



School-Wide Social Programs



Overview of Social Program

Setting

- Model developed at MUS through private donation
- Replicated nation wide

Students

- Preschool through High School
- School-wide program

Procedures

- Establish school-wide coordination; UCSB, principal, teachers, & staff
- Review referrals from teachers
- Collect baseline data to assess child's needs
- Individualize each social group program based on assessment
- Assign & train a facilitator
- Implement & monitor program; Supervise facilitator

Example Activities

- Structured board games, popular playground games (e.g., tag, kickball), arts & crafts, interest clubs



Importance of Social Programming at School

- * Provide supported inclusive programming during unstructured playground times
- * Promote skill acquisition in the natural environment
- * Provide opportunities to:
 - Develop friendships between children with ASD and typically developing peers
 - Increase social interactions with typically developing peers
 - Enhance social communication development



Program Goals

1. Children with autism are included with typical peers & engaged in typical playground activities

All children with autism were able to increase amount of time spent participating in activities with typical peers

2. Children with autism have increased opportunities to interact with typically developing peers

All children with autism were able to increase the number of expressive interactions with typical peers

Pilot Projects

1. Improving the coordination, involvement, & training of existing school staff
 - * Providing in-vivo training to special education teachers & paraprofessionals
 - * Providing quarterly workshops to the entire school staff
2. Increasing interactions & promoting friendships between children with autism & their typical peers by training older students to serve as the social facilitators

Our Hopes for the Future

- * Continued support for the project in order to provide the children with a socially supported inclusive program
- * Increased number of children who are able to participate
- * Increased number of trained school personnel
- * Develop a model for successful inclusion across other schools & districts
- * Dissemination of the model through scholarly publications and presentations at professional conventions