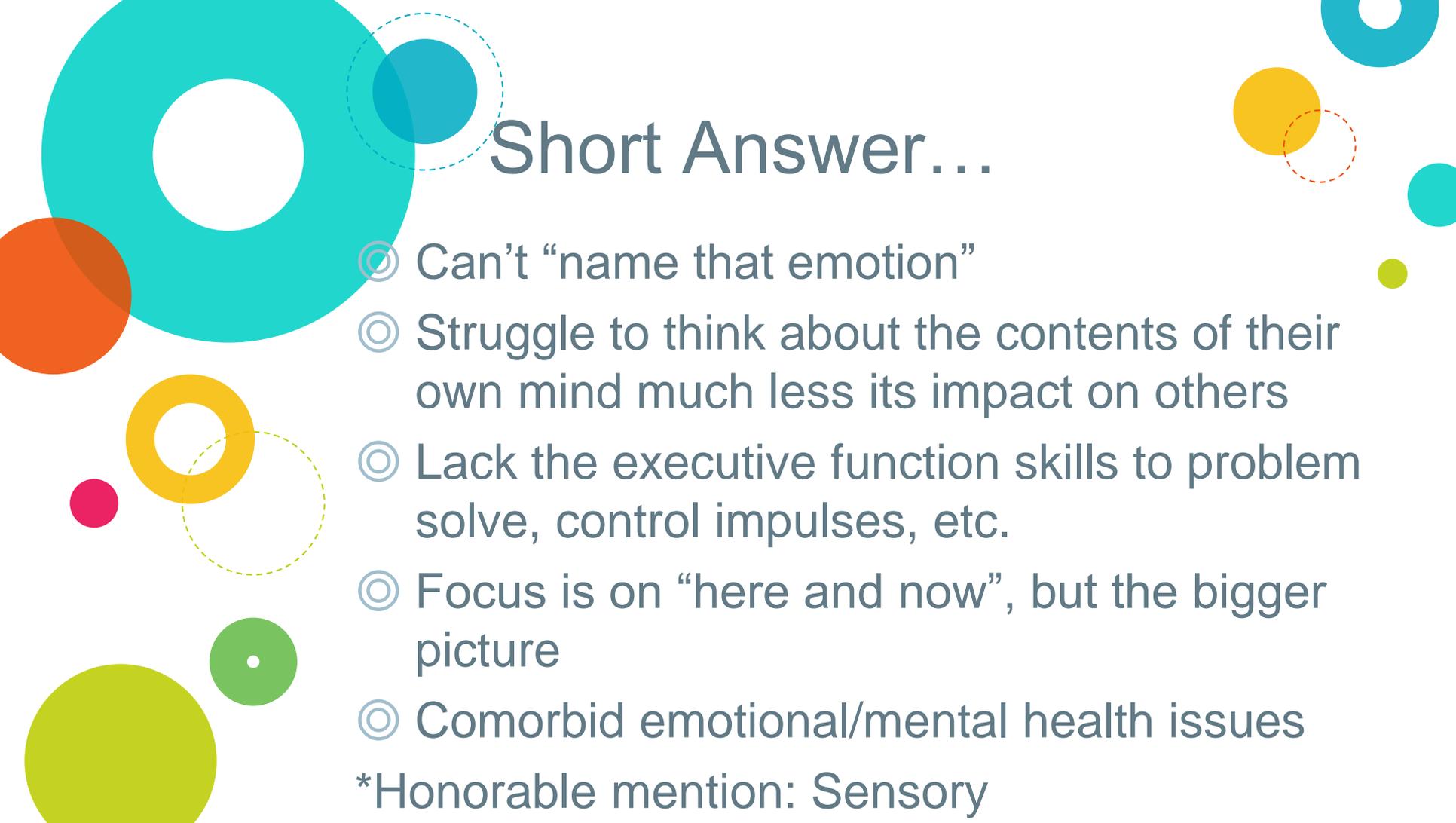
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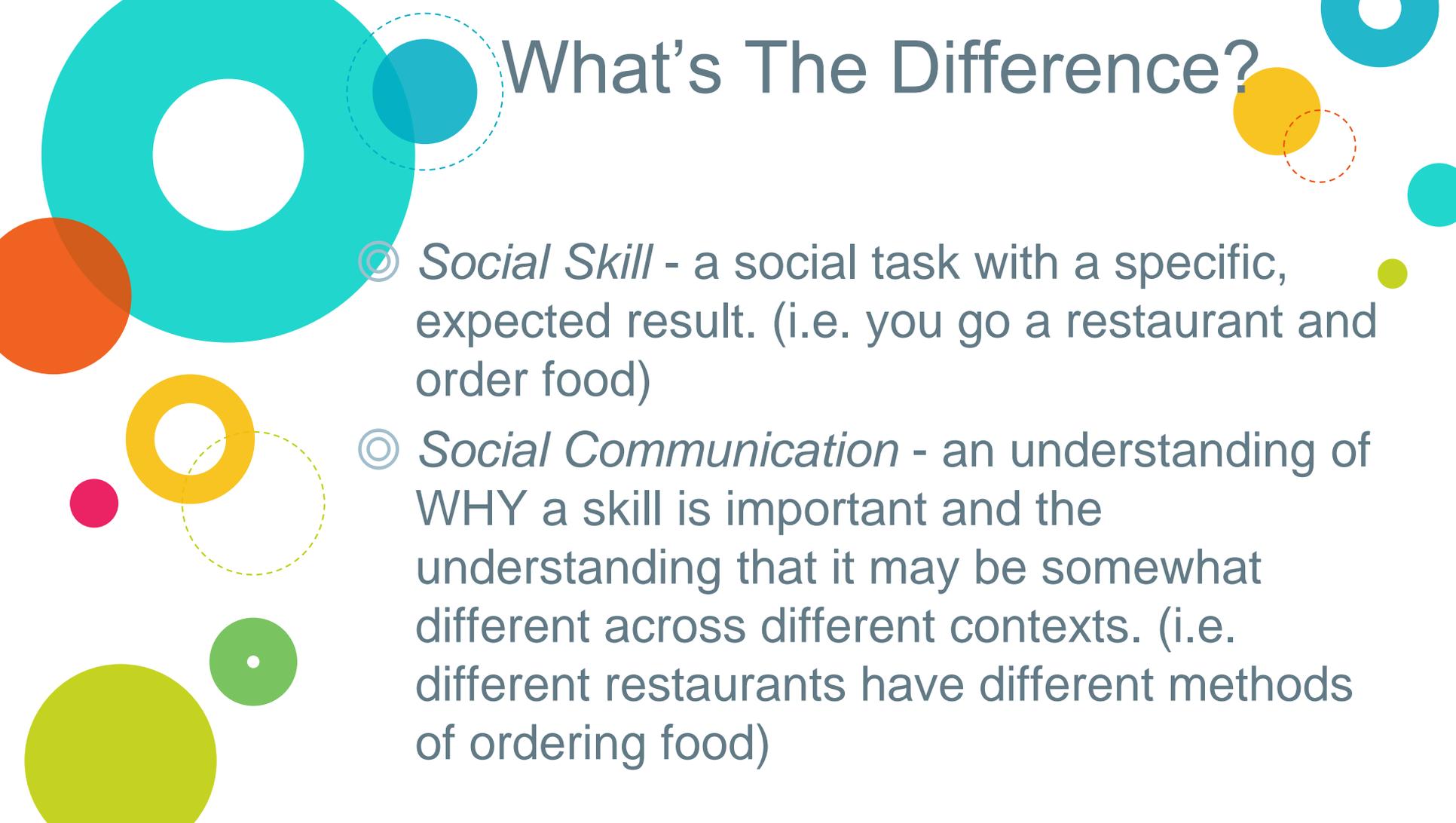
Turning Behavior and Anxiety into Communication for Social Problem Solving

Angie Neal, M.S. CCC-SLP
Speech-Language Pathologist
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or TPT as wordnerdslp



Short Answer...

- ⦿ Can't "name that emotion"
 - ⦿ Struggle to think about the contents of their own mind much less its impact on others
 - ⦿ Lack the executive function skills to problem solve, control impulses, etc.
 - ⦿ Focus is on "here and now", but the bigger picture
 - ⦿ Comorbid emotional/mental health issues
- *Honorable mention: Sensory



What's The Difference?

