

Social Scripts for Students with Angelman Syndrome

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Webinar Outcomes

- * Explore the meaning and role of Social Scripts
- * Review a sampling of scripts
- * Identify the steps in making a social script

Today's Topic Location in the 5 STEPS

Targets	
Teaching/Tasks	Planning social scripts:
Tools	AAC devices / apps
Testing	
Team	

Social Scripts



Dr. Caroline Musselwhite
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CC-3

Communicative Competence

The ability to communicate functionally in the natural environment and to adequately meet daily communication needs. (Light, 1989)

See also: Light & Binger, 1988
Building Communicative Competence

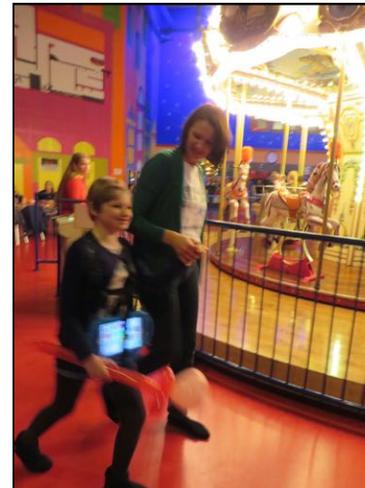
What Is the Difference Between Social Scripts & Social Stories?

- **Social Stories™ (Carol Gray)**
A social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and people with autism of all ages.
- **Social Scripts™ (Musselwhite & Burkhart)**
A support for beginning **conversations** for students who use AAC, including multiple turns and partner engagement.

What Are Social Scripts?

CC 4

- **Interactions**
(joke-telling, life stories, chit chat)
- **Beyond Wants and Needs**
(‘real’ conversations)
- **Support AAC users**
 - claim a turn
 - start & maintain a **conversation**



“We try to make every weekend a social script for Anna.”

Violeta Giurgi

Remember Parallel Programming! CC-3

It is crucial to recognize that any student using sequenced social scripts **must** also have goals and activities for developing skills that help the individual use language that involves more personal choicemaking, and is more generative.

Especially for students who struggle with ACCESS!

Or students who are learning the 'rules of engagement'

WHO Is This For? CC 5

- struggling with access
- limited expressive skills
- early cognitive skills



Communicative Competence

The ability to communicate functionally in the natural environment and to adequately meet daily communication needs. (Light, 1989)

Linguistic Skills

Receptive & expressive skills in the language spoken by the family & community



Operational Skills

Technical skills needed to use the AAC system(s)

Social Skills

Knowledge, judgment, and skills in the social rules of interaction



Strategic Skills

Compensatory strategies to overcome functional limitations



From: Light & Binger, Building Comm Competence, 98

Social Competence

- * Knowledge, judgment, and skills in the social rules of interaction. Included are the skills to initiate, maintain, develop, and terminate interactions; the skills to develop positive relationships and interactions with others; and the skills to express a full range of communicative functions.

Light & Binger, 1998

Social Scripts & Social Competence

- * Many students who use AAC have **much** more that they'd like to share than they currently have vocabulary and linguistic skills to share
- * Many students with Angelman are seeking social interaction - social scripts provide a powerful and very socially appropriate way to engage others

Simple Step-Listing Apps



TapSequence

Pictello

- multiple messages
 - text
- sequenced messages
 - videos

Pictello



\$19.99

Pictello

- Can export as a .pdf
- Add text on 2 lines; ex: Josh uses it to tell something, then do a turnover by asking a question
- Recorded speech or text-to-speech
- With slideshow off, can turn pages by swiping or using arrows
- Speak text by tapping on picture; can repeat as many times as needed
- Can add interesting transitions
- In slideshow mode, can tap to repeat, go forward or back
- Currently, stories can be shared in the following ways:
 - through the Pictello Sharing Server (with other Pictello users), and through as PDF files through e-mail or iTunes File Sharing
- Check out these reviews:
 - <http://www.lear.org/lear/2011/2/28/creating-talking-stories-with-pictello.html>
 - <http://www.commonensemedia.org/mobile-app-reviews/pictello>
 - <http://ipodteacher.blogspot.com/2011/05/storytelling-with-pictello.html>



Sequenced Scripts

- * Pre-planned steps
- * Co-constructed by user and partner
- * Goal of social interaction

CC 4

Goal - Make communication:

- * Frequent
- * Motivating
- * Self-initiated
- * Varied, to maintain interest
- * Ongoing, with multiple turns
- * With a range of partners, including peers
- * A way to model a range of pragmatics
- * Easy (do 'on the fly')

Lucas – First Snow!!



