TOOLS FOR TEACHERS:
APPENDICES
APPENDIX A:
Sample Report Summaries
SOCIAL COGNITIVE PROCESSES EVALUATION REPORT
EXAMPLE 1: Luis

**NOTICING SOCIAL CUES** - the ability to recognize and name four basic emotion states (happy, sad, angry, and scared) from photos of facial expressions and to describe situations that produce these emotions:

Luis performed adequately on the emotion regulation tasks in this evaluation. He was successful at identifying all four of the emotion states that were presented. Moreover, when asked to identify an event that made him (or someone else) feel each of the four emotions, Luis was able to think of a plausible event for each emotion. For example, he stated that he felt scared “when I watched a scary movie—Gremlins”.

**INTERPRETING SOCIAL CUES** - the ability to "read" social situations correctly by being aware of social cues and accurately interpreting another child’s intentions:

Luis demonstrated adequate awareness and comprehension of the verbal and non-verbal social cues that are present in social situations. For example, he consistently noticed the social cues that indicate that even though a negative event occurred, the child who caused the negative event had benign intentions (e.g., said he was sorry after inadvertently disrupting another child’s play). Moreover, he frequently utilized these cues to draw accurate conclusions about the other child’s intentions. For example, he stated that classmates who told a child that he couldn’t share their snack was “not being mean because (the child) just asked if they wanted to share the snack and they said sorry, there’s no more”.

**APPROPRIATENESS OF SOCIAL STRATEGIES** - knowledge of age-appropriate strategies for resolving social problems, including strategies for calming down:

Luis demonstrated adequate knowledge of age-appropriate social strategies for resolving social problems. Specifically, he suggested a number of appropriate strategies, such as turning to an adult for help, talking directly and assertively to another child who is causing a social problem, accommodating or deferring to the other child, e.g., by remaining in the situation and repairing the damage that another child caused, negotiating a compromise solution, and leaving the situation to seek gratification elsewhere,

It is interesting to note that Luis demonstrated flexibility by altering his strategy to fit his (usually accurate) assessment of another child’s intentions. For example, if he felt that a peer knocked over his play materials on purpose, he said he’d “tell him to pick them up” and added that he’d also tell the teacher. However, if he felt that another child knocked his play materials over by accident, he suggested that he would shrug it off and repair the damage.

Luis also demonstrated adequate knowledge of appropriate strategies for calming herself down. Specifically, he suggested the strategies of taking a deep breath or punching a pillow as ways of becoming less upset.
**SELECTION OF STRATEGIES** - anticipates that positive consequences will likely result from using appropriate social strategies and negative consequences will likely result from using inappropriate social strategies:

Luis performed adequately in this skill area, demonstrating a degree of flexibility in consequential reasoning. He was able to anticipate that the generally appropriate strategy of moving away from another child who is causing a social problem is likely to have positive consequences, that two other strategies, turning to a teacher for help and ordering another child who was causing a problem to move away from him might have either positive or negative consequences, and that the generally inappropriate strategy of showing physical aggression would likely have negative consequences.

It is interesting to note that Luis considers the consequences of different strategies not only on his own personal gratification but also on his relationships with peers. For example, he suggested that if a child complains about a friend’s disruptive behavior to the teacher, “the (other) kid might get in trouble and the other kid won’t be (this child’s) friend because he told on him”.

**RECOMMENDATIONS:** Overall, Luis demonstrated adequate performance in all four of the skill areas that were addressed by this evaluation. Indeed, Luis could model these skills for other children in a small-group learning situation. Luis could need assistance with other social skills that were not identified by this evaluation, since the present evaluation was limited to these four key areas.

Given that Luis demonstrated adequate abilities all of the areas that were assessed, further informal observation and assessment in the classroom might be helpful to ascertain whether he could still benefit from further practice and refinement of these skills, particularly in the following more advanced areas:

1) For emotion regulation, recognizing gradations of intensity in the emotions that Luis experiences in real-life situations.

2) For social perception, recognizing situations in which Luis is himself experiencing intense emotion and, therefore, may need to calm down.

3) For strategy generation, learning additional strategies for calming down. These include, counting to ten and using self-talk to soothe himself and encourage coping with the situation; also initiating on his own the use of a strategy for calming down that is appropriate to the situation.

4) For consequential reasoning, employing this type of reasoning to decide which strategy would be best for resolving real-life social problem situations as they arise, by thinking out loud about “what will happen if…” he (or another child) were to use various strategies.

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SOCIAL COGNITIVE PROCESSES EVALUATION REPORT
EXAMPLE 2: Jasmine

The results, which focus on four areas of emotional competence and social problem-solving skills, are as follows:

The Noticing Social Cues part of the assessment examined the ability to recognize and name four basic emotion states (happy, sad, angry, and scared) from photos of facial expressions and to describe situations that produce these emotions. Jasmine was successful at identifying all four of the emotion states that were presented. Moreover, when asked to identify an event that made her (or someone else) feel each of the four emotions, Jasmine was able to identify relevant events for all four emotions. For example, she stated that she felt happy when she didn’t have to go to school and sad when she had detention.

The Interpreting Social Cues part of the assessment examined the ability to “read” social situations by attending to and accurately interpreting social cues. Included is the ability to describe a social problem that has occurred and to interpret accurately a peer’s intentions (as depicted in videotaped vignettes). Jasmine was adept at noticing and identifying details and social cues (both verbal and non-verbal) that indicated the nature of the social problem that occurred and the other child’s intentions. In particular, she often recognized that another child had benign intentions, even though a negative event occurred, for example, that a child erased part of a classmate’s writing on the board by accident. Indeed, recognition that negative events sometimes happen by accident or for other excusable reasons is one of Jasmine’s strengths. The only intention cue that Jasmine missed was verbal in nature (she didn’t comprehend an explanation a child gave for having to say no to a request). Not surprisingly, in this situation, Jasmine erroneously concluded that the other child was being deliberately hostile.

The Generation of Social Strategies part of the assessment examined Jasmine’s knowledge of appropriate social strategies for resolving social problems and for calming herself down when upset. Jasmine showed knowledge of a broad range of socially appropriate strategies for resolving social problems including being verbally assertive, accommodating to the other child, asking the teacher for help, and leaving the situation. She showed some ability to vary her strategy according to the situation. She did show awareness of the strategy of negotiating a compromise solution with another child. Occasionally, in response to a situation in which Jasmine perceived that another child was being deliberately hostile, she came up with the less appropriate strategy of retaliating by doing the same thing to the other child that the other child did to her.

When asked to suggest a strategy for calming herself down when upset or angry, Jasmine thought of several useful strategies: count to 10, go exercise, and talk to a friend. Thus, she has knowledge of calming-down strategies that are appropriate for a wide range of social situations and settings.

The Selection of strategies part of the assessment examined Jasmine’s ability to reason about the likely consequences of using various social strategies (i.e., accommodating the other person, appealing to the teacher, assertive/bossy, aggression) in order to resolve a social problem with a
peer. Jasmine demonstrated a degree of flexibility in consequential reasoning. She was able to anticipate that some strategies, such as accommodation and appealing to the teacher for help, are likely to lead to positive consequences, that bossiness can sometimes lead to negative consequences, and that aggression is likely to lead to negative consequences.” Jasmine’s responses show that she views teachers as a helpful resource to turn to for help in resolving social problems and, moreover, that she understands that when a child behaves in a hostile manner toward a friend, the friend will become upset.

**Recommendations**

While this evaluation did not cover all skills that should be a focus of social skills instruction, it did address several key skills and processes that play an important role in children’s ability to resolve social problems with their peers. Overall, although Jasmine demonstrated skill in each of the four areas that were evaluated, the assessment results suggest that Jasmine could benefit from further instruction focused on employing emotional regulation and social problem-solving skills at times when she is experiencing emotional arousal because of a conflict with peers:

1) Recognizing gradations of intensity of emotion.

2) Recognizing situations in which Jasmine is experiencing intense emotion

3) Initiating on her own the use of strategies for calming down that are appropriate to the situation.
SOCIAL COGNITIVE PROCESSES EVALUATION REPORT
EXAMPLE 3: David

EMOTIONS--the ability to recognize and name four basic emotion states (happy, sad, angry, and scared) from photos of facial expressions and to describe situations that produce these emotions:

David needs improvement in this skill area. He was able to identify two of the four depicted emotion states, happy and afraid, from facial expressions. By contrast, he had difficulty identifying angry and afraid.

When asked to identify an event that made him (or someone else) feel each of the four emotions, David was able to think of a plausible event for two of the four emotions, scared and angry. For example, he said that he felt angry when another boy called him a name. For the other two emotions, happy and sad, his response was irrelevant or seemed not quite apt. For example, he said that he felt sad when an old man in a green car almost ran him over.

SOCIAL PERCEPTION--the ability to "read" social situations correctly by being aware of social cues and accurately interpreting another child’s intentions:

David needs improvement in this skill area. Although he was generally aware of the nature of a social problem that occurred (e.g. correctly stated that one child disrupted another child’s play activity or called him a name), occasionally he missed this very basic information about the social problem.

In addition, David was only aware of some of the important verbal and non-verbal social cues that reveal that another child’s actions are motivated by benign intentions even though a negative event has taken place (e.g., the child said she was sorry, or “oops” after disrupting a child’s activities). David was aware of the other child’s tone of voice, and used this cue at times to correctly conclude that a child was not deliberately being “mean”. However, he often missed children’s verbal explanations, which can also provide important clues about their motivations. In addition, he also had difficulty inferring from the situation context that an action may have been accidental. For example, he didn’t realize that when a child was building a block tower right behind the door, his classmate wasn’t being deliberately malicious when the blocks were knocked over by the door as his classmate entered the room. David’s limitations in recognizing and understanding these types of social cues led him at times to erroneously conclude that other children were being deliberately hostile.

APPROPRIATENESS OF SOCIAL STRATEGIES--knowledge of age-appropriate strategies for resolving social problems, including strategies for calming down:

David needs improvement in this skill area. When asked what he would do to resolve a series of varied social problems, David suggested only one appropriate strategy: appealing to the teacher for help with the problem. Moreover, David suggested this particular strategy for social situations in which it was an appropriate strategy as well as for situations in which it was an inappropriate strategy. For example, he suggested going to the teacher for help even in situations
in which he realized that another child was not being hostile to him. Thus, it appears that David lacks a broad repertoire of appropriate strategies that he can employ to resolve different types of social problems, including, for example, talking directly and assertively to another child who is causing a social problem, trying to negotiate a compromise situation, accommodating or deferring to another child’s wishes, “shrugging off” an accidental disruption and repairing the damage, and leaving the situation to seek gratification elsewhere.

David also showed a need for improvement in his knowledge of strategies for calming himself down when upset or angry. When asked, he was unable to mention an appropriate calming down strategy. The only strategies that he did mention were to “go wash your face” or to go swimming. He did not appear to be familiar with such strategies as counting to 10, doing deep diaphragmatic breathing, or using self-talk to reassure himself and prompt coping with the situation. David’s lack of knowledge of strategies that one can use in social problem situations to reduce emotional arousal could make it hard for him to cope constructively in these situations.

**Reasoning about Consequences**—anticipates that positive consequences will likely result from using appropriate social strategies and negative consequences will likely result from using inappropriate social strategies:

David performed adequately in this skill area, demonstrating a degree of flexibility in consequential reasoning. He was able to anticipate that generally appropriate strategies, such as moving away from a person who is causing a problem and appealing to the teacher for help, are likely to lead to positive consequences and that generally inappropriate strategies, such as bossiness and aggression, are likely to lead to negative consequences.

**Recommendations:**

Overall, while David adequately performed one of the skills covered in this evaluation, reasoning about consequences, the assessment identified a number of other areas in which he would benefit from instruction. David might also need assistance with other social skills that were not identified by this evaluation, since the present evaluation was limited to these four key areas.

Instruction should focus on the skill the following skills:

1) For emotion regulation, recognizing the facial expressions that indicate that another person is feeling angry or afraid as well as identifying situations that give rise to different emotion states, particularly happy and sad feelings.