- ◎ *Social Skill* - a social task with a specific, expected result. (i.e. you go a restaurant and order food)
- ◎ *Social Communication* - an understanding of WHY a skill is important and the understanding that it may be somewhat different across different contexts. (i.e. different restaurants have different methods of ordering food)

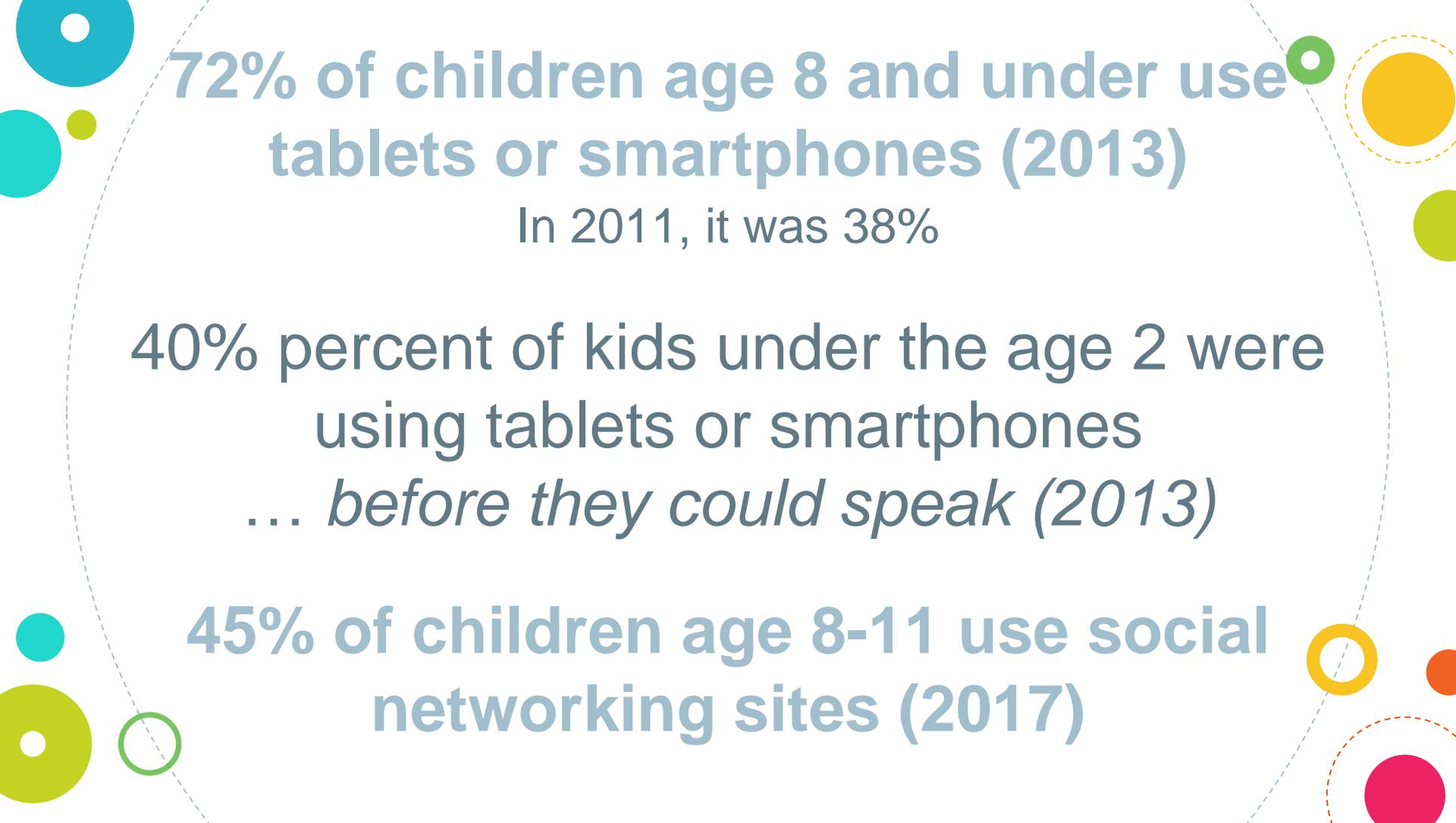


The Components of Social Communication (ASHA)

And Social Communication
Benchmarks

Screen Time



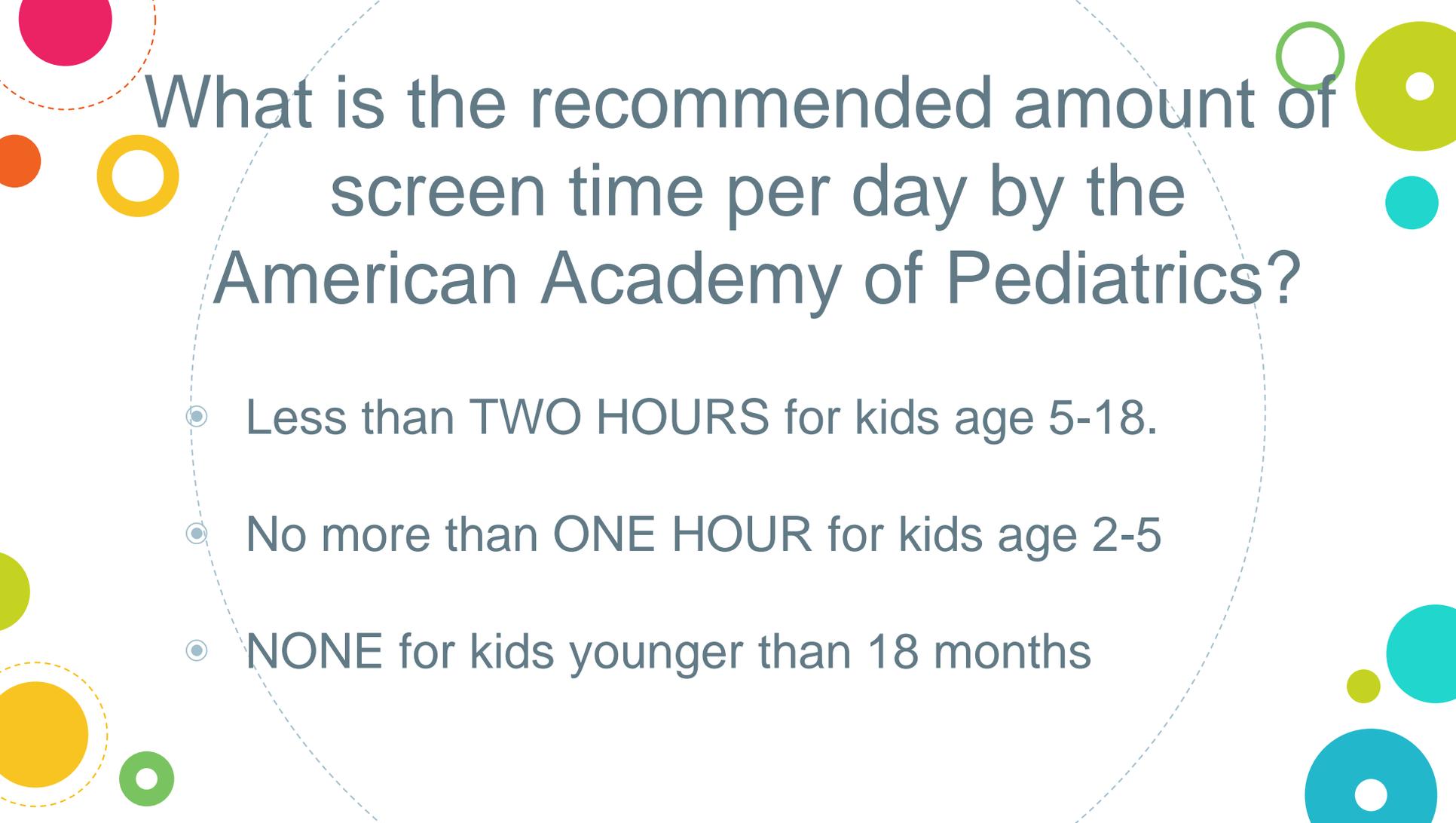
A decorative graphic featuring a large, light blue dashed circle that frames the text. Scattered around the circle are various colored circles in shades of teal, yellow, green, orange, and pink, some solid and some with dashed outlines.

