

Social Language Development Scenes™ Adolescent for Group Therapy

Skills		Ages	Grades
■ social skills/pragmatics	■ expressive language	■ 12 through 18	■ 7 through 12
Evidence-Based Practice			
<p>■ It is possible to teach specific social skills to adolescents with autism spectrum disorders and increase their interaction with peers and adults. Training tasks should include interpreting verbal/nonverbal actions or intentions, understanding social reciprocity, and adjusting verbal/nonverbal behavior according to social cues (Crooke, Hendrix, & Rachman, 2007).</p> <p>■ Parents and teachers surveyed reported that children with autism showed deficits in initiating, responding to, and maintaining social interactions. Appropriate peer interactions, usually facilitated in a social language group, can play a vital role in enhancing a child's social and language outcomes (Murray, Ruble, Willis, & Molloy, 2009).</p> <p><i>Social Language Development Scenes Adolescent for Group Therapy</i> incorporates these principles and is also based on expert professional practice.</p> <p>References</p> <p>Crooke, P., Hendrix, R., & Rachman, J. (2007). Teaching social thinking to children with ASD: An effectiveness study. Presentation at the ASHA Conference, Boston, MA.</p> <p>Murray, D.S., Ruble, L.A., Willis, H., & Molloy, C.A. (2009). Parent and teacher report of social skills in children with autism spectrum disorders. <i>Language, Speech, and Hearing Services in Schools</i>, 40(2), 109-115.</p>			

Introduction and Directions

Providing stimulating, effective social language therapy in a mixed group setting can be challenging. Use *Social Language Development Scenes Adolescent for Group Therapy* to present real-world situations that will engage all students. These 50 picture scenes illustrate a wide variety of everyday situations that provide tons of opportunities to elicit social language. The variety of stimulus items on the back of each card reflects the skills assessed in *The Social Language Development Test Adolescent* and *Social Language Training Adolescent*:

- Nonverbal Communication
- Solving Problems
- Multiple Perspectives
- Interpersonal Negotiation
- Multiple Interpretations
- Making Inferences
- Social Interaction
- Interpreting Idioms & Sarcasm

Note: • We have not provided answers for any stimulus items due to the variety of possible correct responses and differences in cultural communication.

- If a question asks the student to take another person's perspective, encourage the student to provide a response in the first person (e.g., "I"), and not in the third person (e.g., "he" or "she").

The scenes present social situations in five ways: one person in a social situation with broad context; one person in two similar situations with subtle differences and limited context; two people in a social context; three people in a social context; and two separate scenes of the same people in the same social context, but with subtle emotional differences.

The scenes and flexible stimulus items can be used in any way to best support your therapy goals, but here is a suggested sequence of presentation:

- Show the picture scene to the group and ask students to take a moment to consider what is happening in the picture.
- Present the **Nonverbal Communication** stimulus items to focus attention on nonverbal clues and emotions present in the scene.
- Ask students to provide a brief narrative to explain what they think is happening in the picture.
- Read the suggested story in the **What's Going On?** box.
- Present the **Dialogue** stimulus items to encourage students to give voice to the characters in the scene.
- Present any of the remaining stimulus items on the card that address your therapy needs. The final item in the gray box will challenge students to connect a past experience with an aspect of the targeted social situation.

After students have completed relevant stimulus items, you might encourage them to role-play the situation as it is presented or extend it to what they think might happen next. However you choose to use *Social Language Development Scenes Adolescent for Group Therapy*, we hope you'll find these situations and stimulus items important tools to continue enriching the social language skills of your students.



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