

## All Students Can Succeed! Effective Interventions for behavioral and social challenges



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## Quote from Yoda – Star Wars

- FEAR IS THE PATH TO THE DARK SIDE
- FEAR leads to ANGER
- ANGER leads to HATE
- HATE leads to SUFFERING



## 90% of Teaching and Parenting is Tolerance

- Can we tolerate our own discomfort long enough to think about what to do?
- Discipline is a starting point: But what if it does not work?

## Handling Our Own Feelings

- Hope! Yet expect delays in what you want to accomplish.
- The individual's behavior is not intended to simply challenge your authority, but is rather a reflection of his/her lack of coping skills.
- Most observers do not question your competence, they get that this is part of dealing with kids or challenging students. Laugh it off.

## Quote from Educator/Philosopher Chaim Ginott (1971)

“As a teacher, I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or dehumanized.”

## Overview

- Understanding challenging behaviors in social communication disorders
- Overview of behavior management and frustration skills
  - Relationship
  - Crisis Management
  - Repeat Problems/Prevention plan ([www.apbs.org](http://www.apbs.org))

## Tiered Social Skill Services

- Tier 1: School-wide
  - \_ Adding structure and options at lunch/recess
  - \_ Training of aides, staff
  - \_ Peer sensitivity training, creating inclusion environments
- Tier 2: RTI students in need of skill enhancement
  - \_ Consultation with specialist
  - \_ Lunch bunches, social skill groups
- Tier 3: Individualized Social Skill Training
  - \_ Target Relevant skills: parental input
  - \_ Establish motivation to socialize
  - \_ Teach skills
  - \_ Generalization: teacher/aide/parent prompts
  - \_ Peer sensitivity training, peer buddies
  - \_ Evaluating outcome: teacher/aide/parent input

## Individualized Social Skills Training

- Components of social skills training
  - \_ What to teach? (Gresham et al., 2001) Match to deficit
  - \_ Motivation (White et al., 2006) Social/intrinsic
  - \_ Skill acquisition (Bellini & Peters, 2008; Matson et al., 2007)
  - \_ Generalization (Bellini, 2007) Dose, natural setting
  - \_ Peer sensitivity (Baker, 2003, 2005; Hughs & Carter, 2008)
  - \_ Evaluating outcome

## Autism Spectrum Disorders

1. Social Difficulties
  - \_ Initiating and Reciprocating
2. Language Difficulties
  - \_ Semantic and/or Pragmatic
3. Repetitive Behaviors/desire for sameness


### Associated issues:

- \_ Learning Issues
- \_ Motor Issues
- \_ Sensory issues: Tactile or noise sensitivity
- \_ ADHD, OCD, Tourettes

## Difficulties Associated with Challenging Behavior

- Difficulty with abstract thinking & perspective-taking.
  - \_ Misbehavior is often unintentional! Teach perspective more than discipline.
- Inflexibility: Limited problem solving
  - \_ Learning facts is more enjoyable than socializing.
  - \_ Preparation and expanded problem solving avoids meltdowns.

## Difficulties Associated with Challenging Behavior

- Low Frustration Tolerance
  - \_ Limbic system: Controls emotions and fight, flight or freeze response
  - 
  - \_ Forebrain: Reasoning and planning
  - \_ Limbic system can hijack the rest of the brain
  - \_ Prevent rage and distract when in rage.

## Behavior Management

- Step 1: Relationship Issues

- \_ Warmth and caring



- \_ Structure with use of visual supports, differentiated instruction



- \_ Build confidence: 80/20 rule

- \_ Avoid escalating power struggles.



## Behavior Management

### ■ Step 2: Crisis Management

- Non-verbal skills to increase safety.
- Listen, agree, apologize when necessary
- Collaborate: Ask “what do you want? Lets find the right way to get that.”
- When logic is gone: Distract
  - Novel items
  - Special interests
  - Sensory activities
- Ignore if you are trigger
- Make a plan for next time



## Behavior Management

### ■ Step 3: Repeat Behavior Problems

- Explore why it happens: Interview, observe & and keep an ABC journal
- No More Meltdowns APP, available at APP store or [www.symtrend.com/nmm](http://www.symtrend.com/nmm)
- Develop a good prevention plan

## Typical Triggers

- Biological issues: hunger, tiredness, illness
- Sensory issues: noise, light, touch, over-stimulation, boredom
- Lack of structure
- Challenging or new work, feared situations
- Having to wait, not get what one wants, disappointments
- Threats to self-esteem: losing, mistakes, criticism
- Unmet wishes for attention: ignored, want others to laugh