72% of children age 8 and under use tablets or smartphones (2013)

In 2011, it was 38%

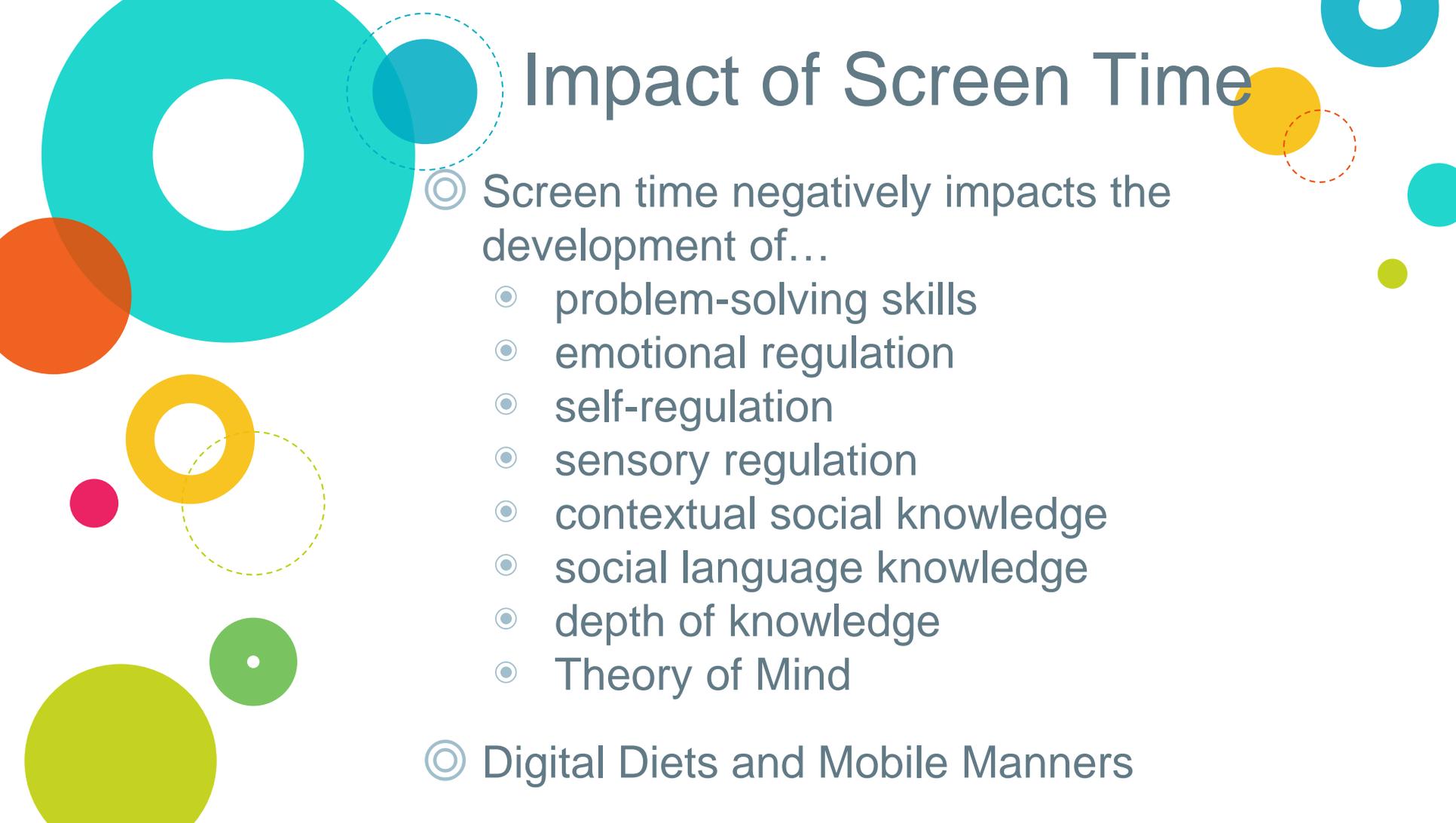
40% percent of kids under the age 2 were using tablets or smartphones
... before they could speak (2013)

45% of children age 8-11 use social networking sites (2017)

A decorative graphic featuring a large, light blue dashed circle that frames the central text. The background is white, and the slide is adorned with various colorful circles in shades of pink, orange, yellow, green, and teal. Some circles are solid, while others are hollow or have dashed outlines. The text is centered within the dashed circle.

What is the recommended amount of screen time per day by the American Academy of Pediatrics?

- Less than TWO HOURS for kids age 5-18.
- No more than ONE HOUR for kids age 2-5
- NONE for kids younger than 18 months



Impact of Screen Time

- ◎ Screen time negatively impacts the development of...
 - ◎ problem-solving skills
 - ◎ emotional regulation
 - ◎ self-regulation
 - ◎ sensory regulation
 - ◎ contextual social knowledge
 - ◎ social language knowledge
 - ◎ depth of knowledge
 - ◎ Theory of Mind

◎ Digital Diets and Mobile Manners

Theory of Mind

- ◎ Defined – The ability to attribute mental states - beliefs, intent, desires, pretending, knowledge, etc. – to oneself and others and to understand that others have beliefs, desires and intentions that are different from your own (Premack & Woodruff, 1978)
- ◎ Deficits in ToM are present in a variety of disorders

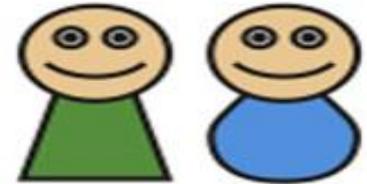
Types of ToM

- ◎ Intrapersonal - within
- ◎ Interpersonal - between
- ◎ Cognitive ToM – awareness and reflection of your own knowledge, thinking about your thinking and what others may be thinking, metacognition
- ◎ Affective ToM – awareness and reflection of your own emotions, recognizing and inferring others emotions, responding to others emotions

Development of ToM

◎ Precursors to ToM - Birth through age 3

- ◎ pretend play
- ◎ awareness of self
- ◎ verbal and nonverbal language
- ◎ joint attention
- ◎ early narratives
- ◎ early cognitive skills
- ◎ initiating
- ◎ imitation



