skills are closely related to social skills.

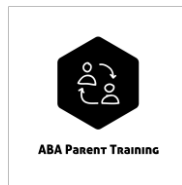
According to the DSM-5, one of the diagnostic criteria for the neurodevelopmental disorder known as autism spectrum disorder is "persistent deficits in social communication and social interaction across multiple contexts..." (DSM-5, 2013). Children and adolescents with ASD will have some level of differences in their communication skills as compared to the general population. It is difficult to completely separate communication skills and social skills.

Service providers can help parents of youth with ASD to learn about and support communication skills (as well as social skills) in their child. While addressing communication skills (or any other skill associated with the diagnosis of ASD), the goal is not to change the person or to make them fit into the norm set by their culture or the society in which they live. Instead, the goal is to help that individual to learn and grow in order to help them achieve an optimal quality of life, a life that suits them, one that provides the individual with access to reinforcement, to additional opportunities, and other aspects of living their personal best life (not a life designed or expected of them by others).

Tager-Flusberg, Paul, and Lord (2005) present an extensive discussion on the communication skills of individuals with ASD. They point out many important points about this topic.

### **Communication Skills and Autism Spectrum Disorder**

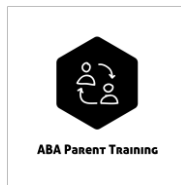
- Communication differences in children with ASD are likely related to the differences in how these individuals process information about social situations.
- There is research that suggests that there are differences in the structure and functioning of the brain in people with ASD as compared to the general population.
- Although there are no statements that can be generalized to all individuals with autism, there are some behaviors or traits that are common in people with ASD, such as communication differences.
- Some people with ASD may take an interest in letters, numbers, and words. They may be good at reading or spelling.
- Written material may be helpful as a strategy for educational or treatment purposes. Examples include written scripts, social stories, graphic organizers, reminder cards, and lists. These tools may help improve social and communication skills in individuals with ASD who can read.



## Lesson 18: Communication Skills *(p. 2 of 5)*

- Even though some individuals with ASD may be at grade-level for reading, decoding, and spelling abilities, they may struggle with comprehension of longer texts especially texts that continue social narratives or fictional content.
- Changes in communicative abilities may develop due to the development of the individual as they age, changes in the context in which they spend their time and based upon the communication expectations from those around them.
- Most (but not all) students with ASD are likely to direct their communication toward the teacher more often than they direct their communication toward a peer.
- Rate of initiating spontaneous communication for individuals with ASD is often very low compared to the general population.
- When an individual with ASD is in an unstructured setting (such as in a free play situation), they tend to display spontaneous communication less often than their same-aged peers. However, these same individuals may be able to display spontaneous communication at similar rates to their peers when they are in a structured setting.
- Children with ASD do not use language to make comments, to show off, to acknowledge the listener, or to request information as often as children without ASD. They also do not use language as often as their peers to explain or describe events in a conversational manner.
- Some youth with ASD may display “socially inappropriate” communicative behaviors such as talking to themselves, difficulties utilizing polite language, and making irrelevant marks or commenting out of turn.
- Some common difficulties in the area of communication skills for individuals with autism spectrum disorder (particularly those who are able to speak with vocal language) include: difficulty with conversation, more frequent errors in speech, differences in eye gaze, differences in intonation, challenges with remaining on a topic, providing relevant comments to a conversational partner, difficulties with judging how much information to give a listener on a topic due to not knowing how much knowledge the listener might already have on the topic, veering off the topic of the conversation, difficulty moving away from a topic easily, and difficulty leading a discussion.

Overall, children with ASD have differences in communication skills as compared to typically developing peers in that they may struggle with communicating on a shared topic and displaying joint attention to the conversational topic. They may also struggle to comment on the other person’s speech (Tager-Flusberg, Paul, & Lord, 2005).



## Lesson 18: Communication Skills (p. 3 of 5)

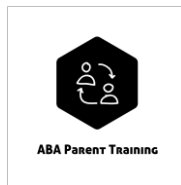
### Parent Handout

#### Communication Skills

#### and Autism Spectrum Disorder

- Communication differences in children with ASD are likely related to the differences in how these individuals process information about social situations.
- There is research that suggests that there are differences in the structure and functioning of the brain in people with ASD as compared to the general population.
- Written material may be helpful as a strategy for educational or treatment purposes. Examples include written scripts, social stories, graphic organizers, reminder cards, and lists. These tools may help improve social and communication skills in individuals with ASD who can read. Even though some individuals with ASD may be at grade-level for reading, decoding, and spelling abilities, they may struggle with comprehension of longer texts especially texts that continue social narratives or fictional content.
- Communication skills may seem to change due to the child changing as he gets older, due to the context in which the child spends their time and based upon the communication expectations from those around them.
- Most (but not all) students with ASD are likely to direct their communication toward the teacher more often than they direct their communication toward a peer.
- When an individual with ASD is in an unstructured setting (such as in a free play situation), they tend to display spontaneous communication less often than their same-aged peers. However, these same individuals may be able to display spontaneous communication at similar rates to their peers when they are in a structured setting.
- Some youth with ASD may display “socially inappropriate” communicative behaviors such as talking to themselves, difficulties utilizing polite language, and making irrelevant marks or commenting out of turn.
- Some common difficulties in the area of communication skills for individuals with autism spectrum disorder (particularly those who are able to speak with vocal language) include: difficulty with conversation, more frequent errors in speech, differences in eye gaze, differences in intonation, challenges with remaining on a topic, providing relevant comments to a conversational partner, difficulties with judging how much information to give a listener on a topic due to not knowing how much knowledge the listener might already have on the topic, veering off the topic of the conversation, difficulty moving away from a topic easily, and difficulty leading a discussion.

