**Curriculum Area Project**

**REACH Program**

**Social Skills Curriculum**

**2013**

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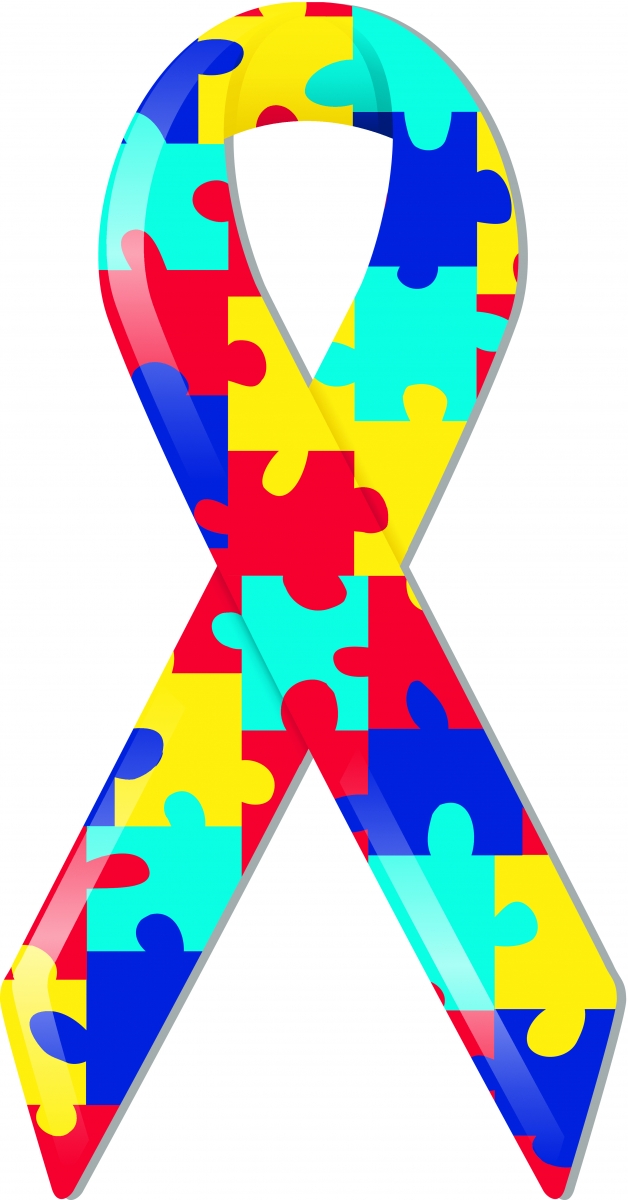
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REACH

**R**ecognizing and **E**ncouraging **A**ccomplishments in **Ch**ildren

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**Abstract**

**The REACH Program is an ungraded special education program for students with autism spectrum disorder from ages 5 to 21. This “Social Skills Training Program” has been developed to increase the development of social skills for the elementary REACH students in order to provide them with the necessary foundational skills for social success. While the curriculum was designed to target students at the elementary level of the REACH Program, repetition, review, and practice will be appropriate at the middle and high school levels. Learning of appropriate social skills at younger ages will enhance independence in future years for success in the community and in vocational settings. Systematic teaching of appropriate social skills is essential for students with autism spectrum disorder.**

**This “Social Skills Training Program” utilizes principles of Applied Behavior Analysis, Discrete Trial Teaching, and simulated learning experiences for maintenance and generalization of skills. Each targeted skill has been identified as a necessary social skill for optimal success in both school and community settings. The selected target skills include: emotion identification, coping with frustration/anger, conversation skills, telephone skills, playing a turn-taking game, playing a simple sport, dealing with strangers, birthday party etiquette, restaurant etiquette, and movie etiquette. This curriculum has been designed to be implemented by teachers, speech and language pathologists, and teacher’s aides that have been trained in the principles of Applied Behavior Analysis and Discrete Trial Teaching. This social skills curriculum has been linked to the Core Common Standards to promote engagement and independence for students.**

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**Rationale**

**The mission of the REACH Program in the East Meadow School District is to support and enhance the accomplishments of each child. Students in the REACH Program are classified as students with disabilities, typically autism spectrum disorder. REACH Program goals align with the Core Common Standards while enabling individuals with disabilities to “pursue education that will lead to appropriate adult normalization and full participation in life” (Luftig & Muthert, 2004).**

**A significant impairment in social abilities is one of the most critical aspects of autism spectrum disorder. Development of social skills will play a key role in future success in both school and vocational settings. With the increased prevalence of children with autism spectrum disorder, the education of students with ASD must encompass social skills intervention that teaches children with autism how to “hold a conversation, take the perspective of others, and engage in play” (Scattone, 2007). Students with autism spectrum disorder must also learn the “subtleties of social interactions, such as personal space, showing empathy, and reading body language” (Scattone, 2007).**

**Research supports that “social skills are a learned behavior and increased interactions may occur with specific training and opportunities to practice these skills over time (Gonzalez-Lopez & Kamps, 1997). Scattone (2007) points out that outlining social skills on an IEP will allow for student progress to be monitored, as well as allow for adjustments to be made to social skills training procedures as needed. Over the past ten years, social skills intervention has expanded to include naturalistic teaching (including simulated experiences in the natural setting), the use of technology (i.e., video modeling), written scripts, and social stories to teach conversational skills, play skills, and emotional understanding and management. Strain and Hoyson (2000) emphasize the**

