Take the Challenge: Building Social Competency in Adolescents with Asperger's Syndrome

Rebecca S. Morrison
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Abstract

Research supports the difficulties that students with Asperger's Syndrome (AS) and High-Functioning Autism (HFA) have in developing successful interpersonal relationships. While they want to establish friendships, students with AS fail to recognize and accurately interpret social cues and verbal and nonverbal behavior (Iovannone, Dunlap, Huber, & Kincaid, 2003). Social situations become even more complex as these students enter adolescence and learn that unspoken social "rules" vary within different environments, situations, and cultures (Myles and Simpson, 2001). Thus, developing social competence is critical for future success (Howlin, Goode, Hutton, & Rutter, 2004). The Oakstone Challenge (TOC) is multi-dimensional approach that combines the use of contextual self-monitoring and community building to teach and promote the generalization of social skills and in adolescent students with AS. A theoretical basis and program description of TOC are provided. Future implications for the development of social competency with students with AS are discussed.

Keywords

Asperger's Syndrome, Social Skills, Social Competency, Adolescent

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Alex is a 12-year-old boy with Asperger's Syndrome. On the first day of The Oakstone Challenge, a summer social skills program, he screamed at his teacher, "This is not camp. My mom told me I was going to camp. Camp is supposed to be *fun* and this is *NOT* fun!" Alex continued to complain and isolate himself from his peers, often escalating into tantrum-like behavior and screaming things such as "everybody hates me" and "my teacher wants me to fail." When calm and alone with his teacher, Alex honestly conveyed how incredibly lonely he was and how desperately he wanted to have a friend. Mid-summer, Alex was seen walking into the cafeteria smirking, almost unable to mask a smile. When a teacher asked what was so funny, Alex couldn't help but explain. He had dribbled apple juice all around the toilet seat in the boys' restroom to look like a bathroom "accident." Although the teacher gave Alex appropriate consequences for such a prank, she was privately thrilled that Alex had exhibited such typical adolescent behavior and succeeded in making his peers laugh with him. An activity on the last day of the summer provided Alex's peers the opportunity to tell him all of their favorite things about him. Alex beamed when they cheered him on for his apple juice prank. Although Alex's parents were concerned that he would not want to return the following summer, Alex informed them that he needed to return to "camp" to continue working on his "friend skills."

Research supports the difficulties that students like Alex, with AS, have in developing successful interpersonal relationships. The *Diagnostic Statistical Manual of Mental Dis-*

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orders – Fourth Edition-Text Revision defines Asperger's Syndrome as a "qualitative disability in social interaction, restrictive, repetitive, and stereotyped patterns of behavior, and a disturbance that causes clinically significant impairment in social, occupational, and other important areas of functioning" (DSM-IV-TR; American Psychiatric Association, 2000). Adolescents with AS have social, verbal and nonverbal communication difficulties, and may have a restricted range of interests, motor clumsiness, and academic issues (DSM-IV-TR; American Psychiatric Association, 2000). These youth are unable to modify their behavior to meet the demands of social situations and seem unaware that they are not following the typical rules of social engagement.

These students fail to recognize and accurately interpret social cues and verbal and nonverbal behavior. While they want to establish friendships, adolescents with AS often experience difficulty discerning the meaning of others' emotions, body language, and gestures (Iovannone, Dunlap, Huber, & Kincaid, 2003). As a result, peers quickly become frustrated with the student with AS. Deficits in the areas of social interaction and reciprocity, quickly separate these intelligent students from their peers, and often lead to loneliness, depression, and aggressive behaviors (Bauminger, Shulman, & Agam, 2003; Myles & Southwick, 2005). Building social skills and eventually developing social competence are critical for future success in independence, friendships, employment, and mental health (Howlin, Goode, Hutton, & Rutter, 2004).