Guess what I got to do last weekend!



I'll give you hints. It was outside, it was fun,
and it was **cold!**



I went skiing with my family!!



Did **you** ever get to go skiing?



My Dad and I played in the snow!



Do **you** like to play with your Dad?



It was Carnival. I got to dress up like the Hulk.



Who is **your** favorite character?



My friend dressed up like Princess Sophia.



Do **you** like princesses?



Well, that's all. It was a fun day!! Later, Dude!

CC 6

Social Agendas

Janice Light, 1988, 1998

CC 6

Social Closeness

- Sense of Belonging
- Aspects of Personality

Sense of Belonging:
Common Interests



Cheer Team

Erin & Friends - Cheer



Erin and Casey win a ribbon.

Aspects of Personality:
Humor!

Hey!
Want to hear a joke?
What's a volcano?
Can't guess?
A mountain with hiccoughs!
Okay, okay, it's corny.
Got a better one?

- Joke-of-the-Day
- Funny poems
 - Silverstein
 - Prelutsky
 - Ogden Nash

Prank Scripts

Will put a handout up on Angelman Communication Training Series FB in one week. Someone e-mail me if I forget!

Information Transfer

- Story Scripts
- Directions

Story Script: My Week (Leia)

My Holiday Weekend



On Friday I went to Lollipop Land.



I met Freya, Kate and Katie.

On Saturday I went to Almondvale Park.



I met all my Angelman friends.

On Sunday I went horse riding, swimming and to Funbox.



I met Freya, Lucy, Anna and Zach.

On Monday I went to Glasgow Green to ride bikes, play in the park and walk Pippa.



I went with Abbie, Finn, Pippa and Mummy.

On Tuesday I went to the Science Centre.



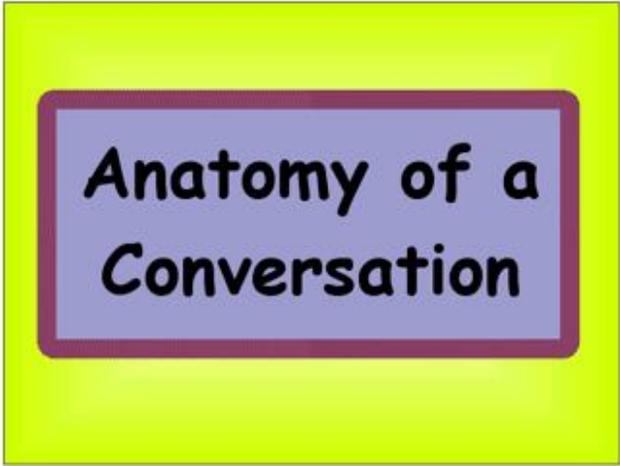
I met Freya and Findlay.

On Wednesday I went back to school.



I need a rest!

CC 7 & 8



Anatomy of a Conversation

Attention Getters



Hey you guys! Waz up? Yo! Dude. Helloooo!

Conversation Starters



"Guess what I did". "I have a secret." "Listen to this!!"

Maintainers, Holders, and Interjections



"I'll give you a clue." "It was SO embarrassing!"
"THEN, it got even worse!!"

Turn Transfers



"What do you think?" "Did you do anything fun?"
"So, what's new with you?"

Closings



Nice chatting with you.



Enough about that.



What have you been up to?



Catch you later!

"Find someone else for me to tell." "Later, Dude!"

Story to Social Script!

On Friday I went to Lollipop Land.



I met Freya, Kate and Katie.

How could we make Leia's wonderful story more **interactive**??

- Guessing game?
- Turn transfer?

I think going to the movies is one of my favorite things to do.				Two things have to happen each time I go to the movies.				I like	
Lion King	Wild Thornberrie	Lizzie McGuire	Finding Nemo	I have to eat popcorn and gold fish crackers.				Gotta go.	
The Cat in the Hat	Brother Bear			I can not leave until every last credit has rolled.				Thanks for listening.	
				Have you seen any good movies lately?				Later alligator.	
Awesome				Boring				Cool.	
Good.				I don't know.				Nothing much.	
Okay.				That stinks!				Whatever	
Anything else?									

Note: starter (green); maintainers (yellow); content (white); comments (purple); closings (red)

AAC Users as Conversationalists: Get SETT to See How!

