

<p>.....'s IEP Social Communication Goal: Expression</p>	<p>Strategies to achieve goal</p>
<p>1. will improve his/her ability to read faces and develop his/her skills in correctly interpreting social interactions by regularly engaging in activities which target and support growth in these areas.</p>	<p>1. will interact with the Lets Face it! program Domain of the Hierarchy of Facial Processing activities for minutes a day.</p> <p>2. <i>will write or dictate a <u>brief</u> reflection</i> regarding his/her learning in the area of social cognition following minutes of LFI! interaction daily.</p> <p>3. will review his/her progress in LFI! and his/her reflections with his/her teacher(s) at least once a week. Note: The program collects scores & data so this/her does <u>not</u> have to be recorded</p> <p>4. will let his/her teacher know if he has any concerns or questions, and provide feedback to his/her teacher(s) regarding `glitches` and suggestions for improvement for the program</p> <p>5. Parent,`s parent, and will meet with Teacherweekly to debrief and provide feedback, brainstorm solutions to problems, and celebrate successes.</p>

<p>.....'s IEP Social Communication Goal: Identity</p>	<p>Strategies to achieve goal</p>
<p>1. will improve his/her ability to develop his/her skills in correctly identifying faces of people by regularly engaging in activities which target and support growth in these areas.</p>	<p>1. will interact with the Lets Face it! program Domain of the Hierarchy of Facial Processing activities for minutes a day.</p> <p>2. will <i>write a brief reflection</i> regarding his/her learning in the area of social cognition following minutes of LFI! interaction daily.</p> <p>3. will review his/her progress in LFI! and his/her reflections with his/her teacher(s) at least once a week. Note: The program collects scores & data so this/her does <u>not</u> have to be recorded</p> <p>4. will let his/her teacher know if he has any concerns or questions, and provide feedback to his/her teacher(s) regarding `glitches` and suggestions for improvement for the program</p> <p>5. Parent,`s parent, and will meet with Teacherweekly to debrief and provide feedback, brainstorm solutions to problems, and celebrate successes.</p>

Tips for Teachers or therapists who write LFI! IEP goals:

1. Adults supervising the child's interaction with LFI! will use the student's personal daily scaffolded **LFI! Record** to record pertinent information. This provides information to update the child's IEP goals on a regular basis.
2. Strategy #1: Note the DOMAIN level of LFI! activities. For the LFI! Hierarchy of Face Processing please refer to LFI! website:
http://web.uvic.ca/~letsface/letsfaceit/sites/default/files/Hierarchical_%20Face_Model.pdf)
 Students need to demonstrate ability at a 100% accuracy (without prompts) for a minimum 2 attempts when interacting with the hands-on LFI activities accessed here:
<http://web.uvic.ca/~letsface/letsfaceit/?q=activities> at the lower 2 **Domains**, **before** they were allowed to engage with the Domain II and III computer games. Use professional discretion here as older students become offended at being presented with "childish" games. The exception is "Faces in Places" which is the only Domain I computer game (discerning a face in the world around them, and paying attention to it).
 We engaged the students in these Hands on games and the higher functioning students breezed through them rapidly, but others showed a surprising degree of difficulty discerning a faces from an object. (Domain I is Looking at Faces :Is it a face or not? Don't assume that a child pays attention to a face, test first! Children with ASD often do not see faces any differently than they would a chair or tree), Domain II a is Recognising Identity, and Domain II b is Recognizing Expression and Domain III is Understanding Faces.
3. Strategy #2 *wording* should be adjusted to the child's cognitive level and communication ability. It could include drawing faces of people he knows (identity) or expressions of emotions. For instance, one non-verbal boy with Down Syndrome drew pictures and signed his responses to his EA who wrote them down. An example of a strategy we used on his IEP was that he used his pre-knowledge of the rules of his favourite game, UNO, but used the time with his EA to match expressions and identity with LFI! "People Categories" Face Cards (in fact through his engagement with the new game we called "FUNO", we found an error in the game cards that no-one had previously noticed: there is no "sad" expression card for one person, just 2 "happy faces"). His face drawing post LFI! demonstrated a sudden cognition of facial features that had never appeared in any former drawing of faces in 7 years: his new faces had eyebrows (he was looking at eyes more frequently). The position of ears and arms was another change: formerly he drew no ears, but arms were drawn sticking out of the side of the head where the ears should be, "Mr. Potatoe Head" style. Afterward 2 months, there were ears drawn in the correct place, and arms were drawn under the head, starting at the neck area.
4. LFI! does not have to take a long time daily - one will see significant gains from just 10 minutes a day (I would suggest 30 average is better). My supervisors were concerned that LFI! time would be taken away from other important activities, so we agreed on 10 minutes playing time a day, with an additional 10 minutes for the reflections. This does not have to be strictly enforced though, if the child was showing signs of benefitting from the program (i.e. they engage in LFI! but not in any other activity). The +/-10 minutes for the debriefing afterwards is important writing, language, vocabulary and social

communications skills practice, so that time is flexible, and can be shortened or lengthened depending on the child's needs.

