

# SOCIAL INTERVENTION FOR CHILDREN WITH AUTISM

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**Autism**ONTARIO  
*see the potential* *voir le potentiel*

# Webinar Goals

- 1. Define social behaviour**
- 2. Understand how to plan intervention that teaches meaningful social behaviour**
- 3. Recognize the complexity of this process**

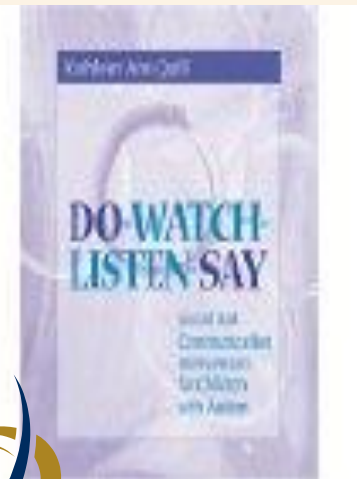
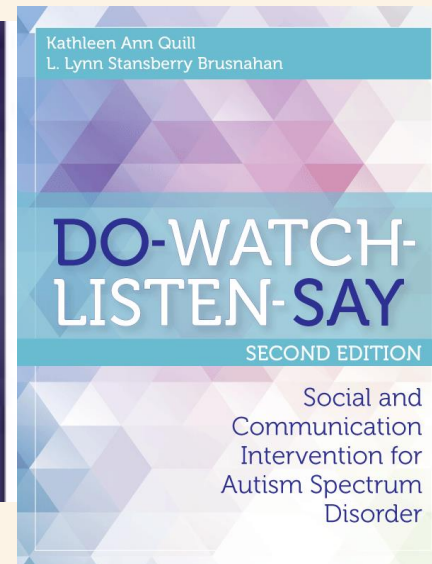
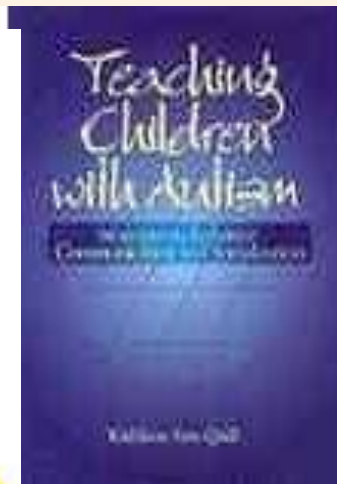
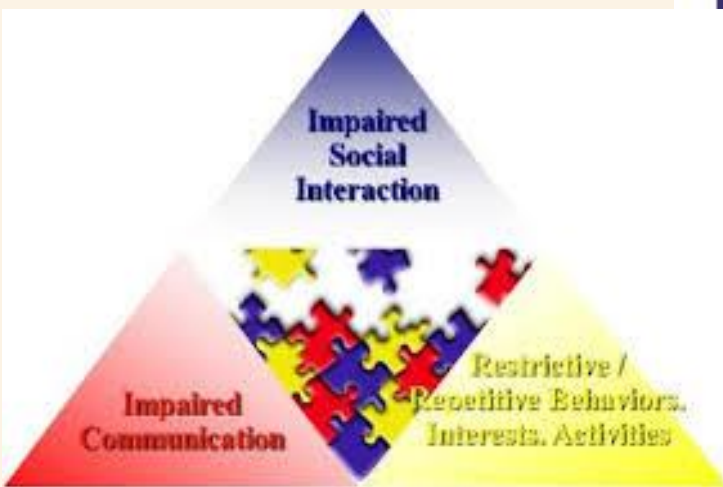