2) For social perception, expanding David’s existing skills so that he is a more consistent and more effective “reader” of social situations. This includes using the varied types of social cues that are present in situations to accurately interpret when another child has non-hostile intentions. Specifically, he needs to become aware of and base his interpretation of intentions on additional types of cues, such as peers’ verbalizations about the reason for their behavior and relevant features of the situation context (e.g., physical layout, so that he recognizes non-hostile intentions more consistently.

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3) For appropriateness of social strategies, expanding David’s repertoire of strategies for resolving social problems to include a variety of appropriate strategies, such as talking directly and assertively to another child who is causing a social problem, accommodating or deferring to the other child, e.g., by remaining in the situation and repairing the damage that another child caused, trying to negotiate a compromise situation with a peer, and leaving the problem situation to seek gratification elsewhere. In addition, David needs help developing flexibility in matching the strategy to the specific situation. Since David demonstrated some flexibility in consequential reasoning, perhaps he could practice using this skill (imagine “what will happen if” he tries different strategies) to help him decide which strategy is best for a given situation.

4) Also for appropriateness of social strategies, helping David to acquire a repertoire of strategies for calming down to include strategies such as taking a deep breath, counting to 10, and using self-talk to soothe himself and guide him to cope effectively with social problem situations. David may also need to learn to recognize situations in which he is feeling upset and then to self-initiate one of these calming down strategies.
SOCIAL COGNITIVE PROCESSES EVALUATION REPORT
EXAMPLE 4: Kendra

The evaluation focused on four areas of emotional competence and social problem-solving:

1. **Noticing Social Cues**: the ability to recognize and name four basic emotion states (happy, sad, angry, and scared) from photos of facial expressions and to describe situations that produce these emotions.
2. **Interpreting Social Cues**: the ability to "read" social situations by attending to and accurately interpreting social cues. Included is the ability to describe a social problem that has occurred and to interpret accurately a peer's intention.
3. **Generation of Social Strategies**: knowledge of appropriate strategies for resolving social problems and for calming oneself down when upset.
4. **Selection of Strategies**: the ability to reason about the likely consequences of using various social strategies (i.e., accommodating the other person, appealing to the teacher, being assertive/bossy, being aggressive) in order to resolve a social problem with a peer.

Feedback Regarding: Kendra, evaluated on ____________.

Kendra demonstrated competence in a many of the skills evaluated. She demonstrated particular strength in three areas:

1) **Interpreting social cues**: Kendra attended to and accurately interpreted social cues (for example recognizing that when a peer disrupted her activity, it was by accident).
2) **Generation of social strategies**: Kendra demonstrated knowledge of appropriate strategies for calming down and of several appropriate strategies for resolving social conflicts including, appealing to an authority figure, appropriately accommodating a non-hostile situation, and being verbally assertive.
3) **Selection of strategies**: Kendra demonstrated some degree of flexibility in consequential reasoning, by anticipating that positive consequences would follow a aggressive strategies or appealing to authority for help, that positive or negative consequences could arise from bossy assertiveness, and negative consequences would arise from aggression.

The evaluation identified the following area of less strength:

1) **Generation of social strategies**: Kendra appeared to over-rely on appealing to authority as a preferred strategy, even in situations with peers when other strategies, such as dealing directly with the other child, such as speaking assertively, negotiating with the other child, or adjusting to the situation by accommodation, could be more appropriate.

Recommendations:

It is recommended that social skills instruction include the following areas:
1) Being taught and allowed to practice additional calming down strategies such as counting to ten and recognizing when to use calming down strategies in day-to-day situations.

2) Learning when to utilize friendly-assertive strategies such as appropriate verbal assertiveness, accommodation, and negotiating a compromise solution to resolve problems with peers. Particular practice in skill at negotiation and compromise may be needed. These strategies involve staying in the situation to try to get all or part of what she wants without resorting to an authority figure.
APPENDIX B:
Observation Guide:
Question Recording Forms
**INDIVIDUAL**

**Question Guide for the Assessment of Social-Cognitive Processes**

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Does student have special needs, i.e., an IEP or a 504 Plan?  

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<th>Emotional Regulation</th>
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Does the child stay calm when annoyed or provoked by others?  

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When the child does become upset, does the child calm himself/herself down?  

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**Noticing (Encoding of) social cues**

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<td>Does the student realize that a social problem has occurred?</td>
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<td>Does the student accurately describe social problems?</td>
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Does the student notice social cues that convey:

- **Emotions** (e.g. mad, happy, sad, , surprise, irritation, through tone of voice body language)  
  |                   |
  | Yes              |
  | No               |

- **Intentions** (e.g., facial expression, tone of voice, body language, sequence of actions and verbal explanations) that show the reason for others’ actions)  
  |                   |
  | Yes              |
  | No               |

- **Subtle messages** (e.g. such as sarcasm and insincerity)  
  |                   |
  | Yes              |
  | No               |

**Interpreting social cues**

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<td>Does the student identify (verbally name) his/her own feelings?</td>
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<td>Does the student correctly identify others’ feelings?</td>
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Does the student accurately interpret others’ intentions (accident, on purpose. For example, does the student often think that others are being mean without good reason?  

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Is the student gullible or naïve (too trusting) about peers?  

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Goal Setting

Does the student understand and use the concept “goal”? Yes No

Ideally, children balance various goals. In social situations, does the child focus too much on:

Instrumental goals -- getting his/her own way, satisfying his/her wants? Yes No

Relational goals -- pleasing others; making and keeping friendships? Yes No

Retaliation goals -- getting back at others? Yes No

Does the student appear to balance relational and instrumental goals in a positive way? Yes No

Strategy Generation

Does the student think of/ demonstrate a variety of strategies for resolving social problems? Yes No

Strategy Selection

Does the child select strategies that seem to fit his/her social goals? Yes No

In selecting strategies, does the child consider evaluative dimensions such as safe – dangerous, friendly – unfriendly, or fair – unfair? Yes No

Does the child select social strategies that are likely to have a positive outcome for the situation? Yes No

Does the child select strategies that tend to keep friendships going instead of simply seeking immediate personal gain/gratification? Yes No

Does the student vary his or her strategy based on the situation or does the student tend to use the same strategy over and over? Yes No

Does student speak up for him/herself when appropriate? Yes No

Does the student seek adult assistance when appropriate? Yes No
Does the student bargain and compromise when appropriate?  
Yes  No

Does the student go along with another person’s wishes when appropriate?  
Yes  No

**Review Outcomes**

Does the child recognize when a social strategy doesn’t work (and stop using it)?  
Yes  No

If the strategy doesn’t work, does the child come up with an appropriate follow-up strategy?  
Yes  No

**Note to Educators Using these Questions:**

It is likely that when attempting to answer each of the questions above for a given student, teachers will come up with quite a few answers like “sometimes” and “well, it depends”. In these situations, rely on your best judgment and various observations of the child in question. If the student would benefit from strengthening his or her ability in the aspect of social thinking skills being questioned, then No would most likely be the most useful response.

**Speaking with others**

Please speak with another staff person at the school about this student’s social skills.  
Yes  No

Who? ___________________________      ______________________________
Name                        Position

Please tell about any ideas that come from that discussion:
### Class Worksheet for the Assessment of Social-Cognitive Processes

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**Emotional Regulation**

1. IEP /504

2. Stay calm when annoyed/provoked?

3. When upset, does child calm herself down?

4. Realize social problem has occurred?

5. Accurately describe social problem?

6. Notice social cues conveying emotion?

7. Notice social cues conveying intentions?

8. Notice social cues with sarcasm, insincerity?

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### Interpreting Social Cues

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<td>9. Verbally name/id his/or her own feelings?</td>
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<td>10. Correctly ID others’ feelings?</td>
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<td>11. Accurately interpret others’ feelings?</td>
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<td>12. Think others are being mean with no reason?</td>
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<td>14. Understand &amp; use concept “goal”?</td>
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<td>15. (a) Does child focus too much on instrumental goals?</td>
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<td>15. (b) Does child focus too much on relational goals?</td>
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<td>15. (c) Does child focus too much on retaliation goals?</td>
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<td>16. Balance relational and instrumental goals?</td>
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<td>17. Generate a variety of strategies for resolving social problems.</td>
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<td>18. Select strategies that fit social goals?</td>
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<td>21. Select strategies that benefit friendships?</td>
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<td>24. Seek adult assistance when appropriate?</td>
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<td>25. Bargain/compromise when appropriate?</td>
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<td>26. Go along with another’s wishes when appropriate?</td>
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<td>27. Recognize when a strategy doesn’t work?</td>
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<td>28. Come up with appropriate follow up strategy?</td>
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Notes:
APPENDIX C:
Standards-Based Education Reform:
An historical perspective of the legislative foundations
The following excerpt was taken from:


I. Standards-based education reform: A historical perspective of the legislative foundations
II. Access to the general curriculum for students with disabilities
III. Aligning the IEP with the general curriculum
IV. Creating goals and objectives for the IEP that align with the general curriculum using Entry Points and Access Skills

**Standards-based education reform:**
A historical perspective of the legislative foundations

Reports and legislative efforts promoting education reform became prevalent in the 1980s. Perhaps the most well known, *A Nation at Risk* was released by the National Commission on Excellence in Education (NCEE) in 1983. This publication was the spark that ignited the current wave of educational reform in the United States. The commission concluded that “the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people” (NCEE, p. 5). This report espoused the necessity of creating an education system that serves to achieve excellence for all students.

In 1989, President George Bush and the nation’s governors held an education summit which led to the adoption of six national education goals to be achieved by the year 2000. These six goals plus two additional goals became the federal legislation known as Goals 2000: Educate America Act (P.L. 103-227) which was enacted under the Clinton administration. Goals 2000 declared that “all children can learn and achieve to high standards and must realize their potential if the United States is to prosper” (P.L. 103-22 Section 301 (1)). The Act further states: “all students are entitled to participate in a broad and challenging curriculum and to have access to resources sufficient to address other education needs” (McDonnell, McLaughlin, & Morison, 1997).

The enactment of Goals 2000 was significant because for the first time federal legislation not specifically designed to address special education required the inclusion of students with disabilities in the education reform movement. As a result of this legislation, standards based-education reform became prominent at the national level.

Additional federal legislation promoting standards-based reform was included in the reauthorization of the federal government’s largest aid to education program, Title I of the Improving America’s Schools Act (IASA) of 1994. The IASA required that statewide assessments linked to state-developed standards provide the adaptations and accommodations necessary for the full participation of students with diverse learning needs.
The 1997 and 2004 reauthorizations of the Individuals with Disabilities Education Act (IDEA), addressed the inclusion of students with disabilities in education reform initiatives. The changes in IDEA directly addressed the issue of alignment of general education and special education reform efforts and required that “children with disabilities be included in general state and district-wide assessment programs, with appropriate accommodations where necessary” [(612)(a)(17)(A)]. IDEA ’97 requires that the individualized education programs (IEP’s) for students with disabilities contain a statement of how the student’s disability affects his or her ability to perform in the “general curriculum” (i.e., the same curriculum as nondisabled students).

On January 8, 2002, President George W. Bush signed the reauthorization of the Elementary and Secondary Education Act (ESEA) also known as The No Child Left behind (NCLB) Act of 2001 (PL 107-110). NCLB reaffirmed the federal government’s position that all students should meet high academic standards. In order to obtain federal funding, states must demonstrate that the state has adopted challenging academic and content standards for all students in the areas reading or language arts, math and science and these state initiatives must be developed in coordination with IDEA requirements.

Across the nation for more than 10 years, the development and implementation of content standards and assessments has been a priority for most state departments of education. State attempts to improve the effectiveness and quality of public education have included the refinement of graduation requirements, establishment of content and performance standards, and implementation of large scale assessments (Guy, Shin, Lee & Thurlow, 1999).

The central feature of standards-based reforms is new content and performance standards. Goals 2000 defined these standards as follows: Content standards (sec 3[4]) defined as “broad descriptions of the knowledge and skills students should acquire in a particular subject area.” Performance standards (sec 3[9]) defined as “concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed by the content standards.”