Communication skills are essential for functional living and can greatly impact quality of life in all people. Regardless of one’s abilities, being able to communicate to some degree will have a dramatic effect on that person’s ability to gain desired items or activities, to develop and participate in relationships, and much more.



## Lesson 18: Communication Skills *(p. 4 of 5)*

### TOPIC EXPLORATION FORM – For Provider & Parent Collaboration

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Provider: \_\_\_\_\_ Date: \_\_\_\_\_

To gather further information about the child’s communication skills, the service provider can interview the child’s parent using the following questionnaire. The parent’s responses can also help the provider to develop and define treatment goals in the area of communication skills for the child.

**What aspects of communication do you feel impair your child’s quality of life?**

**Rate each communication skill area as one of the following:**

1. little to no impairment on quality of life
2. somewhat impairs his or her quality of life
3. highly impairs his or her quality of life

**Consider your child’s functioning and behaviors over the course of the last two weeks.**

Sample List of Communication Skills		
Communicating in a group setting	Communicating to develop and maintain relationships	Comprehension of written text that involve social or fictional situations
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Judging how much information to share at one time	Initiating spontaneous communication	Communicating with others in an unstructured setting
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Communication to gain a desired item or activity (manding or requesting)	Difficulties with eye gaze or nonverbal communication (like body language)	Use of impolite language (or lack of attention to being polite and considerate of others)
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Making irrelevant comments	Speaking out of turn	Making errors while speaking
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Displaying socially atypical behaviors – like talking to self	Transitioning between topics in a conversation	Initiating or ending a conversation
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Leading a discussion	Staying on someone else’s preferred topic in conversation	Commenting appropriately to another person’s speech
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

OUT OF THE ABOVE COMMUNICATION SKILL AREAS (or other communication skills that impact your child’s quality of life), which are the top 2 that you would like to focus on at this time?

1. \_\_\_\_\_
2. \_\_\_\_\_



## Lesson 18: Communication Skills *(p. 5 of 5)*

### HOMEWORK – TASKS TO COMPLETE

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Date: \_\_\_\_\_

To further develop your child’s communication skills, over the course of the next two weeks, observe your child in various situations. By making these observations, you can identify areas of strength, skills that are present but could be further developed, and areas that are having a potential negative impact on your child’s quality of life or that may have an undesirable impact on their future (a communication skill area of concern). – Use the back of this sheet or another sheet of paper if needed.

*As a reminder, we are not trying to change who your child is – We are helping your child to become the best version of them that they can possibly be. To do this, we look at how we can reinforce your child’s strengths and help them develop skills that will ultimately lead to a better quality of life.*

<b>Communication Skill Strength</b> (something they did well – ex: child replies to text messages from parents promptly)	<b>Communication Skill Displayed but Could be Further Developed</b> (ex: child waited his turn to speak without interrupting)	<b>Communication Skill Area of Concern</b> (ex: child has trouble completing assignments at school that involve groups)
Date: _____ Time: _____ Communication Skill Observed:	Date: _____ Time: _____ Communication Skill Observed:	Date: _____ Time: _____ Communication Skill Observed:
Date: _____ Time: _____ Communication Skill Observed:	Date: _____ Time: _____ Communication Skill Observed:	Date: _____ Time: _____ Communication Skill Observed:
Date: _____ Time: _____ Communication Skill Observed:	Date: _____ Time: _____ Communication Skill Observed:	Date: _____ Time: _____ Communication Skill Observed:



## Lesson 24: Prompting (p. 2 of 5)

### Planning for and Using Prompting

When working on development of prompting strategies to use with individuals with ASD, the caregiver should follow the guidelines below (Sam & AFIRM, 2015).

1. Identify whether the targeted skill (behavior) is a discrete or chained task. This will help to clarify how prompting will be used.
2. Identify which type of prompt will be used.
3. Identify the discriminative stimulus that will trigger the individual to perform the identified target behavior.
4. Select potential reinforcers for when the individual performs the target behavior. This could be a naturally occurring reinforcer or a contrived reinforcer.
5. After the individual encounters the discriminative stimulus or the cue to trigger the target behavior, implement the specific prompting procedure identified in step #2.
6. Provide reinforcement for correct responding. Consider what kind of reinforcement will be provided for correct prompted responses as well as correct independent responses.
7. Collect data on the use of the prompt strategy and the frequency of independent responding.

