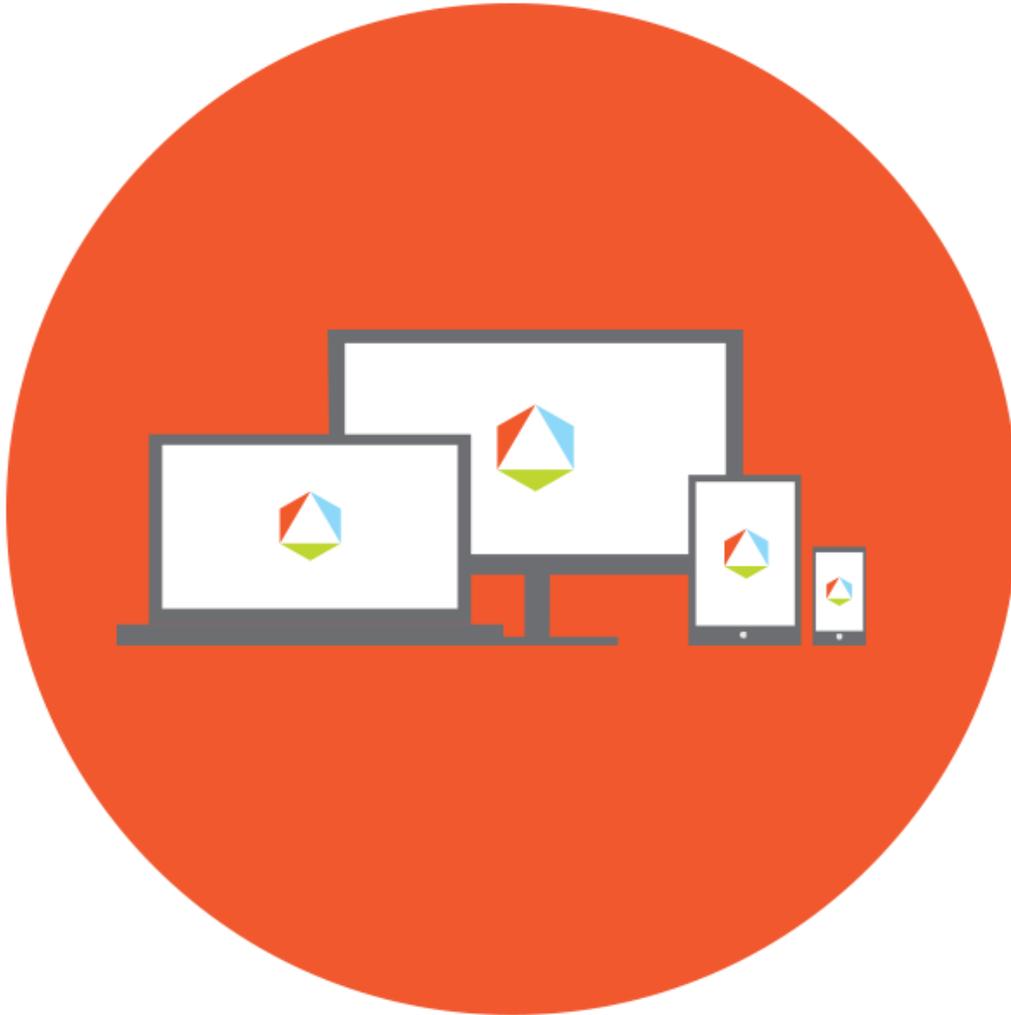




FIRSTPATH
AUTISM



Lesson Guide

20. Conversation Skills – Greetings and Closings



Overview

Teaches:	How to respond to, and later initiate, social greetings and closings such as "Hello", "Goodbye", "See you later", etc.
Before beginning:	Ensure that the child has previously mastered basic conversational and instructional responses; that he knows the basic concept of "you say something, I respond". The ability to follow visual and vocal prompts is also very helpful. In addition, basic ability to identify emotions will help with child's response to Target 3.
Why it's important:	Basic social responses such as hello and goodbye help open and close interactions, and open the door to further interactions. They are also a very easy and direct early social skill to be able to master.
Materials needed:	None required, unless teacher chooses to utilize materials as part of a prompting strategy, such as a visual cue card.
Generalization activities:	Peer play sessions, community outings, phone conversations, taking walks in the neighborhood.



Steps

Prepare

1. Plan to utilize every naturally occurring opportunity for practicing the target response. Due to the social nature and naturally occurring cues prompting greetings and closings (such as a person arriving or leaving the child's area), natural context should be used whenever possible. As a result, this lesson will probably NOT be taught in a highly structured, table-based environment.
2. Make sure to have highly preferred items ready and available.
3. Have data collection ready.
4. Try to ensure that the child is not deeply engaged in a highly preferred activity that will compete for attention; ideally, he/she would be sitting and waiting or engaged in a low-preferred, low-stimulus activity.

Teach

1. Say the word(s) of the target greeting or closing.
2. Wait 3-5 seconds for child to respond. A correct response is returning the greeting appropriately (this might be a vocal response, or, for a child who cannot talk, a universal gesture such as a hand wave).
3. Provide feedback on how the child responded:
 - Correct response:** enthusiastic praise and/or give the child his chosen reinforcer; also, continuing along with the interaction by giving a hug or engaging in a preferred activity (or discontinuing a non-preferred one) may provide a more natural reinforcer for this lesson
 - Incorrect or No response:** corrective feedback, model or prompt of correct response
4. Record data.
5. Begin again at step 1.

Examples include:

Correct response	Incorrect response	No response
Teacher: (entering room) "Hi!" Child: "Hi!" Teacher: "Thanks for saying hi to	Teacher: (entering room) "Hi!" Child: "Go away!" Teacher: "Uh-oh. That's not how we	Teacher: (entering room) "Hi!" Child: (no response) Teacher: "Oops—try again! When I



me! Let's play!" (deliver reinforcer if needed; otherwise continue in positive/preferred social interaction)	say hi to our friends. Let's try again." (repeat from beginning; do not deliver reinforcer or continue to preferred activity at this time)	say 'hi', you need to say 'hi'. (repeat from beginning; do not deliver reinforcer or continue to preferred activity at this time)
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TYPICAL ORDER OF LEARNING TARGETS

NOTE: Order may vary based on child's ability or frequency of exposure /opportunities.

1. "Hello" (or "Hi")
2. "Goodbye" (or "Bye")
3. "How are you?"
4. variations of Targets 1 and 2 (such as "See you later!", "Hey!", etc.)
5. any additional targets child frequently encounters or that his/her peers/family utilize