According to McDonnell et al.,(1997) content standards are the main political tools of standards-based reform: “They define the breadth and depth of valued knowledge that students are expected to learn, and they are intended to reduce the curriculum disparities existing across schools and school districts” (p. 114) within a given state.

“From these content standards will flow curriculum, student performance standards, assessment systems, and in some states, diploma and graduation requirements.” (Ofrdover, Boundy & Pullin, 1996) The intent of standards-based reform theory is that high standards be the accepted practice within school systems throughout the country. Standards are statements of criteria often “established for the purpose of bettering an existing situation and often tend to be value statements about what is important” (Ysseldyke, Thurlow, & Shriner, 1994, p. 1).

Once established, the standards provide the foundation for curriculum development. Many states have written curriculum frameworks which describe the specific statewide curriculum content.
“Curriculum frameworks are outlines that establish benchmarks for curriculum content at the various grade levels.” (Jorgensen, 1997, p. 2)

**Access to the general curriculum for students with disabilities**

The goal of achieving high standards for all students is one that parents and professionals alike cannot help but support. The challenge arises from how this goal can be achieved without sacrificing other important learning outcomes for students with disabilities. Ysseldyke, Thurlow, and Shriner (1994) emphasize that the successful participation of students with disabilities is dependent upon states developing “outcomes that are comprehensive and broad enough to be meaningful for all students” (p. 5).

McDonnell, et al. (1997) articulate a need for attention to the specific curricular needs of students with significant disabilities: “The degree to which a set of content standards is relevant to their valued educational outcomes and consistent with proven instructional practices will determine how successfully they will participate in standards-based reform” (p. 114).

McDonnell et al. (1997) describe the conflicts resulting from the differing assumptions of standards-based reform and special education.

“Standards-based reform has been built around a specific set of assumptions about curriculum and instruction, embodied in the content and performance standards that are central to the reforms. Special education, for its part, has been built around a set of assumptions about valued post-school outcomes, curricula, and instruction that reflect the diversity of students with disabilities and their educational needs.” (p. 113)

According to McDonnell et al., (1997), the successful participation of students with disabilities in standards-based reform will depend on the alignment between these assumptions.

One of the most prevalent concerns is about the “cost” of an academic focus for students who have participated in a more “functional” or “practical” program. Guy, et al., (1999) addresses this concern “that students with disabilities may be merged into a system that has a heavy focus on academics, often to the exclusion of more applied and vocational kinds of skills, (the result of which) threaten what has been working for students with disabilities” (p. 78).

Despite the fact that the idea of teaching academic content to students with significant cognitive disabilities is sometimes controversial, the rationale for doing so is difficult to argue. As Americans, we have long sought to ensure equity amongst the many different groups in the United States. Clearly, the Civil Rights movement from the 1960s exemplifies this idea. The first special education legislation and precursor of IDEA, the Education of All Handicapped Children Act (PL 94-142) was enacted following the enactment of the Civil Rights Act which opened the door for other disenfranchised groups to achieve equal rights. The Education of All Handicapped Children Act mandated a free and appropriate education for all children in the least restrictive environment. Up until this point, education for students with disabilities was not a mandated civil right as it was for nondisabled children. In the current climate of education reform, the pursuit of access to the general curriculum for ALL students is a direct result of the
Tools for Teachers: Appendix C

caution against repeating past practices of providing separate and unequal educational services for students with disabilities.

“Although not all students with severe disabilities will learn to read or do math, all may benefit from learning selected content within each grade level of their school career.” (Browder and Spooner, 2006, p. 5). The idea of including students with disabilities in the general curriculum does not, as a result, imply that there must be a shift away from the emphasis on the implementation of a functional curriculum. One curriculum focus does not preclude the other. It is possible for a student’s program to include an appropriate instruction that is aligned with the general curriculum that may also be implemented within a functional context. For example, learning sight words that enables the student to read the warnings on product labels or to shop for groceries. Access to the general curriculum “may also mean finding ways to include academics in real-life activities so that academic learning is meaningful” (Browder and Spooner, 2006, p. 7).

A critical component of the education of students with disabilities has always been the need for individualized planning. The focus on ensuring access to the general curriculum for students with disabilities does not imply that the focus on an individualized approach be abandoned. More here….

**Aligning the IEP with the general curriculum**

The IEP provides the basic mechanism for organizing essential and relevant curricular content for each student. “New requirements for IEP content move the focus of what is taught to most students with disabilities to the general curriculum” (Lashley, 2002, p.14) The IEP must include a statement of how the student’s disability affects his or her ability to participate in the general curriculum. The goals, benchmarks and objectives of the IEP must be aligned or tied to the general curriculum.

The special education teacher must be well versed in their state’s curriculum frameworks in order to ensure that the IEP developed for each student is aligned with the general curriculum. In general, this requires the collaboration of the general and special education teachers to determine the specific “depth and breadth of instruction that will be necessary to help students who have learning problems meet higher curricular standards” (McLaughlin, Nolet, Rhim, and Henderson, 1999, p. 70). McLaughlin et al., (1999) provide a set of questions to assist educators in this process:

1. What are the essential subskills implicit in the long-range curricular standards?
2. What is the range of contexts in which a particular problem-solving skill will be needed?
3. What facts, concepts, and rules are absolutely necessary for adequate performance on a curriculum standard, and which are ‘optional’?
4. What deficits in enabling skills does a student currently have that will interfere with long-range curricular goals?
5. How well does the student employ complex intellectual operations across various content domains?

In order for IEP teams to ensure that IEP goals, objectives, and benchmarks are aligned with state standards the team must begin by determining the student’s present level of performance.
This is the basis for formulating annual goals and short term objectives or benchmarks. The present level of performance should articulate the student’s abilities as well as their areas of need. After establishing the student’s abilities and areas of need, the IEP team should formulate the short-term objectives or benchmarks based on specific learning standards. Finally, the team should create the annual long-term goals.

Determining how to connect IEP objectives or benchmarks to the broad state standards is often seen to be a challenge for educators particularly when applying the standards to students with significant cognitive disabilities. “The task of linking IEP goals with the general curriculum is complex because as with the present levels, an awareness of the general curriculum is necessary as well as an understanding of the student’s needs.” (Karger)

Creating goals and objectives for the IEP that align with the general curriculum using Entry Points and Access Skills

In addition, IEP teams must determine if accommodations and/or modifications are needed to assist the student in participating in the general curriculum. An accommodation is thought of as an alteration that does not change the content of the curriculum or lower standards. A modification is considered a change that creates substantial alteration in the content of the curriculum or lowers the standards. The team must specify what accommodations or modifications are needed and include documentation of such within the student’s IEP.

In general, students with disabilities participate in the general curriculum in one of four ways:

4. Through the same activities as other students that address learning standards for the grade level of the student with the same expectations as typical students.
5. Through the same activities as other students that address learning standards for the grade level of the student with similar expectations for performance, but using a different method of presentation and/or response (e.g., dictating or recording answers, using assistive technology, augmentative communication, Braille, etc.).
6. Through activities that address learning standards at a lower level of complexity than that of their grade-level peers, with appropriately modified performance expectations.
7. Through social, communication, and motor “access skills” that are incorporated into and practiced within curriculum-based learning activities.

Quite often students with significant disabilities can access the general curriculum with modifications to the level and intensity of instruction and to the complexity and difficulty of the content. IEP teams select appropriate goals and objectives or benchmarks for an individual student by determining the “essence” of a standard. For each learning standard, key ideas, skills, and content must be identified for students with significant disabilities. This is known as the essential meaning (or “essence”) of the learning standard.

The Massachusetts Department of Education has developed a Resource Guide that provides examples of “essences” as well as entry points for each of the learning standards in the Massachusetts Curriculum Frameworks. Entry points must be based upon the learning standard.

http://www.csde.umb.edu/tools
and reflect its essential meaning. The entry point at which students can begin to access a learning standard will vary. Entry points to the standards are described along a continuum of complexity and difficulty in order to meet the level appropriate for each student since the range of abilities amongst students with significant disabilities can be great. IEP teams identify the appropriate “entry point” and set realistic and challenging academic goals that will enable students to reach successively higher levels of achievement. Entry points are tools to be used by educators and parents to identify instructional goals and objectives or benchmarks for the student.

When it has been determined through repeated attempts that the student at present is not ready to address the learning standards even at the least complex entry point, the student should participate in learning activities that address “access skills.” Many students with very complex and significant disabilities may only be able to access learning standards by addressing the specific social, motor and communication skills identified in their iEPs. These skills become access skills when they are practiced as a natural part of instruction based on learning standards. “When students practice their skills during daily academic instruction, they are participating in the general curriculum, though at a very basic level.” (MA DOE Resource Guide, 2001, p. 68)
APPENDIX D:
State Social Cognitive-Oriented Learning Standards
Sample States:
California, Illinois, Louisiana, Maryland, Massachusetts, New York, Pennsylvania
# California Learning Standards and Expectations

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<thead>
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<th>California</th>
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<th>Number of Social Skills Learning Standards</th>
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<td>Health</td>
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<td>Visual and Performing Arts, Theater</td>
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<tr>
<td>Visual and Performing Arts</td>
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Expectation 1. Students will demonstrate ways in which they can enhance and maintain their health and well-being.

**Mental and emotional health:** The curriculum should, therefore, help students learn to balance self-interest with concern and caring for others. Examples of skills and behaviors:

- Identifying and sharing feelings in appropriate ways.
- Demonstrating personal characteristics that contribute to self-confidence and self-esteem, such as honesty, integrity, respect for the dignity of others.
- Developing protective factors that help foster resiliency, such as participating in activities that promote positive bonding to peers and adults in the school and community and identifying a support system.
- Developing and using effective communication skills to enhance social interactions.
- Developing and using effective coping strategies, including critical thinking, effective decision making; goal setting; practice of problem solving; assertiveness, and refusal skills; and taking time for exercise and relaxation.
- Avoiding self-destructive behaviors and practicing self-control.
- Practicing strategies for resisting negative peer pressure.

Expectation 5. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

**Friendship and peer relationships:** The curriculum should include an opportunity for students to examine how positive peer relationships contribute to good health....They should learn a variety of strategies for handling negative feelings, including feelings of anger and disappointment. Examples of skills and behaviors:

- Knowing and using appropriate ways to make new friends.
- Demonstrating acceptable methods of gaining attention.

[http://www.cde.ca.gov/be/st](http://www.cde.ca.gov/be/st)
Expectation 7. Students will understand and accept individual differences in growth and development.

Mental and emotional development: Students should explore the mental and emotional aspects of growth and development. When feeling sad, angry or confused they will find that talking about feelings with a parent, trusted peer, or other adult is an appropriate coping skill.

Examples of skills and behaviors
- Identifying, expressing, and managing feeling appropriately
- Developing and using effective communication skills
- Recognizing one’s own strengths and limitations
- Developing and using coping strategies, including critical thinking, effective decision making, goal setting, and problem solving; developing assertiveness and refusal skills; and taking time for exercise and relaxation.

Visual and Performing Arts, Theater

5.0 Connections, Relationships, Applications: Connecting and Applying What is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers.

- Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills.

5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area

History-Social Science Standard: Learning and Working Now and Long Ago

- K.1 Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors or characters in stories from times past and understand the consequences of the characters’ actions.
Mathematics: Mathematical Reasoning (Grade 2)

- 1.0 Students make decisions about how to set up a problem: 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools, such as manipulatives or sketches, to model problems.
- 2.0 Students solve problems and justify their reasoning: 2.1 Defend the reasoning used and justify the procedures selected. 2.2 Make precise calculations and check the validity of the results in the context of the problem.
- 3.0 Students note connections between one problem and another.

English-Language Arts: Listening and Speaking (Grade 3)

- 1.0 Listening and Speaking Strategies. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation.
- 2.0 Speaking Applications (Genres and Their Characteristics). Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
Illinois Learning Standards

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<tr>
<td>Fine Arts</td>
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Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

A. Identify and manage one’s emotions and behavior.
   1A.1a. Recognize and accurately label emotions and how they are linked to behavior.
   1A.1b. Demonstrate control of impulsive behavior.
   1A.2a. Describe a range of emotions and the situations that cause them.
   1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.

