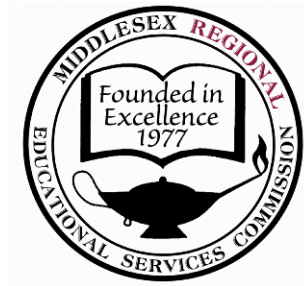


**MIDDLESEX REGIONAL
EDUCATIONAL SERVICES COMMISSION**



**SOCIAL SKILLS
CURRICULUM**

Approval pending by the MRESC Board of Directors

Acknowledgments

This curriculum was developed by the MRESC Social Skills Curriculum Committee, which consisted of the following staff members:

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Their time and skill in researching, developing, and revising these programs is very much appreciated. Alignment with the New Jersey Core Curriculum Content Standards was completed by Debbie Bussiere. Word processing assistance was provided by Denise Fani. Graphics were provided by Emily Bandelt and Marie Rocco.

It is the hope of this committee that this curriculum will assist teachers, therapists and parents to help individuals with developmental disabilities reach their potential.

Erik R. Solberg, Ph.D., BCBA
Social Skills Committee Chairperson
August, 2010

Preface

The learning of appropriate social skills by students with developmental disabilities provides the basis for their independence in domestic, community and vocational settings. Success in life depends not only upon our skills and abilities but upon how well we relate to our parents and relatives, our friends, our teachers, our co-workers, and to the community at large. Students with moderate to severe disabilities may not have learned the important skills that make up this curriculum by watching and interacting with other people by themselves. It is therefore up to their teachers and parents to systematically teach these skills.

This curriculum is a tool that can be used in a school or home program to systematically improve social skills. Careful assessment, consistency among teachers, motivating materials, effective reinforcement, fading of prompts, supervised practice, and data collection are necessary components of an effective program.

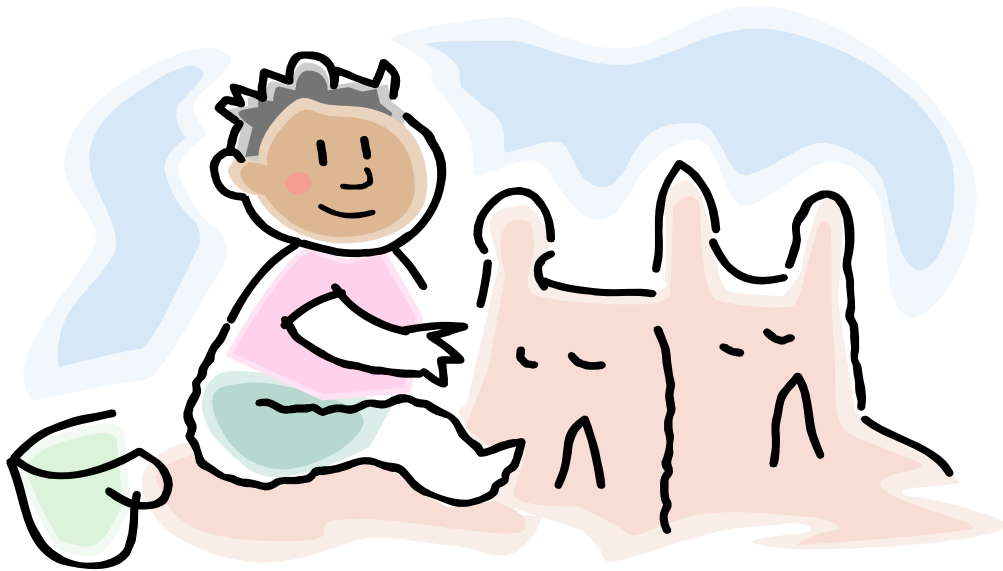
It must also be emphasized that personal hygiene skills are a prerequisite for social interactions. Programs for the teaching of these skills are not contained in this curriculum, but may be found in the MRESC Consumer and Family Life Curriculum as well as other resources.

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I. LEISURE SKILLS

Leisure skills are important at all ages of life. In addition to tasks that a student would engage in independently, these skills involve learning how to interact with another person through appropriate social contexts and common interests. The goal of this area is to teach the learner to interact in creative, flexible, purposeful and imaginative interactions independently or with a partner or group. Using leisure time is one of the beginning steps in social development for children and is fundamental for teaching. As children grow older, these skills are expanded to include recreation activities that they will need to learn in order to appropriately structure their free time when they are alone or with others.



Leisure Skills

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MRESC: SOCIAL SKILLS CURRICULUM

Leisure Skills

Outdoor Activities

Playground Play Stations

On a 3x5 index card write and use visual cues for each of the four different playground activities. Each card should outline specific things to do on the playground and “how to” details. The cards can be used as non-verbal cues and promote independence by teaching your students to follow a structured outline of behavior and language expectations.

I Can:



“Swing”

1. Get on a swing
2. Push a friend
3. Ask a friend to push me
4. Take turns
5. Be careful walking near a swing

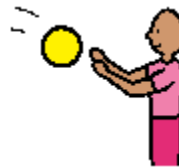
I Can:



“Slide”

1. Climb up a ladder
2. Be careful climbing the ladder
3. Slide down the slide
4. Move away from the bottom of the slide
5. Take turns

I Can:



“Catch”

1. Ask a friend to play catch with me
2. Take turns
3. Throw the ball to my friend
4. Catch the ball

I can:




Jungle Gym


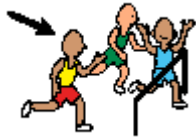

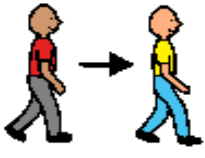
1. Climb on ladders
2. Swing on rings
3. Swing on bars
4. Climb on monkey bars
5. Be careful when I walk under jungle gym.

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Leisure Skills

Indoor Activities





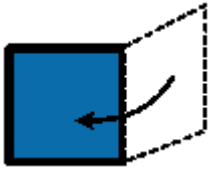

Teaching Games: The visual schedules below may help a student know what is expected. Sample games include: Candy Land, Bingo, Chutes and Ladders and Connect Four.

Playing a Game 

1. Take turns 
2. Listen to my friends 
3. Cooperate and be a good sport 
4. If I lose, I say, "I had fun, I will try again next time" 
5. When I win, I say "Thanks" I had fun, good game" 
6. Follow the rules 

Reading a Book: This also can be taught using a visual schedule. Any book can be used to help students learn how to read a book or look at a magazine independently.

Reading a Book

1. Get book 
2. Bring to table 
3. Open book 
4. Turn page 
5. Close book 
6. Put away 

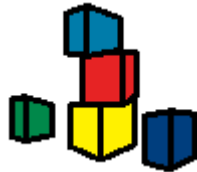
Indoor Play Activity Schedule: This schedule can be used during Directed Play Activities within the classroom. You can change the format of the schedule based on what your students enjoy playing with. Below is a sample of a play activity schedule that can be used within the classroom

Indoor Play Activity Schedule

1. Choose a puzzle



2. Build with blocks



3. Listen to music



4. Play on the computer



5. Choose a toy



MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

Play Preference Inventory

Recorder: _____

Dates of Observation: _____

	Novice Player 1	Novice Player 2	Expert Player 1	Expert Player 2	Expert Player 3
Play Materials: What toys or props does the child most often use or prefer? Describe features if applicable (e.g. prefers round objects that can be spun, toys that move, realistic toys)					
Interactions with play Materials: How does the child interact with toys? (e.g. prefers to spin objects, lines up toys, conventional use of realistic objects?)					
Play Activities: What play activities does the child prefer? (e.g. roughhousing, quiet play, hide and seek, constructive play)					
Play Themes: What play themes does the child prefer? (e.g. familiar routines as grocery store or house, invented stories, fantasy play)					
Peer Play: With whom does the child prefer to play? (may be no one or more than one person and may depend on the type of activity)					
Additional Observations:					

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

Profile of Individual Play Characteristics

Novice Player's Name: _____

Recorder: _____

Observation Date: _____

Characteristics	Descriptions
Symbolic Dimension: No interaction Manipulations Functional Symbolic/Pretend	
Social Dimension: Isolate Orientation Parallel/Proximity Common focus Common Goal	
Communication: Functions Means	
Play Preferences: Materials Activities Theme Peers	
Additional Remarks:	

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

Social Play Checklist Level 1

Student: _____

Observation Date: _____

Skill	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Sustains independently play for 15 minutes with close-ended toys i.e. puzzles			
Plays parallel for 15 minutes, close to peers with close-ended toys.			
Plays with open ended toys i.e. blocks, trucks, logs (builds)			
Imitates movement with objects			
Imitates peers with peer leader in songs, Simon says, etc.			
Imitates up to 4-6 actions in play routines			
Takes a turn for 5 turns with concrete toys i.e. blocks, potato head, swings etc.			
Sustains imaginative play i.e. restaurant, doctor, trucks, etc. for 15 minutes with adult.			
Shares toys			
Trades toys			
Stops when peer says "stop"			
Ends play appropriately			
Cleans up toys when done			
Joins in small group free play			
Plays functionally with playground equipment/sustains peer play			
Can sit and play simple game with adults directing			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

The Social Play Checklist Level 2

Student: _____

Observation Date: _____

Skill	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Can engage in non-physical play			
Can play on own up to 30 minutes			
Can follow playground rules			
Asks 1-3 peers to play their choice			
Can joint play/build/work on simple project together.			
Asks 1-3 peers to join in their play			
Sustains play up to 20 minutes with peers.			
Let another child choose a toy first			
Tolerates other's choice in play.			
Can play 2-3 ball/outdoor games for 20 minutes with a group of 5 peers			
Accepts being called "out"			
Accepts losing games			
Wins gracefully			
Uses free time appropriately			
Plays and sustains board games			
Shifts play ideas with others and sustains			
Follows play/understand game/who's "it"			
Imitates actions/speed of actions			
Follows auditory directions-time, sequence directionality (first, middle, 2 nd from last.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

The Social Play Checklist Level 3

Student: _____

Observation Date: _____

Skill	Yes/No 1:1	Yes/No In Group	Yes/No Natural Setting
Sustains play of choice with group for 30 minutes			
Sustains play of other's choice for 20 minutes			
Sustains play: ball games for 30 minutes			
Sustains play: other games e.g. tag, chase etc.			
Will join in recess play willingly			
Deals with teasing appropriately			
Stays with team-follows team in game/cheering/rules			
Accepts ideas/changes in game			
Cheers others on			
Awareness of pop culture games/play			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 1.2B, 1.3B, 3.1D, 3.3A, 3.4A

Program: Imitates Actions in Song and Finger Play

Prerequisite Skills: Attending, motor imitation, vocal imitation

Procedures: See the following pages for a task analysis of each individual song or fingerplay.

Instruction	Response	Start Date Baseline	Date Mastered
1. Twinkle Twinkle Little Star			
2. Itsy Bitsy Spider			
3. Happy and You Know It			
4. Days of the Week			
5. Where is Thumbkin			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 1.2B, 1.3B, 3.1D, 3.3A, 3.4A

Program: Twinkle Twinkle Little Star

Prerequisite Skills: Attending, motor imitation, vocal imitation.

Procedures: Sing and demonstrate song for student. Begin with a full physical prompt if needed and fade out prompts to independence.

Instruction	Response	Start Date Baseline	Date Mastered
1. Use the SD, "Twinkle Twinkle little star."	Put arms up and wiggle fingers as shinning stars.		
2. Use the SD, "How I wonder what you are."			
3. Use the SD, "Up above the world so high."	With arms raised, make a circle with fingers.		
4. Use the SD, "Like a diamond in the sky."	Make a diamond with index fingers and thumbs.		
5. Repeat step 1			
6. Repeat step 2			
7.			
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 1.2B, 1.3B, 3.1D, 3.3A, 3.4A

Program: Itsy Bitsy Spider

Prerequisite Skills: Attending, motor imitation, vocal imitation.

Procedures: Sing and demonstrate song for student. Begin with a full physical prompt if needed and fade out prompts to independence.

Instruction	Response	Start Date Baseline	Date Mastered
1. Use the SD, "The itsy bitsy spider went up the water spout."	Use fingers to create a spider crawling up.		
2. Use the SD, "Down came the rain."	Sign rain falling.		
3. Use the SD, "And washed the spider out."	Sign finished		
4. Use the SD, "Out came the sun"	Make a circle with hands		
5. Use the SD, "And dried up all the rain."	Wipe the air		
6. Use the SD, "And the itsy bitsy spider went up the spout again."	Repeat step 1		
7.			
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 1.2B, 1.3B, 3.1D, 3.3A, 3.4A

Program: Happy and You Know It

Prerequisite Skills: Attending, motor imitation, vocal imitation

Procedures: Sing and demonstrate song for student. Begin with a full physical prompt if needed and fade out prompts to independence.

Instruction	Response	Start Date Baseline	Date Mastered
1. Use the SD, "If you're happy and you know it clap your hands."	Clap, clap		
2. Repeat step 1			
3. Use the SD, "If you're happy and you know it and you really want to show it, if you're happy and you know it clap your hands."			
4. Use the SD, "If you're happy and you know it stomp your feet."	Stomp, Stomp		
5. Repeat step 4			
6. Use the SD, "if you're happy and you know it and you really want to show it, if you're happy and you know it stomp your feet."			
7. Use the SD, "If you're happy and you know it shout hooray!"	Say "hooray" and sign clapping		
8. Repeat step 7			
9. Use the SD, "if you're happy and you know it and you really want to show it, if you're happy and you know it shout hooray!"			
10. Use the SD, "If you're happy and you know it do all three."	Clap hands, stomp feet, shout hooray with action.		
11.			
12.			

Comments: You may wish to add gross motor steps the student is able to imitate.

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 1.2B, 1.3B, 3.1D, 3.3A, 3.4A

Program: Days of the Week

Prerequisite Skills: Attending, motor imitation, vocal imitation

Procedures: Use tune from "Greg and Steve's"

Instruction	Response	Start Date Baseline	Date Mastered
1. Monday	Sign the days of the week		
2. Tuesday			
3. Wednesday			
4. Thursday			
5. Friday			
6. Saturday			
7. And Sunday The days of the week	Sign Sunday and clap hands		
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 1.2B, 1.3B, 3.1D, 3.3A, 3.4A

Program: Where is Thumbkin

Prerequisite Skills: Attending, motor imitation, vocal imitation

Procedures: Sing the song and demonstrate finger play for student. Use instructions to isolate each step. Start by singing, "Where is Thumbkin, where is Thumbkin..." "Where is pointer...etc."

