

WHAT IS SOCIALIZATION?

PROCESS

- Starts Day You're Born
- Continues Throughout Life
- It's Ongoing & Constant → Every Min Of Every Day
- Childhood→adolescence are Especially Important Years

WHAT IS SOCIALIZATION?

OUTCOME

- Function Successfully Within Society
- Navigate Social Relationships
- Know/Follow Social Rules
- Tolerate & Get Along With Others
- Adapt To Social Changes
- Learn From Others (Naturally)
- Independence (All Of The Above)
- Is This Outcome Important For Our Kids?

COMMON QUESTION: OUTCOME?

- Cannot Answer For Specific Individual
- But We Can Give General Answer
- How? Because We've Been There!!!
- Brace Yourself: It May Not Be A Pretty Picture!!
- But You Can Change The Outcome If You Take Action Now

OUR TIME TRAVELS

- PROJECT - - - - - WAS SO PRETTY
- CAMARILLO - - - SO SCARY
- STC - - - THE LAST STOP
 - 24 YRS/DAY, 7 DAYS/WK, 365 DAYS/YR
 - 15 YEARS!!
- AUTISM PARTNERSHIP
 - DON'T WANT OUR KIDS → TO GO THERE
 - BECAUSE . . .

IT'S FRIGHTENING!!!!

- Coping → Charlie, Judy
- Community → Marie
- Behavioral Control → Candy
- Social Cues → David
- Safety → Glenn, Mike

HOW DID THEY GET THERE?

HOW MANY KIDS ENDED UP IN RESTRICTIVE SETTING BECAUSE OF . . .

- Reading Skills = 0
- Math Skills = 0
- Social Studies = 0
- English Skills = 0
- Science Skills = 0
- Coping = ?
- Safety = ?
- Social Skills = ?
- Behav. Control = ?
- Community = ?
- Social Rules = ?
- Daily Living = ?
- Independence = ?

100'S!!!!

WHAT WE LEARNED??

- “Crystal Ball” Vision
 - 5 = 10
 - 10 = 15
 - 15 = 25
- Window Closing
 - School Years/Services
 - Future (Adult) Years/Services
- Quality Of Life
 - What’s Important And
 - What’s Not!!!!!!!!!!!!!!!!!!!!

MOST IMPORTANT THING WE LEARNED . . .

What We Can Do Now
To Change Outcome

SOCIALIZATION PROCESS = ONGOING

- Lessons Will Be Learned
- Not Always The Right Lessons
- Our Kids Lose In 2 Ways - -
- *Wrong Lessons* → maladaptive Beh
- *Missed Lessons* → skills Deficits
- Effect = Cumulative & Compounded
- Harder/Less Likely To “Fix” Over Time

SOME “WILL’S” & “WON’TS”

“WON’TS” (*THE DARK SIDE*)

- Hope For Desired Outcome → Won’t!!
- Let It Occur Naturally → Won’t!!
- Priorities = Academics, Cognitive Content,
“Full Inclusion” (At All Costs) → Won’t!!
- “Scheduled Socialization” Time →
Won’t Scratch The Surface!!!

IS EVERYONE SUFFICIENTLY
DEPRESSED???

“WILL’S” (*THE BRIGHT SIDE*)

- Actively Address/Target Needs
- Top Priority → All Settings & Contexts
- Focus On → Beh, Motivation, Learning
Process & Social Skills
- Make It Happen Every Day → all The Time
- Proactive Plan → create “Road Map”

IS THIS HARD TO ENVISION??

A MORE CONCRETE PICTURE

GOALS/THEMES

- Share A Vision & Why Important
- Create A “Road Map”
- Illustrate Some Steps
- Provide Some Strategies
- And Of Course Always . . .

HAVE SOME FUN!!!

THE ROAD MAP: HOW WE GET FROM HERE → THERE

WHY?
WHERE/WHEN?
WHAT?

SOCIALIZATION: HOW (IT HAPPENS) GENERAL?

- Why: Motivation Is Social
- Where & When: Natural Contexts
→ Home, Play & School
- What: Learn Skills To Meet Our Needs
- That’s For Most Kids!!!
- How About Ours?

SOCIALIZATION: OUR KIDS

- Motivation → Social Insufficient
- Natural Contexts→ Lack Requisite Skills To Learn The Lessons
- To Learn Skills→ Structure, Systematic Plan & Opportunities
- How Do We Make This Happen For Our Kids?

PRIORITIES & DIRECTION

- ABA Approach
- Learning Process vs. Content
- Teaching vs. Accomodation
- Social vs. Academics
- Independence vs. “Support”
- Integration vs. “Inclusion”
- Socialization Is

PARAMOUNT !!!!!!!!!!!!!!!!