5. Others (friends, supervising adults: EA's, parents) should avoid engaging in any LFI! activity for the child (i.e. play games for him/her, point out faces on the screen etc.) as this will provide misinformation regarding his/her progress to his/her teachers. This is very much more difficult to do than one thinks, as the games are so engaging! It is easy for even an adult to lose track of time, so I recommend the use of a time-timer to limit playing time to allow enough time for the "debriefing that must follow each session.
6. If the adult(s) do have to prompt a child to use a strategy occasionally in a game, that is OK, but it should not happen all the time. For example, in the "Faces in Places" game, one could teach them the strategy of locating all 6 hidden faces before clicking on any of them (good impulse control practice!): seeing one shadowy face helps one see others. Strategy should be taught before the child starts playing, not during the game as it alters the time taken to achieve a certain score. Rehearse the strategy with the child the next day before starting LFI!, if necessary.
7. When the child plays LFI! games, the supervising adult should sit facing the child, not the screen, and be monitoring the child constantly for their verbal and non-verbal communications regarding their feelings. If the adult is facing the screen, watching the game, they risk not observing the child's signs of engagement (interest, joy, excitement), or warning signals of disengagement and emotional escalation (frustration, anger or sensory overstimulation) until it is too late. It is natural to share the child's interest (shared attention) but if the adult is too engaged with the game itself, important qualitative information is easily lost.
8. *****NB!!!** If the child feels frustrated with any activity, and indicates frustration or feeling overwhelmed /overstimulated in ANY manner, he/she should immediately be prompted by the adult supervising the activity to **stop the game immediately**, and try a different game type, or exit the program entirely. (One does not want the child to associate feelings of anger, frustration or being overwhelmed with the game in any way! EAs who know their student will be alert for idiosyncratic non-verbal behaviours). The adult should relate this information to the teacher either verbally or in the Teacher Notes section, as this is significant information that will inform further intervention... a pattern may emerge. (I had undergraduate trainee Spec Ed. teachers doing their practicums in the classroom and this really honed their behaviour observation skills!)
9. Overstimulation from excessive noise can easily occur if several children are playing the LFI! games in the same room at once. The sound track annoyed many of the older high functioning adolescent students, so it was muted. One can mute the sound or use headphones. Some games have voice over tracks saying the expression names that will then be lost - we lowered the volume level for those.
10. The "Data" file in the child's LFI! Program file will yield quantitative data regarding dates and times of engagement, duration of games, level achieved for any given game type (Domain, Identity or Expression) before frustration sets in, as well as automatization of skills (the child will achieve a certain score in a game faster every time they engage with it).
11. The child's LFI! Record should provide **qualitative data** on the child's development of social communication skills, self-awareness, and ability to respond appropriately.