Instruction	Response	Start Date Baseline	Date Mastered
1. Use the SD, "Here I am"	Raise right thumb		
2. Use the SD, "Here I am"	Raise left thumb		
3. Use the SD, "How are you today sir?"	Wiggle right thumb		
4. Use the SD, "Very well I thank you."	Wiggle left thumb		
5. Use the SD, "Run away"	Hide right thumb		
6. Use the SD, "Run away"	Hide the left thumb		
7. Use the SD, "Where is Pointer?"	Follow directions above, move to tall man when both right and left sequence has been mastered.		
8. Use the SD, "Where is Tall man?"			
9. Use the SD, "Where is Ring man?"			
10. Use the SD, "Where is Pinky?"			
11. Use the SD, "Where is the family?"	Wiggle all five fingers on each hand.		
12.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standard: 1.3C

Program: Solitary Play

Prerequisite Skills: Has mastered interactive play with an adult

Procedures: Observe student playing appropriately with the following activities by himself.

Instruction	Response	Start Date Baseline	Date Mastered
1. Blocks	Student displays appropriate independent imaginative play skills.		
2. Puzzles	Student displays appropriate independent imaginative play skills.		
3. Beads	Student displays appropriate independent imaginative play skills.		
4. Coloring	Student displays appropriate independent imaginative play skills.		
5. Clay, Playdough	Student displays appropriate independent imaginative play skills.		
6. Sand and water	Student displays appropriate independent imaginative play skills.		
7. Lego blocks/manipulatives	Student displays appropriate independent imaginative play skills.		
8. Trucks and cars	Student displays appropriate independent imaginative play skills.		
9. Dolls/Barbies	Student displays appropriate independent imaginative play skills.		
10. Housekeeping toys	Student displays appropriate independent imaginative play skills.		
11. Dress-up clothes	Student displays appropriate independent imaginative play skills.		

Comments: Each activity above may need to be broken down into individual steps to master independent solitary play. This listing is an example of just some activities students should be able to complete independently before moving on to the next level of parallel play with peers.

MRESC: SOCIAL SKILLS CURRICULUM

Leisure Skills

STUDENT NAME:

Standards: 1.3C, 3.3D, 9.1C

Program: Cooperative Play

Prerequisite Skills: Is able to play with an adult. Plays independently with a variety of toys. Student tolerates other children within close proximity and tolerates playing with the same materials the child next to him is playing with. Nonverbal imitation should be strong.

Procedures: 1. Introduce the two students who will play together. 2. Have them choose from two activities to play together with. If you are working on blocks, you may want to give them a choice of the type of block (e.g.: stacking, wooden, plastic, etc.) 3. After they sit where they are going to play, assist with set-up and cooperative play.

Instruction	Response	Start Date Baseline	Date Mastered
1. Blocks	Children create a play theme together.		
2. Puzzles	Children create a play theme together.		
3. Beads	Children create a play theme together.		
4. Clay, playdough	Children create a play theme together.		
5. Sand and water	Children create a play theme together.		
6. Lego blocks or other manipulatives	Children create a play theme together.		
7. Housekeeping toys	Children create a play theme together.		
8. Dolls	Children create a play theme together.		
9. Dress-up clothes	Children create a play theme together.		
10. Cars and trucks.	Children create a play theme together.		
11.			
12.			

Comments: May use these suggestions or create theme activities for students to play with. Eventually move to simple games as presented in the following pages.

Memory

Directions:

- Sit children at table
- Tell them "we will be playing memory."
- Place cards face down
- Have each child one at a time choose two cards
- Have each child attempt to find a match

Objectives:

- Concepts of same and different
- Learning new vocabulary
- Socialization
- Turn taking with peers
- Labeling new vocabulary with appropriate communication
- Generalization of learned skills
- To have fun and play age appropriate game

Teacher's Role:

- Time is not an issue...quality is...please allow children the appropriate time needed to complete the task independently or with minimal prompting.

Bingo

Directions:

- Sit children at table
- Tell them "we will be playing Bingo"
- Explain to children the first one who gets four pictures covered across wins (demonstrate if necessary)
- Have each child choose a game board
- Place bingo cards between the two children
- Have each one take a turn choosing a card
- Have child label card verbally or using AAC device
- Repeat vocabulary for children
- Have each child place a marker on picture
- Continue until time is up or someone wins
- If someone wins before time is up, review vocabulary with children
- Use AAC device with children with social sayings when appropriate

Objectives:

- Learning new vocabulary
- Labeling new items
- Categorization
- Turn taking with peers
- Participating in age appropriate activity
- Socialization

Teacher's Role:

- Time is not an issue...quality is...please allow children the appropriate time needed to complete the task independently or with minimal prompting.

"I see" or "I Spy" Games using a Picture

Directions:

- Sit children at table
- Tell them "we will be playing a game where you have to find different things"
- Place picture on table
- Explain to children the object of the game is to "find the different objects in the picture."
- Read directions on page to children using "I see" instead of "I spy"
- A.) Have student pull a small picture out of a bag that he or she has to find in the big picture; or B.) Give each student a list of words or pictures that they have to find in the big picture that they can check off as they find them
- Ask child "point to ___"
- Once child has located object have child use the sentence starter "I see" to form sentence either verbally or with AAC device.
- Have each child take a turn
- Have children say "my turn, your turn" while playing
- Continue until time is up or all pictures are found
- If all pictures are found before time is up, review vocabulary with children

Objectives:

- Learning new vocabulary
- Labeling new items
- Categorization
- Identifying vocabulary
- Using sentence starter "I see"
- Turn taking with peers
- Participating in age appropriate activity
- Socialization
- Generalization

Teacher's Role:

- Time is not an issue...quality is...please allow children the appropriate time needed to complete the task independently or with minimal prompting.

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 2.4A, 3.3A, 3.4A, 9.1C

Program: Non-verbal response to greetings (acknowledges others within close proximity).

Prerequisite Skills:

Procedures: May start with a full physical prompt - turn student's head towards person saying, "Look at me."

Instruction	Response	Start Date Baseline	Date Mastered
1. Makes eye contact	Turns head and gazes upon SD, "Look at me"		
2. Maintains eye contact for at least 5 seconds.			
3. Responds to name	Makes and maintains eye contact for a least 3 seconds.		
4. Gives a handshake hello or goodbye	Puts out right hand when someone says, "Hello."		
5. Gives high five upon request	Puts a hand up after hearing SD, "High five."		
6. Waves hello or goodbye.			
7.Smiles at people within 3 feet after name is called.	Makes eye contact upon hearing name.		
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 3.3D, 3.4A, 9.1C

Program: Social Eye Contact

Prerequisite Skills: Has mastered making eye contact. Can respond to simple commands.

Procedures:

Instruction	Response	Start Date Baseline	Date Mastered
1. Maintains eye contact during conversation.	Student turns to and looks toward the face of a speaker for at least 5 seconds.		
2. Turns and looks toward object and person speaking.	Turns to and looks at an object for at least 5 seconds while staff holds and comments on the object.		
3. Turns and looks toward noise producing object.	Turns to and looks toward a noise producing toy for at least 5 seconds.		
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 3.3D, 9.1C

Program: Gains person's attention and refers to an object, person, and or event.

Prerequisite Skills:

Procedures: One staff member will prompt child to initiate physical contact with a staff member. Immediately reinforce any initiations. Fade prompts over subsequent trials. As mastery is achieved, repeat program with other adults and then peers. It is recommended that the teacher set up situations where it is appropriate to engage in physical contact with staff/students. (e.g. arrival at school, departure at the end of the day, structured play times, group lessons.)

Instruction	Response	Start Date Baseline	Date Mastered
1. Reaches for people	Extends both arms to desired person or object.		
2. Points to desired object from a choice of one highly desired object and one undesired object.	Isolates index finger or reaches for desired object.		
3. Points to a desired object from a field of three.			
4. Points to a desired object from two desired objects.			
5. Points to a desired object from 1 foot away.			
6. Points to desired object from 3 feet away.			
7. Leads adult by the hand to the source of a request.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 2.4A, 3.3A, 3.4A, 9.1C

Program: Non-verbal interactions - shares with Peers

Prerequisite Skills: Attending skills, labels familiar people, isolate play skills, parallel play skills.

Prompting Suggestions:

Procedures: In a play situation, sit two children at a table across from each other. The instructor sits behind the child and says, "Give ___(object) to ___(peer)." The child will tap the peer on the shoulder and pass the object to the peer while saying, "Here ___(peer)." If the child does not share independently, prompt the response. Reinforce all responses. Fade prompts over subsequent trials. Generalize skill to various settings (e.g. lunch, etc.) and various peers.

Instruction	Response	Start Date Baseline	Date Mastered
SD, "Give ___(object) to ___(peer)"			
1. Tap on shoulder			
2. Give objects to peer			
3.			
4.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 9.1C

Program: Requesting Preferred Items from a Peer

Prerequisite Skills:

Prompting Suggestions:

Procedures: Students sit facing one another. The instructor sits behind the student. The peer will present the students preferred items. The student will tap the peer's shoulder and request the preferred items within 5 seconds by stating, "__(name of peer), I want __(preferred item)."
 The peer will deliver the requested item. If the student does not spontaneously request within 5 seconds, provide a prompt. Fade prompts over subsequent trials. Increase distance between student & peer and vary seating arrangements. Generalize skill across settings and peers.

Instruction	Response	Start Date Baseline	Date Mastered
1. Taps peer's shoulder			
2. States peer's name			
3. Requests item			
4.			
5.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 3.3A, 3.3D, 3.4A, 9.1C

Program: Reciprocates greetings.

Prerequisite Skills: Can receptively identify familiar people. Can verbally imitate sounds and words.

Prompting Suggestions: Verbally model a social greeting.

Procedures: Sit in a chair facing the child. Establish attending. Present the SD "Hi" or "Bye-bye". Verbally prompt the child to say "hi" or bye". Reinforce the response.

Instruction	Response	Start Date Baseline	Date Mastered
1. "Hi" or "Bye"	Child greets you appropriately.		
2.			
3.			
4.			
5.			

Comments: Simultaneously wave as you present the SD "Hi" or "Bye-bye". You can physically prompt the child to wave as they say "Hi" or "Bye-bye". You may want to work on the "Hi" program as the first program in the child's session with you. This will be socially appropriate and will help to generalize into a natural context. You may want to work on the "Bye-bye" program as the last program in the child's session with you. This will be socially appropriate and will help to generalize into natural context.

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3D, 3.4A, 9.1C

Program: Verbal Interactions-spontaneous greetings.

Prerequisite Skills: Can receptively identify familiar people. Can verbally imitate sounds and words.

Prompting Suggestions: Verbally model a social greeting.

Procedures: Teacher enters work/play area and approaches the child. The child acknowledges that someone has entered the room. Another staff member prompts the child to acknowledge the person who has entered the work/play area. Fade prompts over subsequent trials. As mastery is achieved, repeat procedure with peers.

Instruction	Response	Start Date Baseline	Date Mastered
1. Makes eye contact	Shifts gaze to person entering room.		
2. Initiates greeting: says "Hello"			
3. Says "Hello ___(person's name)"			
4. Asks "how are you?"			
5.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 9.1C

Program: Approaches others and requests attention in appropriate ways.

Prerequisite Skills: Child can follow 1-step instructions, attending skills.

Prompting Suggestions: Model the statement. Use a time-delay procedure by immediately modeling the child's statement and the fade the presentation and model by 2-second increments across trials.

Procedures: Sit in a chair behind student. Another staff member sits facing the student. Staff member will be engaged in an activity. Student will be prompted to say, "excuse me" and say, "I want the ___(preferred item)". If the student does not spontaneously request within 5 seconds, provide a prompt. Fade prompts over subsequent trials. Increase distance between staff and student and vary seating arrangements.

Instruction	Response	Start Date Baseline	Date Mastered
1. Determines if target listener is busy.			
2. Says "excuse me"	Waits quietly for response		
3. Makes request in appropriate speaking voice.			
4.			
5.			

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 2.2 A, 3.3A, 3.3B, 3.3D, 3.4A, 9.1C

Program: Verbal interactions - responds to play initiations.

Prerequisite Skills: Attending skills, isolate play skills, cooperative play skills, labels familiar people, simple 30-4 word utterances.

Prompting Suggestions:

Procedures: Sit in a chair next to the child with a game/activity on the table. Establish attending. Prompt peer to ask child to share in activity. If child does not spontaneously respond, prompt a response. Fade prompts over subsequent trials. Generalize skill to various settings/peers.

Instruction	Response	Start Date Baseline	Date Mastered
SD: "Do you want to play?"			
1. Makes eye contact			
2. Responds with yes/no.			
3. Engages in play situation.			
4.			
5.			
6.			

Comments: Suggested materials: Blocks, Legos, simple board games, computer games.

MRESC: SOCIAL SKILLS CURRICULUM
Leisure Skills

STUDENT NAME:

Standards: 1.3C, 3.3D, 3.4A

Program: Pretend play

Prerequisite Skills: This is an advanced play skill.

Procedures: 1. Involve the student with the animate objects. 2. Introduce players. Have the student assist you with setting up the play center. Prompt language, arrange playsets in various poses. 3. Use inanimate objects in pretend play with narration.

Instruction	Response	Start Date Baseline	Date Mastered
1. Stuffed animals			
2. Baby dolls			
3. Barbie dolls			
4. Colorforms/felt figures			
5. Play sets:			
6. Doll house with furniture			
7. School house			
8. School bus			
9. Farm house with animals			
10.			
11.			
12.			

II. INTERPERSONAL INTERACTIONS

Social skills impact every part of our daily lives. We use social skills at home, at work, in the homes of our friends and co-workers, in the grocery store, and at the post office. Children and young individuals use social skills in all of these environments plus at school and in their neighborhoods. Social skills seem innate to many children or young adults because they just naturally make and keep friends. But the same is not true for some children and youth with special needs. Although they want to have friends, they don't seem to know how to interact with others. Since good social skills are very important in becoming an independent and happy adult, we need to make sure that students with special needs learn social rules and systematically acquire these skills.



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MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.2A, 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 9.1C

Program: Personal Qualities/Reputation

Prerequisite Skills: Attending skills, communication skills, comprehension skills

Prompting Suggestions: Verbal and gestural prompts

Procedures: Begin the activity by establishing the need for having a positive self-image by stating that it is important to think good thoughts about ourselves because each one of us is special. The teacher initiates and develops a discussion about liking the way each of us looks and the things that make each person special. During the discussion, the teacher points out something special about each child: the color hair, a pretty smile, a special characteristic, such as being kind or helpful, good at cleaning up, doing puzzles or building with blocks, etc. The teacher will create a board with words and pictures of two columns for “It’s good to be...” “It’s bad to be...” with words that describe good and bad qualities. The teacher will discuss the different qualities for each good and bad. The students will place the words in two piles: positive or good qualities, and negative or bad qualities.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will identify the difference between negative and positive characteristics.			
2. Student will identify which positive qualities apply to them.			
3. Student will identify positive qualities in others.			
4. Student will identify which negative qualities apply to them.			
5. Student will identify negative qualities in others.			