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**importance of long term intensive intervention for social skills training in order to promote optimal performance and generalization of skills. Creating this social skills curriculum for the students in the REACH Program will allow for educators to provide students with consistent practice using the aforementioned strategies and discrete trial teaching to promote future school and vocational success. The REACH Program- Social Skills Curriculum was designed to enhance individual strengths and help students develop into productive adults.**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_\_\_**

**Area: Emotion Identification**

**Objective: The student will identify various emotions and socially appropriate coping behaviors with 80% accuracy for 2 nonconsecutive sessions.**

**Common Core Standard:**

**SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.**

**Materials: The Feelings Book by Todd Parr, real photos of various emotions, situational cards with written script response cards, feelings bingo board**

**Teaching Procedures: The teacher will engage the students in the book The Feelings Book by Todd Parr, periodically stopping to comment and ask questions to check for comprehension. Next, the teacher will present real photographs of various emotions to ensure accurate identification before introducing situational cards. The teacher will then present situational picture cards (i.e., a child looking sad because ice cream cone fell on floor). When presented with a verbal instruction to identify an appropriate response to the situational card, the student will correctly identify the appropriate behavioral/social response. A written script card will be utilized if needed to prompt the student and faded when appropriate. Dependent on the student’s mode of communication, a correct response may be touching a correct photograph, responding with the use of AAC device, or a verbal response. When the student correctly identifies the appropriate response for the situation, verbal praise will be provided**

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**(i.e., “Great Job!”). Upon mastery of each situation, mastered situations will be presented randomly for maintenance while the next situation is taught in isolation until mastery. The teacher will then engage the students in a fun activity using a feelings bingo board to identify emotions and to identify how a situation might make us feel.**

**Teaching Steps:**

1. **The teacher will read The Feelings Book by Todd Parr, periodically stopping to comment and ask questions to check for understanding.**
2. **The teacher will explain that it is important to understand the different emotions that we may feel and why we may feel them at different times.**
3. **The teacher will present various emotion cards using real photographs (i.e., a child looking sad because their ice cream cone fell on the ground).**
4. **The teacher will explain to the student(s) that it is important to know an appropriate response when faced with different situations and that it is important to practice these responses.**
5. **The teacher will present various situational cards, one at a time, and ask the student(s) to identify the correct response to a situation.**
6. **The teacher will provide a prompt using a written script or visual cue card as needed and then fade as appropriate.**
7. **The teacher will then engage the students in a fun activity using a feelings bingo board to identify emotions and to identify how a situation might make us feel.**
8. **The teacher will continue to work on each emotion/situation one at a time in individual instruction or small instruction until appropriate emotional/situational responses are mastered for each student (see suggested targets to teach).**
9. **The teacher will collect data using discrete trial teaching to determine mastery.**
10. **Upon mastery of each situation, the teacher will present the next situation.**
11. **All mastered emotions/situations will continue to be reviewed randomly while a new emotion/situation is taught in isolation. Data will be collected for both mastered emotions/situations and the new emotion/situation being taught in isolation.**
12. **Generalization will be expected across various situations in different locations (i.e. when situations naturally arise during the day eliciting various emotions in the children**

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**Error Correction: If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of demonstration or verbal correction (i.e., “The boy feels sad because \_\_\_\_\_\_\_\_\_\_\_”, “The girl can \_\_\_\_\_\_\_\_\_\_ to feel better”).**

**Prompting Options:**

1. **Provide a written and/or visual cue of the situation with the appropriate response being used**
2. **Model the correct response**

**Level of prompting will be dependent on each student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.**

**Suggested Targets to Teach:**

1. **happy**
2. **scared**
3. **sad**
4. **angry/mad**
5. **disappointed**
6. **frustrated**
7. **excited**
8. **proud**
9. **shy**
10. **bored**
11. **begin at one and teach situations that prompt each emotion**

**Generalization Suggestions:**

1. **use video models to expose student(s) to various situations leading to different emotions**
2. **talk to students as various situations arise throughout the day leading to different emotions and label the emotion and how we can react to it (i.e., “Bob wanted to be line leader today but John is today. Bob feels disappointed. He can take deep breaths and ask his teacher if he can be line leader tomorrow.”)**

**Mastery Criterion: 80% accuracy for 2 nonconsecutive sessions**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area: Coping with frustration and anger**

**Objective: Student will recognize when he/she is feeling frustrated and/or angry and cope with feelings in an appropriate manner (i.e. use coping skills taught) with 80% accuracy for 2 nonconsecutive sessions.**

**Common Core Standard:**

**SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.**

**Materials: Let’s Talk About Feeling Angry by Joy Berry, bin full of various squishy balls, emotions flash cards, coping script, SMART Board, or iPad.**

**Teaching Procedures: Initially show student flash cards (print, cut, and laminate) with various emotions displayed by realistic people. Make sure student is able to identify target emotions (pre-determined by teacher) and if possible give an example of a time he/she felt that emotion (can be given an example from teacher). Concentrate on emotion cards that display person who is angry and/or frustrated. Review with student techniques/ideas that he/she could do (or person on card could do) to help him/her feel better (i.e. using words, breathing exercises, squeeze squishy balls, go to a “calming station”, etc.) Next, contrive situations in which the student will become frustrated and/or angry. Teach student to use coping technique that best works for him/her. Reinforce all correct responding.**

