

## LESSON 3: NONVERBAL COMPONENTS TO CONVERSATION (“TLC”)

### Objective

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Student will learn to “turn, look, and check their space” (TLC) in a conversation.

### Lesson Outline

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Lesson 3: Nonverbal Components to Conversation (“TLC: Turn, Look, & Check your space”)

**Note: Milo walks in Lesson 3. Prior to starting the lesson, please make sure that the robot is on a table surface that he can walk on or put white/tan paper under Milo for him to walk on. Also make sure the student tablet is positioned away from Milo’s feet for this particular lesson.**

- Social Narrative (definition): “TLC”: TURN, LOOK, & CHECK YOUR SPACE.  
When you’re in a conversation, people should try to:
  - ↳ **TURN:** turn your body to your friend,
  - ↳ **LOOK:** look at the friend’s face,
  - ↳ **CHECK YOUR SPACE:** be close enough but not too close to the friend.
- Student will identify TLC in video models

### Vocabulary

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- TLC = turn your body to the speaker, look at their face, and check your space.
- Turn = turn your body to your friend
- Look = look at the friend’s face
- Check your space = be close enough but not too close to the friend

## Target behaviors

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- Turn your body to your friend
- Look at the friend's face
- Check your space

## Milo-led Interaction

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**Procedures:** repeat until child meets mastery criteria

1. Milo uses social stories and video modeling to introduce TLC.
2. Student will identify TLC in video models.

## Facilitator-led Interaction

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**Before you get started... familiarize yourself with the following social narrative and visual supports for this lesson.**

### Social Narratives:

1. **TLC:** When you are in a conversation, you should try to:
  - ↳ **TURN:** Turn your body to your friend
  - ↳ **LOOK:** Look at the friend's face
  - ↳ **CHECK YOUR SPACE:** Be 2 big steps away from your friend. Not too close, and not too far. Close enough but not too close to the friend.

We call this TLC. When we use TLC in conversation, it shows that you are talking to your friend. TLC is what you do with your body to show that you are in the conversation.

## STRUCTURED PRACTICE

### Activity 1: TLC Charades (Pair Or Small Group Activity)

**Explanation of Activity:** Players will take turns drawing icons for “too close,” “too far,” and “right space”. On each turn, the player will act out the proximity description on their card. The other player will then “guess” the best descriptor for the way the partners are standing.

**Materials:**

- Multiple copies of visual icon cards made from template on “TLC Charades Card Deck” on page 174, copied, cut, and laminated to make a complete deck.
- Visual supports (“Check Space” on page 175)

**Facilitator’s Introduction:** “Now, we are going to play TLC Charades! We are going to look take turns drawing a card. Each card will have one of Milo’s icons for too close, too far, or right space. We will act out Milo’s icon, and check our space. Are we too close, too far, or just right? Let’s play!”

**How to Play:** The facilitator and student will take turns drawing cards (“TLC Charades Card Deck” on page 174). On each turn, one partner will stand still while the other partner demonstrates the proximity (too close, too far, right space). Then, the other partner will guess “too close/too far/right space.” If the card is “too close” or “too far,” the student must “check his/her space” and correct the proximity error before the turn is finished. If the student is unable to correct the error, he/she must draw again.

**Expected Response:** Student names the correct description by pointing to or saying the descriptor on the icon (i.e., too close, too far, right space)

- **Correct Response:** Verbal Praise
- **1st wrong response/no response:** “Remember, when people are in a conversation, they should. They should be 2 big steps away from their friend. Not too close, and not too far. Try again.”
- **2nd wrong response/no response:** “Remember, when people are in a conversation, they should check their space (point to icon for ‘check their space’). They should be 2 big steps away from their friend. Not too close, and not too far. Try again.”
- **3rd wrong response/no response:** “Let’s look together. When people are in a conversation, they should check their space (point to icon for ‘check their space’). They should be 2 big steps away from their friend. Not too close, and not too far. These friends were \_\_\_\_\_.”

## Activity 2: Making my TLC Book

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**Explanation:** The facilitator and student create scenes on paper, utilizing pictures from a magazines or catalogs. The student may take home his/her book to read and share.

### Materials:

- Visual supports (“Check Space” on page 175)
- Visual supports (“TLC” on page 176)
- Scissors
- Glue/glue stick
- Construction paper
- Stapler

Before you begin the book with the student, print and glue a copy of the TLC social narrative and visual support to the first page of the book. On each page that follows, glue the icon for “turn” “look” and “check space” IN THAT ORDER. For check your space, you may want to make sections of the paper to show “too close” “too far” and “right space”.

**Facilitator’s Introduction:** Today we are going to make a book about TLC. Remember, when you are in a conversation, you should try to (reference visual support):

↳ **TURN:** Turn your body to your friend

↳ **LOOK:** Look at the friend’s face

↳ **CHECK YOUR SPACE:** Be 2 big steps away from your friend. Not too close, and not too far. Close enough but not too close to the friend.

We call this TLC. When we use TLC in conversation, it shows that you are talking to your friend. TLC is what you do with your body to show that you are in the conversation.

For our book today, we are going to make a page for each one of these ideas. First, let’s look through this magazine together. Let’s look for people who might be in a conversation. Next, we will cut out these people. When we are finished, we will glue them into your book to show the people doing good TLC.