At the Movies!
Generic Conversation Script
Created by:
Josh & Pam





Can We Chat CD

Case Examples

Student: Josh is 18 years old and has used a speech output device for more than 12 years. He has Rubinstein-Taybi syndrome. He can't walk too far so Josh uses his candy-apple red powered scooter for getting around. Josh is very social, and enjoys talking with a wide range of communication partners.

Environment/Context: School / Home / Community
Josh lives at home with his parents and older sister. He is homeschooled and spends lots of time in his small community. (Everyone who works at the bakery knows Josh AND his love for peanut butter cookies. He uses social scripts in a variety of environments. The problem is that:)

- 1) Josh has so much to say, and doesn't always have access to the "fringe vocabulary" for his conversations (names of movies / credit / roll).
- 2) Having this conversation word by word would have been wayyyy too slow.

Therefore, Josh and his Mom co-constructed a script, storing it into a page on his communication device. Josh then presents the conversation one line at a time. However, note that he can move around within his script, and that he has quick and easy access to:

- a) Greetings / attention getters (on main page)
- b) Topic Setter ("I think going to the movies is one of my favorite things to do")
- c) Event Statements ("Cool things happen... I love to eat...")
- d) Names of Favorite Movies (note that some movies can link to more conversation about the specific movie).
- e) Comments: Positive (awesome), Neutral (okay), Negative (That stinks).
- f) Closure (bye / gotta go)

Just as natural speakers embellish and revise their stories, scripts need to be flexible. For this script, Josh can add or change movies, as his interests change. For example, since his movie script was designed, he has added movies such as Spider Man 2 and Cinderella Story.

What I Like By Josh Harris

**Pictello
Sample
Stories**

Starter!

These are things I like.

Turn Transfers!

What's on your playlist?
I really like my iPod. It's always with me.

What was the last movie you saw?
I like to go to the movies.

Story to Social Script!

On Monday I went to Glasgow Green to ride bikes, play in the park and walk Pippa.

I went with Abbie, Finn, Pippa and Mummy.

How could we make this more **interactive??**

- Guessing game?
- Turn transfer?

**Types of
Scripts**

- **Action Scripts**
 - Especially helpful for beginners
 - They engage the partner in action, and the student receives tangible results from communicative attempts. Samples: Bubbles, Backrub, and Putting On Lotion.
- **Class / Work Participation Scripts**
 - These scripts offer an opportunity to maximize classroom activities such as studying for a test or engaging in a cooperative activity. Younger students might use scripts to be song leader, story leader, or transition leader. Older students and adults might use workparticipation scripts, such as Applying Labels.

It's on the CDI!

Book Discussion

Communicative Function	Sample Messages
Attention Getter(s)	Hey! What's up?
Starter(s)	I am reading the coolest book. Want to hear about it? It's called Holes.
Maintainers/ Turn Transfers	I really like one of the characters, Zero. It's a mix of real and fantasy. What are you reading right now? What do you like about it? Interesting.
Closer(s)	Better get back to my desk. Bye.

Script by Gretchen Hansen
Sequenced Social Scripts CD, Musselwhite & Burkett, © 2004

- ## Conversation Scripts
- * **General Scripts**
(weather, movies, sports, etc.)
 - * **Prank Scripts** (bugs, etc.)
 - * **Story Scripts** (went to the fair, saw a friend, etc.)

It's on the CDI!

Last Weekend

Communicative Function	Sample Message
Attention Getter(s)	Hey! What's up?
Starter(s)	What did you do last weekend? Did you have fun?
Maintainers/ Turn Transfers	I went swimming. I went with my folks and my brother. It was fun. What else did you do? I love weekends!
Closer(s)	Maybe we can do something some weekend. Call me!

Dimitri Goes Kayaking!



I did something **so** cool! Can you guess?



I'll give you hints. It was outside, it was on the river, and it was **fun!**



We went kayaking!!



Did **you** ever get to go kayaking?



We wore wet suits and life jackets.
Cool, huh?



We also played Squash The Mom.
Do you ever do that?



I love hanging out with James!
That's it. Catch you later!

Strategic Competence & Social Scripts

- * Social scripts can be **extremely** strategic! Just knowing when to use a social script (e.g., telling a story quickly) can be incredibly helpful for people who use AAC.

Let's Try It!!!



Anna's visit to the indoor park!



Hey! Guess **where** I went!



I'll give you hints. It was xxx, it was xxx, and xxxxxx!

We ate a special cake!



Turn transfer:
xxxxx

They have a whole **room** of balls!