# 1. What is Social Behaviour?



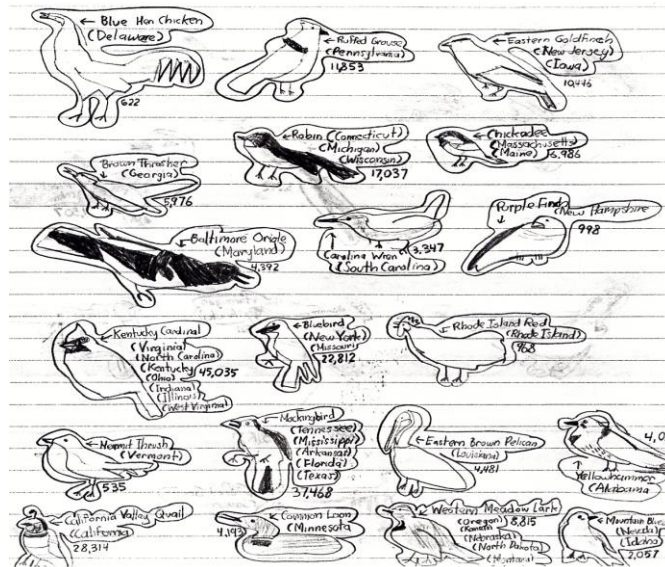
# Autism is defined by 3 social differences

- Social, communication & restricted, repetitive behaviour
- Integrate Developmental and Behavioural (ABA) treatment



**AutismPro<sup>TM</sup>**

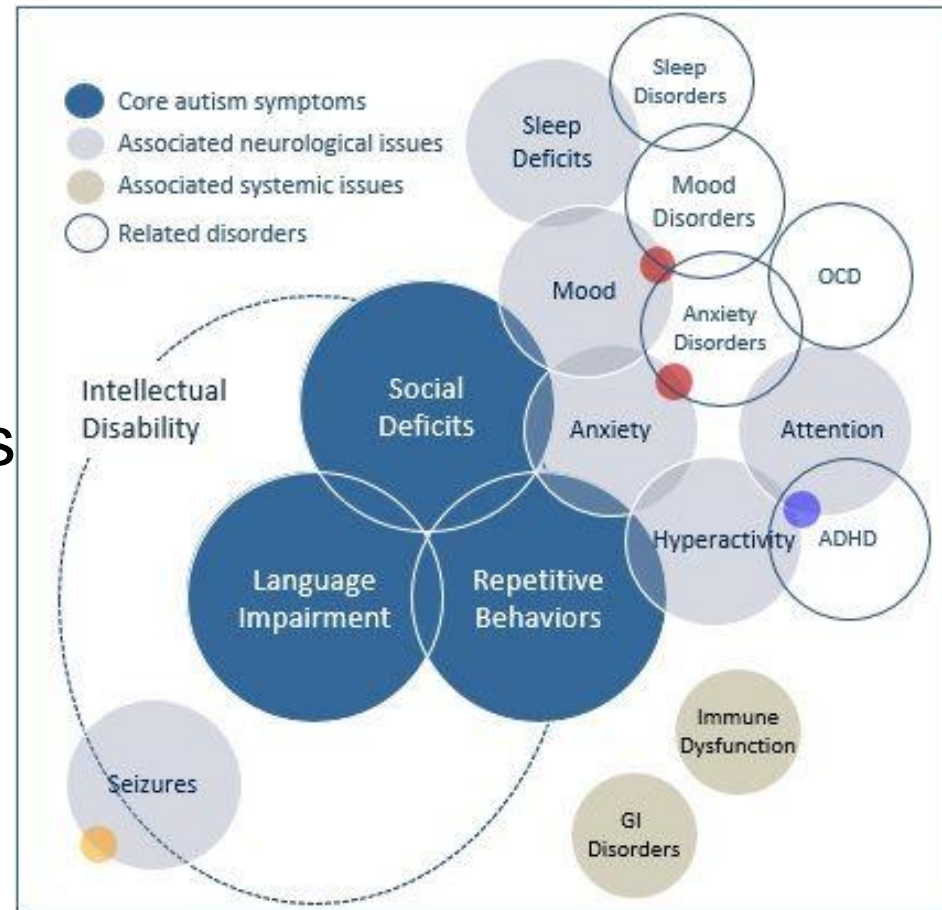
# Autism is a broad spectrum of social differences





Autism is continuum of complex social and behavioural issues associated with:

- ✓ A wide range of developmental differences (cognitive, language, motor)
- ✓ A wide range of mental health challenges (anxiety, mood disorders, ADHD)
- ✓ A wide range of other medical challenges