## Components of a Behavior Plan

see [www.apbs.org](http://www.apbs.org)

1. Change the triggers: sensory/biological, structure, task demands
2. Teach skills to deal with triggers:
3. Reward new skills
4. Loss system if not already frustrated

## Demands for Work

1. Change the triggers
  - Model, prompt rather than test, explain learning curve
  - Give choice of work, use special interests
  - Visual supports: instructions, webs, outlines, labels
  - Reduce length, use timer
2. Teach “Trying When It’s Hard”
  - Try a little
  - Ask to watch first or ask for help
  - Take a break and try again
  - Negotiate how much

## Demands for Work

3. Reward system
  - For trying, not for being correct
  - Trying Poster
4. Avoid loss system when frustrated



## Waiting, Accepting No, Stopping Fun

1. Change the triggers
  - Use a visual timer and shorten wait time
  - Create a visual schedule. Use a “to do” box
  - Highlight reward for waiting/accepting no & prime ahead
2. Teach skills (invisible payoff)
  - Waiting: get some later
  - Accepting no: get something else later
  - Stopping on time: get to go back later

## Waiting, Accepting No, Stopping Fun

3. Reward system
  - Points for waiting, accepting no and stopping on time
  - Disappointment poster
4. Natural loss systems:
  - Can't stop, can't do it again

## Self-esteem: Mistakes, Losing, Teasing

1. Change the triggers
  - Offer choice: let them win or not see mistakes
  - Stack the deck: with activities that they do well (80/20)
  - Prime ahead
  - Protect from teasing
2. Teach skills (invisible payoff)
  - Mistakes help us learn
  - Win the invisible game: friendship/self-control
  - Teasing: check it out 1<sup>st</sup>, stop, ignore, report

## Self-esteem: Mistakes, Losing, Teasing

3. Reward system:
  - Rewards for handling imperfection are greater than rewards for winning or doing work right.
4. Avoid loss systems when frustrated

## Unmet Needs for Attention

1. Change the triggers
  - Schedule attention: special time
  - Use a timer and red/green cards
  - Provide an appropriate outlet: theatre, presentation
2. Teach “Positive Ways to Get Attention”
  - How to get adult attention
  - How to get peer attention: Public versus private topics
  - Rules of comedy: Can't make fun of vulnerable, use slapstick, random thoughts, and self-deprecation



## Unmet Needs for Attention

3. Reward system:
  - Rewards for appropriate topics
4. Loss systems:
  - Response cost



## Sensory Needs: Self-Stimulation

1. Change the triggers
  - Alter sensory environment
  - For boredom, reduce wait time and engage
  - Modify frustrating work
2. Teach skills
  - Alternative ways/times to self-stim
  - How to be a self-advocate for better environment

## Sensory Needs: Self-Stimulation

3. Reward system
  - Reward new ways to self-stim
4. Loss systems:
  - Maybe response cost

## Unexpected Triggers: Self-Calming

1. Prepare for unexpected
  - Collaborate on ways to distract and soothe in preparation for the unexpected upsets. Create a relaxation folder.
  - Establish a safe person
2. Teach skills
  - Self-talk: “All problems can be solved if you can wait and talk to the right person.”
  - Draw or write the thing that distracts/soothes you.

## Unexpected Triggers: Self-Calming

3. Reward system:
  - for using calming strategies
4. Natural loss systems:
  - outbursts will limit continued participation in certain events.





■ Lifeline Rules

- ┆ You can use 50:50, Ask a Specific Person, Poll the audience.
- ┆ You may use lifelines more than once, but as a group you have only three lifelines.

# For \$8,000

Is that your final answer?



The rule of thumb regarding dealing with a full blown meltdown is:

- A. Try to reason with the youngster when he is upset.
- B. Do not bother to reason with him, instead try to take away privileges while he is upset.
- C. Try to distract him while he is upset, and then when he is calm, develop a plan to deal with the problem if it happens again.
- D. Use promises or threats.

Lifelines



## Resources

DVD: **Social Skills Training and Frustration Management** by Dr. Jed Baker

Challenging behavior: **NO MORE MELTDOWNS** by Dr. Daniel F. Kelly. Now an APP too!