Turn transfer:
Do you think I should go in?

I did it! I jumped in!



Turn transfer:
xxxxx

I saw my friends!



Turn transfer:
xxxxx

Closing???

Ideas for a closing that you can use over & over!

-
-
-

Let's Try Another: David's Walk

I went for a walk with my friends.



Can you guess who took this picture?

I took the picture!! I used my iPad!



I love walking along Lakeshore Drive!



XXX

It's fun to look up too!



XXX

Sometimes we walk a long way.



Do you think I get tired?

xxxx

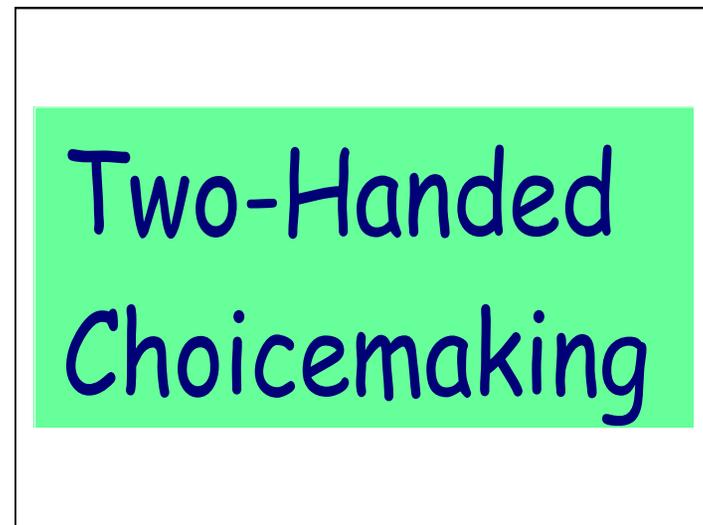
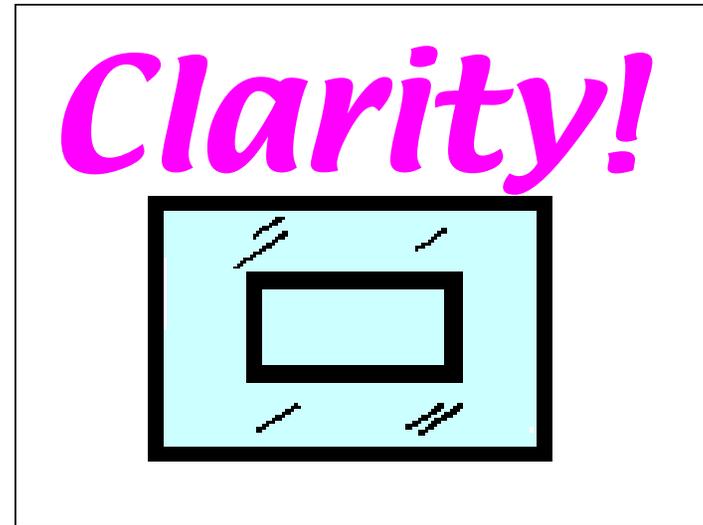
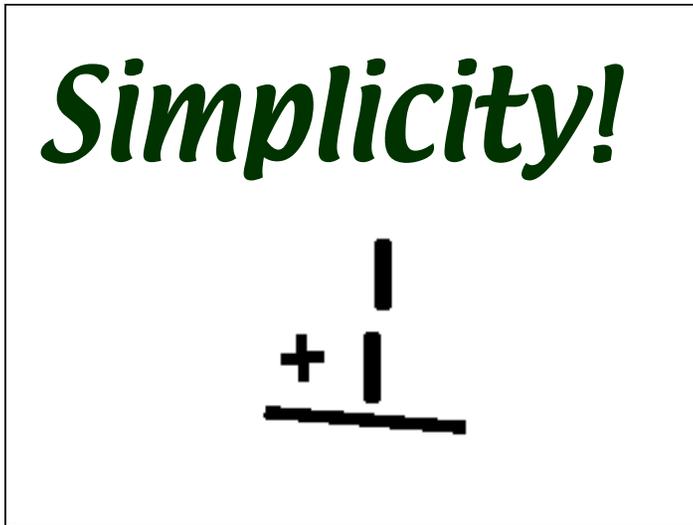