Development of ToM

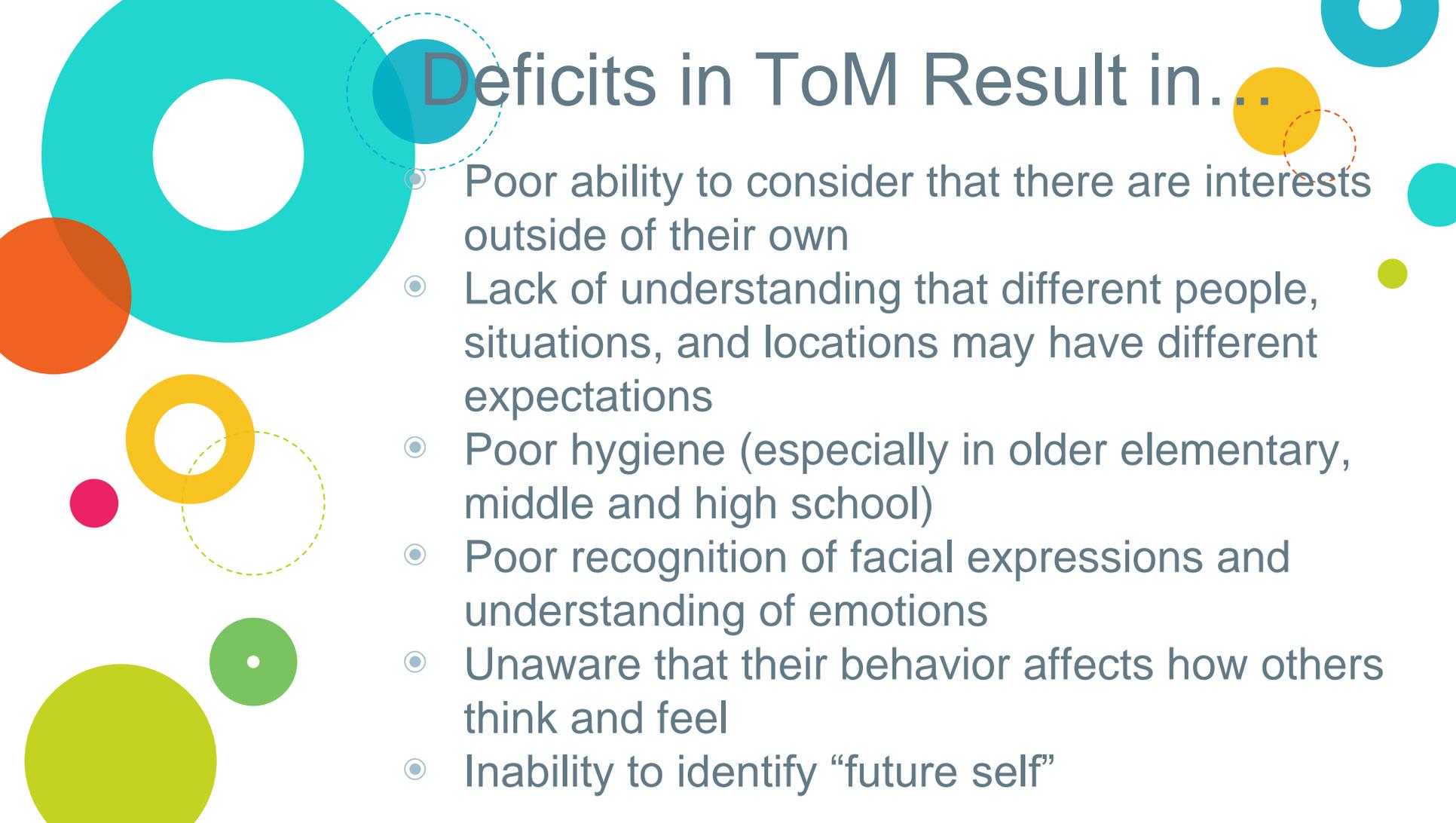
© First Order of ToM – 4-5 years of age



Development of ToM

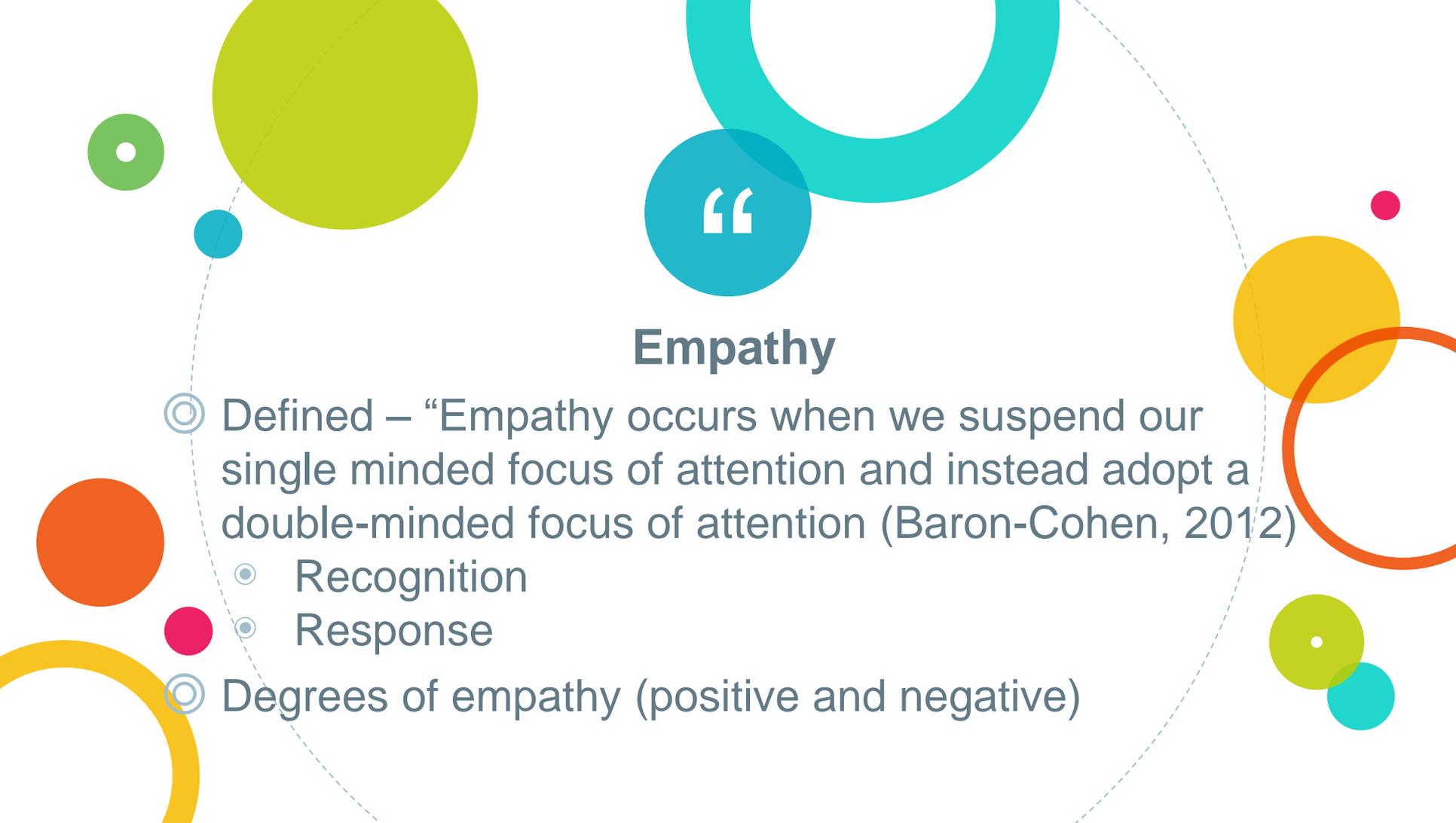
- © Second Order of ToM – 6-8 years of age
- © Higher Orders of ToM – 8-10 years of age





Deficits in ToM Result in...

- Poor ability to consider that there are interests outside of their own
- Lack of understanding that different people, situations, and locations may have different expectations
- Poor hygiene (especially in older elementary, middle and high school)
- Poor recognition of facial expressions and understanding of emotions
- Unaware that their behavior affects how others think and feel
- Inability to identify “future self”

A decorative background featuring a large dashed white circle. Various colored circles and arcs are scattered around it: a large yellow-green circle at the top left, a teal circle with a white quote icon in the center, a large yellow circle on the right, and several smaller circles in orange, red, and teal. A teal arc is at the top, and a yellow arc is at the bottom left.