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**Teaching Steps:**

1. **Introduce and take inventory on all emotion cards that student knows.**
2. **For the emotion cards student does not know systematically teach student target emotions using DTT.**
3. **Use DTT to review each emotion card and have student provide a time or a situation in which he/she experienced that feeling.** 
   1. **Teacher can read, Let’s Talk About Feeling Angry by Joy Berry to share with student examples.**
   2. **Teacher can provide model (used as a prompt) if student is having difficulty thinking of one him or herself.**
4. **Once student demonstrates mastery with identify emotions the student will be introduced to various coping techniques (i.e. using words, breathing exercises, squeeze squishy balls, go to a “calming station”, etc.) An informal inventory will be taken as to which technique/material the student seems to gravitate towards.**
5. **Once a preferred mode is determined it will be isolated only for times when the student is experiencing a time of distress (anger/frustration).**
6. **Situations will then be contrived in which the student will become angry and/or frustrated.**
7. **The teacher will prompt and teach the student to utilize coping technique that was isolated from previous step (5).**
8. **As the student becomes more familiar with coping technique, prompts from teacher should be faded.**
9. **Student should engage in coping techniques independently, when appropriate.**

**Error Correction:**

1. **If student responds incorrectly during any step, immediately provide a prompt for the student.**
2. **Have the student repeat target with accuracy, reinforce and fade prompt.**

**Prompting Options: Prompts vary due to ability of student. Always provide least restrictive prompts.**

1. **verbal prompt**
2. **written prompt**

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**Generalization Suggestions:**

1. **use video models to expose student to various situations**
2. **use peers and other adults as emotion models**
3. **use other literature to expose student to various situations**

**Suggested Targets to Teach:**

1. **emotion cards**
2. **coping techniques**
3. **utilization of coping techniques**

**Mastery Criterion: 80% accuracy for 2 nonconsecutive sessions**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area: Conversational Skills**

**Objective: Student will actively and appropriately engage in a conversation with a select partner with 80% accuracy for 2 nonconsecutive sessions.**

**Common Core Standards:**

**SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.**

**SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

**Materials: pre-written scripts (created by teacher, based on student’s area of need), arrow card**

**Teaching Procedures: Initially determine the student’s greatest area(s) of need (i.e. on the playground, during art class, lunch time, etc.). Next, assess student’s reading level to make sure that social scripts are on appropriate reading level, if not, modify. Have student read various scripts with teacher. Once mastery is demonstrated with familiar adult (script is**

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**faded), then pair student with an appropriate, familiar, peer from class. Once mastery is demonstrated with select peer(s) from class (script is faded) then have student practice with novel adults and peers from school community.**

**Teaching Steps:**

1. **Review selected script with student to ensure that student is reading script correctly.**
2. **Use DTT to teach appropriate conversational skills (following script).**
3. **Go through script with student using gestural or visual prompts to indicate when it is each partners turn (i.e. pointing with finger or an arrow card).**
4. **Once mastery is demonstrated with familiar adult (student is able to engage in conversation for whole duration without written script and without select prompt for turn taking then the student should engage with familiar peer.**
5. **Once mastery is demonstrated with familiar peer (student is able to engage in conversation for whole duration without written script and without select prompt for turn taking then the student should engage with novel adults and peers.**
6. **Student should continue to generalize learned skill with novel subjects (both people and subject matter).**

**Error Correction:**

1. **If student responds incorrectly during any step, immediately provide a prompt for the student (errorless teaching).**
2. **Have the student repeat target with accuracy, reinforce and fade prompt.**

**Prompting Options: Prompts vary due to ability of student. Always provide least restrictive prompts.**

1. **verbal prompt**
2. **gestural prompt**
3. **written prompt**
4. **visual prompt**

**Generalization Suggestions:**

1. **use video models to expose student various situations**
2. **take student out into community to practice in various environments and more variety of people**

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**Suggested Targets to Teach:**

***(depends on student’s individual need)***

1. **birthday party**
2. **various special area classes (i.e. art class)**
3. **lunch time**
4. **playground**
5. **bus**

**Mastery Criterion: 80% accuracy for 2 nonconsecutive sessions**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_\_\_**

**Area: Telephone Skills**

**Objective: The student will correctly and independently use a telephone with 80% accuracy for 2 nonconsecutive sessions across use of two different telephones**

**Common Core Standard:**

**SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

**Materials: SmartBoard or iPad for video modeling, written/visual steps chart, written scripts, telephones, cell phones**

**Teaching Procedures: The teacher will engage the students in a video model found on YouTube or self-created on the iPad. The teacher will pause the video periodically to ask questions or review a skill to check for and ensure comprehension. After viewing the video model, teaching adults and students will have an opportunity to demonstrate the skills being targeted using real and/or play telephones. Last, the students will be paired together to practice the targeted skills. During this time, written and/or visual cues will be provided and then systematically faded to increase independence. Suggestions will be sent home for practicing the skill at home to foster generalization of the targeted skill (s). After each skill is**

