

# ADVANCED CURRICULUM

## SOCIAL

	SKILL	DESCRIPTION	COMMENTS
	<b>Discriminates between sarcasm, truth, banter, and bullying</b>	When given or shown scenarios s/he can discriminate in a structured setting. BST and specific social skills interventions are likely required for real life settings	
	<b>Gives compliments</b>	Reciprocates compliments, gives compliments and, if s/he can't say anything kind, s/he learns to be quiet	
<b>3</b>	<b>Loses graciously</b>	Accepts to lose. Does not display challenging behaviour when losing at a game or activity	
	<b>Negotiates</b>	When faced with another person disagreeing or wanting to do something different, s/he finds a compromise (e.g. taking turns)	
	<b>Lets go</b>	Moves on from issues that have been dealt with. Does not dwell on problems that have been resolved, does not continuously bring up the problem or event when a solution has been found and applied	

### ABSTRACT REASONING: cause and effect, inferences, predictions, problem-solving, private events, and perspective taking

<b>1</b>	<b>Cause and effect - why/because factual</b>	Provides reasons regarding conventional actions. Why or When questions can both be used. For instance: "Why do you use an umbrella?" - "Because it rains", "Why do you put sugar in tea?" - "To make it sweet"	
<b>2</b>	<b>Why/because events and intentions</b>	Provides reasons as to why someone may have carried out a specific action (tacts controlling variable) based on a video or story (e.g. "Why did he come back to the house?" - "To get the umbrella")	

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<b>Discriminates between true/false, possible/impossible</b>	When provided a with a series of verbal statements, s/he says whether they are true or false, possible or impossible, fact or fiction, fantasy or reality. For instance: "A banana is blue" - "False". "A pig can fly" - Impossible". "There are dragons in the garden/Dinosaurs exist" - "False". "I am going to win the lottery" - Fantasy"	
<b>Simple inferences - visually or auditory based</b>	Tacts the controlling variable for the tact. For example: "What is dog doing?" (visual act) - "Scratching at the door". "What does he want to do?" (inference) - "Go out". "How do you know he wants to go out?" (Tacts controlling variable and sensory source) - "Because I SEE that he is scratching at the door"	
<b>Simple inferences - intraverbal</b>	As above, but the event is verbally reported, not viewed or heard (e.g. plates banging - loading dishwasher, hear cicadas - must be summer) For instance: "I have a hose in my hand and am looking at a house on fire. Who am I?", "Why do you say that?"	
2	<b>Story-based inferences - concrete information</b>	After having heard a story, s/he answers questions and deducts the relevant information from relevant verbal cues and explains the source of control. For example: "When the whistle blew, the children jumped and because I was close by I got wet. Where are the children?", "What are they doing?", "How do you know?"
<b>Problem solving - direct experience</b>	When faced with a personal problem, s/he applies concrete solutions and explains why s/he has done so (e.g. When the iPad turns off, s/he checks if it is out of charge. When the pen stops working, s/he sees if the ink has run out	
<b>Problem solving - tact</b>	When presented with a scenario on picture or video that shows a character facing a problem, s/he suggests possible solutions and explains why. Solutions can be presented in picture form, the child must explain each one and give reasons as to why each does or does not apply. Multiple answers could be appropriate.	
<b>Problem solving - story</b>	When presented with a short story where the character has a problem, s/he verbally reports the problem and generates possible solutions	

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2	<b>Guiding (seeing/not seeing)</b>	Guides someone who is blindfolded across an obstacle course. Guides someone across an obstacle course using gestures.
	<b>Private events inferences</b>	When presented with a short story, s/he tacts the corresponding emotions and explains the source for the response (e.g. "She held the register in her hand and was walking crossly in the corridor. When they saw her the children ran back to their classrooms")
	<b>Predictions - do</b>	When presented with a verbal event, s/he predicts the character's nonverbal behaviour (do), given a statement about the current context (motivation or discriminative stimuli). For instance: "It's dad's birthday. His favourite sweet is chocolate. What will mummy do?"
	<b>Predictions - say</b>	When presented with a verbal event (visual is possible), s/he predicts the character verbal behaviour (say), given a statement about a character's current context (motivation or discriminative stimuli). For instance: "It's dad's birthday. His favourite sweet is chocolate. Mummy goes to the bakery, what will she say to the baker?"
3	<b>Predictions - think</b>	When presented with a verbal event (visual is possible), tacts a character's private verbal behaviour (think), given a statement about a character's current context (motivation or discriminative stimuli). For example: "It's dad's birthday. His favourite sweet is chocolate. Mummy goes to the supermarket and sees some chocolate bars, what is she thinking?"
	<b>Complex social problem solving</b>	When given a social problem, in first or third person, s/he offers a socially appropriate solution (e.g. "Jane finds a wallet on the floor...")
	<b>Predictions: third party private event - story based</b>	Reports a character's verbal and nonverbal behaviour (think/say/do/feel) based on that person's motivation, discriminative stimuli, and private events. For instance: "Sarah is very shy, she doesn't like going to places with lots of people. Her friend invites her to her birthday party... What do you think she will do/say/think?"

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<b>Predictions: single event, multiple people</b>	Reports verbal and nonverbal behaviour (think/say/do/feel) of two characters in the same event but with different private events. For example: "Jane invites her friends to her party. Mary loves chatting and meeting new people. Sarah is very shy. What will Mary say/think/do? How about Sarah? Why?"	
<b>Visual perspective taking</b>	Tacts what someone can and can't see in the environment based on their positions (e.g. "Who can see X? Who can't see Y?")	
<b>Visual perspective taking</b>	When presented with the same stimulus that can be tacted differently based on one's position, s/he tacts how someone (and her/himself) is seeing something, for example a 9/6	
<b>3</b>	<b>Perspective verbal conditional discrimination with pronoun reversal</b>	When given a series of verbal statements regarding one's context or s/he is presented with the context, s/he makes the appropriate pronoun reversal and predicts the new context for that person. For instance: "If you were sitting in my chair, what colour would your chair be?", "If I were you what number would it be to me? (6/9)"
<b>Seeing leads to knowing - not seeing, not knowing</b>	Discriminates another person's discriminative stimuli. Matches the sensory modality to the source of stimulus control and provides an explanation. For example: "Who can see in this room?", "Who can't see?", "Who knows what colour is the thing you are holding right now?", "Why?"	
<b>Hearing leads to knowing - not hearing, not knowing</b>	As above, but with hearing	
<b>Theory of mind games</b>	Playing tricks, manipulating another person's discriminative stimuli to guide their behaviour (creating false beliefs)	
<b>Theory of mind stories</b>	Stories with false belief and deception (strange stories - advanced comprehension)	