Social skills refer to the core behaviors needed to interact with others, while social competence has been described as the ability to initiate and maintain friendships, to interact successfully and collaboratively with small groups, and to find a comfort level in public settings (Gutstein & Whitney, 2002; Knott, Dunlop, MacKay, 2006). Myles and Simpson (2001) point to the complexity of human behavior due to the variability required in different social contexts, referring to this as the "hidden curriculum." This term refers to unspoken social behaviors that most children pick up in early childhood by observation and adult prompting, such as when a mom tells her child, "Remember, you need to let your friend have a turn." Social situations, like dating, become even more complex and confusing as the AS student enters into adolescence (Bock, 2001). Adolescents with AS learn that these unspoken rules vary within different environments, situations, and cultures, and they become frustrated by their inability to navigate the system (Myles and Simpson, 2001). Thus, programs addressing the "hidden curriculum" create social competence when both education and interpretation of unspoken social rules are included within naturalistic settings (Simpson et al., 2005).

Helping adolescents with AS develop social skills and improve social competence is essential for quality of life and future successes. A multi-dimensional intervention approach implemented systematically and within context is essential for teaching individuals with AS the skills necessary for social success. The Oakstone Challenge (TOC) is a program that combines the use of self-monitoring and community-building to teach and promote generalization of social skills for students with social deficits.

Self-Monitoring as an Effective Tool

Self-management is valued in our society as a foundational component of social success. One self-management strategy, self-monitoring (SM), is a self-regulating approach that can be used to effect behavior change. Students learn to take responsibility for their behavior, such as improving eye contact or responding appropriately to others social cues, through observing and recording their own social behaviors (Harris, Friedlander, Saddler, Frizzelle, & Graham, 2005). In general terms, SM can be compared to correspondence training, which is matching word to deed to receive reinforcement (Morrison, Sainato, Benchaaban, & Endo, 2002). Whereas in correspondence training the student does not record his or her own behavior, the two essential elements of SM are recording one's own behavior and delivering reinforcement based on the accuracy of that self-recording, rather than based on desired behaviors. Initially, both teacher and student record the behavior and review it at a predetermined time for accuracy. If the student's record matches that of the teacher to the pre-selected criteria, the student receives the reinforcement. If the student's record does not match the teacher's record, reinforcement is not delivered. There are also times when the student will receive additional reinforcement within a thicker reinforcement schedule to prompt alternative or replacement behaviors.

The TOC program uses SM to help students learn to reflect on one's experiences through self evaluation and recording as these relate to personal social skill goals and general classroom behavior. The program's first day begins with the teacher individually assisting the students through the process of selecting their primary social skill goals. Ten to forty minute conversations, depending on the familiarity of the teachers with each stu-

dent, focus on identifying behaviors that are preventing the students from becoming socially successful. Goals are developed to reduce inappropriate behaviors and increase appropriate behaviors. While an emphasis is placed on supporting students to determine their own goals, at times it might be necessary for the teacher to determine or revise a student-written goal. As necessary, individual students may also have secondary goals, pre-selected consequences, or specific behavior plans with individualized schedules of reinforcement.

The student's goals are recorded on an individual Student Self-Assessment form. This Self-Assessment is used as a daily organizational tool for behavior data collected: a written review from the student regarding whether or not they exhibited the behavior described in the goals; a written review from the teacher regarding the student's exhibited behavior described in the goals; and feedback on the accuracy of the student's self-recording. If students reported their behavior accurately as it related to their goals, reinforcement is delivered at the conclusion of the program each day and recorded on the student's form.

Community Building as an Effective Tool

The progression of civilization has depended on the ability of individual members working together for the common good of the community. The well-established importance of being a member of a community provides individuals opportunities for sharing information, gaining knowledge, developing relationships, and problem solving. Wenger,

McDermott, and Snyder (2002) describe the quality of learning that occurs when people work together as "cultivating communities of practice." It is through our membership in communities that we learn and are able to practice the social behaviors that are needed to succeed throughout our lifetime. This membership offers individuals a sense of belonging and purpose.

