

**Show Me How You Feel:  
Social and Affective  
Behavioral Skills Tools**

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**Objectives**

- \* Understanding of the foundation for non verbal communication and social skills learning
- \* The importance of teaching feelings and emotions across environments and on an on-going basis
- \* Understanding that children with autism do not learn to understand feelings incidentally and this requires instruction
- \* Instruction in feelings, non-verbal communication is the foundation for instruction in social skills and behavioral regulation
- \* Instruction in feelings and relationships is critical to academic success

**Famous People with Autism**

- \* Thomas Jefferson
- \* Albert Einstein
- \* Marie Curie
- \* Paul Robeson
- \* Gregor Mendel
- \* Carl Sagan
- \* Wolfgang Amadeus Mozart
- \* Temple Grandin

**Characteristics of some of our famous people:**

- \* Greeting dignitaries while wearing odd, frayed, clothing, worn-down bedroom slippers, uncombed hair and at times a pet mockingbird perched on his shoulder
- \* Having no friends and rarely mixing with other children his age
- \* If something caught his interest he had the "concentration of a watchmaker " and a "laser like ability to focus"

**Characteristics of some of our famous people:**

- \*Habitually repeating teachers' questions before replying
- \*Dropping out of high school
- \*Cutting classes regularly
- \*Wouldn't let anyone tell him a thing
- \*Uncombed hair
- \*Unconcerned about appearance

**Characteristics of some of our famous people:**

- \* Lack of a tactful manner for interacting with teachers in early years and interacting with acquaintances throughout his life.
- \* Antagonistic style of behavior
- \* Introverted
- \* Quick to scold
- \* Troublemaker at school, annoyingly egotistical

### **Characteristics of some of our famous people:**

When you compare the history of some of our famous figures to the struggles some of our students with autism you see the need for instruction beyond the prescribed curriculum. Autism is an impairment of social interactions. Wing and Gould (1979) described the difficulties characteristic of autism as a "triad of impairments".

### **The Autism "triad of impairments"**

- \*The impairments all have a fundamental social nature and are defined as:
  - \*Impairment of social interaction
  - \*Impairment of social communication
  - \*Impairment of social imagination, flexible thinking and imaginative play

### **Behavioral Disruption Effecting Social Relating**

Dr. Marilyn Monteiro

- \* Elevated anxiety level
- \* Poor quality eye contact
- \* Nonverbal use not used or understood to regulate social exchanges
- \* May have a desire for friendships but lack necessary social skills to maintain peer relationships
- \* Facial expressions generally neutral
- \* Socially naïve

### **Behavioral Disruption Effecting Social Relating**

Dr. Marilyn Monteiro

- \* Acts like a younger child
- \* Difficulty expressing feelings
- \* Has angry outbursts when overwhelmed
- \* Transitions are difficult
- \* Behaviors are more pronounced during less structured times (PE, lunch, recess, music, passing periods)

### **Behavioral Disruption Effecting Social Relating**

Dr. Marilyn Monteiro

- \* Teach
  - \* Social skills through IEPs
  - \* Emphasis on replacement behaviors; verbal and non-verbal
    - \* Requires direct instruction and practice in generalization
  - \* Skillstreaming model is a good social skills training model for students with autism

### **Effects of Other's Behavior on People with Disabilities**



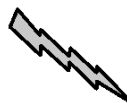
- \* 80% of all women with cognitive challenges experience at least one sexual assault in their lifetime. Men are also more susceptible to abuse.

### Effects of Other's Behavior on People with Disabilities



\*5 million crimes occur each year toward persons with physical or cognitive challenges

### Effects of Other's Behavior on People with Disabilities



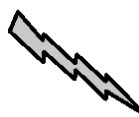
\*49% experience **10 or more** incidents of sexual abuse in their lifetime

### People with High Functioning Autism and Asperger Syndrome



\*Have a high rate of:  
\* Depression  
\* Anxiety  
\* Suicide

### People with High Functioning Autism and Asperger Syndrome



\*Other effects  
\* Are often the targets of bullies  
\* Are often misunderstood by others

### Social Skills to Teach

Mesibov, Shea and Adams (2001)

- \* Waiting
- \* Taking turns at being first
- \* Taking turns making decisions about what to play/do
- \* Joining in a conversation or activity with other children
- \* Taking turns in a conversation
- \* Working/playing quietly
- \* Accepting not winning