Comments: Suggested materials: Poster or worksheet of It’s good to be....and it’s bad to be... with words for good and bad qualities from Speech Therapy Today.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 3.3A, 3.3D, 3.4A

Program: Personal Space/Appropriate Touch

Prerequisite Skills: Maintains eye contact, reciprocates greetings, and listens attentively to a person speaking.

Prompting Suggestions: Gestural and physical prompts

Procedures: The teacher will model appropriate conversation distance by standing an arm's length away from another staff member.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student greets person who initiated conversation/who they initiated conversation with.			
2. Student maintains appropriate conversation distance by standing an arm's length away from the person they are talking to.			

Comments: Role Play

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 2.2A, 3.3A, 3.3B, 3.3C, 3.3C, 3.3D, 3.4A, 9.1C

Program: Sharing and Taking Turns

Prerequisite Skills: Attending skills, cooperative play skills

Prompting Suggestions: Verbal - prompt student to gain the attention of the person and invite them to play. Model - model sharing an item, waiting and taking turns.

Procedures: Begin an activity with a group of students. When a new student enters the environment or shows interest in the activity, make the student who is already engaged in the activity aware of the entrance of a new student. Prompt student to gain the student's attention. Prompt student to ask the other student if they would like to share the item they have. Prompt student to ask the other student if they can share the item they have. Fade prompts over subsequent activities. Reinforce appropriate responses.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student gains the attention of the person by tapping shoulder and or saying his or her name.			
2. Student offers to share something they have with the other person.			
3. Student will wait while the other person is taking his turn.			
4. Student asks to share something the other person has.			

Comments: This program can be completed during structured play, simple games, center-based activities, when a classmate returns to class from an individual therapy session or on the playground. Invitations to play in an activity that is already in progress can be made verbally or with alternative or augmentative communication devices. A social story can also be presented to prepare student for this particular situation.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.4A, 9.1C

Program: Turn Taking

Prerequisite Skills: Mastered Object Manipulation program. Mastered Gross Motor Imitation program.

Prompting Suggestions: Prompt child to respond during their turn.

Procedures: Model a desired activity (e.g., clapping hands). Present the SD, "Your turn."
 Prompt the child to respond with the same activity.

Instruction	Response	Start Date Baseline	Date Mastered
1. "Your turn"	Child responds with the same activity.		
2.			
3.			
4.			
5.			

Comments: Suggested activities: Ball - passing back and forth, banging on drum - therapist and student each have a drumstick, Jack-in-the-box, pegs, "Slap me five", turning pages in a book, sandbox and shovels - 1 pail and 2 shovels, taking turns jumping, making juice and/or sandwich.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.4A, 9.1C

Program: Introducing Turn-taking with a Peer (Actions).

Prerequisite Skills: Can imitate others behavior. Can imitate phrases. Can follow 1-step directions.

Prompting Suggestions: Prompt the child to demonstrate a response.

Procedures: 1. Gross Motor Movements - sit the child in a chair facing a peer. Prompt the peer to demonstrate a gross motor movement (e.g., whisper in the peer's ear "Clap you hands"). While the peer is demonstrating the action, present the SD "Do what ___(peer's name) is doing" (e.g., "Do what Michael's doing"). Prompt the child to imitate the gross motor movement. Reinforce the response. 2. Actions - sit the child and peer in chairs next to one another. Prompt the peer to perform an action out of the chair and return to the chair. (e.g., "Go shoot a basket." Peer should perform the action and return to seat. When peer returns to his/her seat, present the SD "it's your turn. Do what (peer) did." Prompt the child to imitate the action. Reinforce the response.

Instruction	Response	Start Date Baseline	Date Mastered
1. "Do what ___(peer) is doing" "it's your turn. Do what ___(peer) did.	Child imitates the peer's demonstration.		
2. Gross motor			
3. Actions			
4.			
5.			

Comments: If the child has difficulty with instruction #1, have the peer present the instruction "Do this." while he or she is demonstrating the action.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3B, 9.1C

Program: Introducing Turn-taking with a Peer (Verbal Response).

Prerequisite Skills: Child can imitate phrases. Child can follow 1-step instructions.

Prompting Suggestions: Provide a verbal model.

Procedures: Sit in a chair across from the child and their peers. Present a picture to the peer (child should not see the picture). Ask the peer "What is this?" After the peer labels the picture, say "What did ___(name of peer) see?" Prompt the child to name what the peer saw. Reinforce the response.

Instruction	Response	Start Date Baseline	Date Mastered
1. "What did ___(peer's name) see?"	The child names what the peer saw.		
2.			
3.			
4.			
5.			

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3D, 3.4A, 9.1C

Program: Invites/asks another person to join an activity already in progress.

Prerequisite Skills: Attending skills, cooperative play skills, requests peer to share in an activity.

Prompting Suggestions: Physical - move student to see that a novel person has entered the environment. Verbal - prompt student to gain the attention of the new person and invite them to play. Model - model the appropriate way to invite another person to join in an activity.

Procedures: Begin an activity with a group of students. When a new student enters the environment or shows interest in the activity, make the student who is already engaged in the activity aware of the entrance of a new student. Prompt student to gain the new student's attention. Prompt student to greet the novel person and invite him or her to join in the activity. Fade prompts over subsequent activities. Reinforce appropriate responses.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student is aware of a new person entering the environment.			
2. Student gains the attention of the new person by tapping shoulder and or saying his or her name.			
3. Student greets the new person.			
4. Student invites the new person to join in the activity that is already in progress.			
5. If the new person accepts the invitation, the student includes him or her in the activity.			
6. If the new person declines the invitation, the student responds with an appropriately (e.g. okay, maybe next time).			
7. Student returns to the activity.			

Comments: This program can be completed during structured play, simple games, center-based activities, when a classmate returns to class from an individual therapy session or on the playground. Invitations to play in an activity that is already in progress can be made verbally or with alternative or augmentative communication devices. A social story can also be presented to prepare student for this particular situation.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3D, 9.1C

Program: Joining Others in an Activity

Prerequisite Skills: Attending skills, cooperative play skills, requests peer to share in an activity.

Prompting Suggestions:

Procedures: Begin an activity with a group of students. Model behavior of gaining attention and asking if you can play.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will be aware of his peers engaged in an activity they would like to join.			
2. Student will gain the attention of their peers by saying or signing "Excuse me, can I play?"			
3. If they say "no", the student will walk away and find other peers to play with.			

Comments: This program can be completed during structured play, simple games, center-based activities, when a classmate returns to class from an individual therapy session or on the playground. A social story can also be presented to prepare student for this particular situation.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 3.3A, 3.3B, 3.3D, 3.4A, 9.1C

Program: Invites someone to do something at a later time.

Prerequisite Skills: Initiates social interactions. Waiting skills, asks peer to share in an activity.

Prompting Suggestions: Model interaction, Verbal - prompt student to invite a peer, visual - provide student with a sentence starter (e.g., Would you like to play ___ at ___?), give visual cues of choices of activities, visual reminder of what the activity is and what time it will happen.

Procedures: Set a time aside later in the day when peers can interact in a chosen activity. Give the student choices of what type of activity he or she would like to do later in the day. Student should then choose a peer with whom he or she would like to do the activity with. It may be necessary to give the student choices of peers to choose from. Prompt student to approach his peer and invite him or her to complete an activity later in the day. Student may need a visual reminder of the picture of the activity and a time. When the time for the activity arrives, prompt student to meet the other student at the appropriate location and begin the activity. More than one activity may be completed if it is a play situation. During initial stages of learning, allow short time between the invitation and actual activity. Increase waiting time as goal is achieved.

Instruction	Response	Start Date Baseline	Date Mastered
1. Chooses a preferred activity.			
2. Chooses a later time when the activity can be completed.			
3. Chooses a peer with whom to complete the activity.			
4. Gains attention of peer.			
5. Greets peer.			
6. Asks peer to join in the activity at the pre-determined time.			
7. Waits until the appropriate time.			
8. Goes to the appropriate location.			
9. Meets peer.			
10. Greets peer.			
11. Completes previously chosen activity with peer.			

Comments: This program can be completed during a social group.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 3.3A, 3.3B, 3.3, 3.3D, 3.4A, 9.1C

Program: Being Left Out

Prerequisite Skills:

Prompting Suggestions: Verbal prompts

Procedures: The teacher can role-play this situation. Begin the activity with some students engaged in an activity of interest to the target student. Verbally prompt the target student to walk up to the group of students and ask to join them.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will be able to identify they are being left out of a situation or activity.			
2. Student will walk up to the group of students and try to become involved by asking/signing “Can I play ____ with you?” or “Want to play ____ with me?”			
3. If the students say “no” the student will attempt to find other students to engage in an activity with.			

Comments: This program can be completed during structured play, simple games, center-based activities, when a classmate returns to class from an individual therapy session or on the playground. A social story can also be presented to prepare student for this particular situation. Teacher can role-play the situation as the target student wanting to join others.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 9.1C

Program: Offering Help When Needed

Prerequisite Skills: Imitates words and phrases, mastery of skill requiring help, social etiquette.

Prompting Suggestions: Model the correct response (physically or through a video). Physical prompt - provide hand-over-hand assistance to engage the student in the situation that requires help. Gestural prompt - gesture student to the situation that requires help. Fade prompts over subsequent trials.

Procedures: Set-up a situation in which an individual requires help. Role-play the target student identifying a person in need of help and asking to help the individual.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will identify a person in need of help.			
2. Student will ask/sign, "Do you need help?"			
3. If the person says they do not want or need help, the student will leave that person alone.			

Comments: This program can be completed during structured play, simple games, center-based activities, when a classmate returns to class from an individual therapy session or on the playground. A social story can also be presented to prepare student for this particular situation. Teacher can role-play the situation as the target student wanting to help another individual.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3C

Program: Maintains pleasant voice tone and acceptable speaking volume.

Prerequisite Skills: Attending skills, simple 3-4 word sentence utterances

Procedures: Sit in a chair, facing child. Begin conversation with simple questions (e.g., "What color is your shirt?") Prompt response from child. Reinforce acceptable voice tone and volume. Fade prompts over subsequent trials.

Instruction	Response	Start Date Baseline	Date Mastered
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards 3.4A, 3.4B

Program: Listens attentively to a person speaking.

Prerequisite Skills: Attending skills, follows 1-step instructions.

Procedures: The student will maintain eye contact with adults and peers on command. Fade prompts over subsequent trials.

Instruction	Response	Start Date Baseline	Date Mastered
1. Maintains eye contact.			
2. Maintains quiet feet and hands.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.4A

Program: Answers Social Questions.

Prerequisite Skills: Follows 1-step instructions, imitates words, attending skills

Prompting Suggestions: Use a time-delay prompt. Immediately model the correct response and then delay your model by 2-second increments over subsequent trials.

Procedures: Sit in a chair across from the child. Establish attending and ask a social question. Prompt child to answer the question and reinforce the response. Fade prompts over subsequent trials. Differentially reinforce responses demonstrated with the lowest level of prompting. Eventually, only reinforce correct, unprompted responses. Once masterly level is achieved, generalize responses to more natural situations and with varying adults.

Instruction	Response	Start Date Baseline	Date Mastered
Example Questions:			
1. "What's your name?"			
2. "How old are you?"			
3. "How are you?"			
4. "Where do you live?"			
5. "Who is your sister/brother?"			
6. "What is your father/mother's name?"			
7. "What do you like to eat?"			
8. "What is your favorite TV show?"			
9. "What is your favorite toy?"			
10. "Where do you go to school?"			
11. "Who are your friends?"			
12. "What's your address?"			
13. "What's your phone number?"			
14. "What's your social security number?"			
15. "When is your birthday?"			
16. "What is your teacher's name?"			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3D

Program: Answers door appropriately.

Prerequisite Skills: Able to use single word/signed utterances to express needs.

Procedures: Model situation with staff member. Child watches as staff role-plays. Child and staff member role-play with another staff member standing behind child prompting as needed.

Fade prompts over subsequent trials.

Instruction	Response	Start Date Baseline	Date Mastered
1. Opens door in a timely fashion.			
2. Maintains eye contact with person.			
3. Says "hello."			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3D, 3.4A

Program: Answering the telephone.

Prerequisite Skills: Able to use single word/signed utterances to express needs

Prompting Suggestions:

Procedures: Model situation with staff member. Child watches as staff role-plays. Child and staff member role-play while another staff member stands behind child prompting as needs.

Fade prompts over subsequent trials.

Instruction	Response	Start Date Baseline	Date Mastered
1. Picks up phone in timely manner.			
2. Says "hello".			
3. Speaks clearly.			
4. Listens carefully to speaker.			
5. Responds to caller's questions.			
6. Says "good-bye" before hanging up.			
7. Places receiver down quietly.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME

Standards: 3.3A, 3.4A

Program: Increasing student-initiated requests

Prerequisite Skills: Can label common objects. Communicates wants and desires. Can follow simple directions.

Prompting Suggestions: Verbally prompt the child to request the object needed.

Procedures: Present student with a situation in which you withhold a needed item and give an appropriate SD. Student will respond with an appropriate request.

Instruction	Response	Start Date Baseline	Date Mastered
Object withheld - SD given			
1. Chair - "Sit down"	"I want/need chair."		
2. Lunch box - "time for lunch."	"I want/need lunch box."		
3. Food in lunch box - "Eat your lunch."	"I want ____."		
4. Coat - "Time to go home."	"I want/need my coat."		
5. Pencil or paper - "write"	"I want/need ____."		
6. Food without silverware - "Eat"	"I want/need ____."		
7. Cup	"I want/need ____."		
8.			

Comments: Single word requests may be accepted just as well as simple sentences depending on the student's level. In some situations do not offer an SD and just prompt the student to request the desired object or activity.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A

Program: Relating Experiences

Prerequisite Skills: Able to use single word/signed utterances to express needs. Attempts to describe or communicate events.

Prompting Suggestions: Visual Techniques: Visual prompt - pictures of the student completing the activity. If student has made something, use the actual project or prompt verbally. Verbal prompt - fade prompts. Probe - no prompts offered.

Procedures: (1) Therapist sets up a different/unique situation. After half an hour, ask the student what happened, using an SD specific to the situation. (2) Increase the time between the different/unique situation and the question to one hour, then two hours, three hours, etc. The student will respond appropriately. (3) Find out events that have happened to the student outside of school and ask appropriate questions. The student will, respond by relating the experience. (4) Increase the time between the event and the question and change the chosen past events. (5) Vary questions.

Instruction	Response	Start Date Baseline	Date Mastered
1.			
2.			
3.			

