Lake Ridge Community Support Services

**Social Networking:
Surfing the line between "epic win" and "epic fail"**

LRCSS
Lake Ridge Community Support Services

Objectives

- Understand

- Discuss

- Learn

Social Networking

- Internet-based service, website

- Social networks/ social relations

- Shared interests, activities, backgrounds, real-life connections

(Wikipedia: The Free Encyclopedia, 2013)

Types of Social Networks: Twitter

- 500 million active users (2012)

- Text-based messages (tweets) up to 140 characters

- Users "follow" other users

(Wikipedia: The Free Encyclopedia, 2013)

Twitter

- Publicly visible

- Tweets posted to your feed

- Topical tweets using hashtags (e.g. #BellLetsTalk)

(Wikipedia: The Free Encyclopedia, 2013)

Twitter

- Users can repost, or "retweet" another's tweet

- Can include pictures, links to other sites

(Wikipedia: The Free Encyclopedia, 2013)

Texting

- Brief, electronic messages between two or more mobile phones/ other devices

- Links, pictures, video, sound content

(Wikipedia: The Free Encyclopedia, 2013)

Texting

- Interaction with automated systems

- If someone has your phone number, a text can be sent to you

(Wikipedia: The Free Encyclopedia, 2013)

YouTube

- Video sharing website

- Can upload, view, share videos

- Comments on videos

(Wikipedia: The Free Encyclopedia, 2013)

Types of Social Networks

- Lots of other Social Networking sites (Linkedin, BlogTV, Google+, MySpace)

(Wikipedia: The Free Encyclopedia, 2013)

Facebook

- Over 1 billion active users

- Registration and user profiles

- Add other users as "friends"

(Wikipedia: The Free Encyclopedia, 2013)

Facebook

- Exchange messages, chat live, receive updates

- Post info on others' profiles

- Install apps that post info to profile

(Wikipedia: The Free Encyclopedia, 2013)

Social Networking and ASD:
So what's the problem?

ASD Features

Alienation, Manipulation, Exploitation

Deepening conflict with peers
Desperation for friendships

Cyber-bullying
Cyber-predators

Features of ASD that Directly Impact on Social Networking

- Lack of consideration/ understanding of social rules

- Difficulty with perspective-taking

- Black & White Thinking

(Attwood, 1998;McAfee, 2002)

Features of ASD that Directly Impact on Social Networking

- Intense focus on topics

- Impaired problem solving

- Emotion regulation difficulties

(Attwood, 1998;McAfee, 2002)

Lack of Consideration/ Understanding of Social Rules

- Common social behaviours
  - "netiquette" or social interactions

- Picking up social cues

- Applying knowledge of social rules

(Attwood, 1998;McAfee, 2002)

Difficulty with Perspective- Taking

- "Theory of Mind" underdeveloped

- Offensive, annoying behaviours

- Reluctant to apologize

(Attwood, 1998; Haskins et. Al., 2006; McAfee, 2002)

Black & White Thinking

- Following certain rules exactly/ expectation others will too

- Inflexibility in thinking

- Lack of consideration for context

(Attwood, 1998;McAfee, 2002)

Intense Focus on Topics

- Excessive talk about one or two topics

- Narrow range of activities

- Does not consider others' interests

(Attwood, 1998; Haskins et. Al., 2006; McAfee, 2002)

Impaired Problem-Solving

- Memory Impairments

- Inflexibility

- Context blindness

- Reluctant/ unable to ask for help

(Attwood, 1998;McAfee, 2002)

Emotion Regulation Difficulties

- Language and communication

- Social interaction

- Emotional expression

(Attwood, 1998;McAfee, 2002)

Emotion Regulation Difficulties

- Motor control

- Development of cognitive skills

- Neurophysiological factors

(Attwood, 1998;McAfee, 2002)

Social Networking: What can happen?

Correcting "facts" & spelling	Social Rules
	Perspective-taking
	B/W Thinking
	Intense focus

Social Networking: What can happen?

Expressing emotions in extreme ways	
	B/W Thinking
	Problem Solving
	Emotion Regulation

Social Networking:
What can happen?

Making threats

B/W Thinking

Problem Solving

Emotion Regulation

Social Networking:
What can happen?

Adding others' friends they don't know

Social Rules

Perspective-taking

Social Networking:
What can happen?

Making private info public

Social Rules

Perspective-taking

Intense focus

Problem Solving

Social Networking: What can happen?

Making offensive/ embarrassing statements

- Social Rules
- Perspective-taking
- B/W Thinking
-
- Problem Solving
- Emotion Regulation

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Social Networking: What can happen?

Reporting others' online behaviour/ content

- Social Rules
- Perspective-taking
- B/W Thinking
-
- Problem Solving
- Emotion Regulation

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Social Networking: What can happen?