Music CD: **BE A FRIEND** by Daniel F. Kelly

Social Skills Books:

- Elementary Level: **Social Skills Training** and **Social skill picture book**
- Middle, High School and Beyond: **Preparing for Life** and **Social skill picture book for high school**

## Key Components of Skills Training

- Prioritize skill goals
- Motivation
- Skill acquisition
- Generalization
- Peer sensitivity
- Evaluate outcome

## Action Plan

- Prioritize 3-4 skill goals for each student
- Consider how to measure skill
- Modifications
- Where will you teach skill lesson?
  - ┆ Class, group, individual
- What strategies to teach?
  - ┆ Structured learning, Social Stories, cognitive picture rehearsal, video modeling, picture books

## Action Plan

- How will you generalize?
  - ┆ Prime with cue card, chart
  - ┆ When will you coach them?
  - ┆ Review with card. Chart or self-monitoring
  - ┆ Reward/loss program
- Should we target typical peers?

<b>1. Motivation</b>		
	External/contrived	Internal/naturalistic
Pre-verbal Reasoner	DTT-Lovaas Adult directed, reward not necessarily related to response	PRT – Koegel VBT – Sundberg Reward is naturally related to response Floortime DIR – Greenspan Follows lead of child in play RDI-Gutstein, activity pulls for attention
Verbal Reasoner	Behavior charts and token systems where rewards promised for target behaviors	Link behavior to student's goals Increase self-awareness of strengths prior to challenges (at least by 14) Have students teach others Make interaction fun

- ## 2. Skill Acquisition
- How to teach
    - Limited receptive language: ABA (DTT/PRT/VBT), video modeling, picture books, cognitive picture rehearsal.
    - Good receptive language: Social Stories, structured learning
  - Where to teach
    - Class Format
    - Small Group: Talk time, skill time, activity time.
    - Individual: When attention and cooperation may not be available in group.

- ## 3. Generalization
- Prime the skill
    - Verbally cue the skill
    - Visually cue the skill: Assignment sheet, cue card or behavior chart
  - Coach skill use as it happens
    - Baiting in class
    - Natural situations, lunch bunches, cooperative group projects, play times, internships, frustrating work

- ## 3. Generalization
- Provide feedback about skill use
    - Classroom Marble Jar
    - Individual reward chart
    - Self-monitoring

- ## 4. Peer Sensitivity
- Sensitivity/kindness lessons for typical peers and staff.
    - To increase understanding when they are disliked:
      - Include those who are left out
      - Stand up for those who are teased
      - Offer help if someone is upset
    - To create peer buddies/coaches

- ## 4. Peer Sensitivity
- Generalization of kindness:
    - Classroom milieu: The marble jar
    - Lunch buddy
    - Academic buddy
    - Extra-curricular buddy

## Evaluating Outcome

- Observable behaviors
  - \_ Frequency, duration, latency
  - \_ Time sampling: whole. Part, momentary
  - \_ Response ratio
- Rating Scales
  - \_ Likert ratings of skills
  - \_ Social skill checklists
  - \_ Consumer satisfaction

## Evaluating Outcome

- Remnants of behavior
  - \_ Friendships
  - \_ Grades
  - \_ Bullying reports

## Overview of Peer Sensitivity

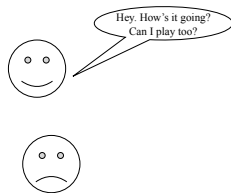
- I am here to talk with you about a student in your class. He is the same as you and different.
- How are we all the same and different?
- We are also different in the way we sense things?

## What are the Five Senses?

<u>Sense</u>	<u>Difficulty</u>
■ Seeing	Blindness
■ Hearing	Deaf
■ Touch	Touch Changes
■ Taste	Taste Changes
■ Smell	Smell Changes

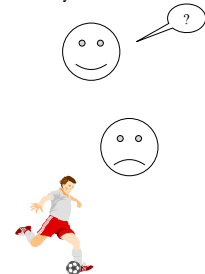
## The Sixth Sense: The Social Sense

1. Knowing what to do and say in social situations.
  - Starting Conversations
  - Asking to Play
2. Reading body language.
3. Easy to make friends.



## Social Blindness: Problems with the Social Sense

1. Trouble knowing what to do and say in social situations.
  - Starting Conversations
  - Asking to Play
  - Off the topic
2. Trouble with body language.
  - Little Eye Contact
3. Hard to make friends
4. Trouble with Sports.