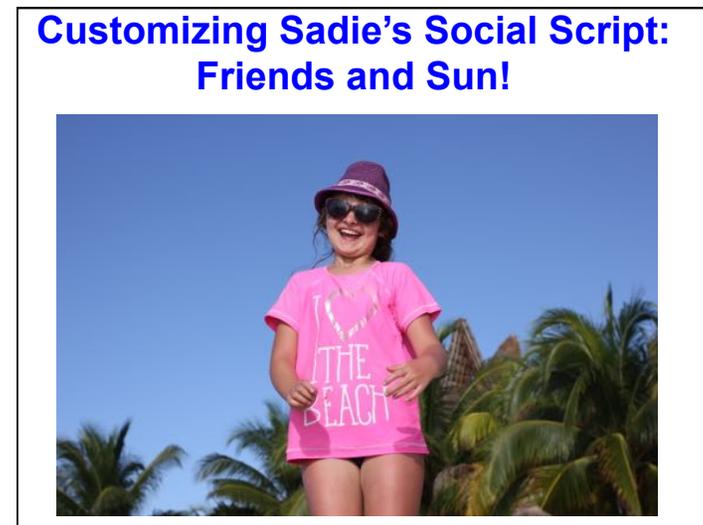
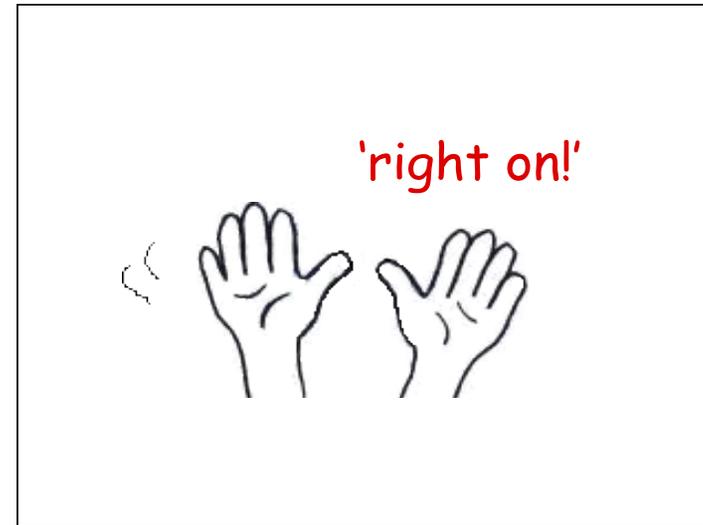
xxx

***Creating
Co-Planned
Sequenced
Scripts***

Speed!









I went to Cozumel with my family. I had **so much fun!**



Can you guess the very best part?



I made new friends! They are cool!

We played in the water!



Do you love that?

We played beach volleyball.



Do you know what the balls were??



They were **water balloons!** I got super wet!

Guess who made our bracelets?

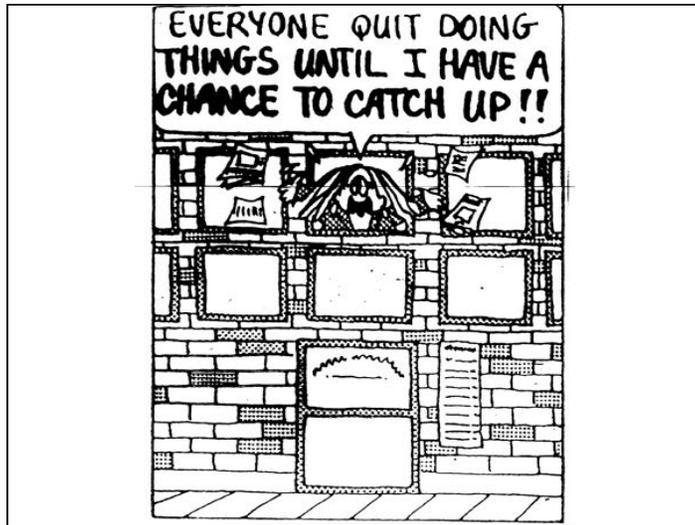


My friend Tessa made them! They are epic!

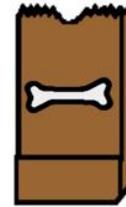
Now I get to face time. Guess who that



It's my best friend Tessa!



Here are some 'Doggie Bags'



- www.aacintervention.com
- [Angelman Communication Training FB](#)
- Can We Chat book & Social Scripts CD (\$5 to parents, \$10 to others until March 15)
- carolinemusselwhite1@me.com

Possible Next Steps

- * Try a social script
- * Share the handouts
- * Share the webinar link
- * Read FB posts
- * Plan to attend/view next week's webinar!

Questions?