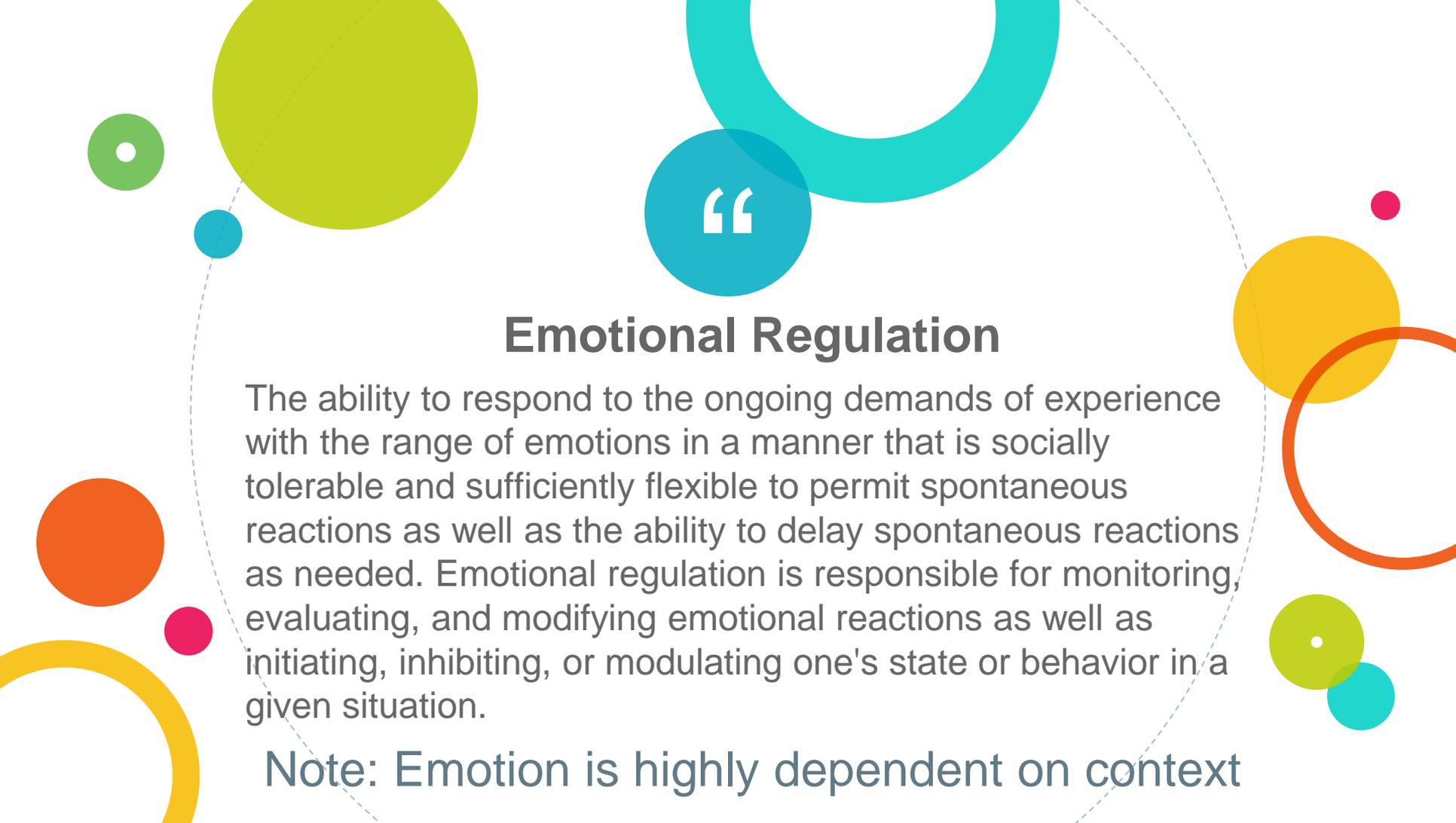
“

Empathy

- ⦿ Defined – “Empathy occurs when we suspend our single minded focus of attention and instead adopt a double-minded focus of attention (Baron-Cohen, 2012)
 - ⦿ Recognition
 - ⦿ Response
- ⦿ Degrees of empathy (positive and negative)

Empathy

	Care and Concern for Others	Able to Read Emotions in Others
Autism Spectrum		
Emotional Disability		

A decorative graphic featuring a dashed light blue line that forms a partial circle around the central text. Various colored circles and arcs are scattered around the page: a large lime green circle at the top left, a teal circle with a white quote mark in the top center, a yellow circle at the top right, a large orange circle at the bottom left, a yellow circle at the bottom left, a pink circle at the bottom left, a large yellow circle at the bottom right, a teal circle at the bottom right, and a small pink circle at the top right.

“

Emotional Regulation

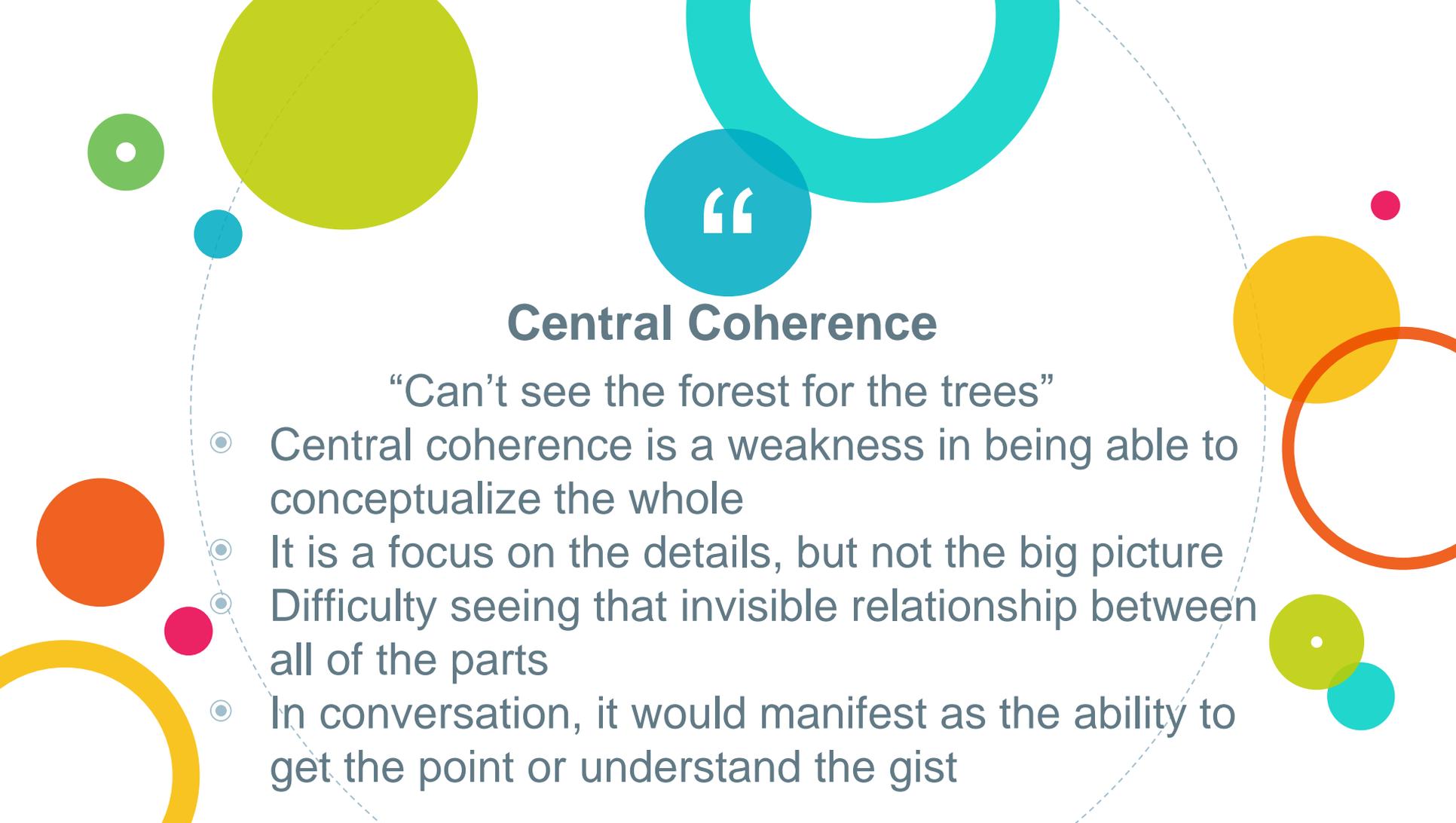
The ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. Emotional regulation is responsible for monitoring, evaluating, and modifying emotional reactions as well as initiating, inhibiting, or modulating one's state or behavior in a given situation.

Note: Emotion is highly dependent on context



Context

- Context tells us what to expect
- Context helps us to recognize and find things quickly
- Context tells us where to focus and not focus our attention
- Explains things that are not directly clear or understandable
- Context makes the world predictable
- Context also relates to student's difficulties with flexible thinking

A decorative background featuring a large dashed white circle. Inside and outside this circle are various colored shapes: a large yellow-green circle at the top left, a large cyan ring at the top center, a large yellow circle at the top right, a large orange circle at the bottom left, and several smaller circles in green, blue, red, and cyan scattered throughout. A white double quote icon is centered within a blue circle at the top of the dashed circle.

“

Central Coherence

“Can’t see the forest for the trees”

- Central coherence is a weakness in being able to conceptualize the whole
- It is a focus on the details, but not the big picture
- Difficulty seeing that invisible relationship between all of the parts
- In conversation, it would manifest as the ability to get the point or understand the gist



Executive Function

The impact of weak executive function deficits...