- a. A child must always expect to engage in the RRR Framework of responses after playing LFI!. They will often want to avoid it, as it is cognitively demanding, but it is a firm expectation of both child and supervising adult. We found that "unpacking their thoughts" with a trusted adult helped their social cognition immensely. As teacher, one has to **budget time** for this activity in addition to the game time. It cannot be done when the bell rings and everyone is streaming out of the door! Using a time timer is helpful to keep everyone on track.
 - i. If the child really CANNOT respond, they can say so or indicate thus in a non-verbal manner. That is important information for staff - often it is an indicator of the level of anxiety the child is experiencing on any given day. If they cannot respond verbally (if they felt very anxious, frustrated or overwhelmed by the game, they may not be able to access language or produce speech), we asked them to indicate their feelings in a non-verbal manner by tapping a visual of a feeling, or they could draw a picture of what they wanted to tell us. Sometimes a child may need time to de-escalate before writing their response.
 - ii. The child may answer questions in all three levels of the RRR scaffolding, however, they may also just select ONE "R" to respond to, and not have to do all three every day. Note that the RRR Framework should be taught beforehand, and rehearsed in a number of alternative activities - writing, speaking in a group etc.
 - iii. The level of response demanded should be attainable given the child's cognitive ability. Some may never be able to Relate or Reflect, so a simple Retell response is accepted. If the child has higher cognitive ability, however, prompting to try a Relate or Reflect response is appropriate. We often just asked the child to try a new or different response everyday as we found it yielded interesting qualitative data as to their social skill development.
- b. The observation record of the child's behaviour and responses using the RRR Framework will help determine if the child struggles more with Identity or Expression, and either of the above IEP goal can be used (or both).
- c. EA's will have noted whether the child responded spontaneously to RRR Framework questions in an independent manner, or were unable to respond, or if they needed prompts before responding (how often, what type of prompt and number of prompts): is a record of prompt dependency. A factor that emerged for us as a team was that we realised that the children needed more time to think about their responses. Sometimes they would tell us insights they had had days after they played a game... the realisations took time to emerge in their consciousness and were often triggered when doing other social communication activities. We aimed for well thought out responses, not fast responses for the sake of getting one.
- d. Notes on other factors effecting the child's performance on any one given day are significant, as one has to be aware of such confounding variables like fatigue, hunger, pain, ill health, menstrual cycle for adolescent girls is significant, and other stressors (academic cognitive demands, noise in the school, parental discord etc.). ***If a child is overstimulated or stressed by other factors, they may perform poorly in a LFI! game due to a factor that is unrelated to

the social cognition demands of the game itself. We found that if a child became overwhelmed by playing an LFI! game that they usually enjoyed, it was a pretty good predictor to us that they would have challenges in other social situations that same day. It would alert us to inquire what the other stressors were, and support the child proactively by reducing demands and providing time in a calming space. The child may not know what those stressors are, or if they do know, may not be able to articulate them to an adult (often the case with non-verbal children). Refer to point 5 above.

- e. At the end of the term, we gave the higher functioning students their LFI! Record reflections* and drawings to look at, and they wrote a reflection of their own social skills development based on their own data! (*The edited version - we folded the last column over to hide teacher and EA comments and photocopied it). Some were able to see how far their social cognition had come by their own documented "Aha moments", a very meaningful metacognitive activity. We attached their reflections to their IEP's for their parents to read, which was extremely powerful. They wrote their insights in an essay, or dictated them to an EA, using the now familiar and well-rehearsed RRR framework, using examples they found in their LFI! record sheets. For instance, a 15 year old boy with ASD with an exceptionally wry sense of humour, annoyingly retold the same joke repeatedly to cover his feelings of social anxiety in group situations. He realised that the reason he did so was because he did not know the difference between a real and a fake smile. He could see the notes he wrote on day he when he learned to identify a real versus "fake" smile while playing an LFI! facial expression games and identifying "Happy" versus neutral. A while later he realised that people around him really didn't think his joke was funny the 50th time they heard it, and that he was getting a lot of "fake smiles". He abruptly stopped this socially irritating behaviour, but struggled to find an alternative replacement behaviour independently, and obviously missed being the "joker" of the group. We had noted the day we used the strategy listed in his IEP when we brainstormed a solution with him. He had decided to build his repertoire of jokes by looking up a new joke on the 'Net every morning. The adults (Teacher and EAs) who often interacted with him realised that they had inadvertently perpetuated the socially awkward behaviour by kindly (but inappropriately) fake smiling and laughing at his repetitive jokes - all day, every day for YEARS. We agreed to stop doing this, and when he retold a joke, we undertook to replace their own fake smiles with a neutral "Wasfunnyonce" prompt (this is an "Unthinkable" character from the [Superflex](https://www.socialthinking.com/Products/Superflex%20A%20Superhero%20Social%20Thinking%20Curriculum%20Package) curriculum <https://www.socialthinking.com/Products/Superflex%20A%20Superhero%20Social%20Thinking%20Curriculum%20Package> by Dr. Garcia-Winner that we integrated with LFI!). If we said "Wasfunnyonce", the boy agreed to write his joke on paper and put it in a "Wasfunnyonce" Joke Jail Box on his desk, and it

was not "allowed to escape" again. He immediately had to go and find a different, new (appropriate) joke, and when he told it, he got natural "real" smiles" of approval. By the end of 3 months, his Social communication IEP goal was achieved. It was a good learning experience for all involved.