**BUT . . . ARE WE HAVING
FUN YET???**

THAT'S THE FIRST STEP

REINFORCEMENT

PARTY TIL YOU DROP!!!

THE FUN FACTOR

- LEARNING HAS TO BE FUN!!
- IF OUR KIDS AREN'T HAVING FUN
 - THEY'RE OUTA HERE!!!! OR
 - THEY'LL MAKE OWN PARTY AND
 - WON'T BE FUN FOR YOU!!!
- MANY PEOPLE DON'T TRULY GET
-- REINFORCEMENT → CRITICAL

WHY SO CRITICAL?

- REINFORCEMENT=MOTIVATION
- WHAT MOTIVATES OUR VS. OTHER KIDS = DIFFERENT
- IT WON'T JUST HAPPEN
- CAN'T MAKE OUR KIDS LEARN
- CAN MAKE THEM WANT TO LEARN

IF NOT → DONE BEFORE YOU START!!

WHAT IT TAKES?

- HOOK EM IN= WAITING AT THE DOOR ("SALIVATING")
- MAKE IT A PRIORITY
- PROACTIVE/DAILY PROGRAM
- CREATIVE & OUTSIDE THE BOX
- IDENTIFY & DEVELOP

IDENTIFY = ASSESSMENT WHAT & WHY?

- WHAT & WHY → THROUGH THEIR EYES
- BEH FUNCTIONS→MOTIVATION
- CURRENT INTERESTS/DESIRES
- EVEN "INAPPROPRIATE"
- "SAMPLES" → FREE BUT LIMITED ACCESS

DEVELOPMENT

- EXPOSURE: SYSTEMATIC & PLANNED
- "FREEBIES" (Non-contingent)
- ASSOCIATION
- GENERALIZATION GRADIENT
- A CONCERN - -
"BUT IT TAKES AWAY TIME FROM TEACHING!!!"

MORE BANG FOR YOUR TEACHING BUCK

- NEW INTERESTS
- FLEXIBILITY
- WAITING & SHARING
- ENGAGEMENT
- COMMUNICATION
- "AROUSAL MANAGEMENT"

AND MORE BANG!!!

- PLAY/LEISURE/RECREATION
 - GAMES & SPORTSMANSHIP
- SOCIALIZATION/INTERACTION
- WHAT'S "COOL" (AGE TYPICAL)
 - THEMES & ACTIVITIES
 - LANGUAGE & SLANG
 - HUMOR

QUESTIONS?

ARE YOU CONVINCED?

FINAL COMMENTS: REINFORCEMENT SYSTEMS

- TEACH SOCIALIZATION
- OPERATE IN "REAL WORLD"
- "MILES & POINTS" SYSTEMS
- JOB ADVANCEMENT
- WORKING WITHIN A SYSTEM IS IMPORTANT FOR OUR KIDS

WHY?

- MAINTAIN HIGH MOTIVATION
- GAUGE PROGRESS
- ADDRESS INDIVIDUAL GOALS
- TEACH & PRACTICE SKILLS
 - NEGOTIATION
 - CHECKING ACCT & BUDGETING
 - SELF EVALUATION

SELF EVALUATION IS CRITICAL

SELF EVALUATION: WHY IMPORTANT?

- APPLICABLE → ALL SKILLS AREAS
- TEACH NATURAL CONTINGENCIES
- ESTABLISH INTRINSIC MOTIVATION
- ELIMINATE NEED FOR EXTRINSIC CONTROL
- DEVELOP INDEPENDENCE

BEFORE MOVING ON

- LET'S TAKE A LOOK AT:
 - REINFORCEMENT SYSTEM
 - SELF EVALUATION (PROCESS)
- REQUEST TO STOP VIDEO - -
JUST RAISE YOUR HAND

QUESTIONS???

LET'S MOVE ON TO ...

WHAT NOW?

THE ROUTE AND ITINERARY

"ROAD BLOCKS"

- Interfering Behaviors Viewed This Way
- If I Could Just Get Them To Go Away
. . . Then I Could Teach!!
- But They (Behs) Are So Persistent!!!
- And Even If They Go Away, Come Back Or
Change Form!!!

WHY THE INTERFERING BEHAVIOR?