## 2. Plan intervention that teaches meaningful social behaviour

**Assess What to Teach**

**Plan How to Teach:  
Use Evidence-based Practices**

**Monitor Generalization and  
Functional Use**



# Assess Social Development

- FOUNDATION

Attend - Watch  
Imitate  
Motivation

important

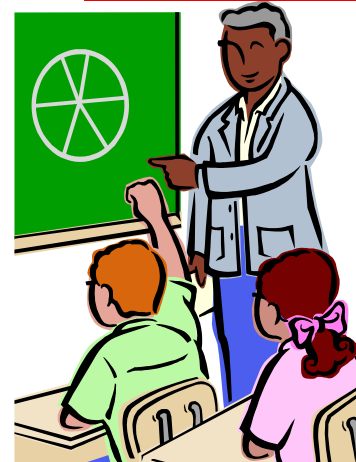


play



- SOCIAL

Social Play and Leisure  
School Skills  
Community Skills  
Emotional Understanding  
Friendships

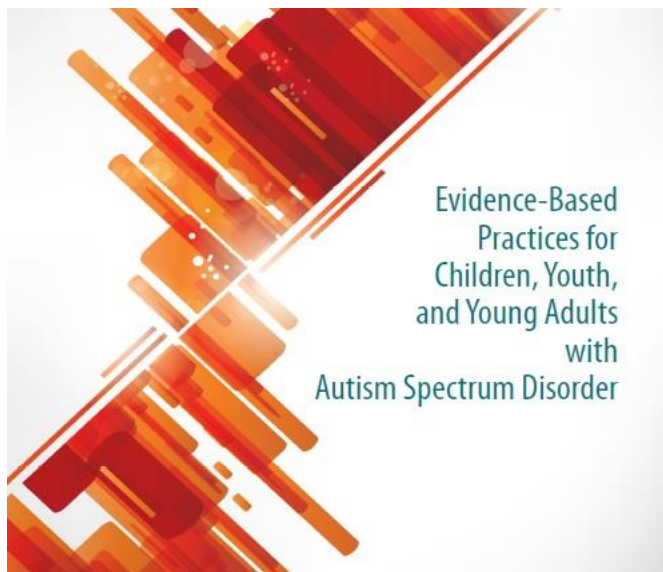


- COMMUNICATION

Messages for Basic Needs  
Messages for Social-emotional  
Conversational Skills

- EMOTIONAL REGULATION





Evidence-Based  
Practices for  
Children, Youth,  
and Young Adults  
with  
Autism Spectrum Disorder

Connie Wong, Samuel L. Odom,  
Kara Hume, Ann W. Cox, Angel Fettig,  
Suzanne Kucharczyk, Matthew E. Brock,  
Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz

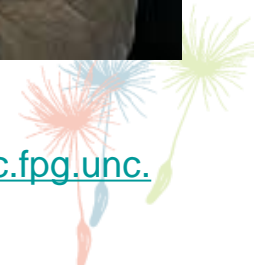
Autism Evidence-Based Practice Review Group  
Frank Porter Graham Child Development Institute  
University of North Carolina at Chapel Hill