Individuals with AS often do not have these types of community membership experiences. Their absence of appropriate social behavior and understanding of social rules (Bolick, 2004) remains unchallenged as they become further removed from the intricate workings, interactions, and roles within a community. Community building establishes a framework that provides the definition, structure, and support students with AS find necessary for learning, practicing, and generalizing social behavior (Myles & Southwick, 2005). TOC offers the student with AS an opportunity to learn social skills and attain meaningful membership in a community of peers through three components: peer participation, team-building, and community service and participation.

Peer Participation

Societies place high value on interpersonal relationships. The ability to interact with one's peers, whether in social, occupational, or academic settings, is fundamental for successful social outcomes and the development of emotional maturity (Denham et al, 2001). While most children learn these skills through intuition and observation, students

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with AS have immense problems comprehending the unspoken social rules of how people interact and the reciprocity that is necessary in all relationships (Myles & Simpson, 2001). These deficits present a challenging situation for typically developing peers that encourages the peers to give up on interacting with the student with AS (Bauminger, Shulman, & Agam, 2003). Research has shown peers provide an interpersonal model for certain social behaviors and help the student with AS make gains towards emotional and social competence (Jones & Schwartz, 2004). Since difficulty reading social cues and emotions is the primary obstacle for students with AS, providing these students with a semi-structured environment and peer models can lead to the acquisition of desired social skills and a natural development of new friendships.

Within TOC, peers assist teachers in modeling and reinforcing the social behaviors of the students with AS within the natural context. Throughout the day, peers and students with AS interact with each other guided by predetermined rules of respect for others, which is required for participation in TOC. However, friendships are hopefully fostered and developed as the program progresses. As a result, the students with AS benefit in their communication and socialization skills by learning the subtle social rules modeled in everyday interactions with peers. In addition, their engagement in the program increases as a result of their desire to be accepted by their peers, to belong to their community, and to be naturally reinforced for their social successes.

Typical peer students who participate in TOC are able to model appropriate social behavior and act as natural reinforcement for the appropriate social behaviors of students' with AS. Peers are typically developing adolescents with average to above-average social skills who are comfortable interacting with students with AS. These students are recruited from staff families, Oakstone's regular school programs, and other recommended community sources. Although peers are told that students with AS will be participating and working on building their social skills, no further peer-training is supplied prior to the beginning of the program. A classroom ratio of one peer to one AS student enables the peers to intentionally reach out and include the students with AS in both structured and unstructured social interactions.

Team-Building

Team-based challenges within the context of community (Bicknese, 1999) provide a conduit for developing social competency. Besides maintaining friendships and managing social situations, social competence also includes the ability to productively work together in teams and groups (Gutstein & Whitney, 2002; Wenger et al., 2002). Students with AS will undoubtedly encounter group situations throughout life. Working to develop this aspect of their social competence in a safe, structured environment with peers and friends is preferable to a more uncomfortable in vivo situation later in life. Team challenges require students to work together to achieve a specific goal. During this process, interaction with others and managing one's own behavior are essential. The team challenge framework inherently prompts social behavior, while the process allows students with AS to practice this behavior within a more natural experience.

Students in TOC participate in a daily Group Challenge, a team-building task designed to promote development of social, problem solving, and leadership skills. Research has shown that these traits and skills develop most often through group interactions (Wenger, McDermott, & Snyder, 2002); how-

ever, students with AS who are already socially isolated often miss out on these opportunities. During each Group Challenge, these students experience the fun of participating in an activity with their friends while their teachers and peers are able to provide immediate encouragement and crucial feedback on their social interactions. These in-class challenges also allow teachers to orient the environment and activity towards the development of targeted social skills within a framework that promotes success for individual students.

Community Service and Participation

Students with AS often need to be reminded they are not alone. As members of their local and global communities, a piece of their identity is established when they are able to recognize that they are part of the big picture. Responsibility to family, school, and their neighborhood also enables students with AS to internalize social skills in a generalized context with natural reinforcements. Students are also given the chance to problem-solve, work cooperatively, and initiate social interactions with their friends as they participate in the program within the context of neighborhood settings. These practices have been shown to foster community and a sense of belonging for those involved (Wenger et al., 2002). Utilizing emphasized social skills and monitoring their own behaviors in the broader context of community may also lead to increased social skill generalization. Therefore, TOC requires service on school community and local neighborhood levels as part of this generalization process.

