

## Client Motivation & Social Coaching

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## Minnesota Work Adjustment Theory

- Work skills matched with Job Requirements = Satisfactoriness
- Work Values matched with Job Reinforcers = Satisfaction
- Satisfaction + Satisfactoriness = Job Tenure

## Relation to Autism

- Too often we focus on satisfactoriness
- We need to assess what a worker with autism values
- We cannot assume what an individual values
- From experience, job retention is significantly increased when a worker with autism's values are addressed and met on the job

## Relation to Autism (*cont.*)

- We cannot assume what an individual values
- From experience, job retention is significantly increased when a worker with social communication disorders' values are addressed and met on the job

## How to Assess Work Values

- Direct Interview
- Hobbies & Free Time
- Ask family
- Observations of behavior
- O-Net

## Work Values Graffiti Activity

## Environmental Analysis

- Hierarchy of Management
- Transportation
- How are instructions created in visual formats
- Turn taking systems
- Interaction
- Signals for breaks
- Work and break area
- Sensory issues
- Function of jobs

## Environmental Analysis

- Clear beginnings and endings
- Time management
- Verbal and non-verbal communication
- How is new information communicated
- Natural supports
- Employee meetings

## What is Social Coaching?

Supporting a person in the workplace by developing strategies to facilitate the worker's:

1. Satisfaction (Value Matching)
2. Self-Advocacy Skills

## What is Social Coaching? *(cont.)*

3. Social Skills
4. Communication Style

## Self-Advocacy Skills

1. *Asking For Help*
2. *Saying "I don't Understand"*
3. *Requesting a break*

## Social Skills

1. Understanding Job Responsibilities
2. Understanding Directions
3. Making Introductions
4. Asking Questions
5. Asking Permission
6. Asking for Help
7. Accepting Help
8. Offering Help
9. Requesting Information

## Social Skills (cont.)

10. Taking Messages
11. Engaging In Conversation
12. Giving Directions
13. Receiving Compliments
14. Giving Compliments
15. Convincing Others
16. Apologizing
17. Accepting Criticism
18. Responding to a Complaint

## Social Interaction On The Job

- Temple Grandin is an individual with autism who has her Ph.D. in Animal Science
- She defined the following Rule System to guide her social interactions and behaviors, especially on the job

## Social Interaction (cont.)

- This system is helpful to assist other individuals with autism in understanding social rules on the job
- There are four categories in this system:

## Really Bad Things

- Defined as things that are considered extremely bad by a culture and are most time illegal
- Examples:
  - Stealing someone's work
  - Hitting a co-worker

## Courtesy Rules

- These things are important because they make others around you at work feel comfortable
- Examples:
  - Cleaning up the lunch area after you finish lunch
  - Letting a co-worker in a rush make copies before you

## Illegal But Not Bad

- These things technically violate a law, but are not considered bad by the culture
- Examples:
  - Speeding when you are late for work
  - “Stealing” a paper clip from a co-worker’s desk

## Sins of the System

- These are the unwritten rules of the workplace that will lead to termination. Some of these rules may vary from work place to work place. This is a category that is difficult for workers with autism
- Examples:
  - Not asking a supervisor 6 times when it will be time to return from break
  - Not discussing sexual issues with a co-worker

## How to Aid Understanding

- Talk less
- Give wait time (use silence)
- Keep it concrete and straightforward
- Do not use sarcasm or abstract phrases

## Non-Verbal Behavior

- Eye contact
- Body posture
- Facial expressions
- Gestures
- Space
- Appearance
- Effective use of time

## Verbal Behavior

- Clarity
- Voice quality
- Volume
- Rate
- Know what to say when
- Listener friendly
- Use people & names
- Know how to match words & thoughts
- Give opportunity for listener to respond

## Things to Consider

How our language affects comprehension of our clients?

What speaker factors affect comprehension of our clients?

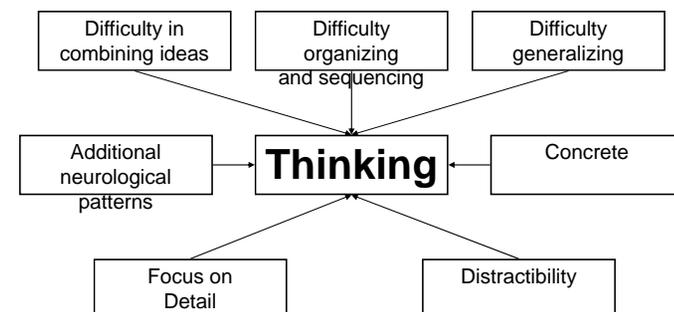
How does context affect comprehension?

Do you hear routine responses?

Does client understand messages when said by different speakers or in different settings?

## The “Culture” of Autism: Being a Cross-cultural Translator

(adapted from Mesibov)



# Tools to Help Our Clients Improve Social Communication

## Social Stories

Good **social stories** use 3 types of sentences:

- 1. Descriptive
- 1. Perspective
- 1. Directive

## Helping Our Client's Understanding

- 1. Visual supports
- 2. Social stories

## Social Story Ratio

0-1 Directive

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2-5 Descriptive,  
Perspective or  
Affirmative Sentences

The basic social story ratio defines the proportion of sentences used in a story. This ratio is maintained no matter what the length or focus of the story. This ratio ensures the **DESCRIPTIVE** quality of the story. Some social stories do not contain directive sentences but are entirely descriptive. Following this ratio results in a social story that has a patient and reassuring quality and can be referred to time and time again as a source of social information for the student with ASD

From T-TAC Sue Palko, VCU

## Social Skill Supports

### **Comic Strip Conversation:**

A Comic Strip Conversation is a visual conversation between two or more people using simple illustrations in a comic strip format.

## Social Skill Supports

### ● **Comic Strip Conversation:**

An individual uses simple drawings to communicate what he/she and others say, do, and think. These words and drawings serve as an outline of the conversation

## Other Social Skill Support Strategies *(cont.)*

### **4. Mentoring:**

- ◆ Mentor Training
- ◆ Incentives & Follow-Up

## Social Support Strategies *(cont.)*

### **5. Role Play:**

- ◆ Specific text with instructor
- ◆ Specific text with peer
- ◆ Improvise entire interaction
- ◆ Practice in natural environment

**Social Support  
Strategies (cont.)**

- 6) Scripting:** Write the “play” together
- 7) Board Games:** Concrete practice
- 8) Direction Instruction:** Class style
- 9) Peer Tutoring:** Helping each other
- 10) Incidental Teaching:** Reinforce when it occurs in natural environment

**Social Support  
Strategies (cont.)**

- 11) Rehearsal:** Acronyms, practice
- Accepting Help:
- Greet
- Express appreciation
- Tell how to help
- Thank the person
- GETT*

**Social Support  
Strategies (cont.)**

- 12) Modeling
- 13) Visualization
- 14) Rule Cards
- 15) Immediate Feedback
- 16) Self-Management
- 17) Organizational Chart
- 18) Social Communication Groups