Tips and Strategies: Sharing

- **Guiding Questions and Expected Responses:**
  - How can you ask someone to share with you?
    - You can say something like "Can I play with that too?" or "Can we share the toys?".
  - Why is it important to share?
    - It is important to share because allows our friends to play with us.
  - How does sharing make our friends feel?
    - Sharing makes our friends feel happy and included in the activity.
  - What should you do if someone does not want to share something right now?
    - You should walk away and find something else to do until the person is done with the object you wanted.

- **Tips and Strategies to Practice Sharing:**
  - Role-play with parent/caregiver
  - Practice with a sibling/neighbor/friend
  - Practice in the natural environments where the skills take place (school, community, etc.)
  - Use the skills during play or leisure activities either at home or in the community
    - Play activities using blocks, Legos, cars, dolls, etc., crafts with various materials
  - Use various cues/prompts:
    - **Verbal Cues:** Ask a question that suggests a response (e.g. "Can you ask her to share?") or "comment on other people's actions" (e.g. "She shared the toy with you.") (Watling & Spitzer, 2018, p. 411)
    - **Visual Cues:** Picture prompts that demonstrate skills (e.g. giving an object to another child), Pointing or gesturing to objects to share (Watling & Spitzer, 2018)
  - Demonstrate how to appropriately complete skills (modeling) (Kramer & Hinojosa, 2010)
  - Ask higher order questions (e.g. "How do you think our friends feel when we don't share?") (Kramer & Hinojosa, 2010, p. 245)
  - Give feedback (e.g. "You did a nice job asking to share.") (Kramer & Hinojosa, 2010, p. 245)
  - Teach child to verbally instruct themselves on what to do (e.g. "I will walk up to him and ask to share the toys.") (Kramer & Hinojosa, 2010)
  - Create a mnemonic for the child to use to remember skills (Kramer & Hinojosa, 2010)
  - Video feedback - record the child demonstrating the skill and allow them to watch the footage to analyze their performance
  - Social Autopsies/Social Dissection (OCALI, n.d.):
    - Analyze social situations from the child's life to determine social errors and how to correct them
    - Analyze social situations in cartoons/movies
  - Continue to use other evidence-based interventions that are effective for your child (Social Stories™, scripts, etc.)

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References

Kramer, P. & Hinojosa, J. (2010). *Frames of reference for pediatric occupational therapy* (3rd ed.). Lippincott Williams & Wilkins.

OCALI. (n.d.). Social autopsy. https://www.ocali.org/project/resource_gallery_of_interventions/page/social_autopsy

Watling, R. & Spitzer, S. L. (Eds.). (2018). *Autism across the lifespan: A comprehensive occupational therapy approach* (4th ed.). American Occupational Therapy Association, Inc.