

# Handouts Nelson

# Making Friends

Strategies to improve social understanding and friendship skills

# **Assessment of Social Interaction Skills and Social Reasoning**

“ The nature of these children is revealed most clearly in their behaviour towards other people. Indeed, their behaviour in the social group is the clearest sign of their disorder and the source of conflicts from earliest childhood.” Hans Asperger.

# Diagnostic Criteria for Autistic Disorder

- Qualitative impairment in social interaction
- Qualitative impairments in communication
- Restricted, repetitive and stereotyped patterns of behaviour, interests and activities

# Solitude

- The diagnostic criteria dissolve in solitude.
- Solitude is an effective emotional restorative.
- Preference for learning in solitude.

# Stages in Friendship

- 1. Physical world.
- 2. Wanting to have friends.
- 3. Functional friends.
- 4. Loneliness.
- 5. Partner.

## Eye Contact

- Social punctuation.
- Read a face.
- Look away to think.
- Overwhelmed by facial expressions.

# Ability to Attribute Social Meaning

- Noticing objects and facts rather than thoughts, feelings and intentions.

LDA  
Language  
Cards:  
Emotions

# LDA Language Cards: Emotions

Descriptions of  
pictures and events  
may not include  
thoughts and  
feelings.

# Encourage Friendship Skills

- Behavioral strategies of observation and recording, task analysis, cues, prompting and rewards.
- Practice using role play games and drama activities.
- Cognitive strategies to learn the theory and script using Social Stories.

# Social Stories

- Start with a story about a social success.
- Half of Social Stories to record social successes.
- A particularly successful occasion is recorded in a Social Story.
- Social articles for teenagers (Compliments)

## 0 – 3 years: Pre Friendship Stage

- Curiosity, parallel play and imitation.
- Hide their favorite toys from visitors.
- Conflict resolved with physical force.

# Young children with Asperger's Syndrome

- Prefer to play alone
- Sharing means to lose control
- Dominating or avoiding play with peers
- Finding something more interesting than socializing

Level 1 3-6 Years

# Level 1: Approximately 3 to 6 Years

- Recognition of sharing and turn taking.
- Friend has toys the child wants to play with.
- One way assistance (he helps me).
- Proximity.

# Level 1: Approximately 3 to 6 Years

- Why is ..... your friend?
- “He sits next to me.”
- Momentary friends.
- Conflict resolved by force and a referee.

## An Adult 'Acting' As a Friend

- Observe the natural play of the child's peers, learn the games and rules.
- Learn 'child' speak.
- Turn taking.
- Ask for help.

# An Adult 'Acting' As a Friend

- What else could it be?
- Video replay of social play scenes at school.
- Pause button.

# An Adult 'Acting' As a Friend

- 'Follow my leader' games.
- Chasing and hiding games.
- Share interesting moments and activities.

## An Adult 'Acting' As a Friend

- Watch other children as a model of what to do.
- 'Rent a friend.'
- Inclusion with typical children as they can modify their social play to accommodate the child.
- Carol Gray's Sixth Sense (the Social sense).

Level 2      6-9 Years

## Level 2: Approximately 6 to 9 Years

- Reciprocity and being fair.
- Mutual assistance.
- Like the same activities.

## Level 2: Approximately 6 to 9 Years

- Why is .... your friend?
- “She comes to my party and I go to hers.”
- Conflict: Who started it not how it finished.
- Offender needs to retract the action (an eye for an eye).

# Level 2

- Role play activities, rehearsal, feedback and rewards.
- Social engineering (modelling and protection).
- Resources.

# 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.

# Communication Skills

# Communication Skills

- Literal interpretation.

# Communication Skills

- The art of attentive listening.
- Topics of conversation.
- Narrative ability

# Social Signals

- Road signs: Traffic lights

# Teacher Assistant: An anthropologist in the classroom

- Identify the relevant social cues
- Guidance in what to do or say.
- Provide encouragement and positive feedback.
- Explanations, guidance and feedback to peers
- Help manage emotions and conflict

# Books on Friendship

Home Is a Castle

# Summary

1. Communication
2. Exploratory play
3. Sensory overload
4. Cope with change
5. Manage anxiety
6. Pleasurable
7. Movement disorder