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**mastered, a new skill will be introduced. Previous skills will continue to be practiced for maintenance. When the student (s) correctly engage in appropriate telephone behaviors, verbal praise will be provided (i.e., “Great Job!”). Correction/assistance will be provided as needed using the prompting options listed below.**

**Teaching Steps:**

1. **The teacher will show a video model of appropriate telephone use on the SmartBoard or an iPad, periodically stopping to comment and ask questions to check for understanding**
2. **The teacher will explain that it is important to understand how to use a telephone and review the different purposes for using a Phone (i.e., making a call, answering a phone and taking a message)**
3. **The teaching adults will model appropriate telephone use for the lesson’s target skill**
4. **Selected students will have an opportunity to model for their peers the proper use of a phone for the targeted skill**
5. **Students will be paired together with a teaching adult present to monitor the practice of the skill using real and/or play phones**
6. **Written and/or visual cues will be provided as needed and systematically faded as appropriate**
7. **The teacher will continue to work on each skill and/or each possible telephone situation, one at a time, in individual instruction or small instruction until appropriate telephone use is mastered for each student (see suggested targets to teach).**
8. **The teacher will collect data using discrete trial teaching to determine mastery.**
9. **Upon mastery of each skill/situation, the teacher will present the next skill/situation.**
10. **All mastered skills/situations will continue to be reviewed randomly while a new skill/situation is taught in isolation. Data will be collected for both mastered skills/situations and the new skill/situation being taught in isolation.**
11. **Generalization will be practiced during various situations in different locations across different instructors (i.e., related services, home environment).**

**Error Correction: If the student does not respond or responds incorrectly, the teacher will provide the following prompting options using the least restrictive prompt possible and fading the prompt as appropriate.**

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**Prompting Options:**

1. **Hand over hand assistance**
2. **Full to partial physical prompting**
3. **Verbal prompt**
4. **Written Prompt**
5. **Visual Prompt**
6. **Gestural Prompt**
7. **Independence**

**Level of prompting will be dependent on each student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.**

**Suggested Targets to Teach for Making a Call:**

1. **Pick up phone**
2. **Hold correct end to ear and mouth**
3. **Dial number**
4. **Wait for someone to say “Hello”**
5. **Say “Hello, this is \_\_\_\_\_\_\_\_\_\_\_”**
6. **Say “Can I speak to \_\_\_\_\_\_\_\_\_\_?”**
7. **Listen to speaker**
8. **Respond to speaker correctly depending on their response**
9. **Say “Thank you” if they say “Hold on one minute, I will get \_\_\_\_\_\_”**
10. **Say “Thank you, please tell \_\_\_\_\_ that I called” if the say that he/she is not home**
11. **Say good-bye before hanging up**
12. **Place the receiver down appropriately**

**Suggested Targets to Teach for Taking a Message:**

**1. Pick up phone when it rings**

**2. Hold correct end to ear and mouth**

**3. Say “Hello”**

**4. Wait for speaker to speak**

1. **State “\_\_\_\_\_\_ cannot get on the phone right now. May I take a message?”**

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1. **Wait for speaker**
2. **Pick up pencil**
3. **Write what speaker says**
4. **Ask for spelling if needed and confirm with speaker by repeating back**
5. **Ask for a phone number for the person to call back when they can**
6. **Wait for speaker**
7. **Write down numbers**
8. **Repeat numbers for the speaker to confirm**
9. **Wait for confirmation**
10. **Say “I will give \_\_\_\_\_\_\_ the message” “Thank you and good-bye”**
11. **Wait until the speaker says “good-bye”**
12. **Hang up the receiver correctly**
13. **Put down pencil and save message on paper**

**Generalization Suggestions:**

1. **use video models to expose student(s) to various people using telephones**
2. **simulate various telephone experiences to practice the target skills using various telephones**

**Mastery Criterion: 80% accuracy for 2 nonconsecutive sessions across 2 different telephones**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area: Dealing with Strangers**

**Objective: Student will recognize someone who is unfamiliar to him/her and verbalize a learned response.**

**Common Core Standards:**

**RF.K.1: Demonstrate understanding of the organization and basic features of print.**

**SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

**Materials: Multiple unfamiliar people, duplicated script with target response (see appendix).**

**Teaching Procedures: Have student read script with target response until student can read it fluently. Contrive situations (in school setting and in community) in which unfamiliar people (strangers) approach student. Student will initially have script to read from in contrived settings (can adjust size of script card, if needed to fit in student’s pocket). The card should be systematically faded based on predetermined mastery criterion. Reinforce all correct responses.**

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**Teaching Steps:**

1. **Conduct read aloud using story, Don’t Talk to Strangers by Christine Mehlhaff to introduce topic.**
2. **Teach student to read script with saying. An example of an appropriate saying could be, “I do not know you. I am going to go get an adult I do know.”**
3. **Contrive situations (in school setting and in community settings) in which unfamiliar adults (of various races, ages, genders, etc.) approach student.**
4. **Have student read script to unfamiliar adult.**
5. **Systematically fade the script.**
   1. **Ideas for fading:**
      1. **Fade last sentence**
      2. **Fade first sentence**
      3. **Fade card**
6. **Introduce familiar people to the student into the exercise (the student will have to discriminate between a stranger and not a stranger).**
7. **Continue to contrive situations in which student is required to discriminate between strangers and not strangers (without the use of the script).**
8. **Once student demonstrates mastery without the use of the script and between strangers and not strangers, training can be moved into generalization stage.**