Slow processing speed

Weak stamina

Problems dealing with frustration

Poor self-awareness

Difficulty with sustained attention

Poor organization and planning

Limited motivation

Poor goal directed actions

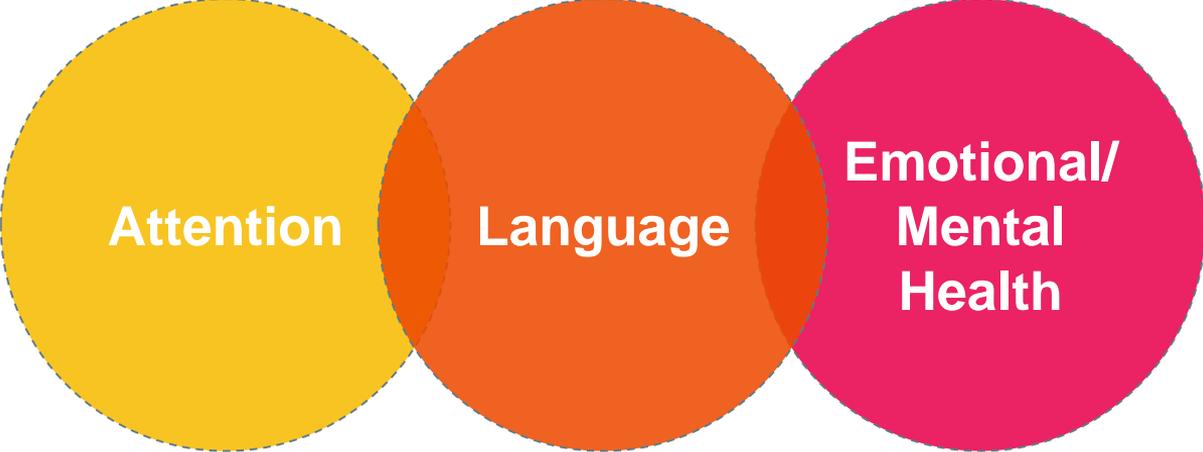
Impaired attention

Poor self-regulation

Poor time management

Difficulty with word finding

Social Communication Difficulties Are Also Characteristics of Other Disabilities

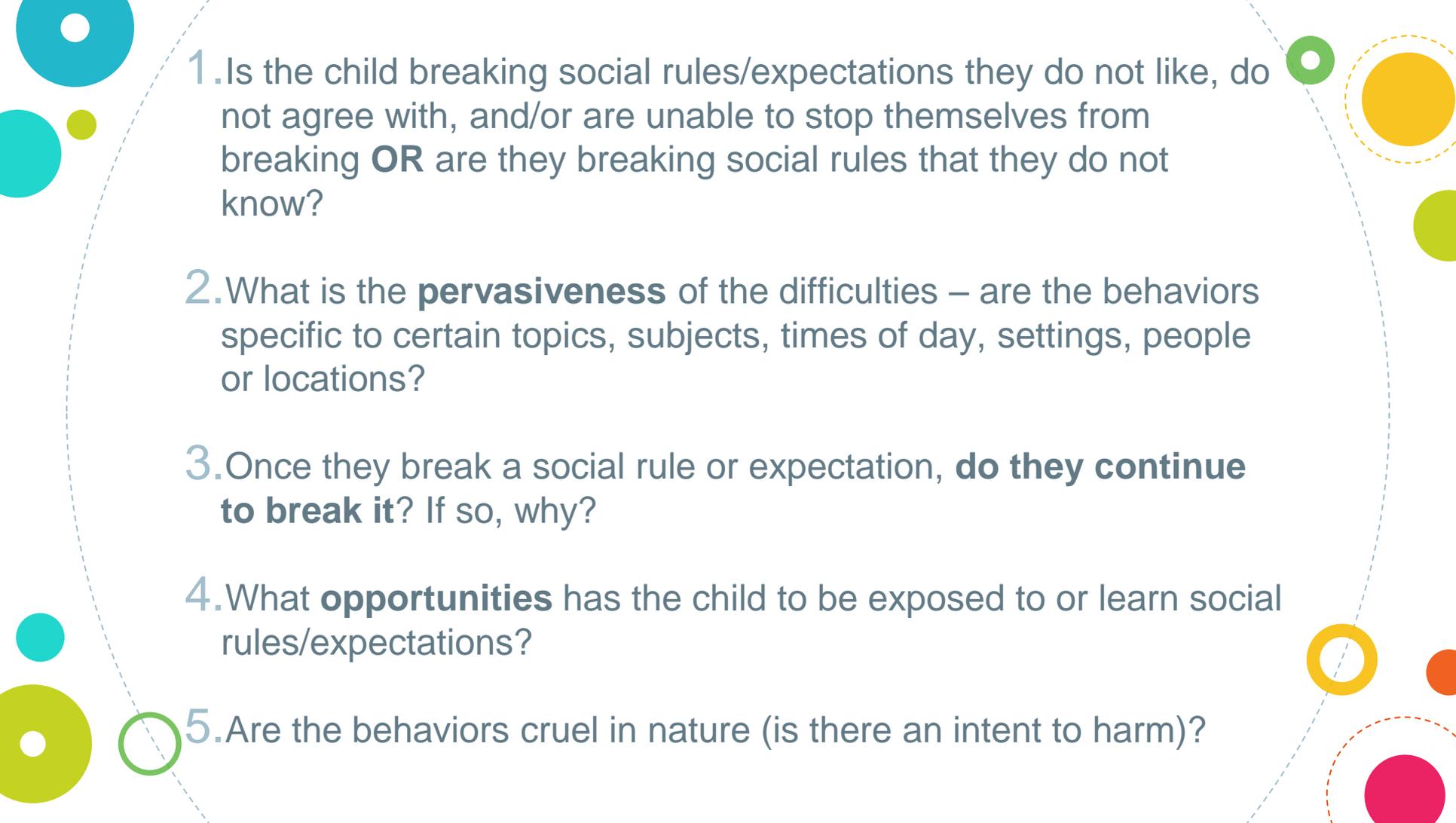


A Venn diagram consisting of three overlapping circles. The left circle is yellow and labeled 'Attention'. The middle circle is orange and labeled 'Language'. The right circle is pink and labeled 'Emotional/Mental Health'. The circles overlap in the center, and each pair of circles also overlaps.