Comments: This program should be used for unusual experience not routine events.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2B, 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 9.1A, 9.1C

Program: Compromising

Prerequisite Skills: Critical thinking skills, attending skills

Prompting Suggestions: Verbal Prompts

Procedures: Role-play the steps for compromising. Correct demands by the student to have it all their way. Have students suggest a compromise.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will be engaged in an activity with another student when the other student wants to do something else.			
2. Student will offer to do what the other student wants by saying/signing, "Let's play _____, then play _____."			

Comments: Compromising worksheet and suggested activities pgs. 128-129 from Jed E. Baker, Social Skills Training for Children and Adolescents with Asperger's Syndrome and Social-Communication Problems, 2003.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.1A, 2.2B, 3.3A, 3.3B, 3.3C, 3.3D, 9.1A, 9.1C

Program: Apologizes when a mistake is made.

Prerequisite Skills: Attending skills, critical thinking skills

Prompting Suggestions: Verbal prompts

Procedures: Model situation with staff member. Child watches as staff role-plays situations (e.g., stepping on someone's foot). Role-play with child having the staff responds with "I'm sorry". Switch roles with child and prompt, "I'm sorry". Fade prompts over subsequent trials.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will be aware of a situation in which they need to apologize.			
2. Maintains eye contact			
3. Student will apologize as soon as the situation occurs.			
4. Speaks in normal tone and volume when responding "I'm sorry"			
5. Signs "I'm sorry"			

Comments: This program can be completed during structured play, simple games, center-based activities, when a classmate returns to class from an individual therapy session or on the playground. A social story can also be presented to prepare student for this particular situation. Teacher can role-play the situation as the target student apologizing when a mistake is made.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 2.2B, 3.3A, 3.3C, 3.3D, 9.1A

Program: Dealing with Peer Pressure

Prerequisite Skills: Critical thinking skills, attending skills

Prompting Suggestions: Verbal Prompting

Procedures: Begin the activity by discussing how to deal with a situation that angers them. Create a poster board with two columns for Good Peer Pressure and Bad Peer Pressure with examples of each. Model tone of voice to demonstrate how to communicate appropriately when angered. Help students identify other students and staff they can trust to give helpful advice through pictures of the people or a list of names. Explain that these people are real friends and would not do anything to put them in danger or get them in trouble. Role-play or simply discuss situations that represent good or bad peer pressure, along with who to ask if the student is unsure of what to do.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will be able to identify bad peer pressure.			
2. Student will address the situation by using a strong voice to refuse and say, "NO!"			
3. Student will then walk away from the situation.			

Comments: Dealing with Peer Pressure worksheet and suggested activities pgs. 164-165 from Jed E. Baker, Social Skills Training for Children and Adolescents with Asperger's Syndrome and Social-Communication Problems, 2003.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 2.2B, 3.3A, 3.3D, 9.1C

Program: Responding to Teasing

Prerequisite Skills: Attending skills, critical thinking

Prompting Suggestions: Verbal prompts

Procedures: Begin the activity by discussing how to deal with a situation that angers them. Model tone of voice to communicate appropriately when angered. Encourage the student to try confront the teaser by using a strong voice to communicate they are angry. Role-play the steps for dealing with teasing.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will be aware of a situation in which they are being teased.			
2. Student will use a firm voice to tell the teaser to stop.			
3. Student will show the teaser they do not care what they say by ignoring them and walking away			

Comments: Dealing with Teasing worksheet and suggested activities pgs. 204-207 from Jed E. Baker, Social Skills Training for Children and Adolescents with Asperger’s Syndrome and Social-Communication Problems, 2003.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 3.3D

Program: Ignoring Distractions

Prerequisite Skills: Attending skills, critical thinking skills

Prompting Suggestions: Verbal and gestural prompts

Procedures: Start the lesson by explaining to the class that sometimes distractions occur no matter where you are and to continue with what you are doing you need to ignore a behavior. Role-play a situation in which you are distracting the class, discuss how what you are doing is distracting and how ignoring and staying focused on work is what should be done. Role-play with another adult a situation in which you are being teased. Describe the appropriate behaviors for dealing with ignoring teasing or distractions.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will identify a situation that is uncomfortable for them.			
2. Student will take a deep breath and look away from the person or distraction.			
3. If the distraction continues the student will ignore any words/phrases or actions that make them feel uncomfortable by walking away from that situation.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 3.3A, 3.3D, 9.1A

Program: Making a complaint

Prerequisite Skills: Attending skills, critical thinking skills

Prompting Suggestions: Verbal prompts

Procedures: Start the lesson by explaining to the students that a complaint usually means someone wants to request something and that by turning a complaint into a request, you reduce the potential tension in a situation. You engage the other person from a more neutral place, because you are making a specific request to which the other person can choose to respond. And most importantly you develop your social skills.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will stop and think about what they are complaining about and if they can make a complaint into a request.			
2. Student will let the person know exactly the actions and behaviors that they want from them.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 3.3A, 3.3D, 9.1A

Program: Making an Accusation

Prerequisite Skills: Attending skills, social communication skills, critical thinking

Prompting Suggestions: Verbal prompts

Procedures: Start the lesson by explaining to the class that certain behaviors are bad and need to be addressed, but need to be addressed in a non-aggressive way. Role-play a situation in which you would want to make an accusation but need to think of the consequences of your action if you make the accusation.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will identify if a situation occurs in which they need to address someone.			
2. Student will identify how accusing a person will affect their friendship or what the consequences would be if they accuse the person.			
3. Student will approach the person and ask them about the situation before accusing.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 2.2C, 3.3A, 3.3D, 9.1C

Program: Reacting to an Accusation

Prerequisite Skills: Can identify emotions, attending skills, critical thinking.

Prompting Suggestions: Verbal prompts

Procedures: Start the lesson by explaining to the class it is important to have all the facts before accusing someone of committing an act of false accusation. False accusations can lead to anger, violence, and strained friendships. Resolving accusations amiably is not only commendable, but it enhances the character of the person. Tell the class a story taken from the worksheet “Reacting to an Accusation” page 142, from “Ready-to-Use Social Skills Lessons & Activities for grades 7-12”. Make up a poster board to identify the skill components listed on the worksheet. Model the skill and behavioral rehearsal.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will control their emotions.			
2. Student will consider the reason why the person has accused them.			
3. Student will discuss the accusation.			
4. Student will discuss the situation.			
5. Student will answer the person’s accusation.			
6. Student will come to a solution.			
7. Student will apologize if the situation warrants one.			

Comments: Reacting to an Accusation worksheets page 142-145 from “Ready-to-Use Social Skills Lessons & Activities for grades 7-12”

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 2.2C, 3.3A, 3.3D, 9.1C

Program: Accepting Consequences for Breaking the Rules

Prerequisite Skills: Can interpret facial expressions, attending skills, critical thinking.

Prompting Suggestions: Verbal prompts

Procedures: Start the lesson by discussing with the class the purpose of the lesson. Say, “When we do something wrong, we must also be willing to accept the consequences.” Tell the class a story taken from the worksheet Accepting Consequences worksheet page71, from “Ready-to-Use Social Skills Lessons & Activities for grades 4-6”. Make up a poster board to identify the skill components listed on the worksheet. Follow the Behavioral Rehearsal section.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will think about the situation.			
2. Student will think about their actions.			
3. Student will admit they’re wrong, and that they must accept the consequences.			
4. Student will apologize for their actions.			
5. Student will accept the consequences of their actions.			

Comments: Accepting Consequences worksheet page 71-73 from “Ready-to-Use Social Skills Lessons & Activities for grades 4-6”

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 2.2C, 3.3A, 3.3D, 9.1A

Program: Accepting Consequences for Inappropriate Behavior

Prerequisite Skills: Can interpret facial expressions, attending skills, critical thinking skills

Prompting Suggestions: Verbal prompts

Procedures: Start the lesson by reviewing with the class why we should accept the consequences for what we do without becoming defensive. Ask, “Why it is important for us to accept consequences in a non-defensive manner?” “What might happen if we don’t accept consequences in a non-defensive way?” Tell the class a story taken from the worksheet “Accepting Consequences” page 74, from the “Ready-to-Use Social Skills Lessons & Activities for grades 4-6”. Make up a poster board to identify the skill components listed on the worksheet. Model the skill, and role-play the situation.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will think about what they did.			
2. The student will think about the consequences involved.			
3. The student will tell themselves that they did something wrong, and will accept the consequences.			
4. The student will apologize for their actions.			

Comments: Accepting Consequences worksheet page 74-76 from “Ready-to-Use Social Skills Lessons & Activities for grades 4-6”

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 3.3A, 3.3B, 3.3D, 9.1C

Program: Accepting Consequences Without Anger

Prerequisite Skills: Can interpret facial expressions, attending skills

Prompting Suggestions: Gestural and verbal

Procedures: Start the lesson by reviewing with the class why we should accept the consequences for what we do without becoming defensive. Ask, “Why it is important for us to accept consequences in a non-defensive manner?” “What might happen if we don’t accept consequences in a non-defensive way?” Teacher reads the Aesop’s Fable entitled “The Fox and the Crow” taken from the worksheet “Accepting Consequences” page 77, from the “Ready-to-Use Social Skills Lessons & Activities for grades 4-6”. Make up a poster board to identify the skill components listed on the worksheet. Model the skill, and role-play the situation.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student will accept that they are wrong.			
2. The student will apologize.			
3. The student will accept the consequences.			
4. The student will show non-verbal anger.			

Comments: Accepting Consequences worksheet page 77-79 from ‘Ready-to-Use Social Skills Lessons & Activities for grades 4-6’

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3D, 9.1C

Program: Approaches others and requests attention in appropriate ways.

Prerequisite Skills: Child can follow 1-step instructions, attending skills.

Prompting Suggestions: Model the statement. Use a time-delay procedure by immediately modeling the child's statement and then fade the presentation and model by 2-second increments across trials.

Procedures: Sit in a chair behind student. Another staff member sits facing the student. Staff member will be engaged in an activity. Student will be prompted to say "excuse me" and say "I want the ___(preferred item)". If the student does not spontaneously request within 5 seconds, provide a prompt. Fade prompts over subsequent trials. Increase distance between staff and student and vary seating arrangements.

Instruction	Response	Start Date Baseline	Date Mastered
1. Determines if target listener is busy.			
2. Says "excuse me"	Waits quietly for response		
3. Makes request in appropriate speaking voice.			
4.			
5.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3D, 3.4A, 9.1C

Program: Answers Social Questions.

Prerequisite Skills: Follows 1-step instructions, imitates words, attending skills

Prompting Suggestions: Use a time-delay prompt. Immediately model the correct response and then delay your model by two second increments over subsequent trials.

Procedures: Sit in a chair across from the child. Establish attending and ask a social question. Prompt child to answer the question and reinforce the response. Fade prompts over subsequent trials. Differentially reinforce responses demonstrated with the lowest level of prompting. Eventually, only reinforce correct, unprompted responses. Once masterly level is achieved, generalize responses to more natural situations and with a variety of adults.

Instruction	Response	Start Date Baseline	Date Mastered
Example Questions:			
1. "What's your name?"			
2. "How old are you?"			
3. "How are you?"			
4. "Where do you live?"			
5. "Who is your sister/brother?"			
6. "What is your father/mother's name?"			
7. "What do you like to eat?"			
8. "What is your favorite TV show?"			
9. "What is your favorite toy?"			
10. "Where do you go to school?"			
11. "Who are your friends?"			
12. "What's your address?"			
13. "What's your phone number?"			
14. "What's your social security number?"			
15. "When is your birthday?"			
16. "What is your teacher's name?"			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3D

Program: Follow a greeting with a conversational phrase.

Prerequisite Skills: Maintains eye contact, reciprocates greetings, listens attentively to a person speaking.

Prompting Suggestions: Verbal - model appropriate response. Physical/Gestural - prompt student to appropriately use augmentative or alternative communication device.

Procedures: Set up a situation where another person approaches and greets the student. Prompt student to make eye contact, reciprocate greeting, and use a conversational phrase. Immediately reinforce correct response. Student should listen attentively to the conversational partner's response to the conversational phrase. Fade prompts over subsequent interactions.

Instruction	Response	Start Date Baseline	Date Mastered
Sample conversational phrases:			
1. "How are you?"			
2. "How is it going?"			
3. "How have you been?"			
4. "What's new?"			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A

Program: Reciprocates social information.

Prerequisite Skills: Answers simple questions; reciprocates with objects/pictures.

Prompting Suggestions: Model the reciprocal statement. Use a time-delay procedure by immediately modeling the child's statement, then fade the presentation and model by 2-second increments across trials.

Procedures: Sit in a chair facing the child. Present a social statement to the child (e.g., "My name is ___(your name)"). Prompt the child to reciprocate relevant information about him/herself (e.g., "My name is ___(child's name)"). Reinforce the response. Fade prompts over subsequent trials. Differentially reinforce responses demonstrated with lowest level of prompting. Eventually only reinforce correct, unprompted responses. Following mastery, generalize responses to more natural situations and with other adults.

Instruction	Response	Start Date Baseline	Date Mastered
Example: Social Statements	Reciprocates relevant information.		
1. "My name is ___"			
2. "I am ___ years old."			
3. "I live in ___"			
4. "I like to play with ___."			
5. "My brother/sister's name is ___."			
6. "I like to eat ___."			
7. "My friend's name is ___."			
8. "My mommy/daddy's name is ___."			
9. "I like to drink ___."			
10. "My favorite TV show is ___."			
11. "I go to ___(name) school."			
12. "My friends are ___."			
13. My address is ___."			
14. My social security number is ___."			
15. "My birthday is ___."			
16. My teacher's name is ___."			

Comments: Helpful hints: use the social question that your child has mastered as reciprocation statements. Eventually teach your child to reciprocate complex information (e.g., "When I go to the park, I like to ___" or "I had ___ for lunch"). Teach your child to reciprocate information to peers and in a circle-time activity.

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 3.3B, 3.4A

Program: Ask social questions

Prerequisite Skills: Reciprocates greetings, turn taking skills, answers some social questions.

Prompting Suggestions: Verbal prompt - model questions, language master, written script.

Procedures: Place student across from a conversation partner. Student will greet the conversation partner and wait for the greeting to be reciprocated. Prompt student to ask a social question with preferred prompting technique. Student waits for and listens to the answer from his or her communication partner. Fade prompts over subsequent trials. Differentially reinforce correct interactions demonstrated with lowest level of prompting. Eventually only reinforce correct, unprompted interactions. Once mastery level is achieved, generalize interactions to naturally occurring situations with a variety of adults and peers.