## John's Difficulties: Social Blindness

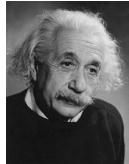
1. Trouble knowing what to do and say in social situations.
  - Starting Conversations
  - Asking to Play
2. Hard to read body language
3. Hard to make friends
4. Talks a lot about video games
5. Annoys when rejected

## John's Strengths and Talents

1. Intelligent even though new work may upset him.
2. Great artist.
3. Excellent memory for facts
4. Good at Video Games
5. Caring Person

## Famous People with Social Blindness

- Albert Einstein - Physicist
  - \_ Social difficulties, Learning Disability
- Bill Gates - Founder of Microsoft
  - \_ Social Difficulties



## Famous People with Social Blindness

- Thomas Edison - Inventor
  - \_ Social difficulties, Learning Problems
- Wolfgang Mozart - Composer
  - \_ Social Difficulties



## Famous People

- Marie Curie – Nobel prize winner in chemistry
  - \_ Social difficulties, discovered radioactive elements
- Temple Grandin – designer of livestock handling facilities, associate professor of animal science, noted author
  - \_ Social Difficulties



## Group Exercise

1. One student leaves for a moment while others learn how to join in.
2. Student returns and tries to join in.
  - Everyone gets rewards for joining

## How Can We Help John?

- Invite him to join in conversation and play during lunch/recess and other times.
- Stand up for him if he is teased.
- Offer help if he is upset.
  
- Marble jar
- Lunch buddies
- Extra-curricular buddies

## Social Skills Training Strategies

### Informal

- Incidental Teaching (all the time, most important)

### Formal

- Good Receptive Language
  - Structured Learning (groups or individual)
  - Social-Stories (individual)



## Social Skills Training Strategies

- Limited Receptive Language
  - ABA: DTT, PRT, VBT, (For prerequisite skills: following instructions, action /object identification & basic language concepts)
  - Social Skill Picture Books (groups or individual)
  - Cognitive-Picture Rehearsal (individual)
  - Video Review (groups or individual)
  - Greenspan, first stages of RDI

## Incidental Teaching

- It is experiential rather than a didactic skill lesson
- It is coaching social interaction as it is unfolding naturally. It involves:
  - Pointing out the perception/feelings of others in the moment.
  - Highlighting non-verbal cues.
  - Correcting misperceptions (e.g., accidents vs. malicious actions).
  - Prompting conversation, play, & emotion management skills as they are needed
- Social Autopsy is an important component.

## Structured Learning

- Didactic instruction of skill steps
- Model correct way, and maybe wrong way
- Role-play with feedback until proficient

## Structured Learning

- Practice and Generalization
  - Steps go home to parents, teacher or aide who
    - Quizzes
    - Models & Role-plays
    - Prompts
    - Reinforces with praise, reward, or token economy.
- Need a gimmick for role-play or instruction!

## Listening Position

1. Make eye contact.



2. Quiet hands and feet. Stay still.



3. Quiet mouth. Don't talk while others are talking.



## Example of Picture Books Accepting No for an Answer

1. Sometimes parents and people say “No” when you ask them for something.
2. Say, “Okay” and do not get mad.
3. If you accept no, then the other person will be happy and may let you do something you want to do later.

### 1. Sometimes people say “No” when you ask them for something.



When the boy asks to play the game, the teacher says no and tells him to do his work first.

### 2. Say, “Okay” and do not get mad.



Right Way

The boy says okay and does not get mad. He knows he will get to play the game later.

Wrong Way

The boy gets mad and does not accept no for an answer.

### 3. If you accept no, then the other person will be happy and may let you do something you want to do later.



Right Way

The boy now gets to play because he waited until he finished his work.

Wrong Way

The boy still can't play because he would not accept no and wait to play.

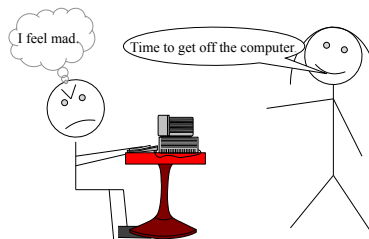
## Cognitive Picture Rehearsal

- Antecedents: Triggers to problem behavior
- Behavior: Appropriate behavior or skill
- Consequence: Rewards, not punishments.

**Matt is playing at the computer.**



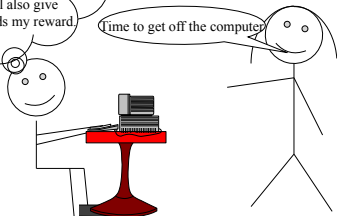
**The teacher tells Matt to get off the computer.**



**Matt remembers what will happen if he gets off the computer.**

If I get off, the teacher will be happy and let me use the computer again. She will also give me a point towards my reward.

Time to get off the computer.



**Matt decides to accept that he must get off the computer.**

Thank you for stopping.