Repeatedly contacting others without reply
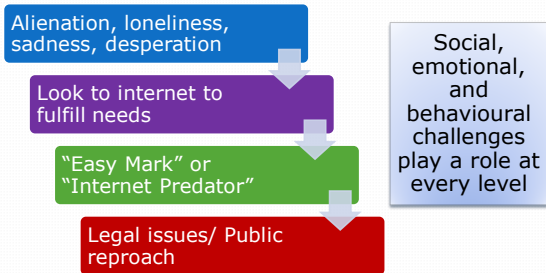
- Social Rules
- Perspective-taking
- B/W Thinking
-
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Cycle of Peer Victimization for Children with ADHD

Social Exile

Being Different
(ADHD characteristics)

Peer Victimization
(active social exclusion)

Social Isolation
(indirect social exclusion)

Beaten Down
(psychological/ emotional distress)
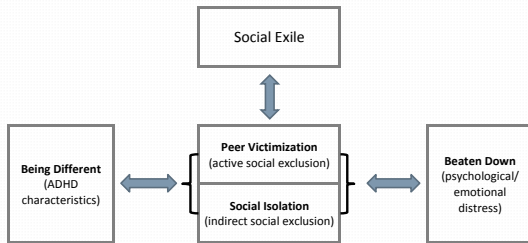
(Shea & Wiener, 2003)

Internet Predators: Potential Victims & "Perpetrators"

Alienation, loneliness, sadness, desperation

Look to internet to fulfill needs

"Easy Mark" or "Internet Predator"

Legal issues/ Public reproach

Social, emotional, and behavioural challenges play a role at every level

Surfing the Social Network: Useful Strategies and Tips

- Non-judgmental, supportive approach

- Education/ Discussion

- Basic behavioural principles

Surfing the Social Network: Useful Strategies and Tips

- Social skills training

- Emotion regulation training

- Behaviour contracts

Non-judgmental/ Supportive Approach

- Control vs. Guidance

- Avoid value judgements and reactive measures

- Think about knowledge/ skill deficits

Education/ Discussion

- Non-judgmental and supportive

- Proactive not reactive

- Educate yourself first

Education/ Discussion

- Inform but don't force-feed

- Explore together

Education/ Discussion

- www.connectsafely.org
- www.rcmp-grc.gc.ca/is-si/index.htm
  - RCMP site
- www.netsmartz.org
  - National Centre for Missing or Exploited Children site
- www.cyber-safety.com
  - Rob Nickel, cyber safety expert

Education/ Discussion

- www.cyberbullying.ca
- www.PublicSafety.gc.ca
  - Government of Canada
- www.deal.org
  - Government of Canada
- www.cybertip.ca
  - Tip line for reporting online sexual exploitation of children

Applied Behaviour Analysis

| Setting Event | Antecedent | Behaviour | Consequence |
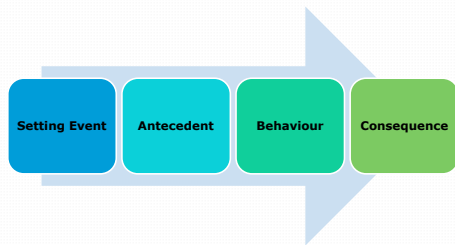
Applied Behaviour Analysis

Setting Events

- Affect how a person will response to a situation by temporally increasing or decreasing reinforcements in the environment

Applied Behaviour Analysis

Antecedents

- What happens right before the behaviour. What sets it off.
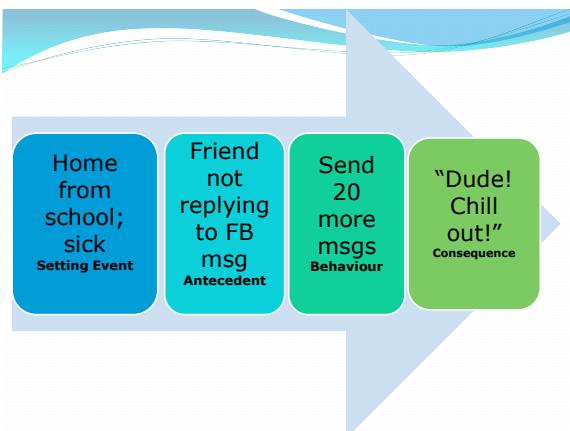
Applied Behaviour Analysis

Behaviours
- Anything we say or do
- ABA definition of Behaviour needs to be:
  - Observable
  - Clear
  - Concise
  - Mutually agreed upon

Applied Behaviour Analysis

Consequences
- What happens immediately following the behaviour

| Home from school; sick **Setting Event** | Friend not replying to FB msg **Antecedent** | Send 20 more msgs **Behaviour** | "Dude! Chill out!" **Consequence** |

Function of Behaviours

SENSORY
- "This feels good."