Instruction	Response	Start Date Baseline	Date Mastered
1. "What is your name?"			
2. "How old are you?"			
3. "Where do you live?"			
4. ""Where do you go to school?"			
5. "Do you have any brothers/sisters?"			
6. "What is your brother/sister's name?"			
7. "What bus are you on?"			
8. "What is your phone number?"			
9. "When is your birthday?"			
10. "What is your teacher's name?"			
11. "What is your favorite TV show?"			
12. "What is your favorite subject?"			
13. "Do you have any pets?"			

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 2.1E, 2.2A, 3.3A, 3.3C, 3.3D, 3.4A

Program: Compliments others.

Prerequisite Skills: Labels objects, labels actions, interacts with peers, can express likes and dislikes.

Prompting Suggestions: Verbal - prompt student to give a compliment. Visual - provide student with a sentence starter (e.g., I like you ____).

Procedures: When the student is in contact with other students, or a new person enters the environment, prompt the student to compliment another person within the environment during a social interaction. Begin with compliments on concrete characteristics or possessions.

Immediately reinforce the response. Fade prompts over subsequent experiences. Eventually reinforce only unprompted compliments to others.

Instruction	Response	Start Date Baseline	Date Mastered
1. Compliments on a personal possession.	a. "I like your ____." b. "Your toy is cool!"		
2. Compliments on a physical attribute.	a. "I like your ____." b. "You look nice today."		
3. Compliments on a skill or action.	a. "I like the way you ____." b. "You are good at ____." c. "You are a good ____." d. "Good job!"		
4. Compliments on an abstract characteristic.	a. "You are nice." b. "You are funny."		
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 3.4A, 3.4B

Program: Follows instructions from a peer.

Prerequisite Skills: Attending skills, follows one-step commands, acknowledges peers

Prompting Suggestions: Physical - turn student towards peer who is giving instructions, manipulate body so that directions are followed. Gestural - gesture student to follow the given instruction. Model - role-play an appropriate response.

Procedures: Peer gives a verbal/voice output instruction to an individual student or small group that is functional and relevant to daily activities. Student is prompted to follow instruction and is immediately reinforced for his/her correct response. Reinforcement should be given by the peer giving the instruction as well as staff. Fade prompts over subsequent experiences. As mastery is achieved, generalize to a variety of peers in a variety of settings.

Instruction	Response	Start Date Baseline	Date Mastered
1. 1-step instructions requiring an immediate response at present location.			
2. 1-step instructions requiring a response at a distance.			
3. 2-step instructions requiring an immediate response at present location.			
4. 2-step instructions requiring a response at a distance.			
5.			
6.			

Comments: Begin program with motivating instructions (e.g. Play on computer, eat snack, take a token, etc.) Instructions can be given in a game format such as Simon Says or Red Light, Green Light. This program can also be completed during group activities (e.g. Stand up, get chairs, clean up, etc.) Visual cues can be paired with the given instructions to further facilitate independence.

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 2.2A, 3.3A, 3.3B, 3.3D, 3.4A

Program: Initiates conversation using a conversational opener

Prerequisite Skills: Greets others, maintains eye contact, initiates interaction with peers. Asks simple questions.

Prompting Suggestions: Verbal - prompt student to say conversational opener, Physical/Gestural - prompt student using an AAC device to say conversational opener, Visual - provide student with a sentence strip.

Procedures: Prompt student to approach another person and gain his/her attention. Prompt student to initiate conversation using a conversational opener. Student will wait for a response from the conversational partner.

Instruction	Response	Start Date Baseline	Date Mastered
Sample conversational openers: 1. Simple greeting (Hi, hello)			
2. How are you?			
3. Nice to see you.			
4. What's new?			
5. How have you been?			
6. Can we talk?			
7.			
8.			
9.			
10.			
11.			
12.			

Comments:

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 2.2A, 3.3A, 3.3C, 3.3D, 3.4A, 9.1A

Program: Introduces one person to another.

Prerequisite Skills: Reciprocates greetings, identifies familiar people

Prompting Suggestions: Model appropriate interactions, verbal prompting

Procedures: Set up a situation where the student (Person A) is interacting with another person (Person B). Have a third person (Person C) (therapist, family member, peer from another class, etc.) who knows the student well, but Person B not as well, approach the pair. Student will greet the entering person. Prompt student to introduce the approaching Person C to Person B, who he or she has been interacting with. Immediately praise a correct response. Fade prompts and delay reinforcement over subsequent interactions.

Instruction	Response	Start Date Baseline	Date Mastered
1. Student acknowledges an approaching familiar person	"Hi (name)"		
2. Student introduces the approaching person to the person with whom he or she was interacting	"(Name), this is (name)."		
3. Student gives more detailed introduction.	"(Name), this is my friend/teacher/sister/neighbor/etc. (name)."		
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM

Interpersonal Interactions

STUDENT NAME:

Standards: 2.2A, 3.3B, 3.4A

Program: Asks for more information when needed.

Prerequisite Skills: Reciprocates information, answers Wh- questions about topics, answers when and why questions, as Wh-questions.

Prompting Suggestions: Model the question. Use a time-delay procedure by modeling the questions immediately after the vague statement is presented. Fade the presentation of the model by 2-second increments across trials.

Procedures: Sit in a chair facing the child. Establish attending and present a vague statement to the child (e.g., "I went somewhere last night"). Prompt child to ask you a question related to the statement (e.g., "Where did you go?" Reinforce the response and answer the question (e.g. "I went to the movies."))

Instruction	Response	Start Date Baseline	Date Mastered
1. Sample vague statements	Asks Wh-questions related to the statement.		
2. I have something	"What do you have?"		
3. I am going somewhere today	"Where are you going?"		
4. I won a prize	"What did you win?"		
5. Someone was here	"Who was here?"		
6. I saw someone	"Who did you see?"		
7. You have to get that	"What do I have to get?"		
8. Go over there	"Where do I go?"		
9. I read a book	"What book did you read?"		
10. I feel sick	"What is wrong?"		
11. My friend did something funny	"What did he/she do?"		
12.			
13.			

Comments: Start with questions related to play activities (e.g., "I'm making something," "I'm drawing something," or "I have something"). Your statements should be ones that would naturally evoke a question (e.g., saying "I went to McDonald's" does not naturally evoke a question, but saying "I found something at the park" may evoke the question "What did you find?"). Present evocative statements in natural contexts (e.g., before going out, say, "We're going somewhere." Pause and prompt for "Where are we going?").

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.2A, 3.3A, 3.3B, 3.3C, 3.3D, 3.4A

Program: Make phone calls using learned conversational skills.

Prerequisite Skills: General knowledge of a telephone, number identification, turn-taking skills, reciprocates greetings, beginning conversational skills.

Prompting Suggestions: Scripts, verbal

Procedures: Prompt student through steps listed below. Sentence strips or scripts may be useful for students who can read words or picture symbols expressively. You may begin with a set script for making a phone call, and fade away the script. If using verbal prompts, fade prompts over time.

Instruction	Response	Start Date Baseline	Date Mastered
1. Picks up phone			
2. Dials number			
3. Waits for someone to pick up			
4. Introduces himself			
5. Asks for the appropriate person			
6. Waits for response			
7. Initiates conversation			
8. Maintains conversation for a) 1 turn b) 2 turns c) 3 turns d) 4 turns			
9. Ends conversation with an appropriate phrase			
10. Says goodbye			
11. Hangs up phone			
12. Appropriately leaves message on an answering machine			

Comments: Students can practice this skill in school by calling a student in another class and asking them to play later that day. You can also set up a time when the student can call one of his or her parents to practice phone skills.

MRESC: SOCIAL SKILLS CURRICULUM
Interpersonal Interactions

STUDENT NAME:

Standards: 2.2A, 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 3.4B

Program: Answering Wh-questions about Topics.

Prerequisite Skills: Discriminates Wh-questions about objects and pictures; answers why/because questions, where questions, and when questions.

Prompting Suggestions: Model the correct response.

Procedures: Sit in a chair across from the child. Establish attending and ask a wh-question about a topic. Prompt the child to answer the question. Reinforce the response.

Instruction	Response	Start Date Baseline	Date Mastered
Breakfast			
1. "What do you eat for breakfast?"	Pancake		
2. "When do you eat breakfast?"	"In the morning"		
3. "Why do you eat breakfast?"	"Because I'm hungry."		
4. "Where do you eat breakfast?"	"In the kitchen."		
5. "Who makes you breakfast?"	"Daddy does."		
Taking a bath:			
6. "When do you take a bath?"	"Before I go to bed."		
7. "Who gives you a bath?"	"Mommy does."		
8. "Why do you have to take a bath?"	"To get clean."		
9. "Where do you take a bath?"	"In the bathtub."		
School			
10. "Where do you go to school?"	"ABC school."		
11. "When do you go to school?"	"On Mondays."		
12. "Who do you see at school?"	"I see Tommy and Mary."		
13. "What do you do at school?"	"I play and write letters."		
14. "Why do you go to school?"	"to see my friends and to learn."		

Comments: If your child has trouble with this program, try presenting the questions in a fixed order and randomizing the questions over time.

REFERENCES

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<http://www.cccoe.net/social/skillslist.htm>

http://www.projectachieve.info/images/DVD_5_The_Stop_Think_Language_and_Skills_and_Scripts_Powerpoint_Graphics.pdf

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Books:

Ready-to-Use; Social Skills Lessons & Activities for grades 4-6

Ruth Weltman Begun, Editor

The Society for Prevention of Violence with The Center for Applied Research in Education

Ready-to-Use; Social Skills Lessons & Activities for grades 7-12

Ruth Weltman Begun, Editor

The Society for Prevention of Violence with The Center for Applied Research in Education

Social Skills Training; For Children and Adolescents with Asperger Syndrome and Social-Communication Problems

Jed E. Baker, Ph.D.

Speech Therapy Today

Alex Kelly

School and Community Social Skills Rating Checklist from Social Skills for School and Community

L.R. Sargent

Use this website to print out the checklist

<http://transitionassessment.northcentralrrc.org/Resources/School-Comm.%20Social%20Skills%20Rating%20Checklist%20Cell%207.pdf>

III. EMOTIONS

An important aspect of social skills development is recognizing and understanding one's own emotions as well as emotions that are expressed by others. Students can learn what the characteristics of specific emotions are, what causes these feelings, and what to do when they occur. Gaining this knowledge assists in personal regulation of behaviors and improved relationships with others. The following programs are suggestions of ways to teach these concepts. The use of role playing, video modeling, and scripts are valuable tools to teaching these skills. The presentation of material should be relevant to daily life for the student. Students should be offered a variety of opportunities to practice and generalize learned skills to naturally occurring situations.



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MRESC: SOCIAL SKILLS CURRICULUM

Emotions

STUDENT NAME:

Standards: 2.1E, 3.4A

Program: Identifying names of emotions – receptive

Prerequisite Skills: Receptive Identification of pictures

Procedures: Show student an example of each emotion in multiple pictures, video clips, and real life situations. Teach student the physical characteristics of each emotion by showing and explaining (e.g. eyebrows are up when someone is surprised.) After teaching the emotion, have the student choose the picture of the named emotion in a field of 3 pictures. Basic feelings of happy, sad, mad, and scared should be taught before less obvious feelings. Intersperse new emotions with those previously learned.

Instruction	Response	Start Date	Date Mastered
Show me ____	Student will point to the named feeling		
Happy			
Sad			
Mad/angry			
Scared			
Surprised			
Proud			
Nervous			
Confused			
Embarrassed			
Bored			
Silly			

Comments: Use multiple examples of pictures for each emotion to teach generalization of skills. To make the emotions more relevant to the student, take pictures of children in the class showing these emotions.

When several emotions are mastered, students can play emotions bingo.

<http://creativespectrum.blogspot.com/2008/06/free-printable-emotions-game-for-kids.html> has a link for a bingo game with real life pictures.

MRESC: SOCIAL SKILLS CURRICULUM

Emotions

STUDENT NAME:

Standards: 2.1E, 3.3A

Program: Identifying names of emotions – expressive

Prerequisite Skills: Labels objects, labels actions

Procedures: Show student an example of each emotion in multiple pictures, video clips, and real life situations. Teach student the physical characteristics of each emotion by showing and explaining (e.g. eyebrows are up when someone is surprised.) After teaching the emotion, have the student label learned and novel examples of the emotion. Teach the basic feelings happy, sad, mad, and scared to mastery before teaching less obvious feelings.

Intersperse new emotions with those previously learned.

Instruction	Response	Start Date	Date Mastered
“What is he/she/they feeling?”	Student will name the emotion.		
Happy – in pictures			
Happy – in ongoing action			
Happy – in video			
Sad – in pictures			
Sad – in ongoing action			
Sad – in video			
Angry/Mad – in picture			
Angry/Mad – in ongoing action			
Angry/Mad – in video			
Scared – in pictures			
Scared –in ongoing actions			
Scared – in video			
Surprised – in pictures			
Surprised – in ongoing actions			
Surprised – in video			
Proud – in pictures			
Proud – in ongoing action			
Proud – in video			
Nervous – in pictures			
Nervous – in ongoing actions			
Nervous – in video			
Confused – in pictures			
Confused – in ongoing actions			
Confused – in video			

Comments: Use multiple examples of pictures. Also can use pictures of students

Resources: The Way I Feel by Janan Cain and The Story of My Feelings by Laurie Berkner

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 3.4D

Program: Acting Out Feelings

Prerequisite Skills: Identification of Feelings in pictures and others

Procedures: Place student in front of a mirror. Ask him/her to show that emotion in the mirror. Model facial expressions when necessary. Fade prompts and reinforce correct responses

Instruction	Response	Start Date	Date Mastered
"Show me ____"	Student shows the correct facial expression in mirror		
Happy			
Sad			
Mad/angry			
Scared			
Surprised			

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 1.3B, 2.1E, 3.3D, 3.4A

Program: Acting out Feelings – Extension activity for young children

Prerequisite Skills: Engages in song/finger play, receptive identification of emotions

Procedures: Sing song “If you’re Happy and You Know It” with changed lyrics for each emotion. Model desired motor actions and facial expressions. Reinforce independent responses.

Instruction	Response	Start Date	Date Mastered
“If you’re ___ and you know it ___”	Performs specified action		
Happy	Make a smile		
Sad	Cry “boo hoo”		
Mad	Stomp your feet		
Excited	Shout Hooray		
Scared	Make a scream		

MRESC: SOCIAL SKILLS CURRICULUM

Emotions

STUDENT NAME:

Standards: 2.1E, 3.3D, 3.4A

Program: Identifying cause of feelings

Prerequisite Skills: Identifies feelings, identifies actions, identifies social interactions

Procedures: Present child with a situation that would evoke a specific feeling. Scenarios should be relevant to the student’s age. Use visual pictures, stories, video clips, and role playing to present the scenario. Provide choices of feelings. Student will identify the correct feeling by pointing or labeling. Fade prompting over time. Fade visual choices for verbal students.