B. Recognize personal qualities and external supports.
   1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.
   1B.1b. Identify family, peer, school, and community strengths.
   1B.2a. Describe personal skills and interests that one wants to develop.
   1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.

C. Demonstrate skills related to achieving personal and academic goals.
   1C.1a. Describe why school is important in helping students to achieve personal goals.
   1C.1b. Identify goals for academic success and classroom behavior.
   1C.2a. Describe the steps in setting and working toward goal achievement.
   1C.2b. Monitor progress on achieving a short-term personal goal.
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A: Recognize the feelings and perspectives of others.
   2A.1a. Recognize that others may experience situations differently from oneself.
   2A.1b. Use listening skills to identify the feelings and perspectives of others.
   2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.
   2A.2b. Describe the expressed feelings and perspectives of others.

B: Recognize individual and group similarities and differences.
   2B.1a. Describe the ways that people are similar and different.
   2B.1b. Describe positive qualities in others.
   2B.2a. Identify differences among and contributions of various social and cultural groups.
   2B.2b. Demonstrate how to work effectively with those who are different from oneself.

C: Use communication and social skills to interact effectively with others.
   2C.1a. Identify ways to work and play well with others.
   2C.1b. Demonstrate appropriate social and classroom behavior.
   2C.2a. Describe approaches for making and keeping friends.
   2C.2b. Analyze ways to work effectively in groups.

D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
   2D.1a. Identify problems and conflicts commonly experienced by peers.
   2D.1b. Identify approaches to resolving conflicts constructively.
   2D.2a. Describe causes and consequences of conflicts.
   2D.2b. Apply constructive approaches in resolving conflicts.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A: Consider ethical, safety, and societal factors in making decisions.
   3A.1a. Explain why unprovoked acts that hurt others are wrong.
   3A.1b. Identify social norms and safety considerations that guide behavior.
   3A.2a. Demonstrate the ability to respect the rights of self and others.
   3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.

B: Apply decision-making skills to deal responsibly with daily academic and social situations.
   3B.1a. Identify a range of decisions that students make at school.
   3B.1b. Make positive choices when interacting with classmates.
   3B.2a. Identify and apply the steps of systematic decision making.
   3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
C. Contribute to the well being of one’s school and community.
   3C.1a. Identify and perform roles that contribute to one’s classroom.
   3C.1b. Identify and perform roles that contribute to one’s family.
   3C.2a. Identify and perform roles that contribute to the school community.
   3C.2b. Identify and perform roles that contribute to one’s local community.

**English Language Arts**

**Goal 4: Listen and speak effectively in a variety of situations.**

**A. Listen effectively in formal and informal situations.**

**Early Elementary**

4.A.1a. Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
4.A.1b. Ask questions and respond to questions from the teacher and from group members to improve comprehension.

**Late elementary**

4.A.2a. Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
4.A.2b. Ask and respond to questions related to oral presentations and messages in small and large group settings.

**B. Speak effectively using language appropriate to the situation and audience**

**Early Elementary**

4.B.1a. Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).
4.B.1b. Participate in discussions around a common topic.

**Late Elementary**

4.B.2a. Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
4.B.2b. Use speaking skills and procedures to participate in group discussions.
4.B.2c. Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).
4.B.2d. Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

http://www.csde.umb.edu/tools
Science

Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems

A. Know and apply the concepts, principles and processes of scientific inquiry.
   Early Elementary
   11.A.1a. Describe an observed event.
   11.A.1b. Develop questions on scientific topics.
   11.A.1d. Record and store data using available technologies
   11.A.1e. Arrange data into logical patterns and describe the patterns.
   11.A.1f. Compare observations of individual and group results.

Physical Development and Health: Communications and Decision –making

Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
   Early Elementary
   24.A.1a. Differentiate between positive and negative behaviors.
   24.A.1b. Identify positive verbal and nonverbal communication skills.

   Late Elementary
   24.A.2b. Demonstrate positive verbal and nonverbal communication skills.

B. Apply decision-making skills related to the protection and promotion of individual health.
   Early Elementary
   24.B.1. Recognize how choices can affect health.
   Late Elementary
   24.B.2. Describe key elements of a decision-making process.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
   Early Elementary
   24.C.1. Demonstrate basic refusal skills.
   Late Elementary
   24.C.2. Describe situations where refusal skills are necessary.
Fine Arts: Creating and Performing

Goal 26: Through creating and performing, understand how works of art are produced.

A. Understand processes, traditional tools and modern technologies used in the arts.

Early Elementary
26.A.1b. Understand the tools of body, mind, voice and simple visual/aural media and the processes of planning, practicing and collaborating used to create or perform drama/theatre.

Late Elementary
26.A.2b. Describe various ways the body, mind and voice are used with acting, scripting and staging processes to create or perform drama/theatre.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

Early Elementary
26.B.1b. Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.

Late Elementary
26.B.2b. Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.
Louisiana Learning Standards

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Health

**Standard 1:** Students will comprehend concepts and strategies related to health promotion and disease prevention.
1-M-5 determine factors that influence violence and strategies for avoiding unhealthy situations.

**Standard 5:** Students will demonstrate individual and interpersonal communication skills necessary to enhance health.
**Benchmark 1** 5-E-1 demonstrate healthy ways to communicate needs, wants, and feelings through verbal and non-verbal communication.
5-M-1 demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
**Benchmark 2** 5-E-2 demonstrate ways to communicate care, consideration, and respect of self and others.
5-M-2 distinguish between positive and negative peer pressure and analyze the impact of peer pressure on decision-making.
**Benchmark 3** 5-E-3 apply a decision-making process to address personal health issues and problems.
5-M-3 demonstrate refusal and conflict resolution skills to develop and maintain health relationships with peers, family, and others in socially acceptable ways.

**Mathematics: Data Analysis, Probability, and Discrete Math**
Students in Grades K-4 use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they investigate problems involving data. As a result, what they are able to do includes:
D-1-E collecting, organizing, and describing data based on real-life situations;
D-2-E constructing, reading, and interpreting data in charts, graphs, tables, etc;
D-3-E formulating and solving problems that involve the use of data;
D-4-E exploring, formulating, and solving sequence-of-pattern problems involving selection and arrangement of object/numerals;
D-5-E predicting outcomes based on probability;
D-6-E demonstrating the connection of data analysis, probability, and discrete math to other strands and real-life situations.

Science: Science as Inquiry

In Grades K-4, what students know and are able to do includes:
A. The abilities necessary to do scientific inquiry
   SI-E-A1 asking appropriate questions about organisms and events in the environment;
   SI-E-A2 planning and/or designing and conducting a scientific investigation;
   SI-E-A3 communicating that observations are made with one’s senses;
   SI-E-A4 employing equipment and tools to gather data and extend the sensory observations;
   SI-E-A5 using data, including numbers and graphs to explain observations and experiments;
   SI-E-A6 communicating observations and experiments in oral and written formats…
B. Understanding Scientific Inquiry
   SI-E-B1 categorizing questions into what is known, what is not known, and what questions need to be explained;
   SI-E-B2 using appropriate experiments depending on the questions to be explored;
   SI-E-B3 choosing appropriate equipment and tools to conduct an experiment;
   SI-E-B4 developing explanations by using observations and experiments;
   SI-E-B5 presenting results of experiments
   SI-E-B6 reviewing and asking questions about the results of investigations.

English Language Arts

Standard 4: Students demonstrate competence in speaking and listening as tools for learning and communicating.

ELA-4-E5 Speaking and listening for a variety of audiences and purposes
ELA-4-E7 Participating in a variety of roles in group discussions

Standard 7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

ELA-7-E2 Using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts
ELA-7-E4 Using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations

http://www.csde.umb.edu/tools
Arts:
Theatre Arts Creative Expression

Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

Benchmark 1 Explore and express various emotions in interpersonal settings
Benchmark 2 Interact in group situations and show differentiation of roles through experimentation and role playing
Benchmark 3 Exhibit physical and emotional dimensions of characterizations through experimentation and role playing

Theatre Arts Aesthetic Perception
Students develop aesthetic perception through knowledge of art forms and respect for their commonalities and differences.

Benchmark 5 Identify and discuss how works of theatre and dramatic media affect thoughts and feelings
Benchmark 6 Share personal feelings or preferences about theatre and other dramatic works

Theatre Arts Critical Analysis
Benchmark 2 Identify motivations, personality traits, and responses to emotional experiences in characters portrayed in dramatic literature and media
Maryland Learning Standards

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<tr>
<td>Fine Arts – Theatre</td>
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</table>

.0 Mental and Emotional Health
A. Mental and Emotional Health
Grade K
1. Recognize methods of communication.
2. Examine emotions and responses to various situations
Grade 1
1. Recognize methods of communication.
2. Examine emotions and responses to various situations
4. Identify how to make a good choice/decision.
Grade 2
1. Recognize appropriate methods of communication.
2. Examine emotions and responses to various situations.
4. Identify choices available in order to make a choice/decision.
Grade 3
1. Recognize different types of communication skills
2. Examine Emotions
4. Identify the positive and negative consequences of making a decision.
Grade 4
1. Recognize and model effective communication skills.
2. Recognize how emotions influence behaviors.
4. Identify the steps in the decision-making process.

Grade 5
1. Recognize and apply effective communication skills.
2. Recognize that emotions come from basic needs.
4. Apply the decision-making process to personal issues and problems.

5.0 Safety and Injury Prevention
Grade 1
2. Identify the characteristics of a bully.
6. Define and identify telling and tattling.

Grade 3
2. Identify teasing and bullying as harassment and their effects on the individual.
6. Describe and demonstrate the difference between telling and tattling.

English Language Arts Grade 1-3
Standard 6.0 Listening: Student will demonstrate effective listening to learn, process, and analyze information.
Standard 7.0 Speaking: Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Fine Arts – Theatre
3.0 Creative Expressions and Production: Students will demonstrate the ability to apply knowledge, principles, and practices to collaborative theatre presentations.

Grade K
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations. a.) Identify the characters, dialogue, and scenery of a play, b.) identify feelings that characters express in a variety of settings, c.) create a variety of characters that exhibit contrasting emotions.

Grade 1
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations. a.) Describe clearly the relationships between or among observed characters and the environments they occupy in observed visual images, c.) create and perform narrative stories or dramatic scenes that interpret characters and actions observed in visual images.
### Grade 2

2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.  
   a.) Select and use visual, aural, oral, and kinesthetic elements to enhance the communication of ideas and emotions in dramatic activities,  
   c.) create and perform skills that combine unrelated works and characters through collaboration with a partner,  
   d.) collaborate with peers to select interrelated characters, environments and situations for dramatic activities.

### Grade 3

2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.  
   a.) Use appropriate posture and movement to enact improvised characters,  
   b.) use collaborative theatre processes to create, perform, and revise scenes that include exposition, climax, and resolution and are based on imagination and personal experience,  
   c.) identify objects and props that might be used to enhance original scenes,  
   d.) use objects and props to enhance original scenes based on imagination and personal experience.
Massachusetts Curriculum Frameworks

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<td>Health: Social &amp;Emotional Health Strand</td>
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<td>- Mental Health</td>
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<tr>
<td>-Interpersonal Relationships</td>
<td>7</td>
</tr>
<tr>
<td>Arts</td>
<td>5</td>
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</tbody>
</table>

Mental Health

Through the study of Feelings and Emotions students will

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

Through the study of Identity students will

5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships

Through the study of Decision Making students will

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

Through the study of Feelings and Emotions students will

5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning

http://www.csde.umb.edu/tools
5.8: Identify the causes and effects of depression and how to seek help.

**Through the study of Decision Making students will**
5.10 Describe the contribution of a personal support system to good mental health

**Interpersonal Relationships Through the study of Communication students will**
7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups
7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school

**Through the study of Peer Relationships students will**
7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others
7.4 Describe the concepts of prejudice and discrimination

**Through the study of Communication students will**
7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication

**Through the study of Peer Relationships students will**
7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure
7.7 Recognize the positive contribution of character traits on individual relationships and society as a whole

**Mathematics Data Analysis, Statistics and Probability**
Students engage in Problem solving, communicating, reasoning, connecting, and representing as they:
K.D.1 Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers and graphs.