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School. Students with AS and peers will spend part of their day working in volunteer "jobs" throughout the school building in elementary classrooms as "teaching assistants," in the front office as "administrative helpers," and throughout the building as "assistant maintenance staff." Students with AS are supervised by competent, experienced staff, who are familiar with students' social goals and behavior plans. Typically, these students are also paired with a peer who assists and models ways to help within these settings. As they feel comfortable and competent interacting with younger children and school staff in a familiar setting, students with AS are provided another opportunity to work on social skills and gain confidence in a non-threatening environment. In addition, younger elementary students provide natural consequences when the students with AS display undesirable or socially immature behavior. TOC program staff determines which "jobs" will be most helpful and benefit the behavioral and social goals of students with AS.

Neighborhood. Students also participate weekly in outreach community service activities that allow them to discover the value of contributing to their neighborhood. This provides staff with an opportunity to observe generalization and continue to support students' work on social skills in an environment outside of the school building. Students begin the summer by working in community settings without an emphasis on public interaction (e.g., packing boxes in a food shelter) and eventually progress to more socially demanding tasks (e.g., interacting and leading

activities with children in a homeless shelter). The gradual emphasis on more complex social skills throughout the summer is augmented by this continual shift in service locations.

TOC: Program Description

TOC is designed to occur for six consecutive, four-day weeks during the summer. Each day of the TOC program lasts approximately four hours. The summer program divides all participating students into colored "teams" according to their grade level, existing friendships, and current level of observable social competence. Appropriate typically developing peers are placed with specific students with AS to assure a "good fit" and a good balance of peers to students with AS. The TOC daily schedule consists of the following components: 1) Peer Conversation, 2) Group Challenge, 3) Volunteering "Jobs" (or Community Service), 4) Student Self-Assessment, and 5) Reflection Journal.

Peer Conversation. For the ten-minute Peer Conversation, team leaders separate students into pairs consisting of one typically developing peer and one student with AS. Team leaders then provide the pairs with a chosen topic of conversation and instruct them to discuss the topic with their partner for 10 minutes (Appendix A). Each student has the opportunity to discuss the topic for 3-4 minutes and then allows their partner to ask appropriate, on-topic questions or offer comments. Team staff assists students in the initiation of their conversations, provides helpful feedback on appropriate conversation skills, or offers encouragement for appropriate, on-topic conversations that are observed.

Group Challenge. Following peer conversations, TOC students participate in a Group Challenge. This activity consistently occurs for approximately 60 minutes to provide time for detailed instructions, the activity, and constructive feedback and debriefing. This consistent set amount of time also provides structure and the opportunity for success for the students with AS. Group Challenge tasks are typically chosen from available team-building resources commonly used by schools, churches, and business organizations (Appendix B).

Team leaders first provide students with instructions for a team-building task. Once instructions are given, students are then asked to initiate the task as a team and work together to accomplish the common goal with minimal to no staff assistance. Following the completion of the timed task (or at the end of the allotted amount of time), the team leader asks the students to gather around for a brief time of "debriefing." At this time, the team leader asks students to reflect back and discuss roles that emerged, what went well, what could have gone better, etc. during the challenge. All students are also asked to give compliments or words of encouragement to fellow team members for good collaboration, attitude, or leadership.

Volunteer "Jobs." Students are asked to complete a TOC Job Application (Appendix C) regarding their interests, previous experience, and preferences for volunteer "jobs" on their first day of TOC. The TOC primary leader and team leaders use students' forms to assign job placements according to staff need, student preference, and student current level of social competence. Each day following the Group Challenge, students proceed on to their "jobs" throughout the school and volunteer for approximately 60 minutes per day.

