Please enjoy this complimentary excerpt from *Social Skills Success for Students With Asperger Syndrome and High-Functioning Autism* by Richard Simpson and Ellen McGinnis-Smith. In these figures, you will get discussion samples and exemplars used to instruct listening without interrupting as well as an evaluation rubric.

**LEARN MORE** about this title, including Features, Table of Contents and Reviews.
Initial Instructional Steps

- Look at the person
- Stand at arm’s length distance
- Use positive body language
- Do not talk while the other person is talking
- Listen, and then after the other person stops talking, politely share what I have to say

Clarifying and Discussion Illustrations: Listening Without Interrupting

- Look at the person who is talking
- Carefully listen to what the person who is talking is saying
- After the other person finishes talking, I need to listen with my ears, look with my eyes, and think about what I heard and saw
- After the other person has stopped talking, I may have my turn to talk
- When it is my turn to talk, I need to stay on the same topic as the other person
- When I talk, I will say what I want to say and then give the other person a chance to talk
- When I talk, I can politely give my opinion, even if it is not the same as another person
- After I talk, I need to politely and quietly give other people a chance to talk
- After the person has finished talking, it is OK to make positive comments
  - For example, “I think I understand what you are saying”
  - For example, “I agree with what you are saying”

Skill Steps: Accepting Another Person’s Opinion

- Listen without interrupting
- Think about what is being said
- Say to myself, “Everyone can have a different opinion”
- Comment in a respectful way

Clarifying and Discussion Illustrations: Accepting Another Person’s Opinion

- If the person who is talking says things I agree with, I can
  - Nod my head up and down to show I understand and agree with what the person is saying
  - Listen politely without saying anything
- If the person who is talking says things I don’t agree with, I can
  - Nod my head up and down to show I understand what the person is saying
  - Listen politely without saying anything
- When I talk, I can politely give my opinion, even if it is not the same as another person’s
Figure 4.5 was also used by both Jackson’s social skills support team and Jackson himself to evaluate performance and progress. Jackson increasingly became interested in his progress using this rubric and independently monitored his program on a weekly basis.

**Step 3: Role-Play and Practice Opportunities**

Phase 3 of the program involved Jackson role-playing listening without interrupting and accepting perspectives of peers and teachers. As discussed in the first example, this was initially done in one-on-one sessions with his teacher. After Jackson and his teacher reviewed each of the task-analyzed steps linked to the target behaviors, Jackson was assisted in verbalizing and role-playing each step. Next, Jackson role-played the entire sequence with his teacher. During these early-stage role-play sessions, Jackson’s teacher created different scenarios involving ways to respond to different beliefs, opinions, and perspectives. This phase of role-play training included Jackson’s teacher providing feedback, social reinforcement, and coaching. This phase of role-playing also focused on making program adjustments and adding additional program supports. For example,

---

**Figure 4.5** Evaluation rubric for listening without interrupting and accepting another person’s opinions

<table>
<thead>
<tr>
<th>Listening Without Interrupting:</th>
<th>Positive Actions After Careful Listening:</th>
<th>Stays on Topic and Takes Turns Talking:</th>
<th>Different Opinions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks at person talking</td>
<td>Makes positive comments and/or gestures after person talks</td>
<td>Takes turns talking</td>
<td>Looks and listens to different opinions without interrupting</td>
</tr>
<tr>
<td>Listens to what person talking is saying</td>
<td></td>
<td>Listens after taking turn at talking</td>
<td>Positive or neutral comments and/or gestures after person talking gives different opinions</td>
</tr>
<tr>
<td>Listens with ears, eyes, and thinks about what was said</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 = Needs Improvement
2 = Fair
3 = Good
4 = Excellent