**History & Social Science, Living Learning and Working Together**
With guidance from the teacher, students should be able to:
PreK-K Civics and Government 6. Give examples that show the meaning of the following concepts: authority, fairness, justice, responsibility and rules.
PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise or authority, and explain how the characters in the stories show these qualities.
Grade 1 Civics and Government 8. Give examples that show the meaning of the following words: politeness, achievement, courage, honesty, and reliability.
<table>
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<th>English Language Arts</th>
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<td><strong>Discussion</strong></td>
<td>PreK-2</td>
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<tr>
<td>1.1 Follow agreed-upon rules for discussion</td>
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<tr>
<td>Grades 3-4</td>
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<tr>
<td>1.2 Follow agreed-upon rules for class discussions and carry out assigned roles in self-run small group discussions.</td>
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<tr>
<td>Oral Presentation</td>
<td>PreK-2</td>
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<tr>
<td>3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.</td>
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<td>3.2 Maintain focus on the topic.</td>
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<td>Grades 3-4</td>
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<td>3.3 Adapt language to persuade, to explain, or to seek information.</td>
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<tr>
<td>3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.</td>
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<td>By the end of grade 4 student will….</td>
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<td>1.2 Imagine and clearly describe characters, their relationships, setting, conflict, plot from a variety of appropriate literature</td>
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<td>1.3 Pretend to be someone else, creating a character based on stories, or through improvisation, using properties, costumes, and imagery</td>
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<tr>
<td>1.4 Create characters through physical movement, gesture, sound and/or speech, and facial expression</td>
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<tr>
<td>1.5 Learn lines, observe, listen, and respond in character to other actors</td>
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<td>1.6 Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble</td>
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New York Learning Standards

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Standard 1: Personal Health and Fitness
Health Education
1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.
   Students: - possess basic knowledge and skills which support positive health choices and behaviors.
   - recognize influences which affect health choices and behaviors.

Standard 2: A Safe and Healthy Environment
Health Education
1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.
   Elementary: Students – recognize potentially dangerous situations and know how to avoid or reduce their risk.
   - know some personal and social skills which contribute to individual safety
Physical Education
Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.
Elementary: Students –come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
-work constructively with others to accomplish a variety of goals and tasks
-demonstrate care, consideration, and respect of self and others during physical activity.

Career Development and Occupational Studies
Standard 3a Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Personal Qualities
3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Interpersonal Skills
4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family social, and work situations.

Mathematics Problem Solving Strand PK-1
Students will build new mathematical knowledge through problem solving.

1. PS.1 Explore, examine and make observations about a social problem or mathematical situation
2. PS.2 Interpret information correctly, identify the problem, and generate possible solutions

Students will solve problems that arise in mathematics and in other contexts.

1. PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling
2. PS.4 Formulate problems and solutions from everyday situations

Students will apply and adapt a variety of appropriate strategies to solve problems.

1. PS.5 Use informal counting strategies to find solutions
2. PS.6 Experience teacher-directed questioning process to understand problems
3. PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking
4. PS.8 Use manipulatives to model the action in problems
5. PS.9 Use drawings/pictures to model the action in problems

Students will monitor and reflect on the process of mathematical problem solving.

1. PS.10 Explain to others how a problem was solved, giving strategies and justifications
Math, Science & Technology, Standard 7 Interdisciplinary Problem Solving: Strategies
2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.
Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to:
- work effectively
- gather and process information
- generate and analyze ideas
- observe common themes
- realize ideas
- present results

Social Studies Standard 5 Civics, Citizenship and Government
1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.
3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.
4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

English Language Arts Standard 4 Language for Social Interaction
1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Arts Standard 1 Creating, Performing, and Participating in the Arts: Theatre
1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe various roles and means of creating, performing and producing theatre. Students use creative drama to communicate ideas and feelings.
Pennsylvania Learning Standards

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<td>Family and Consumer Sciences 3</td>
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Health Safety and Physical Education

10.2 Healthful Living
10.2.3 D. Identify the steps in a decision-making process.
10.2.6 D. Describe and apply the steps of a decision-making process to health and safety issues.
10.3 Safety and Injury Prevention
10.3.3 C. Recognize conflict situations and identify strategies to avoid or resolve.
   • walk away
   • I-statements
   • refusal skills
   • adult intervention
10.3.6 C. Describe strategies to avoid or manage conflict and violence.
   • anger management
   • peer mediation
   • reflective listening
   • negotiation

Family and Consumer Sciences
11.2 Balancing Family, Work and Community Responsibility
11.2.6 A. Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.
11.2.3 H. Identify how to resolve conflict using interpersonal communications skills.
   • Speaking and listening
   • I messages
   • Active listening
   • Checking for understanding
   • Following directions
   • Empathy
   • Feedback
11.2.6 H. Describe positive and negative interactions within patterns of interpersonal communications.
   • Placating
   • Blaming
   • Distracting
   • Intellectualizing
   • Asserting

Science and Technology
3.2 Inquiry and Design
3.2.4 C Recognize and use the elements of scientific inquiry to solve problems
   • Generate questions about objects, organisms and/or events that can be answered through scientific investigations.
   • Design an investigation.
   • Conduct an experiment.
• State a conclusion that is consistent with the information.

3.2.4 D Recognize and use the technological design process to solve problems.
• Recognize and explain basic problems.
• Identify possible solutions and their course of action.
• Try a solution.
• Describe the solution, identify its impacts and modify if necessary
• Show the steps taken and the results.

Reading, Writing, Speaking and Listening
1.6 Speaking and Listening
1.6.3 A Listen to others.
• Ask questions as an aid to understanding.
• Distinguish fact from opinion.
1.6.3 C Speak using skills appropriate to formal speech situations.
• Use appropriate volume.
• Pronounce most words accurately.
• Pace speech so that is understandable.
• Demonstrate an awareness of audience.
1.6.3 D Contribute to discussions.
• Ask relevant questions.
• Respond with appropriate information or opinions to questions asked.
• Listen to and acknowledge the contributions of others.
• Display appropriate turn-taking behaviors.
1.6.3 E Participate in small and large group discussions and presentations.
• Participate in everyday conversation.
• Present oral readings.
• Deliver short reports (e.g., Show-and-Tell, field trip summary).
• Conduct short interviews.
• Give simple directions and explanations.
• Report an emergency.
Mathematics
2.5 Mathematical Problem Solving and Communications
2.5.3 A Use appropriate problem-solving strategies (e.g., guess and check, working backwards).
2.5.3 B Determine when sufficient information is present to solve a problem and explain how to solve a problem.
2.5.3 C Select and use an appropriate method, materials and strategy to solve problems, including mental mathematics, paper and pencil and concrete objects.

Civics and Government
5.2 Rights and Responsibilities of Citizenship
5.2.3 A Identify examples of the rights and responsibilities of citizenship.
- Personal rights
- Political rights
- Economic rights
- Personal responsibilities
- Civic responsibilities
5.2.3 B Identify personal rights and responsibilities.
5.2.3 C Identify sources of conflict and disagreement and different ways conflicts can be resolved.
5.2.3 D Identify the importance of political leadership and public service in the school, community, state and nation.
5.2.3 E Describe ways citizens can influence the decisions and actions of government.

Career Education and Work
13.2 Career Acquisition
13.2.3 A Identify appropriate speaking and listening techniques used in conversations.
13.3 Career Retention and Advancement
13.3.3 A Identify attitudes and work habits that contribute to success at home and school.
13.3.3 B Identify how to cooperate at both home and school.
13.3.3 C Explain effective group interaction terms, such as, but not limited to:
- Compliment
- Cooperate
- Encourage
- Participate
APPENDIX E: Bibliography of Social Skills Curricula
AN ANNOTATED BIBLIOGRAPHY OF SOCIAL SKILLS INSTRUCTIONAL PROGRAMS AND MATERIALS

Compiled by Jennifer Medeiros and colleagues at the Center for Social Development and Education, University of Massachusetts, Boston

104 Activities That Build: Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, and Coping Skills

Author: Alanna Jones
Publisher: Rec Room Publishing
Publication date: 1998
Age range: Appropriate for all ages

104 Activities That Build is an activity book listing 104 games designed to encourage behavior change and increase and improve interactions with others. Chapters are divided by target behavior or skill.

Special features: Includes list of materials, reproducibles, and suggestions for accommodations

The ADDept Curriculum

Author: Janet Z. Giler, Ph.D.
Publisher: C.E.S.
Publication date: 2000
Age range: Ages 9-13

The ADDept Curriculum is a 10-week curriculum designed to teach the “hidden rules of communication”. The kit includes the Curriculum, the instructional video From Acting Out to Fitting In, and four workbooks.

The Answer Me Game

Publisher: Marco Publishing
Age range: Ages 8-12

As students move around this game board, they are required to verbalize feelings about themselves, their friends, and school. As a result, they are expected to see themselves in relation to other people, look at the meaning of friendship, and identify positive qualities in themselves. For 2 to 8 players.

Ask & Answer Social Skills Games

Authors: Keri Spielvogel, Melanie Callough, and Molly DeShong
Publisher: AGS Publishing, Inc.
Age range: Appropriate for all ages

Ask & Answer Social Skills Games targets six different skill areas: Politeness, Solving Problems, Staying on Topic, Requesting Information, Initiating Conversation, and Feelings. Each of the six skill areas has four game boards, allowing one to four players to engage in the fun. Each board includes nine photos that provide visual cues for the targeted social skills.

ASSIST Series

Authors: Pat Huggins, Lorrainer Shakarian, Donna Wood Manion, Larry Moen
Publisher: Sopris West Publishing
Publication date: 1999
Age range: Grades 1-3

This kit, consisting of the following Sopris West Publications: Helping Kids Handle Conflict, Building Self-Esteem in the Classroom, Teaching Friendship Skills, Stop, Think, Pick a Plan Poster, focuses on teaching social skills and integrating newly-learned skills into the classroom. Components may be purchased separately.

Special features: Includes links to academics, list of materials and reproducibles

Basic Social Skills for Youth: A Handbook from Boys Town

Authors: Boys Town Press and Father Flanagan's Boys’ Home
Publisher: Boys Town Press
Publication date: 1997
Age range: Elementary grades

Basic Social Skills for Youth is a manual designed to teach eight social skills and their behavioral steps.

http://www.csde.umb.edu/tools
**Be Cool**
*Publisher:* James Stanfield Publishing  
*Age range:* Lower elementary, Upper elementary, Middle school, High school  
*Be Cool* is a series of videotapes and teacher’s guide designed to teach students coping skills.

**Building Learning Communities with Character: How to Integrate Academic, Social, and Emotional Learning**
*Authors:* Bernard Novick, Jeffrey S. Kress, Maurice J. Elias  
*Publisher:* Association for Supervision and Curriculum Development  
*Publication date:* 2002  
*Age range:* Appropriate for all ages  
This professional development book presents a nine-step program to help educators develop a school-wide program that focuses on social-emotional development as well as academics.

**Special features:** Includes links to academics

**Circle of Friends Game**
*Publisher:* Childswork/Childsplay  
*Age range:* Ages 5-12  
The Circle of Friends game was designed to teach friendship-building skills, such as listening, patience, and paying attention, and how to deal with various friendship issues, such as teasing, bullies, jealousy, anger and more. For 2-6 players.

**Classroom Social Skills Posters**
*Publisher:* Boys Town Press  
*Publication date:* 1997  
*Age range:* Elementary school, Middle/high school, Special education  
This set of 16 posters to help reinforce appropriate social skills. Also in Spanish.

**Communicate, Jr.**
*Authors:* Patty Mayo, Polly Hirn, Nancy Gajewski, and Judy Kafka  
*Publisher:* AGS Publishing, Inc.  
*Age range:* Grades 1-6  
Communicate, Jr. is a game designed to promote cooperative learning. Communicate Junior focuses on 12 basic social skills, including facial expressions, eye contact, conversations, manners, time and place, body language, listening, following rules, hygiene, ignoring, voice (tone, volume), and sharing/taking turns. For 2-4 players.