Okay. I will stop.

I am so happy and proud of Matt. He did a great job listening.



**The teacher rewards Matt for getting off the computer.**

You get a point on your reward chart.

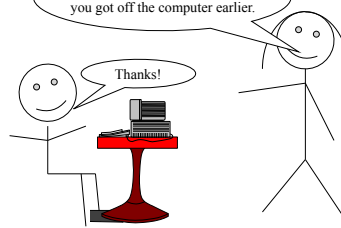
Okay. I will stop.



**Later that day, the teacher lets Matt use the computer again because he did such a great job getting off the computer earlier.**

You can use the computer again because you got off the computer earlier.

Thanks!





### **Social Stories**

- Create a narrative, written in the first person, to increase understanding of target social situation.
- Start with child's perspective of a target situation and expand it to include others' perspectives. Give choices and show positive outcome.

### **Social Stories**

- Use 2-5 descriptive and perspective statements for every directive statement.
- Use language that makes sense to child.
- Read 3-5 times per day and just before target situation.

### **Video Modeling or Review**

- Video peers and then target student. Use to prime skill before situations.
  
- Use video to review behavior in target situations.

### **Menu of Skills by Topic Area**

- Prerequisites to learning from others:
  - ┆ Joint Attention
  - ┆ Receptive language (intra-verbals)
- Core Conversational Skills (Responding and Initiating)
- Play and working cooperatively
- Understanding Yours and Others' Feelings
- Conflict resolution/Assertiveness/Teasing
- Friendship to Dating
- Employment Skills

### **Activities that Promote Joint Attention**

- Discrete trial: Adult directs. Cue and prompt attention at person or object and reinforce.
- VBT and PRT. Induces child to direct. Create situations in which they need help or show favored toys, food, or actions and wait for them to ask for it or prompt them to request.

### **Activities that Promote Joint Attention**

- Floor-time, RDI (promising, but limited research as to effectiveness):
  - ┆ Freeze game
  - ┆ I lost my voice
  - ┆ Red light green light with faces
  - ┆ Follow my eyes to the prize
  - ┆ Look at my face to find the prize
  - ┆ Imitation games

## Beginning Language

- Discrete trial: Cue, prompt imitation for external rewards
- PRT, VBT: Cue, prompt imitation for requested, desired objects or actions.
  - \_ Bait with desired objects. What is it? Who has it? Where? When?
  - \_ Bait with context for desired activity. Play room, peer buddies.
  - \_ Bait for needing or offering help.
- Building the “what’s that” with the mystery bag. Use a “wh” poster. Try a “wh” charade game.

## Conversational Skills

- Students who:
  - \_ Lack initiation or responding to others or
  - \_ Perseverate with one-sided monologues or
  - \_ Interrupt others
- Need to learn how to:
  - \_ Start and maintain conversations
  - \_ Be sensitive to the listener’s interests
  - \_ Interrupt and shift topics appropriately

## Maintaining a Conversation

### Ask



### Tell

I like \_\_\_\_.  
I also \_\_\_\_.  
I am going to \_\_\_\_.  
I went to \_\_\_\_.

## Starting conversations with people you know

1. Greet the person.  
Say “Hello” the first time you see them during the day.
2. Ask about what they are doing in the **present situation**.  
“What are you [doing, playing, reading, eating?]”
3. Ask questions about the **past**.  
“How was your [week, weekend, vacation, holiday]?”

## Starting conversations with people you know

4. Ask questions about the **future**.  
“What are you going to do for the [week, weekend, vacation, holiday, after school]?”
5. Ask questions about their **routine or interests**.  
“How is [soccer practice, class, religious school, work, chess club] going?”

## Shifting Topics

- Ask a follow question or make an on-topic comment before asking to switch topics
- Ask to switch topic: “Do you mind if I talk about something else?”
- Or use a linking phrase like: “Speaking of . . .” or “that reminds me . . .”

## Getting to Know Someone New

3 minutes to find out what you have in common.

NAME	What's your name? Mine is _____.
SCHOOL	Where do you go to school? What grade are you in? What are your favorite subjects?
NEIGHBORHOOD	Where do you live? What's it like there?
INTERESTS	What do you do for fun? What games do you like? What TV shows do you watch? What kind of music do you like?
FAMILY	Do you have a big family? Do you have brothers and sisters? Do you have any pets?