Student Self-Assessment. Once students return from their volunteer "jobs," they report to their team classroom. Team leaders then instruct students to complete the Student Self-Assessment. The Student Self-Assessment (Appendix D) was developed for the TOC program and is continually reassessed to assure practical and clinical relevance. This assessment is completed daily by students to provide them with the opportunity to self-monitor their social behaviors. Standard student goals include "I stayed on the topic of conversation when talking to others," "I initiated at least one conversation with a friend today," and "I gave a friend a compliment today." Each student also has individual, customized primary goals that were specific to their problem social behaviors. Primary goals include "I will not scream" or "I will stay with the group – even when I feel frustrated or do not agree with the activity." All goals assess different social skills that were encouraged and naturally reinforced by the TOC staff and typical peers involved in the program. To address accuracy of teacher ratings, team staff members observe students' behavior throughout the day and record observations and scores on the Teacher Data Collection Sheet (Appendix E).

On the Student Self-Assessment, students rate themselves on a scale of 1 (NO), 2 (SOMETIMES), and 3 (YES) for their behavior related to each goal and turns their forms back into the team leader. A team staff member then rates the students on the same behaviors directly below the students' own ratings. Teacher ratings are computed by averaging scores collected throughout the day on the Teacher Data Collection Sheet. Discrepancy between student and teacher report on the

> **Assessment is completed daily by students to provide them with the opportunity to self-monitor their social behaviors.**

Student Self-Assessment is assessed by the teacher and recorded on each student's daily form. Student "accuracy" in self-monitoring is defined as the majority agreement between the teachers and students' daily assessment. Students who are "accurate" are given predetermined reinforcements for their self-monitoring accuracy. Team leaders explain the reasoning behind their lack of reinforcement to students who were "inaccurate."

Reflection Journal. Following completion of the Student Self-Assessment, students are given 10 minutes to make an entry in their Reflection Journal. Students are asked to comment and reflect on their experiences of the day, their likes and dislikes, and any interactions with friends. It is explained to students that their peers will not view their journals and that TOC staff will periodically check journals only to assure student participation. TOC staff reviews journals each week to monitor student participation.

Community Service and Participation. TOC students participate in a weekly community service project in lieu of their volunteer "jobs." The TOC staff chooses locations based on assessed assesses needs and rank orders settings based on the amount of social skills required and ensures that the service opportunities are equally engaging and valuable. Chosen locations are educated about the nature of the TOC program and typical behaviors of students with AS. Parents experienced with adolescents and in AS join service trips to provide students with comfortable, structured support while acknowledging and encouraging typical adolescent behaviors in the students with AS. In addition, TOC pro-

vides opportunities for community outings to semi-professional baseball games, local arboretum and nature preservations, and children museums to provide the students with meaningful, fun opportunities to practice their social skills in general contexts.

Final Thoughts and Future Implications

Brady, a 16-year-old boy with AS, attended the first day of the TOC program, as he put it, "under duress from my parents." He proceeded to protest each request made by the TOC staff. At one point, when staff asked to join a group with three other students, Brady became enraged and kicked a staff member. He shouted, "Making me participate in this is against the Geneva Convention, therefore I refuse." Once Brady had calmed down, he began to honestly process the incident with a staff member. He said that even though the group activity looked interesting, he was afraid to participate because other kids always got mad at him or made fun of him. Brady shared that he thought the safest thing was for him to refuse to participate. After six weeks of attending the program, Brady told his mother in front of a staff member, "This is the best program for me. They understand me and I think my behavior is the best it has ever been. I can't wait to come back here."

Students with AS, like Brady, are bright, capable individuals who are at risk of failing to achieve adult accomplishments, such as living independently, sustaining meaningful employment, and developing significant friendships. Their inability to demonstrate an acceptable level of social competence in the community precludes success in important life milestones (Gutstein & Whitney, 2002). Currently, most students with AS are required to conform to social norms and behaviors or remain isolated, facing social failure. TOC combines community building and self-monitoring to create an optimal experience for students to gain social competence. Community building provides conditions that require students with AS to develop a social repertoire, while self-monitoring promotes the self-management to affect important behavior changes while engaged in the components of community building.