**Connecting with Others**
*Author:* Dr. Rita Coombs-Richardson  
*Publisher:* Research Press  
*Publication date:* 1996  
*Age range:* Grades K-2, Grades 3-5, Grades 6-8, Grades 9-12  
This manual intends to help students learn to be sensitive to differences, resolve conflicts without resorting to violence, and learn tolerance and acceptance of others.

**Special features:** List of materials, Reproducibles

**Cool Kids**
*Publisher:* Sopris West Publishing  
*Publication date:* 1998  
*Age range:* Grades K-3, Grades 3-8  
This kit consisting of a Publications, Teachers’ handbook, Audiotape, Skill Cards, and Level 1 and 2 Reproducible Books is designed to prevent problem behavior by giving students alternatives to ineffective actions and promoting a nurturing climate of security, safety, and confidence.

**Special features:** List of materials, Reproducibles

**Creating the Peaceable School**
*Authors:* Richard J. Bodine, Donna K. Crawford, and Fred Schrumpf  
*Publisher:* Research Press  
*Publication date:* 1994  
*Age range:* Upper middle and elementary, however, can be introduced earlier  
This kit includes a program guide, student manual, and videotape designed to teach students conflict resolution skills. Components can be purchased separately. This schoolwide program can be adapted to individual classrooms.

**Special features:** List of materials, Reproducibles, Suggestions for accommodations

http://www.csde.umb.edu/tools
Don’t Laugh at Me: Creating a Ridicule-Free Classroom
Author: Laura Parker Roerden and Laura Lantieri
Publisher: Operation Respect, Inc.
Publication date: 2000
Age range: Grades 2-5

The Don’t Laugh at Me kit is designed to help teachers and students create a respectful, compassionate and ridicule-free environment that nurtures both the emotional/social and the academic growth of students. The kit includes a teacher’s guide, videotape, music CD, teacher/school counselor questionnaire, and student questionnaire for schools or summer camps. A grant from McGraw-Hill Companies Components are available free of charge.

Special features: Links to academics, List of materials, Reproducibles

Emotional Bingo
Author: Marjorie Mitlin
Publisher: PCI Education
Age range: Ages 6-12

This game focuses on teaching children to recognize and understand feelings.

Author: Dr. Michele Borba
Publisher: Pro-Ed, Inc.
Publication date: 2003
Age range: Grades K-8

This curriculum includes lessons and activities to develop the five building blocks of self-esteem.

Special features: Graphic organizer, Links to academics, List of materials, Reproducibles

Focus on Friendship Game
Publisher: Marco Publishing
Age range: Ages 7-10

The Focus on Friendship Game was designed to teach friendship skills, good sportsmanship and vocabulary development. For up to 8 players.

Friendship Island Game
Publisher: Childswork/Childsplay
Age range: Ages 6-10

This game focuses on the three vital areas of friendship: making friends, being a good friend, and resolving disagreements. The play of the game has been designed so that players cooperate and help each other, as well as answer questions about friendship. For 2-5 players.

Getting Along: A Social Skills Curriculum
Publisher: Center for Educational Resources
Age range: pre-K-Grade2

Getting Along, a series of videotapes with Interactive CD-Rom and teacher’s guide, is designed to help students develop the knowledge, attitudes, skills, and behaviors needed to prevent, defuse, and resolve conflict.

Special features: Links to academics, Reproducibles, Vocabulary listing

Getting Along with My Friends Workbook
Authors: Tracy Zimmerman and Steve Barr
Publisher: Childswork/Childspaly
Publication date: 2001
Age range: Ages 7-12

The Getting Along with My Friends Workbook asks children to devise ways to handle real-life social situations.

Getting Along Others
Authors: Ron Herron
Publisher: Boys Town Press
Publication date: 1997
Age range: Elementary grades

This workbook includes 24 charts that encourage prosocial behaviors such as telling the truth and asking permission. Six more charts let adults select their own target behaviors.

http://www.csde.umb.edu/tools
Tools for Teachers: Appendix E

Getting Along with Others: Teaching Social Effectiveness to Children
Authors: Nancy Jackson, Donald Jackson, and Cathy Monroe
Publisher: Research Press
Publication date: 1983
Age range: Elementary

This curriculum includes a program guide with program description and teaching strategies and a separate manual of lessons and activities. Each skill lesson contains teacher scripts, role plays, group activities, relaxation training, and a home note and homework assignment.

Special features: List of materials, Reproducibles, Suggestions for accommodations

Getting to Know You: A Social Skills Curriculum
Author: Ruth Weltmann Begun
Publisher: Josey-Bass
Publication date: 1995
Age range: Grades 1-9

Ready-to-Use Social Skills Lessons & Activities is a manual containing over 50 social skills lessons designed to develop positive social behaviors in students through awareness, discussion, and rehearsing new behaviors.

Special features: Reproducibles

Group Activities to Include Students with Special Needs: Developing Social Interactive Skills
Author: Julia Wilkins
Publisher: Corwin Press
Publication date: 2000
Age range: Elementary grades

Group Activities to Include Students with Special Needs is an activity book which offers 120 group activities emphasizing participation, cooperation, teamwork, mutual

Special features: Suggested accommodations

The Helping, Sharing, Caring Game
Publisher: Childswork/Childsplay
Age range: Ages 4-11

The Helping, Sharing, And Caring Game, developed by Richard A. Gardner, promotes the development of critical social skills in the home or classroom. For 2-6 players.

I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program
Author: Myrna B. Shure
Publisher: Research Press
Publication date: 1992
Age range: Preschool, Kindergarten and Primary Grades, Intermediate Elementary Grades

The ICPS curricula teach children to solve problems through nonviolent means. Lessons utilize games, stories, puppets, and role plays.

Special features: Links to academics, List of materials, Reproducibles, Suggestions for accommodations

Incorporating Social Goals in the Classroom
Author: Rebecca A. Moyes
Publisher: Jessica Kingsley Publishing
Publication date: 2001
Age range: Grades K-12

Incorporating Social Goals in the Classroom includes a detailed description of the social deficits of children with High-Functioning Autism, Asperger's Syndrome, and related disorders as they appear in the classroom. This professional development book provides strategies for teaching social skills and developing social goals to include in IEPs.

Special features: Lesson plans, Reproducibles, Suggestions for accommodations

http://www.csde.umb.edu/tools
Inside Out: What Makes the Person with Social-cognitive Deficits Tick?
Author: Michelle Garcia Winner
Publisher: Jessica Kingsley Publishing
Publication date: 2002
Age range: Ages 5-adult

*Inside Out* is a *professional development* book that offers teaching techniques to help students identify and overcome social cognitive weaknesses leading to the acquisition of social skills such as initiating conversations or activities and listening/attending. She demonstrates how to break down these skills and suggests teaching methods.

**Special features:** Reproducibles, Suggestions for accommodations

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Life Skills Training: Promoting Health and Personal Development
Author: Gilbert J. Botvin
Publisher: Princeton Health Press, Inc.
Publication date: 1996
Age range: Elementary school
Middle School

The *Life Skills Training curricula* are a drug resistance program consisting of three components: drug resistance skills, personal-self management skills, and general social skills.

**Special features:** Suggested accommodations

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Learning to Get Along Series
Author: Cheri J. Miners
Publisher: Sopris West Publishing
Publication date: 2003
Age range: Ages 4-8

The *Learning to Get Along Series* is a series of *children's books*: Understand and Care, When I Feel Afraid, Share and Take Turns, Listen and Learn, Be Polite and Kind, and Join in and Play

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Learning to Play, Playing to Learn
Authors: Charlotte Steffens and Spencer Gorin
Publisher: Lowell House
Publication date: 1997
Age range: Preschool-Adult

This *activity book* uses games, stories, and activities to teach sharing, caring, and compromise. The index divides lessons by title, behavior/skill, and age level.

**Special features:** List of materials, Suggestions for accommodations

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Let's See-About Me & My Friends
Publisher: Childwork/Childsplay
Age range: Ages 6-12

*Let's See...About Me and My Friends* is a *game* that intends to use a developmental perspective to teach children the skills they need to get along with their peers. Children practice social skills through play activities using Pick-up Sticks, Cat’s Cradle, Ball Play, and Jacks. For 2-4 players.

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http://www.csde.umb.edu/tools
**Mind Reading**  
**Author:** Simon Baron-Cohen  
**Publisher:** Jessica Kingsley Publishing  
**Publication date:** 2004  
**Age range:** Ages 6-16

Mind Reading is a software program designed to teach emotions and the meanings of facial expressions and tone of voice. Mind Reading consists of 4 components: a reference guide that may be purchased separately, a learning center containing games and quizzes, a game zone with learning activities, and the Mind Reading Manager which monitors and configures the software program.

**The Morning Meeting Book**  
**Authors:** Paula Denton and Roxann Kriete  
**Publisher:** Northeast Foundation for Children  
**Publication date:** 2002  
**Age range:** Appropriate for all ages

The Morning Meeting Book is a professional development book that introduces teachers to the morning meeting, a component of the Responsive Classroom approach that intends to build community, increase students investment, and improve academic and social skills.

**Special features:** Links to academics

**Navigating the Social World: A Curriculum for Individuals with Asperger’s Syndrome, High Functioning Autism and Related Disorders**  
**Author:** Jeanette McAfee  
**Publisher:** Future Horizons  
**Publication date:** 2001  
**Age range:** All ages

This professional development book intends to provide information on emotional development, communication/social skills, abstract thinking skills, and behavioral issues.

**Special features:** Lesson plans, Reproducibles, Suggestions for accommodations

**The New Social Story Book**  
**Author:** Carol Gray  
**Publisher:** Future Horizons, Inc.  
**Publication date:** 2000  
**Age range:** All ages

The New Social Story Book contains 100 social stories designed to teach students a specific skill or behavior. The professional development book’s final chapter is a tutorial on writing social stories designed to target the needs of individual students.

**No More Arguments Game**  
**Publisher:** Childswork/Childsplay  
**Age range:** Ages 6-12

This game intends to teach children 11 alternatives to arguing. The game includes an audiotape of children and adult starting an argument. Children must come up with strategies to avoid arguing. For 2-6 players.

**One Minute Skill Builder: Improving Student Social Skills**  
**Authors:** Susan L. Fister and Karen A. Kemp  
**Publisher:** Sopris West  
**Publication date:** 2000  
**Age range:** Grades 1-12

One Minute Skill Builder is a 25-minute video that demonstrates four social skills (expression of affection, description of inappropriate/inappropriate behavior, request for acknowledgement and practice, feedback). It includes a workbook, self monitoring checklist, and suggestions for dealing with interfering behaviors.

**Special features:** Reproducibles

**Open Circle**  
**Publisher:** Stone Center at the Wellesley Centers for Women, Wellesley College  
**Age range:** Kindergarten-Grade 5

Open Circle is a teaching approach based on the Open Circle Curriculum a school-wide program which is designed to integrate research findings in child development and best practices in teaching. Adults are trained to be role-models teaching the principles of communication, responsibility, cooperation, respect, and assertiveness.

**Special features:** Links to academics

[http://www.csde.umb.edu/tools](http://www.csde.umb.edu/tools)
Tools for Teachers: Appendix E

**Parent Coaching Cards**
*Author:* Steven A. Richfield  
*Publisher:* Parent Coaching Cards, Inc.  
*Publication date:* 1998  
*Age range:* All ages

This set of cards use illustrations, words, and phrases designed to improve self-control, social judgement, empathy, and other critical development skills.

**The PASSPORT Program: A Journey through Emotional, Social, Cognitive, and Self-Development**
*Author:* Dr. Ann Vernon  
*Publisher:* Research Press  
*Publication date:* 1996  
*Age range:* Grades 1-5, Grades 6-8, Grades 9-12

The PASSPORT Program is a prevention program that helps students develop personal relationship skills, problem-solving and decision-making strategies, and skills to deal with troublesome emotions.

**The Positive Para: Helping Students Develop Positive Social Skills**
*Publisher:* Curriculum Solutions, Inc.  
*Publication date:* 1996  
*Age range:* Elementary school, Middle School

This spiral-bound professional development manual addresses how para-professionals who work closely with students with special needs can promote and help students practice positive social skills. The manual includes 5 articles and 14 activities that can be used as a workshop guide or independent study.