Attention

Language

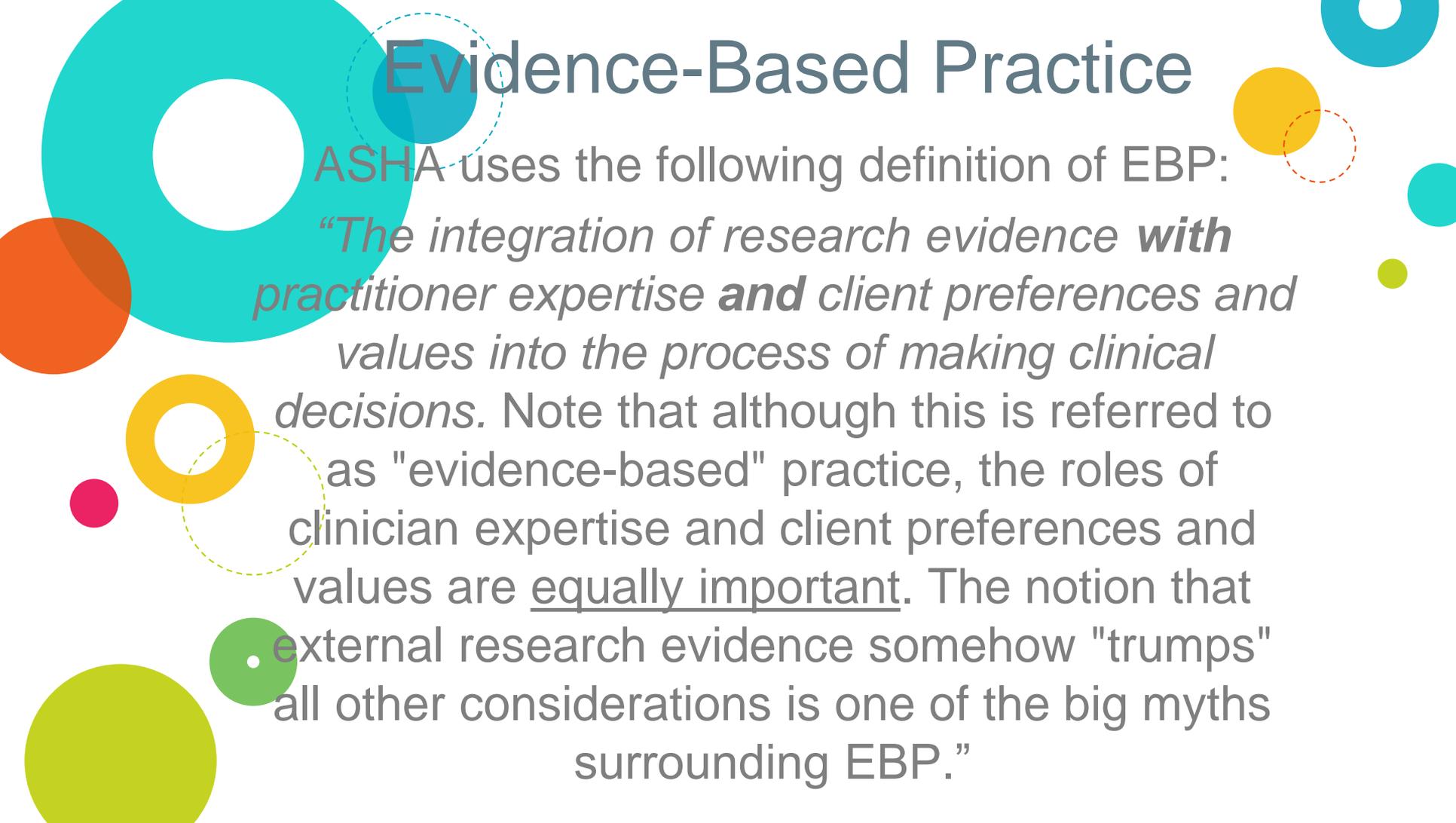
Emotional/
Mental
Health

- 
- A decorative graphic consisting of a large, light blue dashed circle that frames the text. Scattered around the circle are various colored circles in shades of teal, yellow, green, orange, and pink. Some are solid, some are hollow, and some have dashed outlines.
1. Is the child breaking social rules/expectations they do not like, do not agree with, and/or are unable to stop themselves from breaking **OR** are they breaking social rules that they do not know?
 2. What is the **pervasiveness** of the difficulties – are the behaviors specific to certain topics, subjects, times of day, settings, people or locations?
 3. Once they break a social rule or expectation, **do they continue to break it?** If so, why?
 4. What **opportunities** has the child to be exposed to or learn social rules/expectations?
 5. Are the behaviors cruel in nature (is there an intent to harm)?



Where Do I Begin?

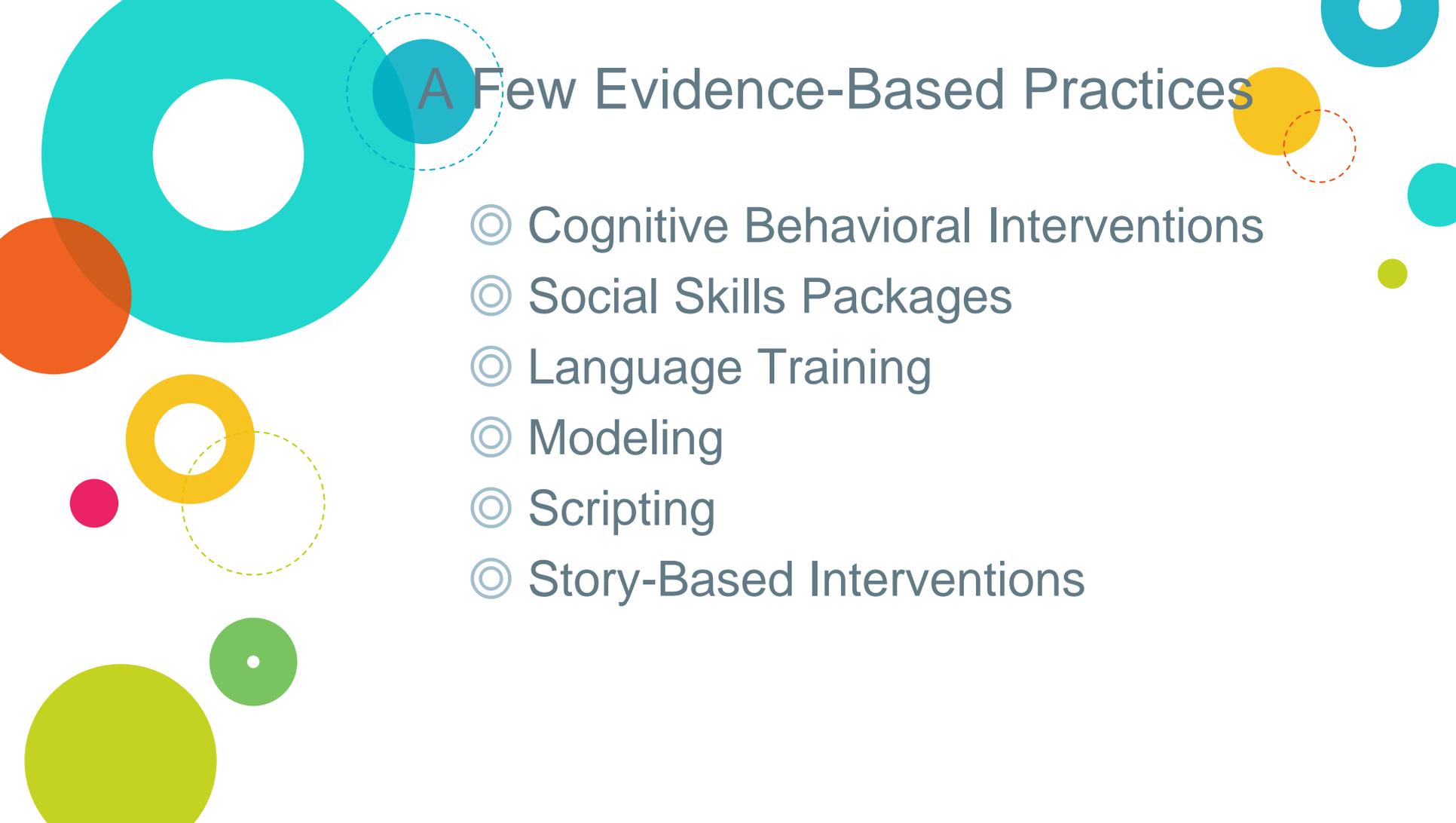
- ◎ Begin by targeting the areas that...
 - ◉ Improve behaviors that overtly stand out/highly visible
 - ◉ Teach what's expected and basic social rules
 - ◉ Will improve the student's ability to function in the school setting
 - ◉ Have a direct *educational* effect
 - ◉ Have a positive *emotional* effect
 - ◉ Eliminate frustration and/or replace negative behaviors with positive ones



Evidence-Based Practice

ASHA uses the following definition of EBP:

*“The integration of research evidence **with** practitioner expertise **and** client preferences and values into the process of making clinical decisions.* Note that although this is referred to as “evidence-based” practice, the roles of clinician expertise and client preferences and values are equally important. The notion that external research evidence somehow “trumps” all other considerations is one of the big myths surrounding EBP.”



A Few Evidence-Based Practices

- ◎ Cognitive Behavioral Interventions
- ◎ Social Skills Packages
- ◎ Language Training
- ◎ Modeling
- ◎ Scripting
- ◎ Story-Based Interventions

The Five Why's

1. Why is it important to take turns?

Because we are supposed to

2. Why are we 'supposed to' take turns?

So that everyone gets a turn to play

3. Why is it important for everyone to get a turn?

So no one gets left out

4. Why shouldn't we leave any one out?

Because its more fun to play games with people

5. Why is it more fun to play games with people?

Because it would be boring if you were the only one playing



Metacognitive Strategies

- ① How important is this to you on a scale of 1-10
- ② How often will you use this or do you use this?
some of the time all of the time never
- ③ Level of complexity:
this was easy this was hard I need help
- ④ Sorting the facts (Simply Social at School)



Who might wear these shoes?

Where do you think they might go?

What are some things they might say?

What are some things they probably think about?

What are some things they might do?