The TOC program focuses on community building to promote the facilitation of social skills for students with AS and to foster an environment where typically developing adolescents learn tolerance for individuals with differences. As the prevalence of AS continues to increase, adolescents will be challenged to be supportive and accepting of students with little or no social skills and attend school and extracurricular activities beside them. The challenge is to offer experiences for students with AS to attain meaningful membership in communities. These experiences must occur within communities that are in close proximity and accessible to students with AS. In order to achieve this, it is wise to recognize that as students with AS work hard to learn social behavior, communities must also work hard to exercise tolerance and welcome individuals with differences.

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Appendix A: Sample Peer Conversation

*Conversation Topic***: What do you think about peer pressure?**

Peer: Peer pressure stinks and I try to ignore it. If I don't, it can really make me feel lousy.

Student with AS: I've never experienced peer pressure.

Peer: Wow, really?

Student with AS: I've never had a friend before, so how can there be peer pressure when you don't have any friends?

Peer: I guess you have a point. I thought you and James were friends?

Student with AS: He is my friend, but I met him here and he is my first friend. So far, there has not been any peer pressure.

Peer: That's good, good friends don't pressure you.

Appendix B: Description of Selected Examples of TOC Group Challenges

- **Building the Tallest Straw Tower**

  Each team is provided with drinking straws and paperclips (or uncooked spaghetti noodles and bubble gum), scissors, and string. Inform teams their task is to use the provided materials to build the tallest tower within the allotted time. Remind them that teams must work together and everyone must be involved.

- **Creative Coloring**

  Each team is provided with 12 different colored markers and one large white sheet of drawing paper. Each member is instructed to choose one color – which is the only color marker they are allowed to use for this activity. Instruct the group to create a picture that incorporates all the chosen colors. Each student may only use his or her chosen color. For lower functioning teams, it may be helpful to instruct them to draw a specific picture.

- **Create a Country**

  Great activity for higher functioning teams! Provide each team with paper, pens or pencils, and colored markers or pens. Tell the teams they have been shipwrecked and landed on a deserted island. It is their job to create a new government by accomplishing the following tasks: 1) Name country, 2) Design a flag, 3) Choose a national bird or flower, 4) Appoint each team member to government offices, and 5) Create any necessary laws. The team must present their government to the leaders and other teams.

- **Garbage Art**

  Each team is provided with scissors, glue, tape, and any garbage-type items that can be used for art (e.g., paper towel rolls, egg cartons, milk cartons, pipe cleaners, foil, plastic wrap, unused toilet paper, soda cans, newspaper, string, etc.). Instruct teams to collaboratively create a piece of art or sculpture within the allotted time.

- **Reversal**

  Each team is provided with a large log (other ideas include a bench, bleacher, parking lot curb, line of masking tape, or smooth slab of wood). Instruct the entire team to line themselves up – standing in line. Then instruct them to completely switch their team around so that everyone is standing in the same order, only now at the other end. If anyone falls off the line or steps out of bounds, the entire team has to start over at their original line up.

- **To You, But From Who?**

  Great closing activity with teams. Provide teams with one envelope per team member, pens or markers, and small scraps of paper. Instruct each team member to write their own name on their envelope. Then, have team members rotate and sit at each team member's envelope and instruct them to write down one positive comment about their team member and place it in the envelope. Once everyone has placed a comment in all of their team members' envelopes, everyone returns to their own envelope. Each team member then takes turns reading each of their own positive comments from their envelope and guessing which of their team members gave them that compliment. An added bonus: give a prize to the team member who has the most correct guesses.

Activities adapted from:
Jones, A. (1998). 104 Activities that build: Self-Esteem, teamwork, communication, anger management, self-discovery, and coping skills. Richland, WA: Rec Room Publishing.