**How to play:** Look through magazines and catalogs with the student, specifically looking for individuals already in a conversation, OR good pictures of individual people whose space can be manipulated to best illustrate the idea. For “turn,” we recommend an upper and lower quadrant with the upper quadrant showing people facing away from each other, and the lower quadrant showing people facing each other. As previously noted, we would

also recommend creating 3 sections for “check your space” so that the student ends on a good example of what TO do, rather than what NOT to do.

**Expected Response:** Student places the cut outs in appropriate orientation to each other to illustrate the target skill.

Utilize the standard robots4autism hierarchy by:

1. Repeat the social narrative appropriate to the target skill.
2. Repeat the social narrative appropriate to the target skill WHILE pointing to the visual support.
3. Repeat the social narrative appropriate to the target skill while pointing to the visual support, but conclude by telling the student the target response.

## NATURALISTIC PRACTICE

Throughout the child’s school day, find naturalistic opportunities engage in conversations with others using TLC.

Be sure that familiar adults and peers across the student’s environments have access to the appropriate visual supports and social narratives for this lesson’s target: TLC. This means that the student’s potential communicative partners will need to have access to and understand visual supports for TLC, as well as the descriptive social narratives. Instruct these target individuals in how to utilize the visual supports to promote the student’s success. Remember, it will be easier for the child to use TLC with adults more than peers, and with familiar people more than unfamiliar people. Therefore, to promote the student’s optimal chance for success, we suggest that the student move through activities interacting with people in the following order:

1. Familiar adults (i.e., facilitator, therapist)
2. Familiar peers
3. Unfamiliar adults
4. Unfamiliar peers

Be sure to instruct potential communicative partners about the standard robots4autism cueing hierarchy.

1. Repeat the social narrative appropriate to the target skill (verbally)
2. Repeat the social narrative appropriate to the target skill WHILE pointing to the visual support
3. Repeat the social narrative appropriate to the target skill while pointing to the visual support, but conclude by telling the student the target response.

In this case, when targeting the nonverbal components of conversation (TLC):

- **Correct Response:** Verbal praise
- **1st wrong response/no response:** “Remember, in a conversation, it is good to use TLC. You can (point to icons of ‘turn,’ ‘look,’ and ‘check space’) Let’s try again. (Repeat question).”
- **2nd wrong response/no response:** “Remember, in a conversation, it is good to use TLC. You can (point to icons while saying aloud) turn, look, and check your space. Let’s try again. (Repeat question).”
- **3rd wrong response/no response:** “Remember, in a conversation, it is good to use TLC. You can (point to icons while saying aloud) turn, look, and check your space.

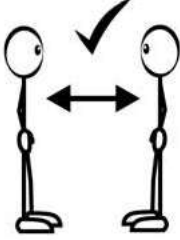
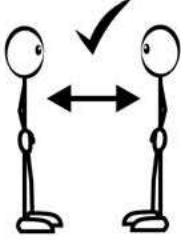
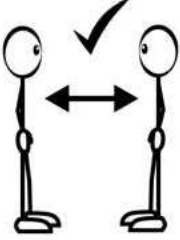
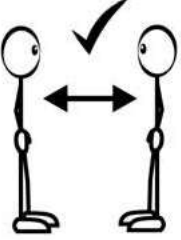
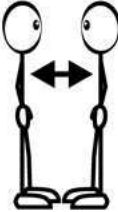
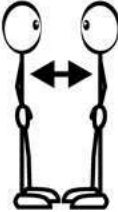
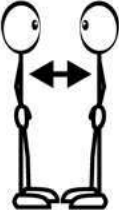
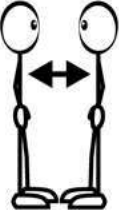
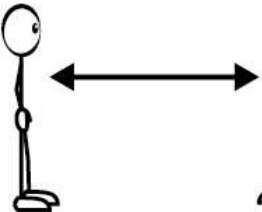
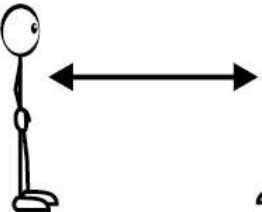
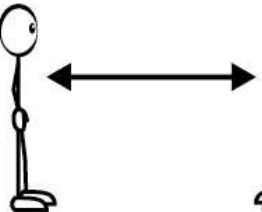
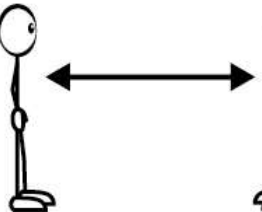
**Take it home:** Write an individualized social narrative for the student to address their specific challenges with TLC and what can be done to solve it. See “Appendix B Writing a Social Narrative” on page 939 for robots4autism procedures on writing Social Narratives.

**For example:**

Sometimes I stand too close to people.  
 When I stand too close, it makes my friends feel uncomfortable.  
 I can try to check my space.  
 If I am too close, I can try to take a step back.  
 My friends are happy when I check my space.

The facilitator and other familiar adults (including parents and caregivers) should be encouraged to read the social narrative with the student at a time when the student is emotionally regulated, in a relaxed and non-confrontational way. The social narrative should be used both at school and at home.

### TLC Charades Card Deck

			
Right Space	Right Space	Right Space	Right Space
			
Too Close	Too Close	Too Close	Too Close
			
Too Far	Too Far	Too Far	Too Far

# Check Space