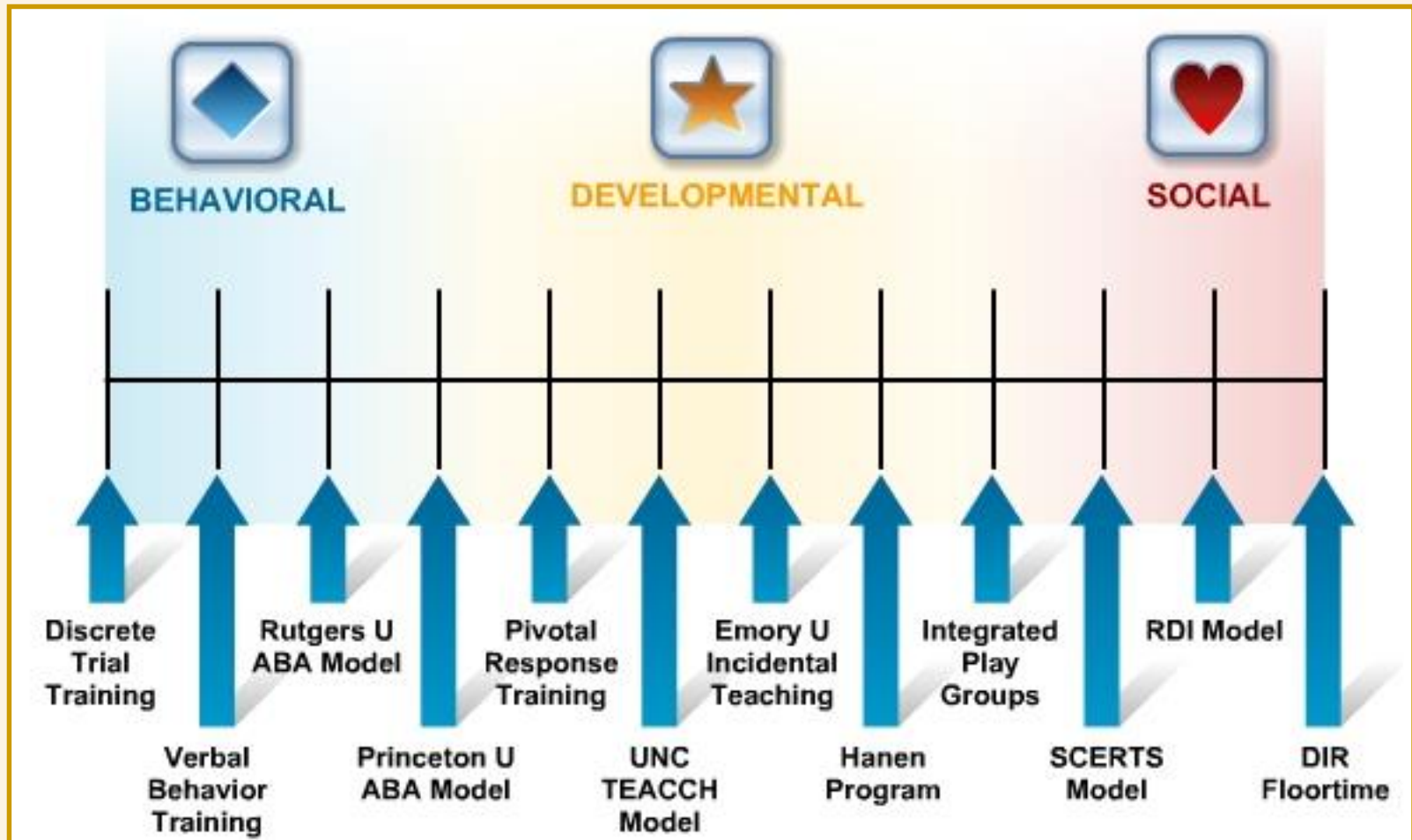
## Plan How to Teach: Use Evidence-based Practices



<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>



# Continuum of Methods to Enhance Social and Communication



# Evidence-based (2014)

## **Interventions**

- ✓ **Discrete Trial Training (DTT)**
- ✓ **Naturalistic Intervention (NET)**
- ✓ **Parent Implemented Intervention**
- ✓ **Peer mediated instruction**
- ✓ **Pivotal Response Training**
- ✓ **Structured Play Groups**

## **Accommodations**

- ✓ **PECS**
- ✓ **Scripting**
- ✓ **Social Narratives**
- ✓ **Video Modeling**
- ✓ **Visual Supports**

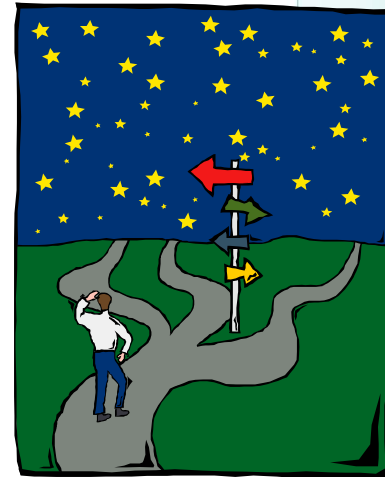


# Measures of Success

- Skills generalized to natural contexts
- Functional communication
- Friendships
- Emotional well-being
- Behaviour change
- Family expectations met