**The Power of Social Skills in Character Development: Helping Diverse Learners Succeed**
*Author:* Jennifer Scully  
*Publisher:* National Resources, Inc.  
*Publication date:* 2000  
*Age range:* All ages

The Power of Social Skills in Character Development manual includes 80 lesson plans to help students gain self-esteem and improve relationships with peers, teachers and adults outside of school.

**Development manual** includes 80 lesson plans to help students gain self-esteem and improve relationships with peers, teachers and adults outside of school.

**Special features:** Links to academics, Reproducibles, Suggestions for accommodations

**The Prepare Curriculum: Teaching Prosocial Competencies**
*Author:* Arthur Goldstein  
*Publisher:* Research Press  
*Publication date:* 1999  
*Age range:* Designed for middle and high school students but can be adapted for younger students

The Prepare Curriculum manual includes procedures and materials for 93 supplementary exercises involving games, role plays, reading and writing, drawing, brainstorming, group discussion, relaxation, tape recordings, photography, and other hands-on activities. The book examines important issues such as behavior management, assessment, motivation, and transfer and maintenance of skills.

**Special features:** List of materials, Reproducibles

**Problem Solver**
*Authors:* Patti Waldo  
*Publisher:* AGS Publishing, Inc.  
*Age range:* Ages 10-16

Problem Solver is a game designed to reinforce problem-solving and language-based thinking skills.

**Special features:** Suggested accommodations

http://www.csde.umb.edu/tools
Promoting Alternative Thinking Strategies (PATHS)
Author: Carol Kusche and Mark Greenberg
Publisher: Developmental Research and Programs, Inc.
Publication date: 1994
Age range: Self-control and readiness unit: Kindergarten
Basic kit: Grades 1-6

PATHS is a program designed to promote emotional and social competencies and reduce aggression and acting-out behaviors in elementary-school-aged children. Kits include instructor’s manuals, curriculum materials, and materials based on grade level. These materials include puppets, posters, feeling faces cards, and feelings display charts.

Special features: Links to academics, List of materials, Reproducibles, Suggestions for accommodations

Promoting Social Success: A Curriculum for Children with Special Needs
Author: Gary N. Siperstein and Emily Paige Rickards
Publisher: Paul H. Brookes Publishing Company
Publication Date: 2004
Age Range: Elementary Grades

The PSS curriculum focuses on teaching children “social thinking skills” that they can apply to better understand their own and others’ emotion states, to “read” social situations, and to determine appropriate social responses. Each of more than 60 lessons includes instructions for small group and class-wide implementation. Each lesson includes suggestions for adapting the activities for children with different special needs and typical abilities can participate together.

Special features: Reproducibles, Illustrations and photographs

Ready-to-Use Social Skills Lessons & Activities
Author: Ruth Weltmann Begun
Publisher: Jossey-Bass
Publication date: 1995
Age range: Grades Pre-K-K
Grades 1-3
Grades 4-6
Grades 7-12

Ready-to-Use Social Skills Lessons & Activities is a manual containing over 50 social skills lessons designed to develop positive social behaviors in students through awareness, discussion, and rehearsing new behaviors.

Special features: Suggestions for accommodations

Responsive Classroom®
Publisher: Northeast Foundation for Children
Publication date: 1988
Age range: Kindergarten-Grade 8

Responsive Classroom® is a teaching approach consisting of practical strategies for bringing together social and academic learning throughout the school day.

Special features: Links to academics

Reaching Standards Through Cooperative Learning: Providing for All Learners in General Education Classrooms
Author: Dr. Spencer and Laurie Kagan
Publisher: Corwin Press
Publication date: 2000

http://www.csde.umb.edu/tools
Second Step
Publisher: Committee for Children
Publication date: 1998
Age range: Preschool/Kindergarten
Grades 1-5
Middle school

Second Step is a violence prevention kit consisting of poster-size lesson cards and videos depicting children expressing emotions in real-life situations. Teachers follow the lessons outlines on the back of each card. Lessons intend to help students connect their own emotional experiences to those depicted on card fronts or on video. Younger students may be engaged with puppets.

Special features: List of materials, Suggestions for accommodations

Skillstreaming the Elementary School Child
Author: Ellen McGinnis and Arnold P. Goldstein
Publisher: Research Press
Publication date: 1997
Age range: Elementary school

The Skillstreaming curriculum provides strategies for teaching 50-60 prosocial skills. The complete Skillstreaming kit includes this teacher’s manual, as well as a student manual, forms booklet, and skills cards.

Special features: Reproducibles

Social Awareness Skills for Children
Author: Marianna Csosti
Publisher: Jessica Kingsley Publishing
Publication date: 2001
Age range: Ages 7-16

Social Awareness Skills for Children is a professional development book that emphasizes the benefits of teaching communication and social skills to children with special needs. Skills are broken down into detailed tasks and practical examples.

Special features: Reproducibles, Suggestions for accommodations

Social Harmony: Sing Your Way to Social Stardom
Authors: Sally E. Anderson and Mary Carroll Peters
Publisher: AGS Publishing, Inc.
Age range: Grades K-6

Social Harmony is an audio CD containing 18 songs designed to reinforce a number of social skills, including making introductions and taking turns. A 92-page teacher’s guide is included.

Socially ADDept: A Manual for Parents of Children with ADHD and/or Learning Disabilities
Author: Janet Z. Giler, Ph.D.
Publisher: C.E.S.
Publication date: 2000
Age range: All ages

Socially ADDept is a manual designed to help parents teach the hidden rules of communication to children who are having social problems. The manual is in a workbook format and guides parents through each topic through a series of exercises and suggested dialogue.

Social Relationships and Peer Support
Author: Martha E. Snell and Rachel Janney
Publisher: Paul H. Brookes Publishing Co.
Publication date: 2000
Age range: Appropriate for all ages

Social Relationships and Peer Support is a professional development book designed to teach teachers to create successful inclusive classrooms by fostering positive peer relationships and supportive ties between students.

The Social Safari Game
Publisher: Marco Publishing
Age range: Ages 9-13

The Social Safari Game is a board game focusing on developing a number of social skills, including understanding feelings, problem solving, and relaxation skills. For 2-8 players.

http://www.csde.umb.edu/tools
Social Skill Builder Software
Author: Jennifer Jacobs and Laurie Jacobs
Publisher: PCI Education
Age range: Ages 6-15

Social Skill Builder Software focuses on improving children's understanding of social language.

Social Skills Activities for the Elementary Grades
Author: Dianne Schilling and Susanna Palomares
Publisher: Pro-Ed, Inc.
Publication date: 1997
Age range: Grades K-6

This activity book teaches students to understand verbal and nonverbal communication, develop respect for individual differences, maintain friendships, help in friendships, value cooperative action, effectively manage conflict, and resist negative peer pressure.

Social Skills Activities for Special Children
Author: Darlene Mannix
Publisher: Jossey-Bass
Publication date: 2002
Age range: Elementary school

This curriculum includes 142 ready-to-use lessons and reproducible activity sheets to help children become aware of acceptable social behavior and develop proficiency in acquiring basic social skills.

Special features: Reproducibles

Social Skills in the Classroom, 2nd ed.
Author: Thomas M. Stephens
Publisher: Psychological Assessment Resources, Inc.
Publication date: 1992
Age range: Appropriate for any age group

This manual is a handbook of suggestions for teaching specific social skills using modeling, correction, and natural reinforcement.

Special features: Graphic organizer

Social Skills in the School and Community: Systematic Instruction for Children and Youth with Cognitive Delays
Author: Laurence Sargent, editor
Publisher: Council for Exceptional Children
Publication date: 1998
Age range: Appropriate for all ages

This professional development book assists teachers in the area of social skills instruction. The skills addressed include getting along with peers, teachers, people in the community, and co-workers. Each lesson includes objectives, performance criteria, and procedures. Reproducible homework forms are included to help reinforce and generalize behavior.

Special features: Reproducibles

Social Standards at School
Authors: Judi and Tom Kinney
Publisher: Attainment Company, Inc.
Publication date: 2003
Age range: Grades 1-6

This manual can be used to teach students skills ranging from going to the office to respecting body space. Each skill is complemented by teacher guidelines that include an objective with five benchmarks, problem-solving checklist and a suggested script to use when reviewing the skill with students.

Special features: CD-Rom with printable PDF's, Reproducibles

http://www.csde.umb.edu/tools
Stop and Think
Social Skills Program
Authors: Howard P. Knoff
Publisher: Sopris West
Publication date: 2001
Age range: Preschool-Grade 1
          Grades 2-3
          Grades 4-5
          Grades 6-8

The Stop and Think Social Skills Program is a kit including a teacher's manual, one set of reproducible forms, 25 sets of cue cards, one large and 25 small “Stop & Think” signs, and one set of five posters. This curriculum attempts to build social, problem-solving, and conflict resolution skills while creating a system of accountability. Step-by-step instructions for ten core and ten advanced social skills are provided in each of the program's four levels, along with recommended role-play and classroom activities.

Special features: Reproducibles

STP: Stop, Think, Plan
Authors: Randy S. Sprick
Publisher: Sopris West
Publication date: 2001
Age range: Grades K-8

STP includes 4 videotapes designed to teach students to calmly resolve their own conflicts using a simple, effective process.

Special features: Reproducibles

Teaching Your Child the Language of Social Success
Authors: Marshall P. Duke, Stephen Nowicki, Jr., and Elisabeth A. Martine
Publisher: Peachtree Publishers, Ltd.
Publication date: 1996
Age range: Appropriate for all ages

Teaching Your Child the Language of Social Success is a professional development tool which shows parents and teachers how to improve children's nonverbal communication skills, offering the tools children need to communicate ideas and establish and maintain relationships.

Special features: List of materials, reproducibles

Teach Me Language
Author: Sabrina Freeman and Lorelei Dake
Publisher: SKF Books
Publication date: 1997
Age range: All ages

Teach Me Language is a professional development book for those who teach language skills to children with developmental disorders. Areas Targeted include Social Language, General Knowledge, Grammar and Syntax, Functional Knowledge, Written Expression, and Language-Based Academic Concepts such as sequencing, problem-solving, time, and money.

Special features: Links to academics

Teamwork
Publisher: Childswork/Childsplay
Age range: Ages 6-12

Teamwork is a game that uses basketball to teach cooperative skills. For 2-5 players.

Special features: Reproducibles, Suggestions for accommodations

Tools for Teachers: Appendix E

http://www.csde.umb.edu/tools
Thinking About You,
Thinking About Me
Author: Michelle Garcia Winner
Publisher: Jessica Kingsley Publishing
Publication date: 2003
Age range: Appropriate for all ages

This professional development book addresses social cognitive deficits and perspective taking, as well as the different ways this problem can present itself and ways to approach the problem. It includes exercises, diagrams, tables and reproducible handouts.

Special features: Reproducibles, Suggestions for accommodations

Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children
Author: Ann Vernon
Publisher: Research Press
Publication date: 1989
Age range: Grades 1-2
Grades 3-4
Grades 5-6

The Thinking, Feeling, Behaving manual was designed to improve social behavior by helping students learn to overcome irrational beliefs, negative feelings and attitudes, and the negative consequences that may result.

Special features: List of materials, Reproducibles

Understanding Emotions in the Classroom: Differentiating Teaching Strategies for Optimal Learning
Authors: Claudia Marshall Shelton and Robin Stern
Publisher: Dude Publishing
Publication date: 2003
Age range: Appropriate for all ages

Understanding Emotions in the Classroom is a professional development book that intends to help teachers guide their students to become more emotionally aware. The book focuses on giving teachers an understanding of their own emotions.

Special features: Links to academics, Suggestions for accommodations

You and Me:
A Game of Social Skills
Publisher: Childswork/Childsplay
Age range: Ages 6-10

As children move through this game board they draw pictures, answer questions, or act out social situations. The game intends to teach important social skills such as helping others, sharing, being polite, understanding another person’s point of view, etc. For 2-6 players.