### Learning Rules is Not Enough

Dr. Michael Powers (2002)

- \* Identify specific skill or behavior: Ecological inventory
- \* Determine time and place for initial instruction (small setting or 1 to1)
- \* Break the skill into small steps, teaching from part to whole, staying concrete and avoiding abstract or nonliteral interpretations and concepts
- \* Expand and generalize to real-world experiences
  - \* Practice in new places
  - \* Cue cards or reminders

### **Learning Rules is Not Enough**

Dr. Michael Powers (2002)

**\* Elementary Level:**

- \* Monitoring and displaying emotion
  - \* Smiling and nodding appropriately
  - \* Recognizing facial expressions in others that suggest mood
- \* Understanding basic social rules
  - \* Speaking politely to adults
  - \* Not pushing in line
  - \* Asking for food politely
  - \* Responding appropriately to conversational attempts by others

### **Learning Rules is Not Enough**

Dr. Michael Powers (2002)

**\* Elementary Level:**

- \* Develop a written list of attributes as reference for conversation topics
  - \* A friend just me
  - \* Favorite television program
  - \* Family members
  - \* Pets, etc.
- \* Knowing some appropriate leisure skills other than particular interest
  - \* Listening to music
  - \* Swimming
  - \* Hiking

### **Learning Rules is Not Enough**

Dr. Michael Powers (2002)

**\* Elementary Level:**

- \* Limiting obsessive rule-enforcing and accepting that one doesn't have to be right all the time
  - \* Practice phrases to use instead of outbursts

### **Nowicki, Duke and Martin**

- \* *Helping the Child Who Doesn't Fit In*
- \* *Teaching Your Child the Language of Social Success*

### **Nowicki, Duke and Martin**

- \* Most children learn to understand their own feelings and the feelings of others through incidental learning. There are a large number of children who require instruction in these basic skills. Prominent researchers describe the children requiring such instruction as "children who don't fit in". Understanding feelings is one component of the language of social success.

### **Social Success**

- \* Depends on following the rules of communication: verbal and nonverbal.
- \* Identifying and understanding messages/feelings conveyed through our various methods of communication.
- \* Identifying and understanding messages/feelings others convey through various methods of communication.

### Methods of Communication

- \*Facial Expressions
- \*Space and Touch
- \*Gestures and Postures
- \*Rhythm and Time
- \*Objectics; hygiene and style of dress
- \*Paralanguage

### Methods of Communication

- \*Paralanguage
  - \*Sound patterns
  - \*Speed of talking
  - \*Intensity of speech
  - \*Different tones of voice

### Nowicki, Duke and Martin:

- \*Understanding feelings is one component of the language of social success. Instruction in feelings should include instruction in the reading of facial and body expressions; key components of nonverbal communication.

### Nowicki, Duke and Martin:

- \*Describe the fourth critical "r" for education, other than the three basics of reading writing and arithmetic as relationships.
- \*The rules for relationships are necessary to make the people around us comfortable and to help our students "fit in" to society.

The biggest, greatest amount of feeling

10

9

8

7

6

Middle level of feeling

5

4

3

2

1

Small amount of feeling

### Show Me How You Feel

- \* *Show Me How You Feel* is a simple process that uses the Mayer-Johnson Picture Communication Symbols© to teach students the basics of communicating feelings.
- \* This process has been used successfully with students with autism, mental retardation, ADD/ADHD, learning disabilities and behavioral challenges.

### Show Me How You Feel

- \*Dallas ISD
- \*Great Lakes Academy
- \*Friendship Club
- \*Forney ISD
- \*Misc. Districts in Texas
- \*Golden Child Resources
- \*The CAT-Kit

### 4th Grade – Teens (or adults)

Feelings Thermometer			
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

5 = middle level of feeling; 10 = GREATEST Level

Feelings Thermometer			
10	10	excited	excited
9	9	happy	happy
8	8	lazy	lazy
7	7	angry	angry
6	6	bored	bored
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	worried
1	1	1	1

5 = middle level of feeling; 10 = GREATEST Level

## The CAT-kit



Future Horizons

1-800-489-0727  
www.FHAutism.com

### The CAT-kit

(The Cognitive Affective Training Kit)

## The CAT-kit



Love Surprise Fear

Pride Joy Shame

Safety Anger Sorrow

Order by calling  
1-800-489-0727  
www.FHAutism.com

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