

## ECTA Handouts Keynote Address

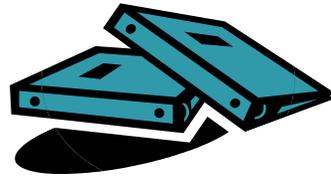
## ECTA: International Trends in Behavioural Guidance Approaches

26<sup>th</sup> June 2010

### Cognitive Behaviour Therapy

- **Affective Development** (maturity, vocabulary and repair).
- **Cognitive Distortion** (dysfunctional thinking and incorrect assumptions).

### Affective Education



### Affective Education

- A project on a specific emotion.
- Start with happiness or pleasure.
- Create a scrap book that illustrates the emotion.
- Diary with new experiences.
- Compare and contrast other children's scrap books.



### Affective Education

- A thermometer to measure the degree of intensity.
- Place photographs and words at the appropriate point on the 'thermometer.'
- Increase precision and accuracy in verbal expression.

## The CAT-Kit Video

## Affective Education

- Point to the degree of expression in a particular situation.
- How much other people's words and actions affect their feelings.
- How much their words and actions affect the feelings of other people.

## Affective Education

- Appropriate tone of voice (counting,).
- Different ways to say "Yes" or "come here".
- Select a word or phrase and a mood and say the word according to the mood.
- Drama games for body language (charades).

## Affective Education

- Emotion statues.
- Non-verbal sounds (cough, tut, mmm).
- Guess the message (raised eyebrow, frown).
- Music.
- Colour to represent the emotion.

## Examples of activities-Happiness

- Happiness thermometer
- How much do you like.....?(1-10).
- What could your mother say to make you feel happy? ( Feeling rated from1-10).

## Examples of activities-Happiness

- What are the feelings and sensations when you are happy?
- Compliments can make someone feel happy. Choosing, giving and receiving compliments.
- Rope activity. Stand at the point that represents the level of feeling. Examples: You find and can keep \$20, Your mother says that she loves you.

### Examples of activities - Sadness

- How do you express feeling sad?
- Why do we cry?
- Sadness scrap book, thermometer, music.

### The Understanding and Expression of Emotions.

- Happy- Sad.
- Relaxed-Anxious.
- Affection-Anger.
- Problems with emotional arousal for both negative and positive emotions.
- Rapid expression of extremes of emotion

### Social Stories

- Originated from working directly and collaborating with children rather than from an intellectual consideration and subsequent application of an academic theory.

- Visitors guide to our social culture.
- Explain the 'secret code'.
- Address both sides of the social equation.



A Social Story is written according to the Social Story Guidelines.

These guidelines are based on the learning characteristics of children and adults with ASD.

### Six Stages.

#### 1. Determine the topic

- The first story recognizes social knowledge or success.
- Half of the Social Stories should record success.
- Known and future situations.
- Write a Social Story for a friend.

## 2. Gather Information

- Observe and consider the perspectives and perception of all participants.
- Be careful not to make false assumptions.
- Prepare a rough draft that is shared with others.
- Determine the relevant cues and sequence of events.
- Acknowledge the child's developmental level, reading age and attention span.
- First person ( I ) present and future tense.

We have art class on Tuesdays at 2:00.

I ride the bus each day to school.

"Great! I have everyone's eyes and ears!"

We usually have art class at about 2:00.

I usually ride the bus on school days.

"Great! Everyone is looking at the story!"

## 3. Consider the Guidelines

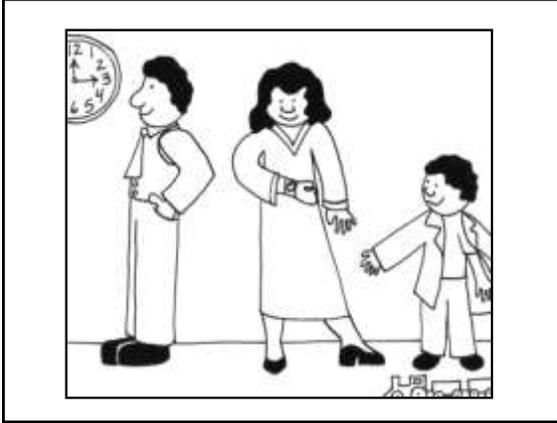
- **Descriptive Sentences.** The where, when, who.
- **Perspective Sentences.** The thoughts, feelings and sensory perspective of each participant.
- **Directive Sentences.** Direct the child's behaviour. What to do or say.
- **Control Sentences.** Strategies to assist recall and provide motivation.