Instruction	Response	Start Date	Date Mastered
Present a social situation that evokes specific feelings	Student will give the correct feeling		
Winning a game	Happy		
Playing with a favorite toy/activity	Happy		
Doing a good job at school	Happy		
Seeing a friend/family member	Happy		
Losing a toy	Sad		
Having nobody to play with	Sad		
Getting hurt	Sad		
Family problems	Sad		
Not winning, not getting a job, etc.	Sad		
Somebody taking your toy	Mad		
Being teased	Mad		
Getting in trouble	Mad		
Being told no	Mad		
Going to a new place	Scared		
Hearing loud noises	Scared		
Watching a scary movie	Scared		

Comments: Extension activity: To teach as a group lesson, give each child faces that show specific emotions attached to a craft stick. After showing a video clip of an emotion-evoking experience, children can hold up the emotion that is being shown.

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 3.3A

Program: Labeling what causes personal feelings

Prerequisite Skills: Identifies emotions, identifies actions, identifies objects

Procedures: Take an inventory on specific experiences that evoke strong emotion in the student. Prompt student with pictures, scripts, verbal modeling, etc. to state the experiences that cause the emotion. Fade prompts and reinforce correct responses.

Instruction	Response	Start Date	Date Mastered
“What makes you feel ____”	Student will list activities that make him or her feel that emotion		
Happy			
Sad			
Mad/angry			
Scared			
Surprised			
Proud			
Nervous			

Comments: If capable, students can draw a picture of a happy, sad, or mad face and write a sentence or draw a picture of something that makes them feel that way. Picture symbols can be used to complete a sentence like “I feel happy when ____.”

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 3.3B

Program: Answers question, “How are you?”

Prerequisite Skills: Beginning social questions, identifies emotions

Procedures: Look for situations throughout the student’s day that the student is distinctly displaying an emotion. Ask, “How are you?” and immediately prompt the student to answer with a feeling that is appropriate for the scenario. Picture choices of emotions can be used. After the student responds correctly, reinforce his feelings by stating “You feel ___ because ___.” Fade prompts and reinforce independent responses.

Instruction	Response	Start Date	Date Mastered
“How are you?” “How do you feel?”			
Happy			
Sad			
Mad/angry			
Scared			
Nervous			
Worried			
Confused			
Proud			
Surprised			

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 3.3A, 3.3D

Program: Talking to others when upset

Prerequisite Skills: Identifies causes of feelings, identifies personal feelings

Procedures: Use role-playing and video models of the correct way to deal with being upset and angry and the incorrect way. Write out a list of actions that you can do when you are angry with peers and adults. Use scripts with the students during role play to model appropriate sentences to use. Differentiate reinforcement for prompted versus independent correct responses.

Instruction	Response	Start Date	Date Mastered
Role play scenarios when student becomes upset	Student talks about feelings		
Student has an item taken from him or her	Tells teacher what happened.		
Student is teased by another student	Ignores or walks away, tells adult what happened		
Not allowed leisure/play time	Tells adult he/she is angry or upset and why		
A peer does not want to play with you at recess	Talk to an adult or friend. Choose another activity.		
Real life situations	Student will react appropriately by stating feelings rather than acting out.		

Comments: Teach self-management skills like taking deep breaths and walking away to calm down along with talking about feelings. For generalization to the natural environment, use a token board that the student can earn a token for every time he/she talks about feelings.

Jed E. Baker, *Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems*, 2003. Shawnee Mission, KS: Autism Asperger Publishing Company; www.asperger.net

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 2.2A, 3.3A, 3.3D, 9.1D

Program: Recognizing and responding to humorous joking or teasing

Prerequisite Skills: Labels emotions, expresses negative feelings appropriately

Prompting Suggestions: Model appropriate response, role-play

Procedures: Discuss a situation or read a social story where joking, teasing, or name-calling hurts someone's feelings. Ask students to identify the behavior that was hurtful. Discuss ways in which the person who was teased should handle the situation. Model an appropriate way of handling teasing for the students. Ask a student to role-play a situation where the student would have to respond to teasing. Prompt student to respond appropriately to the teasing/joking/name calling. Reinforce appropriate responses. Discuss how the student reacted in the role-play and other ways he or she could have reacted. Encourage generalization of skill in naturally occurring situations.

Instruction	Response	Start Date	Date Mastered
1. Identifies a statement that is humorous joking, teasing or name-calling.			
2. Asks person to stop joking, teasing, or name-calling.			
3. Tells person that their joking/teasing/name calling hurts.			
4. Ignore a person who does not stop joking/teasing/name calling.			
5. Walk away from the situation.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 3.3A, 3.3C, 3.3D, 3.4A

Program: Expresses a variety of negative feelings

Prerequisite Skills: Labels emotions

Prompting Suggestions: Verbal

Procedures: Wait for a situation to arise when a student is showing characteristics of a specific negative emotion (e.g., if a student is teased, loses a game, forgets homework, etc.). Present the SD, "How do you feel?" Prompt student to use the sentence starter "I feel ___" or "I am ___." Reinforce using words to express emotion rather than acting out behaviors. Students may initially need a visual board showing different emotions to choose from

Instruction	Response	Start Date	Date Mastered
1. "How do you feel?"	"I feel angry/mad."		
2.	"I feel sad."		
3.	"I feel hurt."		
4.	"I feel sick."		
5.	"I am worried."		
6.	"I am nervous."		
7.	"I am scared."		
8.	"I feel disappointed."		
9.	"I feel stressed."		
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM

Emotions

STUDENT NAME:

Standards: 2.1E, 3.3D

Program: How to keep calm when angry

Prerequisite Skills: Identifies emotions, Identifies causes of feelings, Understands cause and effect

Procedures: Begin lesson as a discussion with one or a small group of students. Have student identify things that make him or her mad. Visual pictures of actions can be used to help students identify these triggers. Teach student ways to remain calm when angry. Practice these skills through role-playing a variety of situations with prompts. Fade prompts and reinforce attempts to remain calm when angry. Video models can also be used to teach ways to keep calm when angry.

Instruction	Response	Start Date	Date Mastered
Identify triggers	Student will identify things that make him/her mad		
Teach that you can change your thoughts to something else	Create a list of things that make the student happy that he can think about rather than becoming angry.		
Teach ways to distract oneself from being angry	Understands actions that will create a distraction such as draw a picture, take a walk, count to 10, listen to music, etc.		
Teach ways to assert oneself	States feelings using an "I" message (I feel __)		
Role play a situation where student would become angry	Remains calm through using one or more of the taught techniques		
Naturally occurring situation where student becomes angry	Remains calm through using one or more of the taught techniques		

Comments: Social stories can also be used to reinforce the skills that are needed to control one's anger. Students can also keep a record of experiences they had by marking what made them angry, how angry they were, and what they did in that situation to self-monitor.

Jed E. Baker, *Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems*, 2003. Shawnee Mission, KS: Autism Asperger Publishing Company; www.asperger.net

MRESC: SOCIAL SKILLS CURRICULUM

Emotions

STUDENT NAME:

Standards: 2.1E, 3.3B, 3.3D

Program: Dealing with making a mistake

Prerequisite Skills: Asks for help, understands cause/effect

Procedures: Role-play the steps for making a mistake in each scenario. A.) Pretend student makes a mistake doing work or an academic activity. Review work, tell him that he did something wrong and that it is an opportunity to learn. Prompt student to correct his work. B.) Explain that not everyone can win a game if appropriate. Teach that the student will have another chance in the future to try again. If the experience allows, prompt student to try the skill again until he/she gets it. C.) Prompt student to tell or show someone what happened and apologize D.) Prompt student to apologize. In all scenarios, reiterate that everyone makes mistakes and it is okay to make a mistake. Reinforce appropriate behaviors for making a mistake.

Instruction	Response	Start Date	Date Mastered
Mistake made during an academic activity	Asks for help, tries again		
Mistake made during game play or athletic activity	Accepts if he/she is “out of the game Tries again		
Mistake made if something is dropped or broken	Tells or shows somebody Apologizes		
Mistake made that hurts somebody’s feelings	Apologizes		

Comments: When teaching that making a mistake is okay, it is important to model acceptance of making mistakes daily. Purposely make your own mistakes and verbalize how it is okay and can be used as a learning experience. Initial teaching of this skill should be taught using contrived situations where you ask the child to make a mistake on purpose. This will make learning more fun for the student and not hurt self-esteem.

Jed E. Baker, *Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems*, 2003. Shawnee Mission, KS: Autism Asperger Publishing Company; www.asperger.net

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 3.4B

Program: Trying something new – dealing with fear

Prerequisite Skills: Follows directions

Procedures: This program should be used for dealing with learners who have difficulty trying new things such as eating new foods, going to new places, or playing with new toys. Begin instruction with items or activities that only differ slightly from what the child is comfortable with and slowly begin to introduce items or activities that cause more fear. Use role-playing, video modeling, and social stories to teach that it is okay to try something new. A.) Teach child to express if he/she is afraid to try something. B.) Model that it is okay to be afraid the first time and that after you try something, you will feel better. C.) Teach calming skills like taking deep breaths, counting, or thinking of preferred activities. D.) Provide opportunities for student to watch others trying the targeted action. E.) Have student try it. At first, reinforce appropriate behaviors such as standing still and watching someone try something new, then partially correct responses such as touching a new food, or standing near a new activity. Gradually increase level of involvement until student tries something new independently. Trying to go to new places can be taught through video, pictures, and verbal descriptions. Many exposures to a new place may have to occur before student tries it.

Instruction	Response	Start Date	Date Mastered
Present child with a new experience	Student tries it		
New toy			
New materials for instruction			
New teacher or staff member			
New schedule of activities			
New foods			
Going into a new room			
Going to a new location in the community			

Jed E. Baker, *Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems*, 2003. Shawnee Mission, KS: Autism Asperger Publishing Company; www.asperger.net

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 3.3A, 3.3D, 3.4A

Program: Accepts compliments from others graciously

Prerequisite Skills: Attending skills, follows 1-step instructions

Prompting Suggestions: (1) Verbal prompts

Procedures: Student sits facing instructor. Instructor gives student a compliment. The student should make eye contact and respond with “thank you”. If student does not spontaneously respond, prompt the response. Reinforce response. Fade prompts over subsequent trials.

Compliment Given	Response	Start Date	Date Mastered
1. (clothing)			
2. (smiling)			
3. (being helpful)			

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 3.3A, 3.3D, 9.1C

Program: Expresses pride in accomplishments

Prerequisite Skills: Identifies emotions, simple conversational skills.

Prompting Suggestions: Verbal and gestural (feeling proud) prompts

Procedures: A.) Help child complete a task with multiple steps or a task that is slightly difficult. When child completes task ask, "How do you feel?" Prompt child to label his/her emotion. B.) Prompt child to help someone else. When the child helps a friend tell him he should be proud of what he did and ask him how he feels. Fade prompting and differentially reinforce independent responses.

Instruction	Response	Start Date	Date Mastered
1. Difficult task			
2. Helps someone else out			
3. Works very hard on a project/task			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 3.3B, 3.4A

Program: Expressing confusion and asking for clarification

Prerequisite Skills: States “I don’t know” to unfamiliar questions, identifies irregularities in pictures; repeats sentences.

Prompting Suggestions: Verbally model the correct response.

Procedures: Sit in chair across from the child. Establish attending and present a complicated instruction (e.g., ask the child to perform something that you know he or she can’t perform, such as “Touch your shin”, or state a three-step instruction in a fast manner, or present an instruction with low volume). Prompt the child to express confusion and to ask for clarification (e.g., “I don’t understand. Show me how to do that,” or “I didn’t understand you. Say it again”, or “I can’t hear you. Say it louder”). Reinforce the response.

Instruction	Response	Start Date	Date Mastered

Comments: Be sure to intersperse simple instructions that your child can perform with complicated ones. This will teach your child to discriminate when to ask for clarification and when not to.

MRESC: SOCIAL SKILLS CURRICULUM
Emotions

STUDENT NAME:

Standards: 2.1E, 3.3A, 3.3D

Program: Dealing with embarrassment

Prerequisite Skills: Understands cause and effect, follows directions

Procedures: Explain that everyone feels embarrassed for different reasons and it is okay to feel that way. Role-play scenarios where students might become embarrassed and teach proper ways to handle the situation. Use role-play, social stories, and video modeling to teach skills. Use scripts for verbal responses. Gradually fade prompting and reinforce independent use of appropriate behaviors in embarrassing situations. If appropriate, lead a small group discussion on things that are embarrassing and what to do.

Instruction	Response	Start Date	Date Mastered
Student makes mistake in front of group of peers	Try again, ask for help, say everybody makes mistakes		
Embarrassing bodily function	Says "excuse me"		
Is teased for being different	Laughs about it, walks away to another friend		

MRESC: SOCIAL SKILLS CURRICULUM

Emotions

STUDENT NAME:

Standard: 2.1E, 3.3A, 3.3D, 3.4A

Program: Understands Others’ Feelings - Upset

Prerequisite Skills: Identifies feelings, identifies feelings in others, identifies social interactions, identifies what causes feelings

Procedures: Review how to identify feelings in others. Engage in discussion and role playing to teach how to react to situations when someone else appears upset. Use modeling, video models and scripts to teach appropriate responses.

Instruction	Response	Start Date	Date Mastered
Identifies signs that someone is upset			
Asks, “Are you okay?”			
Listens to others’ problem			
Other person is sad – reason unknown	Comforts him/her – pat on back, says “it’s okay”		
Other person needs help with school work	Offers help		
Person lost something	Offers to help find it		
Peers did not want to play with him/her	Offers to play with them		
Person did not get the toy/activity wanted	Shares own toy/activity with peer		

Comments: For more advanced skills, teach students to make statements that show support using scripting. For example, if student A is teased for his appearance, teach student B to say “It’s okay. Don’t listen to what they say. I get teased too sometimes.”