ESCAPE "I don't want to be here."
- Avoidance - "I don't want to do this."
- Delay - "How long can I put this off."
- Attenuation - "I won't do everything you want me to."

ATTENTION
- "I want you."

TANGIBLES
- "I want that."

Feldman & Ward, 1998

Social Skills Training

Instruction	• Describe the behaviour • Set Expectations
Modeling	• Demonstrate the behaviour
Rehearsal	• Practice the behaviour
Feedback	• Praise and Rewards • Corrections

Social Skills Training

Instructions:

Describe appropriate behaviour you want individual to do.

Social Skills Training

Instructions should be:

- Specific

- Age appropriate

- Presented at a level that the individual can understand

Social Skills Training

Instructions should be:

- Delivered by credible person

- Presented when attention secured

- Repeated by the individual

Social Skills Training

Modeling:

Correct skill demonstrated by teacher for student to imitate

Social Skills Training

Modeling should be:

- Live or symbolic

- Taught in the proper context

- Repeated

Social Skills Training

Modeling should be:

- Followed by an opportunity to rehearse immediately

- Age appropriate

Social Skills Training

Rehearsal:

- Opportunity to practice a skill after instructions or watching model.

Social Skills Training

Rehearsal should be:

- Possible for the student to perform
- Followed by feedback from teacher

Social Skills Training

Feedback involves:

- **Praise and reward** for correct display of the skill

- **Correction of errors** or further **instructions** to improve skill performance

Social Skills Training

Feedback should be:

- Given immediately

- Involve descriptive praise/ other rewards

- Include positive corrective feedback

Social Skills Training

Instruction	• Types of teasing • Appropriate response for each
Modeling	• Multiple examples & contexts • Visuals as needed
Rehearsal	• Multiple examples & contexts
Feedback	• Monitor use of skill • Be non-judgmental

Emotion Regulation Training

- A process of being able to control, modulate, and modify emotional arousal (positive or negative) to enable your child to function adaptively.

Emotion Regulation Training

- Step 1: Emotions
- Step 2: Self-Awareness
- Step 3: Release Strategies
- Step 4: Create Coping Plan
- Step 5: Prompting
- Step 6: Reinforcement
- Step 7: Practice

Behaviour Contracts

- "...a document that specifies a contingent relationship between the completion of a specified behaviour and access to, or delivery of, a specified reward such as free time, a letter grade, or access to a preferred activity."

(Cooper, Heron & Heward 2007)

Behaviour Contracts

They must:

- Be objective

- Be written at a level comprehended by all parties

- List outcomes for all parties

(DeRisi & Butz, 1975)

Behaviour Contracts

They must:

- List consequences for breaking

- Be signed by all parties

- Be reviewed monthly and modified as necessary

(DeRisi & Butz, 1975)

Developing a Contract

1. Select target behaviour

(DeRisi & Butz, 1975)

Developing a Contract

2. Describe component behaviours that define the target.

- Be objective
- Include parent behaviours
- Behaviours must be trackable

(DeRisi & Butz, 1975)

Developing a Contract

3. Identify rewards to motivate

- Internet contracts have rewards built-in:
  - Parents – **safer** use
  - Teens – privilege of use

(DeRisi & Butz, 1975)

Developing a Contract

4. Determine how behaviours will be tracked.
- Monitoring programs (e.g. key-logger)
- Checking browser history
- Adding parents to social networks
- POS Checks
- Honour principle
- Parent access to login info of teens

(DeRisi & Butz, 1975)

Developing a Contract

5. Make sure all parties can understand.

- Write contract together, if possible

(DeRisi & Butz, 1975)

Developing a Contract

6. Collect data.

- Be diligent
- Predetermine rates & times

(DeRisi & Butz, 1975)

Developing a Contract

7. Troubleshoot contract if no improvement.

- Loopholes?
- Enough motivation?
- Too complex, lengthy?

(DeRisi & Butz, 1975)

Developing a Contract

8. Rewrite contract as needed.

(DeRisi & Butz, 1975)

Developing a Contract

9. Continue monitoring, troubleshooting, and rewriting until improvement seen.

(DeRisi & Butz, 1975)

Sample Contracts

- Handout – Sample Behaviour Contract

- Handout – Sample "Internet Rules"

Sample Contracts

- http://http://www.cyberbullyingbook.com/Internet_use_contract.pdf

- http://www.cyberangels.org/docs/agreement.pdf

- http://www.safesurfingkids.com/online_rules.htm

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Questions

THANK YOU!
(and TTYL)

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