**Error Correction:**

1. **If student is approached by an unfamiliar adult (stranger) and does not begin to recite saying (either reading script or from memory) prompt student by saying, “do you know this person?” Provide student with all necessary prompts to complete interchange appropriately and correctly. Reinforce correct response.**
2. **If student reads script incorrectly then immediately provide a full verbal prompt with correct reading. Have student repeat. Provide immediate reinforcement for corrected reading.**
3. **If student recites script (from memory) incorrectly immediately provide a full verbal prompt with correct saying. Have student repeat. Provide immediate reinforcement for correct reciting.**

**Prompting Options: Prompts vary due to ability of student. Always provide least restrictive prompts.**

1. **written prompt**
2. **verbal prompt**

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**Generalization Suggestions:**

1. **Have student practice in various settings (classrooms, library, cafeteria, playground, mall, grocery store, etc.)**
2. **Randomize time of day.**
3. **Have student practice with varying instructors.**

**Suggested Targets to Teach:**

1. **“I do not know you. I am going to go get an adult I do know.”**
2. **Any other variations either based on teacher’s discretion or need of student.**

**Mastery Criterion: 80% accuracy for 2 nonconsecutive sessions**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area: Playing a simple sport**

**Objective: Student will appropriately participate and play in a specific sport.**

**Common Core Standards:**

**SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

**Materials: Spot Loves Sports by Eric Hill, video models (of various target sports), SMARTBoard or iPad to view video models. poster paper, marker, specific equipment for target sport**

**Teaching Procedures: Introduce student(s) to various sports using book, Spot Loves Sports by Eric Hill. Use story to help determine if the student has an interest in any particular sport. If so, choose that sport as first target. Show student video model of other students playing the particular sport. As video is playing pause at key moments and write down steps/rules (at end of video will have a written list). During subsequent times watching video review steps/rules with student. Pause video at various moments and have student “predict” what should happen next. Once student demonstrates mastery with video then have student play with peers (at recess in physical education class). Provide physical, verbal, and/or gestural prompts when necessary. Generalize with other students, introduce new sports.**

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**Teaching Steps:**

1. **Show student video of target sport.**
2. **As video is playing, pause at target points and write down (with input of student) necessary step.**
3. **Continue step 2 until end of video.**
4. **Review video with student, pausing at target points to have student “predict” what should happen next.**
5. **Once mastery is demonstrated, have student play sport with select group of students.**
6. **Review steps (from poster paper) before beginning, and review as necessary.**
   1. **Can make list small to fit into student’s pocket to be able to review before playing next time.**
7. **Provide physical, verbal, and/or gestural prompts, if required for accuracy.**
8. **Generalize skill to other groups of kids.**
9. **Introduce a new sport, following teaching steps 1-8.**

**Error Correction:**

1. **If student responds incorrectly during any step, immediately provide a prompt for the student.**
2. **Have the student repeat target with accuracy, reinforce and fade prompt.**

**Prompting Options: Prompts vary due to ability of student. Always provide least restrictive prompts.**

1. **verbal prompt**
2. **gestural prompt**
3. **physical prompt**

**Generalization Suggestions:**

1. **use video models to expose student various sports**
2. **have student play with various students**
3. **have student play during various points in day (during recess, during physical education class, after school)**

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**Suggested Targets to Teach:**

1. **kick ball**
2. **soccer**
3. **t-ball**
4. **basketball**

**Mastery Criterion: 80% accuracy for 2 nonconsecutive sessions**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area: Playing a turn-taking game**

**Objective: Student will appropriately participate and play in a turn-taking game**

**Common Core Standards:**

**SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.**

**SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

**Materials: Share and Take Turns by Cheri J. Meiners, video models (of various children playing turn-taking games), SMARTBoard or computer to view video models, chart paper, markers, various simple board games**

**Teaching Procedures: Introduce student(s) to the concepts of sharing and taking turns using the book Share and Take Turns by Cheri J. Meiners. Ask periodic questions while reading to check for understanding. Show student (s) video model of other students playing turn-taking/board games. As video is playing pause at key moments and write down steps/rules (at end of video will have a written list). During subsequent times watching video review steps/rules with student (s). Pause video at various moments and have student (s) “predict” what should happen next. Once student (s) demonstrates mastery with video then have student play with peers (i.e., Memory, Candy Land, Trouble, Bingo). Provide physical, verbal, and/or gestural prompts when necessary. Generalize with other students and in various settings, introduce new games.**

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**Teaching Steps:**

1. **Show student (s) video of turn-taking.**
2. **As video is playing, pause at target points and write down (with input of students) necessary step.**
3. **Continue step 2 until end of video.**
4. **Review video with student, pausing at target points to have student “predict” what should happen next.**
5. **Once mastery is demonstrated, have student play game with selected student (s).**
6. **Review steps (from poster paper) before beginning, and review as necessary.**
   1. **Can make list small to fit into student’s pocket to be able to review before playing next time.**
7. **Provide physical, verbal, and/or gestural prompts, if required for accuracy.**
8. **Generalize skill to other groups of kids and various settings.**
9. **Introduce a new game, following teaching steps 1-8.**

