



Support Your Child's Conversational Skills by Playing Games

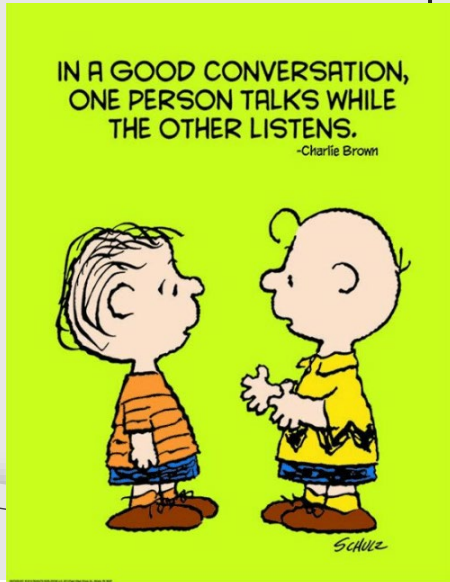
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Housekeeping

- For educational and quality control, we will be recording this zoom session.
- By participating, you are consenting to being recorded.
- Before this session is shared, we will edit to remove identifying information to protect your privacy.
- The Q&A section will be removed and only be shared as an anonymous transcript

Conversation Skills



- Initiating a conversation
- Topic selection
- Perspective taking
- Listening Behaviors
- Gaining attention
- Taking turns speaking
- Attending to body language and facial expression
- Asking and answering questions
- Multi-tasking



Conversations of a Person with Autism

- Brief responses
- Off-topic speech
- Lack of sharing information
- Few conversational exchanges
- Monologues

(Jones & Schwartz, 2009; L.K. Koegel et al., 2014)



Why Practice Conversational Skills?

• **Challenges:**

- Limit opportunities for people with ASD
- Interfere with friendship development
- Social withdrawal and isolation

(Bambera et al., 2018; L.K.Koegel et al., 2014)

Prerequisites for Working on Conversational Skills



Motivation

Person must be motivated to communicate!



Basic skills

Person must already have basic skills: request needs, request information, comment



Communication System

Person must have a means to communicate

Games to Practice Conversational Skills



- **Conversation Game**

Skills:

Back-and-forth exchanges,

Perspective – thinking about others

Practicing asking questions and answering questions

- **Newspaper Reporter**

Skills:

Asking questions

Appropriateness of questions based on who the person is

Improvisation Games



- **Free Association**

 - Thinking quickly

 - Flexibility

- **Trivia Ball**

 - Mental flexibility

 - Downloading and using language quickly

 - Accepting change

 - Multi-tasking

- **Mirroring**

 - Attending to another person's body and face

 - Responding nonverbally very quickly

- **“Yes, and...”**

 - Listening

 - Processing language

 - Creating new language based on the previous statement

Story Cubes/ Role Play



- **Story Cubes**

Listening

Processing language

Adding to the story

Incorporating an element into your part
of the story

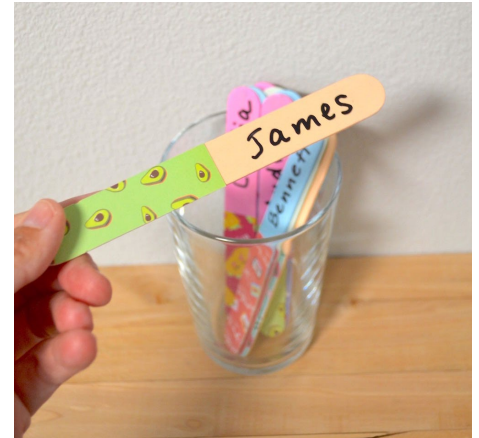
- **Role Play**

- **Video Taping**

Practicing Conversation with Games in the Virtual World

• Virtual Setting:

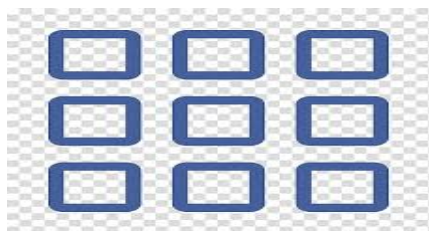
- Turn-taking - sticks
- Make sure students learn each other's names – names cue card
- Communicate about item/prop needed
- Interest areas favorite topics
- Use visuals – show/send as a visual cue
- Using platform - “raise hand”, chat box, polls
- Rewards!



Visual Organization



Choices



August 21, 2020

Joy of Acting

Improv Camp: Day 5

CHECK-IN

How are you feeling today?

1		Happy, excited.
2		Relaxed and Calm
3		A little bit worried or tired.
4		Nervous, anxious.
5		Angry, upset and ready for a meltdown.

ACTOR'S RULES

1. Never hurt an actor.
2. Listen to the directors.


WHAT YOU'LL NEED FOR TODAY

A funny joke, impression, dance or anything that will make us laugh ready to share!

Your Hi (a good thing that happen to you this week) and your Lo (a not so good thing that happened this week).

The Zoom Link to the second half of the class.


An item from around your house for our props game. Like a cup



Use this Space to Write Down Our Performance Schedule and What you will be doing in the Improv Performance

COMEDY NIGHT

Today's Topic
Let's Perform



Today's Schedule

Daily Check-In: How are you feeling?

Warm-Up: Alien, Tiger, & Cow

Review Rules, Big 3, & Rules of Improv

Hi's and Lo's

LiveChat



VIRGINIA DEPARTMENT OF
EDUCATION





Upcoming Topics

Date	Topic	Presenter
September 24, 2020	Parent reinforcement and child preferences	Teresa Crowson & Emily Helmboldt

Registration Link: <https://vcuautismcenter.org/te/lunchandlearn.cfm>

For questions or more information

Please visit:

www.vcuautismcenter.org

Or

e-mail: autismcenter@vcu.edu