MRESC: SOCIAL SKILLS CURRICULUM

Emotions

STUDENT NAME:

Standard: 2.1E, 3.3A

Program: Understanding that different experiences may cause different emotions in others

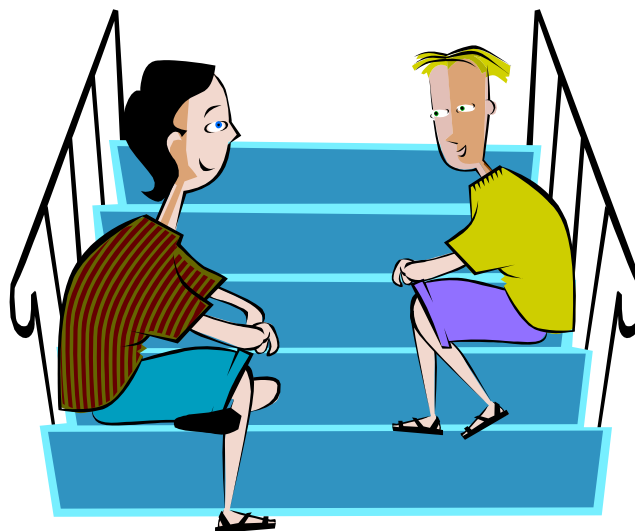
Prerequisite Skills: Identifies actions, Identifies social interactions, Identifies feelings, understands causes of feelings

Procedures: Present student with a scenario that could evoke different feelings from different people such as playing with a dog or riding a rollercoaster. Explain that different people have different likes, dislikes, and fears for different things. Give a background story for two people and then ask how each person would feel in that situation. Prompt correct responses and fade prompts as necessary. This skill can be taught as a small group discussion. Example scenarios are listed below.

Instruction	Response	Start Date	Date Mastered
Child A has 2 pet dogs at home and plays with them every day. Child B does not have any pets and only hears her neighbor's dog bark through the fence. Child A and B are at the park playing when their friend joins them with his new puppy. How would Child A feel? How would child B feel?	Identifies correct emotions for each child.		
Child A plays on a baseball team every Tuesday night and just hit a home run in his last game. Child B was playing baseball with his neighbors last week and was teased for striking out. In gym class, the teacher announces that they will be playing baseball this week. How does Child A feel? How does child B feel?			

IV. CONVERSATION SKILLS

Following the acquisition of many non-verbal interpersonal interaction skills, it is important for the learner to engage others in conversation. Simple scripts may be taught for the learner to greet others, share and listen to information, change topics, make comments, ask questions, and many other skills. With practice, the learner may "mix and match" scripts and be more spontaneous. Explaining oneself, announcing one's actions, as well as other communications can also be very important in the workplace. In all situations, conversation skills can foster the understanding and acceptance of the student with special needs as well as being the first step in having a friend.



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MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standard 3.3A, 3.3B, 3.3D

Program: Follow a greeting with a conversational phrase.

Prerequisite Skills: Maintains eye contact, reciprocates greetings, listens attentively to a person speaking.

Prompting Suggestions: Verbal - model appropriate response. Physical/Gestural - prompt student to appropriately use augmentative or alternative communication device.

Procedures: Set up a situation where another person approaches and greets the student. Prompt student to make eye contact, reciprocate greeting, and use a conversational phrase. Immediately reinforce correct response. Student should listen attentively to the conversational partner's response to the conversational phrase. Fade prompts over subsequent interactions.

Instruction	Response	Start Date Baseline	Date Mastered
Sample conversational phrases:			
1. "How are you?"			
2. "How is it going?"			
3. "How have you been?"			
4. "What's new?"			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standard: 3.3A, 3.3B, 3.3D

Program: Initiates conversation using a conversational opener

Prerequisite Skills: Greets others, maintains eye contact, initiates interaction with peers. Asks simple questions.

Prompting Suggestions: Verbal - prompt student to say conversational opener, Physical/Gestural - prompt student using an AAC device to say conversational opener, Visual - provide student with a sentence strip.

Procedures: Prompt student to approach another person and gain his/her attention. Prompt student to initiate conversation using a conversational opener. Student will wait for a response from the conversational partner.

Instruction	Response	Start Date Baseline	Date Mastered
Sample conversational openers: 1. Simple greeting (Hi, hello)			
2. How are you?			
3. Nice to see you.			
4. What's new?			
5. How have you been?			
6. Can we talk?			
7.			
8.			
9.			
10.			
11.			
12.			

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3D

Program: How and when to interrupt

Procedures:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate use and inappropriate use of the skill through a live demonstration or a video presentation.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate interruptions without prompts. Prompt student to A) decide if they need to interrupt, B) walk up to the person or raise their hand to gain the communicative partner's attention, C) if they are engaged in a conversation, wait for a pause in the conversation, D) say "excuse me" or "Sorry to interrupt", then ask the question. Bait the skill within the classroom, vocational or daily living experiences by doing something that requires the student to interrupt (e.g. ignore the student).
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date	Date Mastered
Asking permission in class			
Asking for assistance while doing a task			
Delivering a message			
Joining a conversation			
Asking for a item (e.g. pencil)			
Encountering a dangerous situation (e.g. someone is hurt)			
Asking for clarification of information			

Comment: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flash cards, scripts, Augmentative and Alternative communication devices and card readers can be used to prompt students who do not demonstrate the skill.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3D

Program: Staying on Topic

Prerequisite Skills: (1) Responds to an introductory conversation statement (2) Answers general knowledge questions related to a topic. (3) Repeats phrases. (4) Takes turns using questions/comments.

Procedure:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate/inappropriate use of the skill through a live/video demonstration.
3. Provide role-playing and teaching opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriately generated comments and questions without prompts. Begin by providing the student with a concrete topic that they can see (e.g. show and tell, pictures of past/future events, and topic books about favorites (e.g. show and tell), then graduate to using more abstract topics. Examples of training opportunities: A) Use flash cards with questions or comments written on them for the student to sort on-topic and off-topic questions and comments for the chosen topic. B) Introduce a topic and prompt the student to ask an on-topic question or make an on-topic comment about the chosen topic. C) Script cartoon conversations by providing one picture with a character and a topic statement. Have the student make an on-topic follow-up question or comment for the next frame.
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school. Emphasize using the skill across different social situations rather than memorizing a script.
5. Create incentives for the student by praising and rewarding skill use.

Instruction	Response	Start Date	Date Mastered
Question	Student asks an on-topic question		
Who			
What			
Where			
When			
Why			
How			
What else			
Comment	Student makes an on-topic comment		
I like			
I also			
I went			
I am going			

Comment: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, flashcards, scripts, AAC devices can be used to prompt students.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A

Program: Maintaining a Conversation

Prerequisite Skills: (1) Responds to an introductory conversation statement (2) Answers general knowledge questions related to a topic. (3) Repeats phrases. (4) Takes turns using questions and/or comments.

Procedure:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate use and inappropriate use of the skill through a live demonstration or a video presentation.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate interruptions without prompts. Examples of training opportunities: A) Asking a parent, peer or teacher about his or her day and keeping the conversation going on-topic. B) Someone presents a “show and tell” item while others must ask questions and make comments about the item. C) Create a mystery bag with hidden items inside the bag. Have students ask questions or make comments until they can guess what’s in the bag. D) Playing a “guess who” game where someone pretends to be famous and the other person has to guess who it is by asking follow-up questions. E) Perform a mock interview of a person. F) Use scripted cards to prompt the student take turns asking and answering questions about a specific topic (e.g. Conversation Cards). G) Script cartoon conversations by providing one picture with a character and an introductory statement. Have the student make a follow-up question or comment for the next frame. Script the next frame and have the student maintain the conversation.
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day (e.g. lunch time, circle time) for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date Baseline	Date Mastered
Demonstrates a good listening position			
Waits for a pause before talking			
Asks follow-up questions about the topic they are discussing			
Makes on-topic comments			

Comment: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, flash cards, scripts, AAC devices, card readers, etc. can be used.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 3.4B

Program: Taking Turns Talking

Prerequisite Skills: (1) Repeats words and/or phrases (2) Takes turns

Procedures:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate use and inappropriate use of the skill through a live demonstration or a video presentation.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate use the two-question rule without prompts. Prompt the student to follow the two-question rule: when others ask you a question and you answer it, you can ask a similar question right back (e.g. “What is your favorite food?” “Pizza” “What’s your favorite food?”). Examples of training opportunities: A) Greet students and prompt them to greet you back. Do the same for goodbyes. B) Ask the student how they are and what they have been doing. After they respond, prompt them to ask back. Repeat with questions about the future, present-oriented questions. C) Pick topics about which people have different preferences. Prompt the student to take turns sharing their preference about each topic. D) Use two colors of tokens, one for questions, and one for comments. During conversation, dispense the tokens as the student forms questions or comments. The student should have an equal amount of tokens compared to each other. E) Create a simple comic strip by providing one picture with a character asking a question. Prompt the student to answer the question and make a follow-up question or comment for the next frame.
4. Provide practice assignments and opportunities for the student to practice the skill with peers, parents, and a variety of staff members throughout the school day for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date Baseline	Date Mastered
Greetings	Student greets you appropriately		
Closings	Student says goodbye appropriately		
Suggested Topics	Student follows two-question rule while engaged in topic		
Foods			
Past Events			
Future Events			
TV shows			
School subjects			

Movies			
Pets			
Person Oriented Questions (e.g. What are you eating, playing, doing?)			
Music			
Hobbies			
Sports			
Family			
Books			

Comment: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flash cards, scripts, Augmentative and Alternative communication devices and card readers can be used to prompt students who do not demonstrate the skill.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A

Program: Starting a Conversation

Prerequisite Skills: (1) Uses greetings (2) Repeats phrases (3) Asks questions

Procedure:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate and inappropriate use of the skill through a live/video demonstration.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate conversation initiations without prompts. Examples of training opportunities include: A) Ask student what would they say to start a conversation in a given situation (e.g. the student sees someone after the weekend). B) Create a conversation book or photo album of pictures that represent those people, activities or events (e.g. movie tickets) that are significant to the student. A conversation starter book about the student's family, classmates and friends can be constructed containing each person's interests and hobbies. These books can be used to prompt the student to start a conversation. C) Play the conversation freeze game. Have the student wander around the room until the teacher says, "freeze". The student must turn to the nearest person and ask a conversation starter. D) Bait the skill by purposely staying quiet when you see the student for the first time during the day or holding an interesting item in your hand. E) Ask students what they would say to start a conversation in different scenarios (e.g. you see your friend on Monday morning). Use a quiz show format with points for appropriate responses. F) Create a simple comic strip by providing one picture with two characters meeting. Prompt the student to fill in a greeting and make a follow-up question or comment for the next frames.
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date	Date Mastered
Greets the person	"Hi"		
Asks questions about the present situation	"What are you (doing, talking about, eating, reading)?"		
Asks questions about a past situation	"How was your (day, week-end, week, vacation, holiday)?" "Did you see...?" "Guess what I did?"		
Asks questions about future situations	What are you going to do (after school, this week-end, for vacation)?"		
Asks about interests	"Have you been (doing a favorite		

	activity, playing a favorite game, watching a favorite TV show) lately?”		

Comment: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flash cards, scripts, Augmentative and Alternative communication devices and card readers can be used to prompt students who do not demonstrate the skill.

Resources: Social Skills Training, Jed E. Baker, Ph.D. & Six Tips for Teaching Conversation Skills with Visual Strategies, Linda Hodgdon, M.Ed., CCC-SLP

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 3.4B

Program: Joining a Conversation

Prerequisite Skills: Starting a Conversation

Procedure:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate and inappropriate use of the skill through a live/video demonstration.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only attempts to join the conversation without prompts. Example training opportunities: A) Have two students start a conversation about a topic. Have the third student join the conversation by listening to the conversation and asking/telling something relevant. B) Have a group conversation and give out tokens for a student who asks or tells on-topic comments/questions, thus joining in the conversation. C) Talk about a student's favorite topic in front of them until they spontaneously join with a comment or question. D) Construct a simple comic strip by depicting two persons discussing a topic. Prompt the student to fill in the next cell to join the conversation.
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill use.

Instruction	Response	Start Date	Date Mastered
Identifies the topic of conversation			
Walks up to the people talking			
Waits for a pause in the conversation			
Says "Excuse me, were you talking about _____?"			
Asks a question about the topic: a. Who b. What c. When d. Where e. Why f. How g. What else?			

Comment: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flash cards, scripts, Augmentative and Alternative communication devices and card readers can be used to prompt students who do not demonstrate the skill.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 3.4B

Program: Ending a Conversation

Prerequisite Skills: (1) Repeats phrases (1) Introduces a topic of conversation (2) Maintains a topic (3) Takes turns using conversational comments and questions

Procedures:

1. Provide a verbal or pictorial explanation of the steps for the target
2. Model the appropriate use and inappropriate use of the skill through a live demonstration or a video presentation.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate attempts to end a conversation without prompts. Example training opportunities: A) Purposely talk on and on in a boring way or start talking when the student has to leave, then prompt the appropriate ending. B) Have two students have a conversation. One of the students must end the conversation appropriately because he or she must leave. C) Construct a simple comic strip by depicting two discussing a topic. Prompt the student to fill in the next cells of the comic strip to end the conversation.
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date	Date Mastered
Decides the reason for leaving the conversation	A. Bored B. Have to do something else C. Late		
Asks one more follow-up question or comment during the conversation	“That’s interesting.” “I like that too.”		
Ends the conversation	“Well, I have to go because I am late.” Well, I have to go because I have other things to do.”		
Walks away	“see you later”		

Comments: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flash cards, scripts, Augmentative and Alternative communication devices and card readers can be used to prompt students who do not demonstrate the skill.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 3.4B

Program: Shifting Topics

Prerequisite Skills: (1) Repeats phrases (2) Introduces a topic of conversation (2) Maintains a topic of conversation

Procedures:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate and inappropriate use of the skill through a live demonstration or a video presentation.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate shifts in conversation without prompts. A) Pretend others are talking about a topic and have the student pretend to want to talk about upcoming weekend. Have the student use an appropriate transitional statement. B) Have students compose transitional statements to get from one topic to the other (e.g. from going to the zoo to going to a museum (say, “speaking of trips.”). C) Talk continually about a boring topic until the student feels compelled to shift the topic. D) Construct a simple comic strip by depicting two students discussing a topic. Prompt the student to fill in the next cells of the comic strip to use a transitional phrase or question.
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day for generalization. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date	Date Mastered
Wait for the right time to change the topic			
Prepare the other person for a change in topic by asking or using a transitional phrase	“Can I change the topic” “Can I talk about something else?” “By the way, did you hear about....?” “Speaking of.....”		
Begin discussing the new topic			

Comments: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flashcards, scripts, AAC devices, card readers, etc can be used to prompt students who do not demonstrate the skill.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 3.4B

Program: Commenting on the unexpected, works of others and experiences

Prerequisite Skills: (1) Repeats a phrase (2) Demonstrates joint attention (3) reciprocates with objects/pictures.