**Error Correction:**

1. **If student responds incorrectly during any step, immediately provide a prompt for the student.**
2. **Have the student repeat target with accuracy, reinforce and fade prompt.**

**Prompting Options: Prompts vary due to ability of student. Always provide least restrictive prompts.**

1. **verbal prompt**
2. **gestural prompt**
3. **physical prompt**

**Generalization Suggestions:**

1. **use video models to expose students various games and skill of turn-taking**
2. **have students play with various students**
3. **have students play during various points in day (during recess, during social skills group time, after school)**

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**Suggested Targets to Teach:**

1. **Memory**
2. **Bingo**
3. **Trouble**
4. **Candy Land**
5. **Chutes and Ladders**
6. **Gone Fishing**
7. **Card Games**
8. **Boggle**
9. **Charades**
10. **Guess Who**

**Mastery Criterion: 80% accuracy across three (3) consecutive occurrences, across two (2) instructors.**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_\_\_**

**Area: Birthday Party Etiquette**

**Objective: The student will demonstrate socially appropriate birthday party behaviors during a simulated birthday party 80% of the time.**

**Common Core Standard:**

**SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.**

**SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

**Materials: book I Like Birthdays…It’s the Parties I’m Not Sure About It by Lourie Renke, situational cards with written script response cards, radio, simple party games, cake, goody bags**

**Teaching Procedures: The teacher will engage the students in the book I Like Birthdays…It’s the Parties I’m Not Sure About It by Lourie Renke, periodically stopping to comment and ask questions to check for comprehension. Next, the teacher will present situational written and/or picture cards (i.e., a child who loses at a party game, a child who wants the present, a child who does not like the cake, etc.). When presented with a verbal instruction to identify an appropriate response to the situational card, the student will correctly identify the appropriate response. A written script card will be utilized if needed to prompt the student and faded when appropriate. Dependent on the student’s mode of communication, a correct**

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**response may be touching a correct photograph, responding with the use of AAC device, or a verbal response. When the student correctly identifies the appropriate response for the situation, verbal praise will be provided (i.e., “Great Job!”). Upon mastery of each situation, mastered situations will be presented randomly for maintenance while the next situation is taught in isolation until mastery.**

**Teaching Steps:**

1. **The teacher will read I Like Birthdays…It’s the Parties I’m Not Sure About It by Lourie Renke, periodically stopping to comment and ask questions to check for understanding.**
2. **The teacher will explain that it is important to understand the rules about attending a birthday party so that everyone at the party can have a good time.**
3. **The teacher will present various situational cards of things that could happen at a birthday that could be upsetting, challenging, or overwhelming for a birthday party participant (i.e., a child who loses at a party game, a child who wants the present, a child who does not like the cake, etc.).**
4. **The teacher will explain to the student(s) that it is important to know an appropriate response when faced with these situations and that it is important to practice these responses.**
5. **The teacher will present various situational cards, one at a time, and ask the student(s) to identify the correct response to a situation.**
6. **The teacher will provide a prompt using a written script or visual cue card as needed and then fade as appropriate.**
7. **The teacher will then simulate a mock birthday for the students to demonstrate appropriate birthday behavior, using various party games (musical chairs, pin the nose on the clown, Bingo, etc.) and a cake.**
8. **The teacher will continue to work on each situation one at a time in individual instruction or small instruction until appropriate situational responses are mastered for each student (see suggested targets to teach).**
9. **The teacher will collect data using discrete trial teaching to determine mastery.**
10. **Upon mastery of each situation, the teacher will present the next situation.**
11. **All mastered situations will continue to be reviewed randomly while a new situation is taught in isolation. Data will be collected for both mastered situations and the new situation being taught in isolation.**
12. **Generalization will be expected across various situations in different locations (i.e. joint birthday parties with other classes, holiday parties, etc.)**

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**Error Correction: If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of demonstration or verbal correction (i.e., “No, thank you”, “I can try again next time”, “Maybe I will get that toy for my birthday”).**

**Prompting Options:**

1. **Provide a written and/or visual cue of the situation with the appropriate response being used**
2. **Model the correct response**

**Level of prompting will be dependent on each student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.**

**Suggested Targets to Teach:**

1. **greetings (arrival/departure)**
2. **waiting turn**
3. **accepting loss at a party game**
4. **appropriate mealtime behavior**
5. **watching gifts being opened and wanting one of the toys**
6. **loud noises/singing**
7. **wanting to play a different activity then the present activity**
8. **not liking the meal and/or cake**
9. **asking for an activity/item**
10. **ending the party time appropriately (waiting until the party is over or accepting that it is over)**

**Generalization Suggestions:**

1. **use video models to expose student(s) to various birthday parties**
2. **take students to various birthday parties in various environments (combine with other classes in their classrooms, hold party in cafeteria, etc.)**

**Mastery Criterion: 80% of the time**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_\_\_**

**Area: Restaurant Etiquette**

**Objective: The student will demonstrate socially appropriate restaurant behaviors 80% of the time across various settings**

