Attainment's

EXPLORE Social Skills

Teacher's Manual



Judi Kinney

Explore Social Skills Win/Mac CD

The CD contains PDFs of the Student book (ESS_Student.pdf) and Teacher's Manual (ESS_TeachersManual.pdf). Using these PDFs, you can review and print pages from your computer.

PDF reader software is required to view the PDFs. Acrobat® Reader® Software is included on this CD.



Explore Social Skills Teacher's Manual

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Introduction

The purpose of this program is to help individual students attain the essential social skills for success in school, community, and workplace. **Explore Social Skills** is for all students, particularly those who struggle mastering the subtleties (and demands) of behavioral expectations. It is 100% inclusive. Every student needs these skills to successfully communicate and interact with others.

In addition, while the 50 skill sets provided here are designed to provide classroom, community, or workplace standards for all students grades 6—12, they focus on students with autism and other special education students. They are ideal skills for writing into IEPs. A further advantage is that by concentrating on classroom, community, and workplace standards all students need, it takes the onus off singling out students with autism and other special needs.

The social skills presented here can be taught individually or in small groups as needs arise. For example, if Jamal has been getting into arguments while standing in line waiting for the bus, working on the skill set ***Standing in Line*** will help him learn the skills necessary to avoid problems.

The fact is that social skills are being learned in school every day whether or not the teacher guides their instruction. Why not be in the driver's seat when it comes to determining the direction that instruction takes?

Purpose

To provide structured, step-by-step training in school, community, and workplace-specific social skills that are necessary for students to be successful in these environments.

Long-Term Goals

1. To achieve proficiency of 50 social skill sets.
2. To understand the importance of basic social skills.
3. To use these skills daily with consistency in school, community, and workplace settings.

Audience

Students grades 6-12 who would benefit from social skill instruction.

Program Description

Explore Social Skills includes a Student Book, a Teacher's Manual with PDF of both books on Win/Mac CD, one Card Set, and a Video Modeling DVD.

Student Book

Each skill in the Student Book asks students to follow the steps and monitor their progress towards proficiency. Each skill is a complete activity in itself. Skills in turn connect to form sequences. Sequences are skills that naturally occur back to back. For example, when Maria practices ***Paying Attention to My Work,*** she may also need to practice ***Talking to My Supervisor*** and ***Safety Rules at Work.***

A lesson consists of a self-talk story, illustrated steps, role-plays, and a self-monitoring checklist. Students are taught the steps and have a chance to practice them before going outside the classroom. A self-monitoring checklist is provided so that the students learning the skill can evaluate themselves. Students must become proficient with each step as they learn the skill. Too often, students rely on adults to monitor their behavior. By monitoring their own behavior students take ownership of their progress. Some skills are performed away from school and staff so students may not have adults to help them evaluate their progress. At the end of each lesson there are two problems for students to discuss. By talking and writing about them students get information about how to solve problems before they occur.

Teacher's Manual

This Manual has an introductory script for each skill, as well as a lesson plan format and additional information for teachers to use while the skill is being taught. It includes sample role-plays teachers use when teaching a skill. It is suggested that more than one role-play be used in order to give the students

ample practice. Students should be proficient at the skill in the classroom before they try it in public.

There are an additional 27 skills in this manual that can be taught to students who need them. You'll find those skills in the PDF.

Card Set

This Card Set corresponds to skills in the Student Book, with 50 laminated skill cards. Easy to "read" photos on the cards help illustrate the text. A self-talk story is on the back.

Video Modeling DVD

The DVD demonstrates each social skill step by step with age-appropriate actors. After performing the skills, the actors reflect on relevant issues.

Assessing and Teaching Skills

1. Use self-monitoring checklists to assess students on the steps. Assess them on two or three related skills that naturally occur in sequence. If a student is struggling with a given skill, start there and build around it with adjacent skills. For example, Maria may have to learn the rules for using her cell phone. These rules can be found in ***Using Cell Phones, Text Messages,*** and ***Cell Phone Photos.***

   Assess the activities as unobtrusively as possible and in the locations where they are performed. For example, observe the student standing in line and eating in the cafeteria. Usually, the teacher has already done an informal assessment of a student's behavior in this environment because the behavior has already been reported to the teacher.

   Most of the time observations can be done as part of the normal school day. On some skills, the teacher must enlist the aid of parents or a job coach to assess and teach them.