- They're Just "Bad Kids"?
- They Want To Make Us Mad?
Nooooooooo!!!
- Lack The Skills To Meet Needs
 - Consider behaviors (excesses)
 - Related To skill (deficits)

SOME EXAMPLES OF:

RELATED & REQUISITE SKILLS

EXCESSES	DEFICITS
<ul style="list-style-type: none"> ● Teased (Lunch)-Yelling ● Steal (Lunch)-Fighting ● Too loud-Library ● Teacher-Instructions ● Wrong Resp-Repeats ● Wrong Resp-NewTopic ● Skill 1:1 / Not in class 	<ul style="list-style-type: none"> ● Table Manners ● Sharing Food-Rules ● Voice-Modulate/Vol. ● Comprehension ● Observ. Learning ● Attention-Sustain ● NOT Generalized <ul style="list-style-type: none"> ● Not Practiced ● ?Motivation

SOCIAL SKILLS

EXCESSES & DEFICITS

EXCESSES	DEFICITS
<ul style="list-style-type: none"> ● Too close, in line ● Hugging (janitor) ● Pants to ankles/Yelling ● Staring-General ● Staring-Bathroom ● Interrupt-Off Topic ● Monopolize 	<ul style="list-style-type: none"> ● Personal Space ● Social Greeting/Rels. ● Social Context/Cues ● Awareness/Initiation ● Awareness/Context/ ● Assess: What & When ● Reciprocal Conversation

EXCESSES	DEFICITS
<ul style="list-style-type: none"> ● Perseverate/Obsess ● Provoke-Tease/Name ● "Stupid? Yesterday" ● "Show off" ● Late-Run/Yell ● Late-Run/Noise/Bump 	<ul style="list-style-type: none"> ● Convers-Skills/Topics ● Convers-Greet/Initiate ● Perspect/Theory Mind ● Social-Aware/Cues ● Coping-Perspective ● Coping/Aware/Space
OTHERS???????	

SPECIFIC ROUTE

SKILL AREAS & SKILLS

INDEPENDENCE

- Organizational Skills
 - Scheduling
 - Responsibilities ("To Do" List)
- Self Advocacy
- Accessing Resources
- Peer Vs. Adult Support
- Community Skills
- Self Evaluation

SOCIALIZATION SKILLS

- Social Awareness: Self & Others
- Social Cues: Identify & Interpret
- Conversation Skills
- Reciprocity
- Question Asking & Active Listening
- Giving & Accepting Compliments
- Perspective Taking (Theory Of Mind)
- "Cool" Vs. Not "Cool"

COPING SKILLS & STRESS MANAGEMENT

- Identify Own Emotions
- Causes & Related Feelings
- Rating Own Emotions
- Self Awareness & Monitoring
- Innoculation
- Relaxation Strategies/Techniques
- Self Evaluation

SO WHAT DOES THIS
LOOK LIKE?

LET'S SEE!!

SOCIAL/SEXUAL ISSUES FOR STUDENTS

WITH AUTISM -
DEVELOPMENTAL
DISABILITIES

SOCIAL/SEXUAL DEVELOPMENT

BEHAVIOR =

BIOLOGY

X

ENVIRONMENT

ENVIRONMENTAL FACTORS

- ✎ CULTURAL INFLUENCES
- ✎ MEDIA INFLUENCES
- ✎ PROFESSIONAL INFLUENCES
- ✎ FAMILY INFLUENCES
- ✎ PEER INFLUENCES

SOCIAL/SEXUAL DEVELOPMENT AND OUR KIDS

- ✎ PHYSICAL DEVELOP. (RATE) = PEERS
- ✎ BIOLOGICAL DRIVE = PEERS
- ✎ ENVIRONMENT: TYPICAL VS. ATYPICAL
 - BEHAVIOR
 - ATTITUDES
 - KNOWLEDGE (ALWAYS LESS THAN PEERS)

HOW DID YOU GET IT??

- ✎ ACCESSIBLE RESOURCES
- ✎ EXPERIENCE (TYPICAL DEVELOPMENT)
- ✎ MORE KNOWLEDGABLE FRIENDS
- ✎ POSSIBLY EVEN FORMAL EDUCATION

SCARY REALITY

- ✎ RESOURCES/SERVICES = UNAVAILABLE
- ✎ SEX ED = NONEXISTENT
- ✎ RIGHTS = IGNORED/DISCRIMINATION
- ✎ NEEDS = SIGNIFICANT
- ✎ SEXUAL ABUSE = FRIGHTENING

PROFESSIONAL INFLUENCES

- ✎ DISCOMFORT
- ✎ PERSONAL VALUES
- ✎ MISCONCEPTIONS
- ✎ POLICIES/GUIDELINES = LACKING
- ✎ **RESULT =**
 - "POLICE BEHAVIOR"
 - AVOIDANCE
 - FEAR (OVERALL)
 - AT TIMES . . . PANIC!!!!

PARENTAL INFLUENCES

- ✎ DENIAL - - - - - MARRIAGE
- ✎ PREDICTIONS OF ATTITUDE
- ✎ PREDICTIONS OF BEHAVIOR
- ✎ GREATEST FEARS ???
- ✎ SOCIAL/SEXUAL EDUCATION – CONCERNS
 - "INNOCENCE"
 - OVERSTIMULATE (INTEREST)
 - PERMISSION
 - DISCOMFORT

STUDENT OUTCOME

- ✗ RULES & MESSAGES: INCONSISTENT
- ✗ RESOURCES: NO ACCESS
- ✗ KNOWLEDGE: NAÏVE / IGNORANT
- ✗ SOCIAL OPPORTUNITY: LIMITED
- ✗ SOCIAL RELS: VOID

- ✗ SOCIAL/EMOTIONAL DEVELOPMENT:
CONFUSED, FRUSTRATED **AND VERY...**

VULNERABLE !!!!!!!!!!!!!!!

