**PROGRAM**: **SOCIALIZATION SKILLS**

**STEP 1: PAIRING REINFORCEMENT WITH ANOTHER CHILD**

Have **peer** (peer model from another classroom) give **target child** (child with Autism) high reinforcer non-contingently. (Ex. Have peer give Johnny M & M’s one at a time with no demands placed on Johnny.)

We want Johnny to realize that when he’s with his peer, good things are going to happen and he will begin looking towards him and looking for him.

This session should be kept short and sweet (10-15 minutes). Have a variety of reinforcers available for target child so he doesn’t satiate. Also give reinforcement to the peer so he doesn’t feel left out.

**STEP 2: MANDING (REQUESTING) FROM ANOTHER CHILD** **(Programs 19- 21)**

Once the target child is now approaching the peer and no longer walking away from them, you can begin having the target child **MAND (REQUEST)** the reinforcers from the peer.

Again, having a variety of reinforcers available. Introduce some reinforcing play activity (Ex: play doh) as well and have target child request the play doh from the peer.

**STEP 3: EYE CONTACT AND A VARIETY OF IMITATION SKILLS**

**(Programs 1-7)**

Begin informally working through social skills programs in an incidental manner. You will want to work on eye contact and reciprocal greetings when the peers first get together ... then move on to a play activity. (DO NOT WORK ON ONE PROGRAM AT A TIME)

Through the play activity you can work on the imitation skills. (Ex: Play doh. You can have **peer** roll play doh and say **“Do this”**. Have target child imitate and follow instructions from the peer. (Play follow the leader. Make it fun)

If a prompt is needed, it should be from behind with NO VERBAL. Target child should be following directions only from the peer.

**STEP 4: FOLLOWING RECEPTIVE INSTRUCTIONS FROM PEER** **(Program 8)**

Once target child can independently mand, give eye contact, imitate peer consistently, you’ll want to begin having target child follow receptive instructions from the peer. Make it fun. You can play Simon says, but also bring it to a functional play skill. Ex. “Pass the crayon, give me the red train, get the ball, etc.)

Begin very simple (clap hands), then build with complexity (push the car).

**STEP 5: RESPONDING TO PLAY STATEMENTS AND MAKING PLAY STATEMENTS** **(Programs 9 - 10c)**

Have **target** child **follow** instructions to play with peer. Peer should be prompted to provide an appropriate play comment or sharing response. (Ex: “here, you can play with this”, “come play with me”, “Let’s jump”, etc.)

Work on having **target** child gaining peer’s attention by tapping or calling by name.

Work on sharing and turn taking with appropriate language needed. (Ex: **Here**, \_\_\_\_\_\_\_\_, as they put a toy in their hand, “It’s your turn, It’s my turn, Can I have a turn, etc.)

Work on **target** child **making** play initiation statements to peer. (Ex: Let’s jump, Catch the ball, Come play with blocks, etc.

Have target child show toy items to peer with appropriate languange. (Ex: “Look, bubbles!”, “Want to see my bubbles?”

**STEP 6: ANSWERS, RECIPROCATES AND INITIATES SOCIAL QUESTIONS FROM PEER (Programs 11- 13)**

Have target child answer basic social questions from peer. (Ex: name, age, etc.)

Have target child answer basic social question then asks the peer the same question. (Ex: answers, “I’m 4 years old. How old are you?”

Have target child initiate social question to peer. (Ex: “ask \_\_\_\_ (peer’s name) some questions”

**STEP 7: RECIPROCATES COMMENTS ABOUT OBJECTS (Program 15)**

Peer chooses item and states comments about the item. Target child chooses item and reciprocates comments about the item. (Ex: “I have a cat.” “I have a dog”)

**SUGGESTED GAMES/ACTIVITIES PROGRAM # 22. Do not limit yourself to these suggestions. Go by the child’s likes/dislikes.**