## Activities to Generalize Conversation

Choral/classroom Activities:

- Show & Tell
- Mystery bag
- Guess who
- Game show format to review
- Freeze game

## Activities to Generalize Conversation

Naturalistic conversations:

- Facilitated dyads
  - Conversational tennis
  - Speed dating: rotating brief dyads
- Facilitated group conversations
  - Tokens for asking and telling on-topic

## Sample Cooperative Play/Work Skills

- Prerequisites: Learning how to play
- Joining In
- Compromising
- Dealing with Losing
- Working in a group



## Prerequisites: How to Play

- Learn to manipulate toys, games, art
- Learn to share space: parallel play
- Learn to share materials
- Learn to interact with adults then peer dyads:
  - Functional use of toys (e.g., catch a ball)
  - Early pretend play (direct imitation of real life routines) like vacuuming, caring for baby, shopping
  - Co-creation of pretend play (the pretend play is negotiated between partners) like making up a story

## Joining In

1. Decide if you want to join others who are playing.
2. Walk up to the person and wait for a pause in their play.
3. Say something nice about what they are doing. "You guys are good at that."
4. Ask if you can play. Say "Can I play too?" or "Can I help?" or slowly join the play.
5. If they say no ask someone else to play.

## Compromising

This                      Both                      That

## Working in a Group

1. Everyone assert their idea
2. Select one idea: compromise, combine ideas
3. Go with the group

### ■ Group roles:

- Leaders: keeps everyone on task, makes sure everyone has a say. Does not decide for others.
- Idea contributors: give ideas
- Note-taker: keeps record of ideas

## Generalizing Cooperation/Play Skills

- Prime before activity, coach during, then review.
- Facilitate opportunities for play or group projects
- Select activities to highlight certain skills:
  - Simple games that require attending to others:  
Builder-architect, barrier games, follow the leader, matching rhythms, hide and seek, red light/green light, catch.

## Generalizing Cooperation/Play Skills

- Imaginary/pretend games: Family routines, shopping routines, dolls and animals, make a commercial or movie.
- Structured win/lose, take turn games: board games, sports, team sports where goal scores only after an assist and players can't hog ball for more than 3 seconds.
- Cooperative school projects: commercial, stories, poster.

## Understanding Your Feelings

- Identifying Feelings:
  - Mind-reading software Photos, Drawing, Mirror, Silent Movies, Charades with activities and feelings
- Identifying situation-thought-feeling connection
  - Journal of event-thought-feeling-coping strategy



## “Make Me Happy” Game

- Make cards of upsetting situations
- Take turns acting out the situations while others have to guess what happened.
- When someone guesses right, ask others to make a statement to make the person happy:
  - Show interest by asking about the emotional topic
  - Show sympathy. Say, “sorry that happened”

## “Make Me Happy” Game

- Share a similar experience
- Validate their feeling. “It makes sense that you feel that way”
- Contradict any self-defeating thoughts
- Offer to cheer them up with something fun
- Give them hope that things will get better
- Offer help.

## Conflict Resolution/Asserting Your Feelings



- Schedule a time to talk.
- Be assertive not passive (silent) or aggressive (words or actions that hurt). Use an “I” message:  
I feel \_\_\_\_\_ (feeling word)  
when you \_\_\_\_\_ (describe actions not person)  
because \_\_\_\_\_.  
What I want you to do is \_\_\_\_\_.
- Take turns listening without interrupting
- Offer a solution that works for both of you

## Dealing with Teasing

- Ask if the person is teasing you.
  - Tell the person to stop in a firm voice.
  - If they keep teasing, tell them you do not care what they say.
  - If they keep teasing, ignore them or walk away.
  - If they keep teasing, tell an adult.
- Rules for Role-play
    - Each person decides how they will be teased.

## Sample Friendship Skills

- Where to meet friends
- Getting to know someone new
- Getting together through shared interests
- Don’t try too hard too soon
- Deepening relationships through sharing personal information
- Don’t be the rule police

## Dating Skills

- Who is a potential date
  - Who, where to find
- Getting to know them before dating
- Reading the signs of interest
- Asking them out
- Respecting physical boundaries: Permission for physical closeness and assertiveness to limit it
- Do’s and Don’ts on a date

## Sample Employment Skills

- Begins with vocational interests/abilities evaluation
  - Functional vocational assessment to assess ongoing needs for work setting
- Getting a job
  - Where to look, Making phone calls, Making a resume
  - Interview skills, When to disclose about a disability

## **Sample Employment Skills**

- Maintaining a job
  - Job duties: Knowing responsibilities, following directions, asking for help
  - People skills: Chit chat, Responding to criticism and complaints
- Exiting a job