Procedures:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate use and inappropriate use of the skill through a live demonstration or a video presentation.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate comments without prompts. Role-play scenarios include: A) Have one student engage in an activity (e.g. art) and prompt another student to comment on the work of the other student. B) Place objects in a mystery bag and prompt the student comment on what he or she sees. C) Engage the student in a play activity and prompt the student to comment on one action in the game. Games that the student has mastered playing should be selected. D) Place an unexpected item in a location or in a familiar container and prompt the student to comment on the item.
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date	Date Mastered
Comment on the works of others			
Examples Art projects	“I like your picture.”		
Drawings	“I like the yellow sun.”		
Paintings	“Cute cat.”		
Sand creations	“Cool Colors!”		
Block creations	“That’s a big tower!”		
Comment on Experiences			
Examples Mystery Bag	“Look at this!!”		
Engage in play or game	“Watch me!” “Uh-oh!”		

Comment on the Unexpected			
Examples Place a novel item in a familiar container	“Wow”		
Place a novel item in a familiar location	“Look!”		

Comments: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flash cards, scripts, Augmentative and Alternative communication devices and card readers can be used to prompt students who do not demonstrate the skill.

Resources: Social Skills Training, Jed E. Baker, Ph.D. and Reaching Out, Joining In Teaching Social Skills to Young Children with Autism, Mary Jane Weiss, Ph.D., BCBA & Sandra L. Harris, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 3.4B

Program: Asking a question when you don't understand

Prerequisite Skills: (1) Repeats phrases (2) Asks questions

Procedures:

1. Provide a verbal or pictorial explanation of the steps for the target.
2. Model the appropriate use and inappropriate use of the skill through a live demonstration or a video presentation.
3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate questions without prompts. Suggested role-plays involve the following scenarios: A) Give the student instructions for completing a typical task, but say it in another language or fancy words to describe an action. Prompt the student to state he or she does not understand and ask for clarification. B) Give vague instructions (e.g. "Draw a picture of the thing over there."). Prompt the student to state he or she does not understand and ask for clarification.
4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date	Date Mastered
States " I do not understand"			
Asks for clarification			

Comments: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flash cards, scripts, Augmentative and Alternative communication devices and card readers can be used to prompt students who do not demonstrate the skill.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

MRESC: SOCIAL SKILLS CURRICULUM

Conversation Skills

STUDENT NAME:

Standards: 3.3A, 3.3B, 3.3C, 3.3D, 3.4A, 3.4B

Program: Sensitive Topics

Prerequisite Skills: (1) Identifies a topic

- Procedures:**
1. Provide a verbal or pictorial explanation of the steps for the target.
 2. Model the appropriate use and inappropriate use of the skill through a live demonstration or a video presentation.
 3. Provide role-playing opportunities with feedback until the student has mastered the skill. Fade prompts over subsequent experiences. Eventually reinforce only appropriate use of topics without prompts. Examples of training opportunities include:
 - A) Bait the skill by walking up to a student after you have purposely changed your appearance (e.g. wear an odd piece of clothing). Do not say anything unless the student asks. Discuss sensitive topics and teach appropriate responses.
 - B) Present a list of sensitive and not sensitive topics and prompt the student to sort them. Use a quiz show format to increase student motivation.
 4. Provide practice assignments and provide opportunities for the student to practice the skill with peers, parents, and new staff members throughout the school day for generalization of the skill. An emphasis on learning how to use a skill across different social situations rather than memorization of a script should be emphasized.
 5. Create incentives for the student by praising and rewarding skill enactment in the classroom and vocational environment.

Instruction	Response	Start Date	Date Mastered
Identifies a sensitive topic Examples: A. Something negative about how the person looks B. How old the person is. C. Physical differences D. Learning difference E. A behavioral difference F. Loss of job or death of a family member or friend.			
Responds appropriately to sensitive topics			

Comments: Each activity above may need to be broken down into individual steps to master the skill. Verbal models, Flash cards, scripts, Augmentative and Alternative communication devices and card readers can be used to prompt students who do not demonstrate the skill.

Resource: Social Skills Training, Jed E. Baker, Ph.D.

V. PROBLEM SOLVING SKILLS

As our students enter the community as consumers and employees, they encounter a variety of everyday challenges. To be successful members of society, they must possess problem-solving and decision making strategies. These skills are introduced, reinforced and generalized across multiple settings through the use of discussion, modeling, role-play and structured practice opportunities.



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MRESC: SOCIAL SKILLS CURRICULUM
Problem Solving Skills

STUDENT NAME:

Standards 2.2B, 2.2C, 3.3A, 3.3D, 9.1A

Program: Identifying Problems

Objective: To provide students with the opportunity to practice identifying a problem in a clear and constructive way

Procedures:

1. Define the word “problem” as something that happens to someone or between people that usually makes them feel unhappy or uncomfortable.
2. Suggest hypothetical scenarios for discussion. Use current events and/or language arts materials or actual problems that are occurring in the classroom.
3. Model describing the problem. Example: I can’t find my _____.
4. Provide opportunities for the students to state problems in a clear and objective statement.
5. Related Ripple Effects for Kids topics: Problems, Problem naming, Problem solving, Related Ripple Effects for Teens topics: Problems solving, Problem naming
6. Sample Activities: Problem Diary, Alternate 1 & 2

MRESC: SOCIAL SKILLS CURRICULUM
Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.3A, 3.3D, 3.4B, 9.1A

Program: Identifying trigger situations

Objectives: To help students become aware of situations that trigger or elicit strong emotions.

To increase awareness of the unique way strong feelings make their presence known in the body

Procedures:

1. Define “trigger situations” as events or situations that cause very strong feelings.
2. Provide examples indicating that different people have different trigger situations and some people share some of the same ones.
3. Solicit examples from students.
4. Talk about physical signs of stress resulting from trigger situations.
5. Related Ripple Effects for Kids topics: Controlling Impulses, Triggers - catching
Related Ripple Effects for Teens topics: Triggers – inside, Triggers - outside
6. Sample Activities: Feelings Fingerprint, Feelings Can Be Chart, Trigger worksheet

MRESC: SOCIAL SKILLS CURRICULUM

Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.3B, 3.3D, 3.4B, 9.1A

Program: Asking for Help

Objectives: To learn appropriate ways to ask for help
To learn how to tell when it is appropriate to ask for help

Procedures:

1. Review the steps to asking for help
 - ✓ Try to do it on your own first (unless it is an emergency)
 - ✓ If you can't, Think about who you can ask for help
 - ✓ Think about a good time and place to ask for help.
 - ✓ Tell the person how they can help you (explain yourself clearly)
 - ✓ Ask them if they are willing to help.
 - ✓ Pay attention when the person helps you
 - ✓ Thank the person for their help
2. Model the steps
3. Review rules for when it is appropriate to interrupt
4. Role Play situations involving asking for help
5. Related Ripple Effects for Kids topics: Help – getting it, Assertiveness
Related Ripple Effects for Teens topics: Help – getting it, Assertiveness
6. Sample Activity: Asking for Help worksheet

MRESC: SOCIAL SKILLS CURRICULUM

Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.4A, 3.4B, 9.1A

Program: Active Listening Skills

Objectives: To learn the components of good listening, listening position, and paying attention

To provide practice for learning good listening skills

Procedures:

1. Establish the components of Listening Position
 - Sit or stand straight
 - Face the speaker or source of sound
 - Look toward the speaker or source of sound

2. Establish the components of Listening Power
 - Use Listening Position
 - Pay attention to what the other person is saying
 - Repeat what the other person said
 - Check to see if you are right

3. Model Listening Position

4. Role Play listening situations

5. Related Ripple Effects for Kids topics: Listening
Related Ripple Effects for Teens topics: Conversations

6. Sample Activities: Listening Position Guide, Listening Power Guide, What went Wrong worksheet

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Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.3A, 3.3D, 3.4B, 9.1A

Program: Setting Realistic Goals

Objectives: To identify and prioritize the steps it will take to reach a goal.

Procedures:

1. Define “goal” as what you want to happen.
2. Finish the sentence...I want...
3. Questions for discussion:
 - What do you need to do to reach the goal?
 - Can you do it by yourself?
 - Do you need help?
 - Do you know how to get the help you need?
 - Do you know who to ask for the help?
4. List the tasks you need to do in order to reach your goal.
5. Related Ripple Effects for Kids topics: Self-aware, Goals- setting
Related Ripple Effects for Teens topics: Goals, Accepting Yourself
6. Sample Activities: My To Do List

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Problem Solving Skills

STUDENT NAME:

Standards: 2.2A, 3.3A, 3.3D, 3.4B, 9.1A

Program: Identifying Consequences

Objectives: To help students recognize potential outcomes of decisions

Procedures:

1. Define “consequences” as the result of our actions. They can be positive or negative.
2. Suggest hypothetical scenarios for discussion. Use current events and/or language arts materials or actual problems that are occurring in the classroom.
3. Review classroom rules/level system. Discuss what happens if you follow the rules. What happens if you don’t?
4. Role Play situations
5. Related Ripple Effects for Kids topics: Predicting consequences, Point of view
Related Ripple Effects for Teens topics: Predicting consequences, Breaking Rules
6. Sample Activities: What are Consequences and the Consequence worksheet

MRESC: SOCIAL SKILLS CURRICULUM

Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.3A, 3.3D, 3.4A, 3.4B, 9.1A

Program: Identifying Obstacles

Objectives: To help student recognize potential barriers to achieving a goal

Procedures:

1. Define “obstacles” as things that get in the way and keep us from getting what we want.
2. Discuss different types of obstacles such as physical limitations, communication issues, lack of information, lack of support
3. Discuss supports that may be needed to achieve a goal.
4. Role play situations
5. Related Ripple Effects for Kids topics: Self-aware
Related Ripple Effects for Teens topics: Resilience
6. Sample Activities: What Supports Would Be Most Helpful?

MRESC: SOCIAL SKILLS CURRICULUM

Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.3A, 3.3D, 3.4A, 3.4B, 9.1A

Program: Generating solutions

Objectives: To learn how to use brainstorming to create a list of possible solutions for problems

Procedures:

1. Define “brainstorming” as a way to come up with new ideas to solve problems. (Works best as a group project)
2. Suggest a hypothetical or actual problem
3. Students suggest ideas for possible solutions
4. Every idea is recorded on the board, on an easel or large pad using pictures if needed.
5. Related Ripple Effects for Kids topics: Brainstorming options
Related Ripple Effects for Teens topics: Brainstorming options
6. Sample Activities: Solving Problems, Set 1 & 2

MRESC: SOCIAL SKILLS CURRICULUM
Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.3A, 3.3D, 3.4A, 3.4B, 9.1A

Program: Making Positive Choices

Objectives: To help students to evaluate ideas and select appropriate choices

Procedures:

1. Use the list from the brainstorming activity
2. Look at each suggestion and ask students to decide if it will work.
3. Discuss the consequences of each suggestion
4. Role Play the solutions
5. Related Ripple Effects for Kids topics: Options – weighing them, Solutions – testing
Related Ripple Effects for Teens topics: Alternatives – evaluating, Solutions - trying

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Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.3D, 3.4A, 9.1A

Program: Role Play

Objectives: To learn how to role play

Procedures:

1. Define “role play” as participating in a make-believe situation to practice skills
2. Begin with pantomime/charades, model for students. “Guess what I am doing?” Encourage students to imitate or create their own role plays
3. Act out multiple step activities. Model for students. “What am I doing?” “Where do you think I am?” Students imitate or create their own scenarios
4. Act out two person situations. Model with another adult if possible. Allow students to imitate, try their own scenario
5. Add speaking parts (if appropriate) Model for students. Ask students to identify who you are and what you are doing – use photos or labels for visual supports for students who need them.
6. Add student to the role play as a friend or co-worker

MRESC: SOCIAL SKILLS CURRICULUM

Problem Solving Skills

STUDENT NAME:

Standards: 2.2B, 3.3A, 3.3D, 9.1A

Program: Dealing with Bullies

Objectives: To provide students with specific steps to follow when being teased or bullied
To provide students with the opportunity to role-play these steps

Procedures:

1. Define bully as someone who intimidates others physically, verbally and/or emotionally
2. Follow the following steps:
 - First, ignore the bullies
 - Second, say “Please stop”
 - Third, say, “ Please stop, what you are doing is bothering me.”
 - Fourth, say, “If you don’t stop, I am going to tell the teacher (or another adult) what you are doing.
 - Fifth, tell the adult what happened
3. Model the steps
4. Practice the steps through role-play
5. Related Ripple Effects for Kids topics: Resilience, Name Calling, Bullied, Peer pressure, and Ignoring
Related Ripple Effects for Teens topics: Resilience, Aggression, Bullying, Internet – harassment, Internet – threats
6. Sample Activities: Solving Problems, Set 1 & 2

References on Problem Solving

Ask & Answer Social Skills Activity Book by Keri Speilvogel, Melanee Callough and Molly DeShong; Super Duper Publications, 2002

Set of social skill games addressing six topics: Politeness, Solving Problems, Staying on Topic, Requesting Information, Initiating Conversations, and Feelings.
Reproducible and adaptable games with activity/homework sheets for practice.

Practicing Pragmatics Fun Deck ; Super Duper Publications

Series of cards with questions/pictures to discuss reinforce problem situations

Playing a Role Real Life Vocational Rehearsals by Gary Sigler, Ed.D. & Darla Kay Fitzpatrick, M.Ed.; IEP Resources 2000

Role Play scripts regarding a variety of vocational issues such as: Expectations on a Job, How Jobs are Lost, Vocational and Social Communications

Daily Character Education Activities by Becky Daniel-White; Carson-Dellosa Publishing Co. Inc., 2004

Reproducible activities related to Citizenship, Compassion, Fairness, Honesty, Integrity, Perseverance, Responsibility, Respect, Self-Discipline, Trustworthiness

It's Your Life – Live it to the Max! A Self-Determination Manual for Youth with Disabilities; The New Jersey Partnership for Transition From School to Adult Life for Youth with Disabilities, Fall 1996

Self-Advocacy, Self-Awareness, and Self-Determination activities related to transition

Social Skill Strategies: A Curriculum for Adolescents Books A & B by Nancy Gajewski & Patti Mayo; Thinking Publication, Eau Claire, WI, 1989

A comprehensive social skills curriculum providing information regarding identifying, teaching and generalizing social skills

Keeping It Real: How to Get the Support You Need for the Life You Want by Kathy Roberson, MSW, Rich Blumberg, Ph.D, & Dan Baker, PhD; The Elizabeth M. Boggs Center on Developmental Disabilities, December 2005

Workbook for students on transition topics such as self-awareness, employment, and independent living

Social Decision Making/Social Problem Solving A Curriculum for Academic, Social and Emotional Learning by Maurice J. Elias, Linda Bruene Butler; Research Press 2005

Evidence based approach to building social skills, includes activities, follow-up practice, take home/information packets for parents

Ripple Effects Software Software to positively change behavior, rippleeffects.com

Computer program with video clips, games, activities to introduce, discuss, reinforce social skills

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