Appendix C: TOC Job Application

THE OAKSTONE CHALLENGE: *JOB APPLICATION*

OAKSTONE ACADEMY
THE OAKSTONE CHALLENGE (TOC)

PERSONAL INFORMATION   DATE:

Name:
_____
      Last   First   Middle Initial

Current Address:
_____
        Number   Street Name   City   State   Zip Code

Telephone #: (_____)_____

Email: _____

Date of Birth: _____

Age: _____   **Sex (M/F):** _____

Hobbies: _____

Personal Strengths:
_____
_____
_____

Previous Jobs/Experience:
_____
_____
_____

List ONE Reference:
_____

Please circle TWO volunteer jobs you are interested in:
Art Helper   **Nursery Classroom Helper**
Office Helper   **Kindergarten/Elementary Classroom Helper**
Landscape/Janitor Helper   **Library Helper**
Other: _____

All of the information I have reported above is true to the best of my ability.

Signature: _____

FOR OFFICE USE ONLY
CORRECT INFORMATION: _____   **NEATNESS:** _____
JOB ASSIGNED: _____   **SUPERVISOR:** _____

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Appendix D: Student Self-Assessment (Example)

THE OAKSTONE CHALLENGE: *SELF-ASSESSMENT*

Name: _____   **Date:** _____

Please honestly answer the following.	1	2	3	
1) I maintained eye contact while talking	NO	Sometimes	YES	(student)
to people today.	NO	Sometimes	YES	(teacher)
2) I stayed on topic of conversation while	NO	Sometimes	YES	(student)
talking to people today.	NO	Sometimes	YES	(teacher)
3) I initiated one appropriate conversation.	NO	Sometimes	YES	(student)
	NO	Sometimes	YES	(teacher)
4) I used words to tell my feelings – instead of	NO	Sometimes	YES	(student)
only showing them (shouting or hitting).	NO	Sometimes	YES	(teacher)
5) I gave a compliment to a friend today.	NO	Sometimes	YES	(student)
	NO	Sometimes	YES	(teacher)
6) I talked with appropriate tone of voice.	NO	Sometimes	YES	(student)
	NO	Sometimes	YES	(teacher)
7) When I didn't know what to do today,	NO	Sometimes	YES	(student)
I looked around at my friends and did what	NO	Sometimes	YES	(teacher)
the rest of the group was doing.				
8) I accepted a friend's invitation to join them	NO	Sometimes	YES	(student)
in an activity.	NO	Sometimes	YES	(teacher)
9) I noticed a friend was feeling upset and asked	NO	Sometimes	YES	(student)
them, "Are you ok?"	NO	Sometimes	YES	(teacher)
10) During conversations I used my body in the right	NO	Sometimes	YES	(student)
ways (like turning toward people when talking and	NO	Sometimes	YES	(teacher)
not being too close to people).				

PRIMARY GOALS:

CIRCLE ONE: ACCURATE   NOT ACCURATE   REINFORCEMENT GIVEN? YES
NO

Appendix E: Teacher Data Collection Sheet (Example)

TOC STAFF DATA COLLECTION   DATE: _____ STAFF: _____

PROGRAM COMPONENT (CIRCLE):

  PEER CONVERSATION   GROUP CHALLENGE   JOBS   FREE TIME

PLEASE MARK: 1 (NO)   2 (SOMETIMES)   3 (YES)

	Student 1	Student 2	Student 3	
EYE CONTACT				
STAYED ON TOPIC				
INITIATED CONVERSATION				
EXPRESSED EMOTION W/WORDS				
GAVE COMPLIMENT				
TONE OF VOICE				
FOLLOWED WHAT FRIENDS WERE DOING				
ACCEPTED INVITATION				
ASKED UPSET FRIEND "ARE YOU OK?"				
GOOD BODY LANGUAGE				
DID NOT SCREAM				
DID NOT FALL ON FLOOR				
NO BAD WORDS				
DID NOT SAY "I'M TIRED" OR "I'M BORED"				