## Effective Practices

for  
Students  
with  
Disabilities  
that  
Significantly  
Affect  
Function



# Autism

**The severity of autism is defined by the degree to which generalization of social and communication skills does not naturally occur after direct instruction.**



# Authentic Measures of Family Mental Health





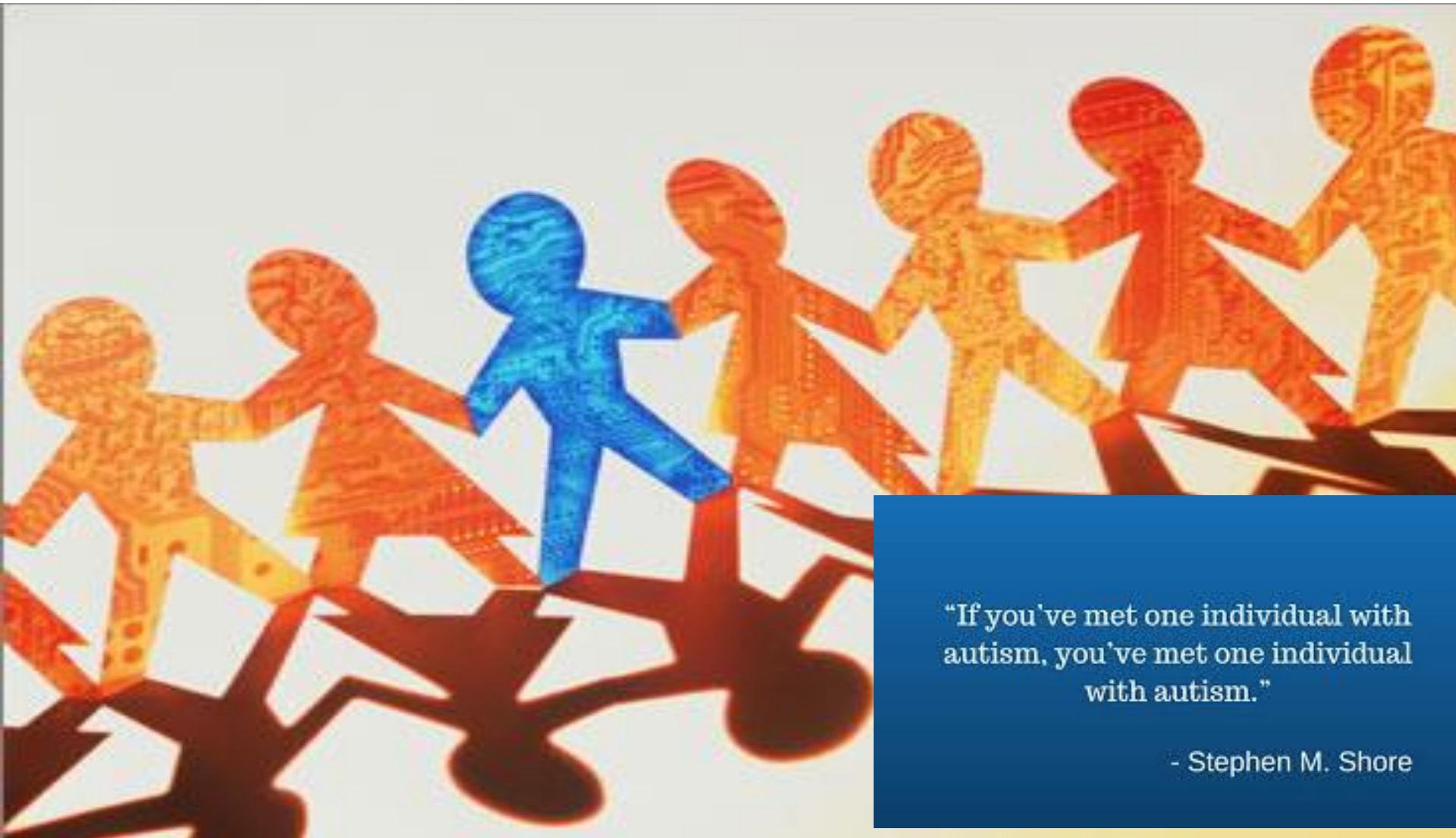
### **3. Recognize the complexity of autism and the process of teaching social behaviour**