2. Decide which activity to work on based on this initial assessment, and the scope of the intervention: i.e., will it be a few steps, or the entire skill set? The extent to which steps are broken down into smaller steps depends on the demand each activity places on each student.
3. If there is no need to simplify, teach the entire skill with all steps included. The use of role-plays gives students a chance to practice the steps before performing them outside the classroom.
4. Teach how to use the "self-monitoring" process as well as the steps found in the student's manual.
5. Talk about the problems that can occur so students have some information on how to solve them.
6. Assign the skill. At this point students begin to aid in the data collection process.
7. Once the student can complete a set without assistance and his self-monitoring chart is at an 80% accuracy, the teacher may again assess the skill to compare results with the self-monitoring checklist. If the results are the same, the student has acquired proficiency and is ready to move on to the next priority area.
8. However, continue informal observation during daily performance of these social skills to insure that a student is maintaining mastery. If she slips, repeat the above process starting wherever it is appropriate.
9. Use the **Social Skills Checklist** (pgs. 12–14) to keep track of the skills each student has been taught.

Social Skills Checklist

Student's Name

Date								
I. On the Way to School								
1. Getting Ready for School								
2. Walking to School								
3. Riding the Bus								
4. Riding in a Car								
Crossing a Street								
Waiting for the Bus								
Riding the Subway								
II. Transitions								
5. Walking to School								
6. Organizing for Class								
7. Walking in the Hallway								
8. Standing in Line								
9. Checking Out of School								
III. Classroom								
10. Walking into Class								
11. Working in a Large Group								
12. Working in a Small Group								
13. Working in the Computer Lab								
14. Working in a Science Lab								
Working One-on-One								
Transitions in Class								
IV. Outside the Classroom								
15. Eating in the Cafeteria								
16. Emergency Drills								
17. Pep Rally								
18. Sports Events								
Cafeteria—Standing in Line								
Going to the Bathroom								

Social Skills Checklist

Student's Name								
Date								
Going to the IMC								
Going to the Office								
Going to the School Nurse								
School Concert								
V. Peer Relationships								
19. Greeting Friends								
20. Starting a Conversation								
21. Compromising								
22. Showing Empathy								
23. Responding to Teasing								
24. Dealing with Bullies								
25. Dealing with Conflict								
26. Resisting Peer Pressure								
27. Resisting Pressure to Have Sex								
28. Saying No								
Joining a Group of Friends								
Meeting a New Person								
Respecting Friends								
VI. Team Sports								
29. Being a Good Sport								
30. Listening to My Coach								
31. Following the Rules of the Game								
Supporting Teammates								
Respecting Competitors								
VII. Important Skills								
32. Greeting Teachers								
33. Asking for Help								
34. Making an Apology								
35. Accepting Criticism								

Social Skills Checklist

Student's Name

Date								
36. Saying Please and Thank You								
37. Following Directions								
38. Accepting Others								
39. Accepting Compliments								
Respecting Body Space								
Respecting Teachers								
Being Compliant								
Voice Volume								
VIII. Public Places								
40. Eating in a Restaurant								
41. Eating in a Fast Food Restaurant								
42. Laundromat								
In a Waiting Room								
Elevators								
Ordering Food in a Restaurant								
At the Movie Theater								
IX. Tech Devices								
43. Using Cell Phones								
44. Text Messages								
45. Cell Phone Photos								
46. Internet Etiquette								
X. Vocational Skills								
47. Getting Ready for Work								
48. Talking to My Supervisor								
49. Paying Attention to My Work								
50. Safety Roles at Work								
Being on Time to Work								
Greeting Coworkers								
Answering the Phone at Work								



On the Way to School

1

Getting Ready for School

Narrative

Although getting ready for school is as much of an organizational problem as a social skill, students who come to school unprepared will have problems. Sometimes they're anxious about how they look, are hungry, or are concerned about something like homework they left at home. This skill should be taught to those who need stepping-stones to promote success in other areas. The aid of parents or guardians must be enlisted as necessary to help monitor the morning routine.

Objective

The student will follow a morning routine which includes getting up after the alarm rings, grooming, eating breakfast, and putting all homework into a backpack before leaving for school.

Lesson

1. Introduce the lesson by reading the teacher's script.
2. Read and discuss the self-talk story.
3. Read and discuss the steps.
4. Practice the steps by performing role-plays.
5. Review the steps.
6. Teach how to use the self-monitoring checklist.
7. Students write and discuss solutions to the problems.
8. Assign the skill to the students.

Teacher's Script

Say, "You have a lot of things to remember when you're getting ready to go to school. Make sure you get up when the alarm rings. Check yourself in the mirror to see that you look okay, be sure to eat breakfast, put all of your homework and school supplies in your backpack, and dress for the weather."