**Common Core Standard:**

**SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

**Materials: social story from Now I Get It!: Social Stories that Build Confidence and Demonstrate Appropriate Behavior (Two Stories: the Restaurant, the Movies) by Jene Aviram, situational cards with written script response cards, menu, food items, money**

**Teaching Procedures: The teacher will engage the students in the book Now I Get It!: Social Stories that Build Confidence and Demonstrate Appropriate Behavior (Two Stories: the Restaurant, the Movies) by Jene Aviram, periodically stopping to comment and ask questions to check for comprehension. Next, the teacher will present situational written and/or picture cards (i.e., a child not liking any food on the menu, a child not liking their food once it arrived, a waiter speaking to a child for their order, a child not sitting appropriately at the table, a child not using utensils, etc.). When presented with a verbal instruction to**

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**identify an appropriate response to the situational card, the student will correctly identify the appropriate behavioral/social response. A written script card will be utilized if needed to prompt the student and faded when appropriate. Dependent on the student’s mode of communication, a correct response may be touching a correct photograph, responding with the use of AAC device, or a verbal response. When the student correctly identifies the appropriate response for the situation, verbal praise will be provided (i.e., “Great Job!”). Upon mastery of each situation, mastered situations will be presented randomly for maintenance while the next situation is taught in isolation until mastery.**

**Teaching Steps:**

1. **The teacher will read Now I Get It!: Social Stories that Build Confidence and Demonstrate Appropriate Behavior (Two Stories: the Restaurant, the Movies) by Jene Aviram, periodically stopping to comment and ask questions to check for understanding.**
2. **The teacher will explain that it is important to understand the rules about how to behave in a restaurant so that everyone can have a nice time.**
3. **The teacher will present various situational cards of things that could happen at a restaurant that could be upsetting, challenging, or overwhelming for the child (i.e., a child not liking any food on the menu, a child not liking their food once it arrived, a waiter speaking to a child for their order, a child not sitting appropriately at the table, a child not using utensils, etc.).**
4. **The teacher will explain to the student(s) that it is important to know an appropriate response when faced with these situations and that it is important to practice these responses.**
5. **The teacher will present various situational cards, one at a time, and ask the student(s) to identify the correct response to a situation.**
6. **The teacher will provide a prompt using a written script or visual cue card as needed and then fade as appropriate.**
7. **The teacher will then simulate a mock restaurant experience for the students to demonstrate appropriate restaurant mealtime behavior, using menus, real food items, money, etc.**
8. **The teacher will continue to work on each situation one at a time in individual instruction or small instruction until appropriate situational responses are mastered for each student (see suggested targets to teach).**
9. **The teacher will collect data using discrete trial teaching to determine mastery.**

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1. **Upon mastery of each situation, the teacher will present the next situation.**
2. **All mastered situations will continue to be reviewed randomly while a new situation is taught in isolation. Data will be collected for both mastered situations and the new situation being taught in isolation.**
3. **Generalization will be expected across various situations in different locations (i.e. class trips to diners, pizza places and/or ice cream shops).**

**Error Correction: If the student does not respond or responds incorrectly, the teacher will provide a model of the correct response in the form of demonstration or verbal correction (i.e., “No, thank you”, “This is not what I ordered”, “Can I get \_\_\_\_\_\_\_\_\_”).**

**Prompting Options:**

1. **Provide a written and/or visual cue of the situation with the appropriate response being used**
2. **Model the correct response**

**Level of prompting will be dependent on each student’s level of functioning. Always use least restrictive prompt. Fade prompts across trials and differentially reinforce responses depending on prompt level and/or independence.**

**Suggested Targets to Teach:**

1. **greetings (arrival/departure)**
2. **asking and waiting for a table**
3. **appropriate mealtime behavior (sitting, use of utensils)**
4. **reviewing the menu**
5. **placing an order politely**
6. **asking for a different item than what is on menu**
7. **coping with getting the wrong order/not liking the meal once it is presented**
8. **responding to various questions posed by waiter/waitress**
9. **asking for the bill**
10. **ending the experience appropriately**

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**Generalization Suggestions:**

1. **use video models to expose student(s) to various restaurant experiences**
2. **take students to various eateries in various environments (diner, pizza places, ice cream shops)**

**Mastery Criterion: 80% of the time across various settings**

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**East Meadow School District**

**REACH Program Social Skills Curriculum**

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Area: Movie Etiquette**

**Objective: Student will appropriately go to a movie theater and watch a movie for its duration.**

**Common Core Standards:**

**SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.**

**SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

**Materials: video model (of steps of attending a movie theater), SMART Board, copy of movie rules**

**Teaching Procedures: Initially, conduct read aloud using book, If You Take a Mouse to the Movies by Laura Nemeroff. After reading story, introduce list of movie rules and review before beginning (see attachment). Use video modeling to show student appropriate behavior when in a movie theater (make sure video shows all steps from waiting in line to buy ticket to walking out after movie). Using the video the instructor can pause to review with student (referring to rules). Next, set-up a mock movie theater in classroom or other available room (use SMARTBoard, if available for movie screen). Re-enact same steps (use**

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**rules to help with order). Make sure to turn off all the lights (make room as dark as possible) and make sound loud to ensure as true an experience as possible. Prompt student through appropriate behavior. Once student seems comfortable with mock movie theater using various movies and fellow movie watchers then plan a community outing to a movie theater. Make sure to bring a printed copy of movie rules and review before trip and before movie.**