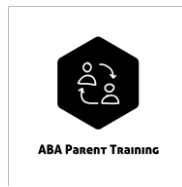
### What if the learner is still not making progress?

If the data indicates that the individual is not improving on the targeted skill or behavior, ask these questions to further assess the situation and develop strategies to increase skill acquisition (Sam & AFIRM, 2015).

- Is the target skill or behavior well defined?
- Is the skill or behavior measurable and observable?
- Is the skill too difficult and needs to be broken down into smaller steps?
- Has enough time been devoted to using this strategy?
- Was prompting used with fidelity?
- Is the selected prompting procedure appropriate for addressing the target skill or behavior?
- Are reinforcements used that are motivating to the learner?
- Is the response interval an appropriate length?
- Are teachers and practitioners responding to the learner's response appropriately?

**Parents can use a variety of prompting strategies** in the home and in the community with their child. It is recommended to make a plan for identifying target skills and which prompt strategies to use for each skill so that parents can implement the intervention plan more effectively and consistently.





## Lesson 24: Prompting (p. 3 of 5)

### PARENT HANDOUT

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Prompting is a behavioral strategy that is identified as any help given to a learner that assists them in displaying a particular skill or behavior

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Some **examples of prompting procedures** include:

- Least to most prompting
  - Within least to most prompting, specific types of prompts include gestural prompts, verbal prompts, visual prompts, model prompts, and physical prompts. Prompts are used in sequence from the prompt that involves providing the least amount of assistance to the prompt that requires the most amount of assistance.
- Graduated guidance
  - Graduated guidance often involves physical prompting. Graduated guidance is often used with tasks that involve chaining (or multiple steps). Graduated guidance requires moment to moment decision making to identify what level of prompting or fading of the prompt is necessary for each step in the sequence of behaviors being performed in a chained task (NPDC, n.d.).
- Simultaneous prompting
  - With simultaneous prompting, the individual is provided with a prompt that will most likely result in a correct response immediately after the SD is provided. There should be periodic probe trials to assess whether the individual can display the skill without the prompt.
- Constant time delay (Cihon, et. al., 2019)
  - Constant time delay prompting is when the presentation of the target stimulus and the controlling prompt occurs simultaneously and then, after a specified number of trials, the time between the presentation of the target stimulus and the prompt is increased by a fixed duration.
- Most to least prompting (Cihon, et. al., 2019)
  - Prompts are used in sequence from the prompt that involves providing the most amount of assistance to the prompt that requires the least amount of assistance.
- Flexible prompt fading (Cihon, et. al., 2019)
  - With flexible prompt fading, there are no predetermined rules about how to fade the prompt. Instead, the teacher utilizes their judgment to identify and respond to the conditions in which the learner is more or less likely to respond correctly without a prompt and provides a prompt accordingly.



## Lesson 24: Prompting (p. 4 of 5)

### TOPIC EXPLORATION FORM – For Provider & Parent Collaboration

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Provider: \_\_\_\_\_ Date: \_\_\_\_\_

Use this form to guide the planning and utilization of prompts in the natural environment.

#### Planning for and Using Prompting

1. Identify whether the targeted skill (behavior) is a discrete or chained task. This will help to clarify how prompting will be used.

Identify one skill that the child could improve upon:

Is that skill a discrete (single action) or chained (multiple step) task?

Discrete Task       Chained Task

2. Identify which type of prompt will be used.

Least to most prompting       Most to least prompting       Graduated guidance  
 Simultaneous prompting       Constant time delay       Flexible prompt fading

3. Identify the discriminative stimulus that will trigger the individual to perform the identified target behavior.

Is the discriminative stimulus (the cue that triggers the behavior) one of the following?

A verbal instruction       A visual stimulus in the environment       A sound (ex: an alarm)

Describe what will trigger the response for the targeted skill?

4. Select potential reinforcers for when the individual performs the target behavior. This could be a naturally occurring reinforcer or a contrived reinforcer.

Identify at least one potential reinforcer:

5. After the individual encounters the discriminative stimulus or the cue to trigger the target behavior, implement the specific prompting procedure identified in step #2.
6. Provide reinforcement for correct responding.
7. Collect data on the use of the prompt strategy and the frequency of independent responding.

How will data be collected? (lesson homework sheet or another format?)



## Lesson 24: Prompting *(p. 5 of 5)*

### HOMEWORK – TASKS TO COMPLETE

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Practice using the identified prompting strategy in this lesson’s Topic Exploration Form.

IDENTIFIED TARGET SKILL: \_\_\_\_\_

IDENTIFIED PROMPTING STRATEGY: \_\_\_\_\_

IDENTIFIED DISCRIMINATIVE STIMULUS (CUE FOR THE BEHAVIOR):

IDENTIFIED REINFORCER: \_\_\_\_\_

#### DATA COLLECTION

Date	Prompt Used?	Reinforcer Provided?	Accurate Response?	Notes
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Date	Prompt Used?	Reinforcer Provided?	Accurate Response?	Notes
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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