While people with autism share common characteristics - each person is unique with their own strengths and challenges

AUTISM



# Every Family & Child is Different



“If you’ve met one individual with autism, you’ve met one individual with autism.”

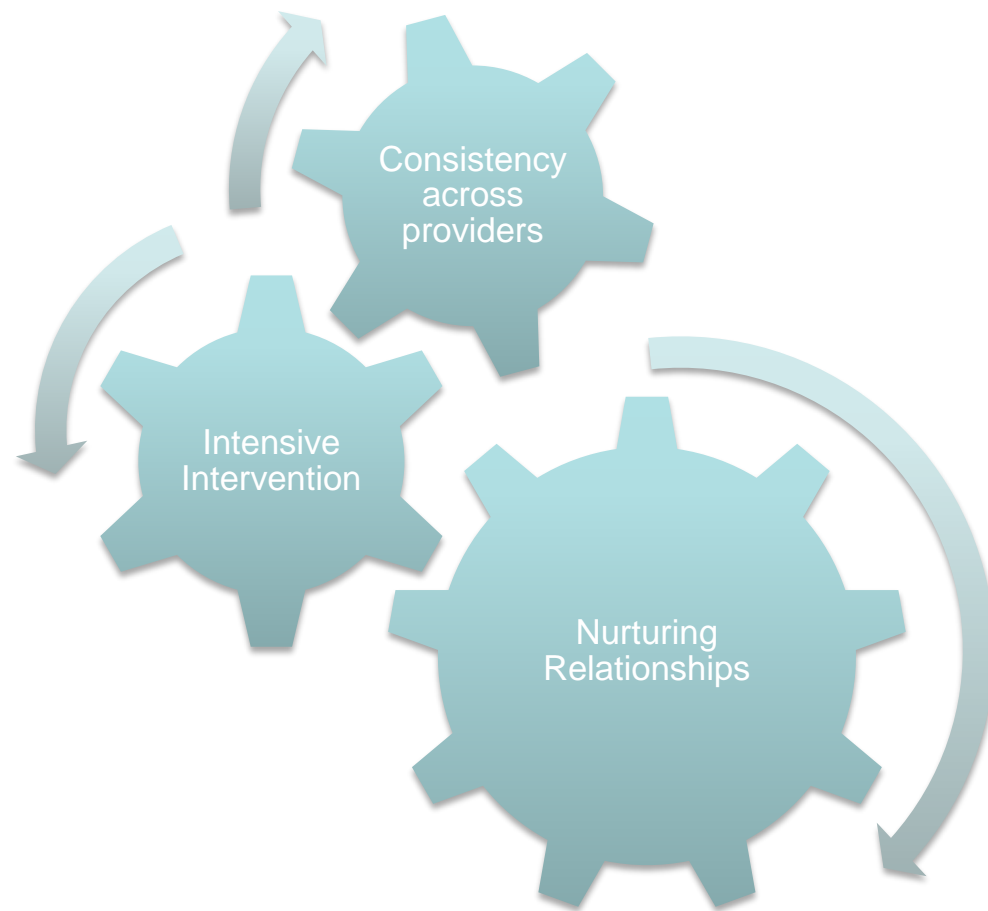
- Stephen M. Shore

# Services for the child and the family

- ✓ Link school, community, mental health and medical services to maximize social success
- ✓ Simplify system of communication across all providers



# Help Families with Social Behaviour at Home



# I = Individualized intervention for each student and family

too big



**ONE SIZE  
DOES NOT FIT ALL**

too small



# Time to Say “Thank you”