- *Sometimes a person says, "I changed my mind"* **(descriptive)**
- *This means they had one idea, but now they have a new idea.* **(perspective)**
- *I will try to stay calm when someone changes their mind.* **(directive)**
- *I can think of a caterpillar changing into a butterfly* **(control)**

*My school has many rooms (descriptive). One room is called the lunch room (descriptive). Usually the children eat lunch in the lunch room (descriptive). The children hear the lunch bell (perspective). The children know the lunch bell tells them to line up at the door (perspective). We have a line to be fair to those who have waited there longest (descriptive). As each person arrives they join the end of the line (directive). When I arrive I will try to join the end of the line (directive). The children are hungry. They want to eat (perspective). I will try to stand quietly in the lunch line until it is my turn to buy my lunch (directive). Lunch lines and turtles are both very slow (control). Sometimes they stop, sometimes they go (control). My teacher will be pleased that I have waited quietly (control).*

## A Social Story on Assistance

- Sometimes children help me. They do this to be friendly. Yesterday, I missed three math problems. Amy put her arm around me and said, "It's okay, Juanita." She was trying to help me feel better. On my first day at school, Billy showed me my desk. That was helpful. Children have helped me in other ways. Here is my list:
- I will try to say "thank you" ! When children help me.



#### Who knows what time it is?

Adults know about time. Older children know about time, too. They look at a clock to see what time it is.

They look at the clock to know if it is time to eat.

They look at the clock to know if it is time to play.

They look at the clock to know if it is time to work.

They look at the clock to know if it is time to sleep.

Knowing what time it is helps people know what to do.

#### What is a watch?

A watch is a very little clock that people wear on their wrist. A watch helps people know if it is time to eat, play, work, sleep, or do something else.

#### What does "hurry up" mean?

Sometimes people say, "Hurry up". If I am walking, "Hurry up" means "please walk faster". If I am putting on my coat, "Hurry up" means "please put the coat on faster". If I am putting my toys away, "Hurry up" means, "please put the toys away faster." "Hurry up" means move faster. I will try to move faster when people say "Hurry up". It's important to them.

#### What does it mean to be "on time"?

Some things happen at certain times. Church and synagogue begin at the same time each week. School begins at the same time each school day. Birthday parties begin at a certain time, too. Arriving at the same time helps everyone begin activities together.

Sometimes people say they want to be "on time." That means they want to arrive and start when everyone else does. Sometimes people hurry up to be on time.

#### • What does it mean to "be late"?

Sometimes people say they "do not want to be late". They are feeling nervous that something will start before they arrive. Sometimes people are late for church or synagogue. They may feel embarrassed when people watch them walk in late. Sometimes children are late for school. They may arrive after the teacher and the children start their day.

Most people think being on time is better than being late. That is why when they start to feel a little nervous about being late they hurry up.

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## 4. Adherence to the Social Story Ratio

- Describe and explain more than direct.
- Ratio of more descriptive, perspective and control sentences than directive sentences.

5. Incorporate the child's special interest in the control sentences.

- Power Cards.

## 6. Review and Monitor Progress

- Is the Social Story accurate?
- Can improvement be attributable to the Social Story?

## Philosophy and Attitude

- Discovery not correction.
- Appeal to reason and intelligence.
- Teach understanding not compliance.
- Share information.

## Social Stories for Adolescents and Adults

- A magazine article rather than a story.
- Articles for adults. (compliments)