SNEEZY



SLEEPY



HAPPY



DOC



GRUMPY



DOPEY



DOC



BASHFUL

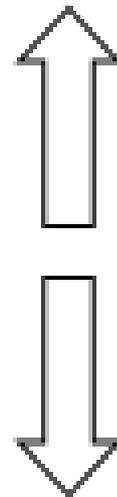
Teaching Emotion

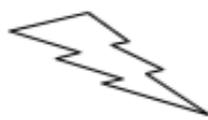
- ◎ Label emotions – in self, others, book characters, photographs, real life situations, etc. (simple to complex)
 - Mad, happy, sad, worried, grumpy, frustrated, etc.
- ◎ Teach WHAT to do if you feel...
- ◎ Teach how to RESPOND if someone ELSE is...
- ◎ Teach HOW to recognize emotions through...
 - Body language
 - Tone of voice
 - Facial expression
- ◎ **Remember: Emotions are highly dependent on CONTEXT**

CHANGE



It might not turn out like you think,
it might turn out better!





Instead of Saying "Calm Down" Try One of These!



Blow bubbles	Chew gum	Work a puzzle	Use a fidget	Try a weighted cover or vest
Stretch a resistance band	Suck on hard candy	Listen to music	Bounce a ball	Sing a song
Build with blocks	Go for a walk or run	Pet a critter	Draw with chalk	Swing
Paint	Complete a maze or dot-to-dot picture	Read	Ask for a hug	Hang upside down
Smell the flowers, blow out the candles	Jump	Look at a calm down bottle	Dance	Rip tissue paper
Play with pipe cleaners	Have a snack	Pop bubble wrap	Play with play-doh	Look at photos
Squeeze a stress ball	Play a game	Color	Blow pom-poms using a straw	Do wall push ups
Play in a sensory bin	Take a break	Crash into crash pad	Do joint compressions	Smell scratch and sniff stickers
Play I spy	Ride a scooter board on your belly	Trace your hand using your fingers	Complete an obstacle course	Walk like an animal: crab, snake, frog
Play catch	Army crawl	Walk in a figure 8 around two chairs	Carry a pile of books	Play tug of war
Wheelbarrow walk	Climb on playground	Two man cycling (put feet against someone else's feet and pedal)	Two man hand push-ups (put your hands against someone else's and push)	Do push ups

Words to Use That Take Away Frustration

"Bummer...
maybe next time"

"That's Okay"

"Oh well"

"No Big Deal,
N.B.D."

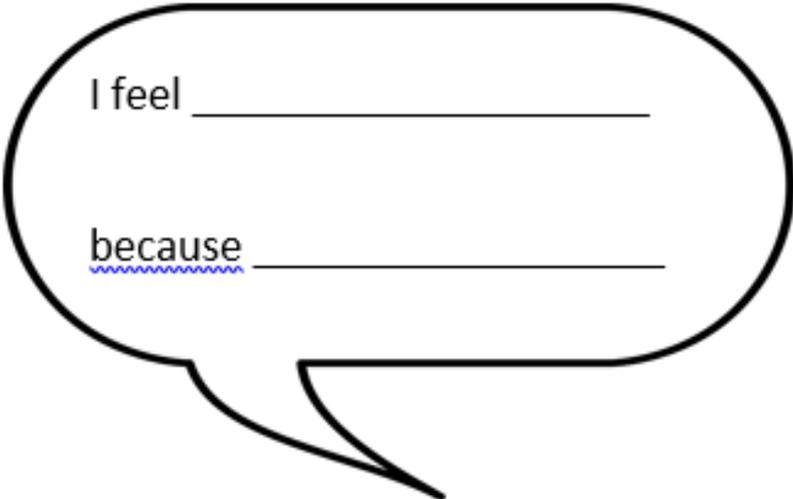
"No problem"

"I can try again
later"

"Sometimes things
like that happen"

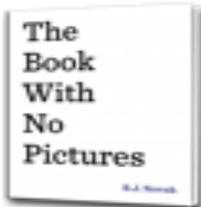


I'm thinking about....



I feel _____

because _____

	<p>Happy</p> <p>Calm</p> <p>Comfortable</p>	<p>I am smiling!</p> <p>I feel ready for anything!</p> <p>My body feels awesome!</p>	<ul style="list-style-type: none"> ✓ Tell someone how you feel and WHY. ✓ Remember this feeling later! ✓ Do your best, help a friend, share, play, enjoy! 	
	<p>Worried</p> <p>Scared</p> <p>Nervous</p>	<p>My body feels tight.</p> <p>I don't know what's going to happen.</p> <p>It is hard to take the next step.</p>	<ul style="list-style-type: none"> ✓ Tell someone how you feel and WHY. ✓ Ask for help. ✓ It might not turn out like you think – it might turn out better! 	
	<p>Frustrated</p> <p>Confused</p> <p>Uncomfortable</p>	<p>This seems too hard.</p> <p>I'm not sure what to do.</p> <p>My body just doesn't feel right.</p>	<ul style="list-style-type: none"> ✓ Tell someone how you feel and WHY. ✓ Ask for help. ✓ Use words like "oh well, no big deal, that's okay." 	
	<p>Mad</p> <p>Irritated</p> <p>Stressed Out</p>	<p>My body feels out of control.</p> <p>Lots of things are bothering me.</p> <p>There is too much going on!</p>	<ul style="list-style-type: none"> ✓ Tell someone how you feel and WHY. ✓ Ask to take a break and do something that helps you calm down. ✓ Get some water, go for a walk, stretch, do some push-ups, take deep breaths. 	
	<p>Sad</p> <p>Disappointed</p> <p>Lonely</p>	<p>My body feels tired.</p> <p>I feel like I might cry.</p> <p>Something I wish had happened, didn't.</p>	<ul style="list-style-type: none"> ✓ Tell someone how you feel and WHY. ✓ You are surrounded by people who love you and are here to help you any time with any thing! ✓ Think about something that makes you happy. 	

What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgust Out of Control

The ZONES of Regulation®

Blue	Green	Yellow	Red
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

HOW BIG IS MY PROBLEM?

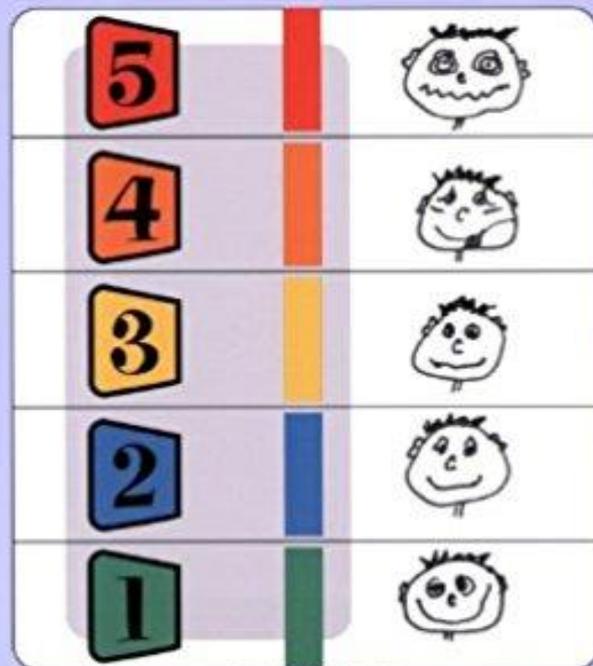
5	EMERGENCY Earthquake, Fire, Danger to yourself or others
4	GIGANTIC PROBLEM Fighting, Someone is hurt, Destruction to the class
3	BIG PROBLEM Small accident (spilled something, fell down), Not feeling well, you are bleeding
2	MODERATE PROBLEM Someone is bothering you, you need something.
1	LITTLE PROBLEM Riviny nose, need to go to the bathroom, lost your supplies, Having trouble on work
0	GLITCH Not getting called on, not getting the supply you wanted, losing in a game

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The Incredible 5-Point Scale

Assisting students with autism spectrum disorders
in understanding social interactions
and controlling their emotional responses

Kari Dunn Buron and Mitzi Curtis



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Angie Neal wordnerdslp

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"There is more treasure in books than in all the
pirate's loot on Treasure Island" - Walt Disney

THANK YOU!

ajncspslp@gmail.com