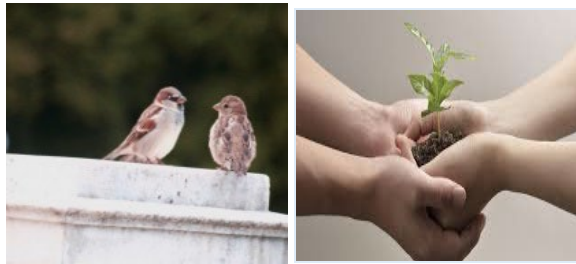


School-Based Peer Social Intervention (S-PSI) RCT for Minimally Verbal Children with ASD (MVASD)

Peer Talk and Peer Collaboration



Communicating without words

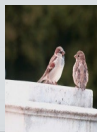
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 <h1 style="display: inline; margin: 0 20px;">S-PSI's Contents</h1>  	
Social Conversation Group (Yael Estrugo and Avner Friedlin)	Social Collaboration Group (Keren Samuel-Magal)
<p style="text-align: center;">Conversation Intervention Contents in 7 Main Units:</p> <ol style="list-style-type: none"> 1. Conceptual understanding (what is a friend, what is a social conversation) 2. Rules for conversation (e.g., taking turns, maintaining eye contact, listening) 3. Initiating a conversation 4. Topics of conversation 5. Developing and maintaining conversation adequately (conveying information, emotions, and content; switching between topics) 6. Asking questions 7. Ending a conversation 	<p style="text-align: center;">Collaboration Intervention Contents in 7 Main Units:</p> <p>Unit 1: Creating "team spirit" (get-acquainted games, group name, group rules)</p> <p>Units 2-3: Experiencing shared tasks with emphasis on mutual planning and joint action</p> <p>Units 4-6: Developing prosocial skills: sharing, helping, encouraging</p> <p>Unit 7: Closure activities</p> <p style="text-align: right; font-size: small;">www.biu.ac.il • Information Hotline: *9392</p>

Lesson Example Social "Conversation"



The topic of "What is Conversation?"

- The definition of conversation was presented on the "communication board" – that displayed words and relevant symbols and icons – while the teacher read aloud and explained in words and symbols.
- Students were then exposed to various dyadic activities to teach them the concept of conversation and help them differentiate conversation versus non-conversation situations (children laughing together, monologue, play) using materials like film clips, puzzles, and memory games.
- Then children practiced "talking to each other" by choosing and exchanging cards with words, pictures, or icons of things they like to eat/do/watch or things they fear/dislike.
- Over the lessons, each dyad's communication board gradually expanded in line with the intervention contents, to include possible conversational topics, various opening sentences for conversation, sentences to use for switching between topics, WH-questions, elaborations, closer sentences, and so on.

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Lesson Example Social Collaboration



• The topic of "Working Together"

- The definition of working together and cooperation was presented on the dyad's communication board, both in words and in relevant symbols and icons, while the teacher read aloud and explained in words and symbols.
- Students were exposed to pictures describing situations of working together versus working alone. Activities in this module included creating joint artwork, playing musical or rhythmic sequences together, and performing motor tasks.
- Students reflected on their joint efforts through the use of communication board and by observing a video of their own activity to identify ways to work better as partners using the skills learned so far (e.g., waiting your turn, looking at your friend).
- Each dyad gradually expanded its communication board with concepts related to collaboration (giving and getting help, comforting, collaborating, sharing).

In both intervention protocols, gestures were also taught such as touching your partner's arm to draw his/her attention, gestures to show encouragement, pointing at an object, and so forth. In both interventions, the adult presented the activity at hand and then faded out while the two children interacted with each other.

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