VULNERABLE? TO WHAT?

- ✗ SOCIAL JUDGMENT ERRORS
- ✗ ACCUSATIONS OF "SEX" MISCONDUCT
- ✗ "SET UP" BY PEERS
- ✗ EXPLOITATION BY PEERS
AND

- ✗ **SEXUAL ABUSE**

SEXUAL ABUSE

- ✗ STATISTICS ALARMING
- ✗ WHO? ANYONE!!!!!!!!!!
- ✗ WHERE? ANYWHERE
- ✗ WHEN? ANYTIME
- ✗ HOW? DON'T WANT TO KNOW
- ✗ WHY? **VULNERABILITY!!!**

WHY SO VULNERABLE??

BECAUSE THAT'S
WHAT
WE TEACH THEM!!!

VULNERABILITY: "TEACHING METHODS"

- ✗ **COMPLIANCE TO AUTHORITY**
- ✗ **DEPENDENCY**
- ✗ **"ASEXUALITY"**
- ✗ **SOCIAL ISOLATION**
- ✗ **PASSIVITY**

AND WHAT WE DON'T: SKILLS DEFICITS

- ✗ **KNOWLEDGE / INFORMATION**
- ✗ **LANGUAGE / COMMUNICATION**
- ✗ **DECISION-MAKING**
- ✗ **SOCIAL RULES / GUIDELINES**
- ✗ **SOCIAL RELATIONSHIPS (DYNAMICS)**
- ✗ **SOCIAL COMPETENCE:
CONFIDENCE / ASSERTIVENESS**

SO, WHAT NOW???
(WHAT CAN WE DO?)

- ✎ **EDUCATE & TEACH!!!!**
- ✎ **NO DIFFERENT FROM OTHER NEEDS**
- ✎ **WHAT IS MORE IMPORTANT????**
- ✎ **WHAT TAKES HIGHER PRIORITY??**
- ✎ **WOULD YOU AGREE??**

WHAT & HOW??

- ✎ **CAN'T COVER IN DEPTH HERE**
- ✎ **CAN GET A FEEL / TASTE FOR**
 - ✎ What it may look like
 - ✎ How it may be done
- ✎ **AND OF COURSE,**
MAKING IT FUN!!!

SOCIAL CONCEPTS

- ✎ **GENERAL VS. PERSONAL INFO**
- ✎ **PRIVATE VS. PUBLIC LOCATIONS**
- ✎ **PRIVATE VS. PUBLIC BEHAVIOR**
- ✎ **THESE CONCEPTS ARE RELATIVE**
 - ✎ Are on a continuum
 - ✎ Depend on relationship to other Person

**SOCIAL RELATIONSHIPS:
DYNAMICS**

- ✎ **TYPES & DESCRIPTION OF RELS**
- ✎ **STRANGERS → INTIMATE FRIENDS**
- ✎ **NATURE OF RELATIONSHIPS**
- ✎ **SOCIAL GUIDELINES: BASED ON TYPE**
- ✎ **DYNAMICS: HOW THEY CHANGE**
- ✎ **EVALUATING RELATIONSHIPS**
OKAY, LET'S TAKE A LOOK

OTHER RELEVANT SKILLS

- ✎ **SOCIAL AWARENESS (PERSONAL SPACE)**
- ✎ **READING/INTERPRETING SOCIAL CUES**
- ✎ **IDENTIFY/DISCRIMINATE INAPPROPRIATE BEH (OTHERS)**

ASSERTIVENESS

- ✎ **COMMUNICATING SELF-CONFIDENCE**
- ✎ **REFUSING EXPLOITIVE REQUESTS**
- ✎ **RESPONDING TO EXPLOITIVE BEH**
- ✎ **REPORTING "VICTIMIZING" BEH**

BOTTOMLINE

- ✗ **SEX DOESN'T OCCUR IN A VACUUM**
- ✗ **NEEDS TO BE TAUGHT WITHIN A CONTEXT**
- ✗ **NEED TO NORMALIZE SEXUALITY**
- ✗ **NEED TO "DE-MYSTIFY"**
- ✗ **NEED TO OPEN THE DOOR TO
DISCUSSING**
- ✗ **INCLUDING RULES RE: WHO, WHEN, ETC.**
- ✗ **OTHERWISE OUR KIDS ARE AT A HUGE
DISADVANTAGE!!!**