**Teaching Steps:**

1. **Conduct read aloud using, If You Take a Mouse to the Movies by Laura Nemeroff.**
2. **Introduce movie rules to student (modify with visuals, wording, length according to student’s need).**
3. **Watch video of other students going to movie theater.**
4. **As the video is playing, pause and review the rules with the student.**
5. **As the student becomes more proficient with rules, pause video to have student “predict” or tell what should happen next.**
6. **Once student is comfortable with video and demonstrates an understanding (mastery) of rules then create mock movie theater.**
7. **Have student enact all learned rules of going to a movie theater, provide verbal and/or gestural prompts when necessary.**
8. **Once student has demonstrated mastery with attending mock movie theater then plan a community outing.**
9. **Before going to on outing to movie theater review video with student and the rules.**
10. **Bring a printed version of rules on trip.**
11. **Review rules as necessary.**

**Error Correction:**

1. **If student responds incorrectly during any step, immediately provide a prompt for the student.**
2. **Have the student repeat target with accuracy, reinforce and fade prompt.**

**Prompting Options: Prompts vary due to ability of student. Always provide least restrictive prompts.**

1. **verbal prompt**
2. **gestural prompt**

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**Generalization Suggestions:**

1. **use video models to expose student various movie theater set-ups**
2. **take student to various movie theaters, at different times of day**

**Suggested Targets to Teach:**

1. **Video models**
2. **Mock theater**
3. **Actual theater**

**Mastery Criterion: 80% accuracy across three (3) consecutive occurrences, across two (2) instructors.**

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**Stranger Script:**

**Sd: “Read.”**

I do not know you.

I am going to go get an adult I do know.

***Note to Teacher:* Duplicate script and laminate.**

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**Movie Rules**

1. **I need to wait in line to get my ticket.**
2. **Once I get my ticket I can walk into theater.**
3. **I need to give my ticket to the ticket person.**
4. **The ticket person will rip my ticket, that is okay.**
5. **I will then be able to buy a snack. I can get one drink and one snack.**
6. **I will then walk to the room where my movie is playing.**
7. **I will walk into room.**
8. **The room will be dark and there might be loud noises, that is okay.**
9. **I will pick a seat.**
10. **The seat I pick will be my seat for the whole movie.**
11. **Once all the lights are turned off I will not talk anymore.**
12. **I will sit quietly and enjoy the movie.**
13. **I will eat it quietly.**
14. **It is okay to laugh when I find something funny.**
15. **Once the movie is over I can get up from my seat and walk out of room.**
16. **I will say “thank-you” to person who brought me to the movies.**
17. **I like going to the movies!**

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**Written Steps for Making a Call**

1. **Find the phone**
2. **Pick up phone**
3. **Look at the keypad**
4. **Find or remember the phone number**
5. **Push the buttons of the phone number, including area code, with finger**
6. **Put phone to ear so you can hear**
7. **If you cannot hear, flip phone around**
8. **Wait for ring a minimum of 5 times**
9. **If someone answers, say “Hello, this is \_\_\_\_\_\_”**
10. **If busy or no one answers, hang up or leave a message**

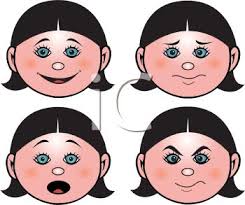
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[](https://www.google.com/imgres?imgurl=http://www.socialmunch.com/m/photos/get_image/file/c07601f7841e575f8a09a86e21d86fd2.jpg&imgrefurl=http://www.socialmunch.com/m/articles/view/Kids-Birthday-Parties-Need-Fun-Party-Games-Party-Game-Ideas&docid=oOX87JWrYv6qXM&tbnid=Y4Q8k2ilwOP2UM:&w=576&h=326&ei=0LCKUs2EF5bfsATFnYKQCg&ved=0CAIQxiAwAA&iact=c)**Visual Supports**

** Birthday parties are fun!**

**This is how I hold the phone.**

**It is okay to have different feelings.**

[](https://www.google.com/imgres?imgurl=http://www.clipartguide.com/_named_clipart_images/0511-1001-2519-1745_Girls_Face_Showing_Different_Emotions_clipart_image.jpg&imgrefurl=http://www.clipartguide.com/_pages/0511-1001-2519-1745.html&docid=hOehIZIjqu8cCM&tbnid=QrOOl4U7rcfl2M:&w=350&h=293&ei=bbGKUtL0NbbfsASb04GoCw&ved=0CAIQxiAwAA&iact=c)

[](https://www.google.com/imgres?imgurl=http://www.colourbox.com/preview/3005368-691702-young-woman-sitting-alone-in-the-cinema-and-watching-a-movie.jpg&imgrefurl=http://www.colourbox.com/image/young-woman-sitting-alone-in-the-cinema-and-watching-a-image-3180049&docid=CwKEBl899SQkHM&tbnid=zBKcusFZTofedM:&w=480&h=319&ei=mK6KUuauAbLLsQTh_4HwCw&ved=0CAIQxiAwAA&iact=c)

**This is how I sit in the movies.**  **My teachers can help me when I use my words.**

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**This is how I sit in a restaurant. I tell strangers “no” and walk away.**

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