The You and Me Card Game
Publisher: Childswork/Childsplay
Age range: Ages 6-10

The You and Me Card Game focuses on four social skill areas: Having Fun, Inviting a Friend, Talking and Solving a Problem. As children play the card game, they make up stories that demonstrate social awareness using the 13 different character cards. The directions suggest four ways to play, but these cards can be used in dozens of ways. Any number of players.

The You and Me Scriptbook
Authors: Hennie Shore
Publisher: Childswork/Childsplay
Age range: Ages 8-12

The You & Me Scriptbook is a flipbook designed to teach children the skills they need to think about their social behavior, recognize how it affects others and work toward changing negative patterns.
APPENDIX F:
Video Vignettes and Discussion Questions:
“The Lunchroom”
“The Bookbag”
**VIDEO VIGNETTES AND DISCUSSION QUESTIONS:**
Both the Lunchroom and the Book bag vignettes are enacted by child actors on the accompanying CD in both captioned and uncaptioned formats.

**Vignette #1: The Lunchroom**

**Setting:** Hallway (Hillary and Lisa are walking to the cafeteria.)

*Hillary:* “Lisa, do you want to sit with me at lunch today?”

*Lisa* (excited comment): “Sure! (Or Yeah!)”

**Setting:** Cafeteria (Now they are in the cafeteria, walking with their trays. Some friends at a table call to them. There is only one seat left at the table. We see that there are spaces at other tables.)

*Hillary:* (puts her tray down at the one place on the table and then says, apologetically) “I’m sorry, Lisa. There’s only one seat left. How about if we sit together another time?”

**Suggested discussion questions**

1. Do you think that Hillary understood that Lisa was excited about having lunch with Hillary? What cues could have told her this?
2. When Lisa invited Hillary to have lunch with her, what do you think her goal was?
3. Next, when Lisa sat with the other friends and left Hillary alone, what do you think her goal was?
4. Why do you think she might have set this goal?
5. Would you have set the same goal?
6. If Hillary’s goal was to sit with the other friends yet not hurt Lisa’s feelings, do you think she accomplished this?
7. What strategy did Hillary use to try to accomplish this goal? Did she offer a reasonable compromise?
8. Hillary told Lisa she was “sorry.” Do you think that Hillary was convinced of this? Why or why not?
9. Do you think Hillary’s strategy worked? That is, do you think Hillary got to sit with the other friends yet not hurt Lisa’s feelings?
10. What are some different strategies Hillary could have considered to accomplish this goal?
11. In what ways was Hillary doing some good social thinking?
12. In what ways could she have done better social thinking?
Vignette #2: The Book Bag

Setting: Classroom (During recess, a bag is on the floor by a desk. Mike and Danny come in.)

Mike: “Hey look Danny, someone left their bag. I’m going to see if I can find something fun in there!”

(Mike starts looking through the bag, but does NOT take stuff out of the bag.)

(Tony the owner of the book bag comes in)

Tony: “Hey! That’s my bag!”

Mike: (apologetically) “Oh, sorry Tony. I thought it was my bag and I was looking for my pencil. I guess we both have the same book bag.”

Suggested discussion questions

1. When Tony walked in, what did he see Mike doing?
2. How did Tony interpret this? In other words, what did Tony think Mike was doing?
3. Does it make sense to you that Tony thought Mike was stealing?
4. Tony seemed to have the single goal of protecting his book bag. Does this make sense to you?
5. Do you think Mike’s apology was convincing? That is, could Tony tell that Mike really wasn’t trying to steal anything? How could he tell?
6. Do you think these three boys were good social thinkers?
7. Another time, do you think that either Mike or Danny or Tony should do anything differently?
APPENDIX G:
Brenda and Eddie: Role Play Activity and Discussion Points
**BRENDA AND EDDIE ROLE PLAY:**
Taken from the descriptions of the individual social cognitive processes found earlier in the guidebook.

**Noticing Social Cues**

*Back at the Lockers: “The Wink”*

> It was almost time for recess. Brenda was standing at her locker, and had just put on her hat, when she felt someone tear it off. She swung around to see that Eddie was holding it. She saw him grinning, but didn’t notice his quick wink. She assumed he was being mean to her, and she started crying.

**What was the first breakdown in this social situation?**
Brenda wasn’t noticing all the relevant social cues. She didn’t catch Eddie’s wink. Maybe it all happened to quickly for her. Maybe she couldn’t take in both the grin and the wink at the same time. Maybe she didn’t look for a wink because she didn’t know it can give key social information. At any rate, without this important cue, Brenda couldn’t sort out that Eddie was being friendly, rather than mean.

**Interpreting Social Cues**

*A Social Skills Story: “What does a wink mean?”*

> It was almost time for recess. Brenda was standing at her coat hook and had just put on her hat, when she felt someone tear it off. She swung around to see that Eddie was holding it. She saw him grinning, and this time she noticed him wink. However, she didn’t realize that a wink meant he was kidding. She thought he was taking the hat on purpose, just to be mean. She started crying.

**What was the first breakdown in this social situation?**
This time Brenda noticed Eddie’s social cues of smiling and winking, but she didn’t correctly interpret them. That is, she inaccurately assessed his intentions. What might explain this?

- Brenda may have considered Eddie’s action of taking her hat, but not his smiling and winking. She may not have give these facial expressions enough weight in her social perception.
- Brenda may not have known what a wink meant. She may have sensed that it was unusual, but didn’t know what to make of it.
- Brenda may have been confused, thinking that taking a hat was mean but that smiling and winking were friendly. These are potentially discrepant messages.
- Brenda came to a quick conclusion as soon as she had one possible explanation for Eddie’s taking her hat. She didn’t suspend judgment until she considered all the motives Eddie may have had.
• Brenda may have been too upset to decide on Eddie’s intent. Maybe she needed to calm down for a minute or two.
• Brenda didn’t consider the context of an informal, unsupervised hall time just before recess, where the mood is typically frisky.

Setting Goals

A Social Skills Story: “What does Brenda want?”

*It was almost time for recess. Brenda was standing at her coat hook and had just put on her hat, when she felt someone tear it off. She swung around to see that Eddie was holding it. She saw him grinning, and this time she noticed him wink; she understood from this that he was just trying to get a game going. It was a brand new hat, though, and Brenda wanted it back right away more than she wanted to play with Eddie. She started crying.*

What was the first breakdown in this social situation?
Brenda noticed and interpreted Eddie’s social cues, but her goal setting was done while she was upset, it was limited to one goal, and this one goal was not inter-personal. What could she have done?
• She could have spent a few seconds to calm down before she decided she had to have her hat back right away.
• She could have set the goal of getting along with Eddie, rather than getting her hat back right away.
• She could have adjusted her goal, still wanting to get it back, but maybe a little later, rather than right away.
• She could have set two goals, getting her hat back and getting along with Eddie. There might be a way to achieve both.

Generating and Selecting Strategies

A Social Skills Story: “What does Brenda do?”

*It was almost time for recess. Brenda was standing at her coat hook and had just put on her hat, when she felt someone tear it off. She swung around to see that Eddie was holding it. She saw him grinning and she noticed him wink, so she understood that he was just trying to get a game going. However, she felt herself getting angry so she took a breath and counted to five. Then she thought to herself, “I sure wish I could get my hat back, and play with Eddie, too.”*

Now it was time for Brenda to generate some strategies to reach these goals. Here’s what she came up with:
• “I could tell on him. I know our teacher will get my hat for me and make him play with me, too.”
“Maybe I’ll just stand here by my coat hook, looking sad. He’ll notice and feel sorry for me. Then he’ll give me back my hat and play with me.”
“I could yell “You give me back my hat this minute!” He’ll be so scared that he’ll give it back and then play with me for the whole recess.”
“Or, I could tell him he can have my mittens, instead.”

Brenda decided to try the first strategy: tattling.

What was the first breakdown in this social situation?
Everything worked well at first. Brenda calmed down, noticed and accurately interpreted Eddie’s social cues, and set appropriate goals, but then she fell apart in generating strategies. Although she kept her goals in mind and thought of several possible actions, they were all ineffective. The first strategy, tattling on him, involved an adult; she couldn’t follow through on it. The second, standing by and looking sad, probably wouldn’t help her reach her goals. She had correctly interpreted the situation so she knew Eddie wasn’t being mean; sulking might well defeat her goal of keeping him as a friend. The third strategy, yelling at Eddie, would most likely cause new problems because he might not want to continue playing and be friends with her. The fourth, offering her mittens instead, may be an attempt at compromise, but it would probably be satisfactory to neither Brenda nor Eddie. Brenda didn’t carefully think through, “What would happen if…?” Moreover, she selected just one strategy, rather than a range of strategies to try one at a time.

Reviewing Outcomes

A Social Skills Story: “Did Brenda get what she wanted?”

It was almost time for recess. Brenda was standing at her coat hook and had just put on her hat, when she felt someone tear it off. She swung around to see that Eddie was holding it. She saw him grinning and she noticed him wink, so she understood that he was just trying to get a game going.

Next, she took a breath and counted to five. Then she thought to herself, “I sure wish I could get my hat back, and play with Eddie, too.” She tried tattling and that didn’t work, but then a friend, who had been watching the whole incident, suggested that Brenda beat Eddie at his own game. She suggested that Brenda grab his hat, too, giving him a friendly wink in the process. Brenda did exactly that.

Eddie was delighted at this game. He and Brenda made a pact, he gave her back her hat, and they started a free-for-all in taking all the other students’ hats and mittens. What happened next? Their teacher came into the hall and made them all stay in for recess. Her classmates were furious at her.
Brenda was very pleased .... she had reached both goals, playing with Eddie and getting her hat back.

What was the first breakdown in this social situation?
Brenda noticed and accurately interpreted Eddie’s social cues, set appropriate goals and, with the help of a friend, generated and selected a strategy. She tried it. But then she was too narrow in evaluating the results. She evaluated them too quickly, when she was still very excited from the game she and Eddie had made up. She was pleased that she had achieved the goals she had set (playing with Eddie and getting her hat back) but seemed blind to its broader social consequences (that everyone had to stay in for recess and that her classmates were angry at her.)
APPENDIX H:

English Language Arts & Social Thinking Skills:
Three examples of teacher questions, discussion points and assignments for using literature to teach social thinking skills
AMBER BROWN GOES FOURTH
By Paula Danzinger

Preview cover:
Does she look happy?
Notice cues: shoulders slumped, sad face/body language

Read back blurb:
Amber has everything she needs for fourth grade except a best friend.

Make predictions:
Why doesn’t she have a best friend, what can she do to find a best friend.

Chapter 1: Ambers best friend Justin Daniels moved away
Discussion:
• “It’s not going to be easy without Justin”
• Shoe salesman uses pans etc – explain joke
Assignment:
• How does having a best friend make the first day of school better.

Chapter 2: The dad book
Discussion:
• Ambers parents recently divorced
• Mom has new boyfriend
• How does Amber feel?
Assignment:
• Talk to me without saying a word
• Let me know how and what you are feeling

Chapter 3:
Discussion
• Amber is very depressed about moms boyfriend
• Worried
• Stressed about starting school without best friend
• Dad calls –Amber happy
Assignment
• What makes you sad
• What strategies do you know to help you get through difficult times
Chapter 4: Amber dilemma
Discussion:
- No new 4th grades
- All the best friends are taken
- Can you have more than one best friend
- Immature? What does that mean?
Assignment:
- What do Amber’s best friends do that is socially inappropriate? What else could they do that would be appropriate?

Chapter 5: New teacher
Discussion:
- Amber’s letter to the teacher
- She wants to know a secret way to make new friends
- She wanted her parents to get back together
Assignment:
- Fill out Ms. Holt’s note card for yourself

Chapter 6: Brandi returns from school
Discussion:
- How does Amber try to make friends with her?
- What mistakes does she make?
Assignment:
- What makes you a good friend.

Chapter 7:
Discussion: Pictures p.52
- Read body language
- Reminiscing about good times with Justin
Assignment
- Think of a social situation that happens on the playground or in the classroom where students disagree. Act out, without words, what is going on and how you solved the problem. Classmates will guess what you did.

Chapter 8: All the things bugging Amber
Discussion:
- Picture p. 58—what’s going on in the picture, and what do you notice that makes you think do?
Assignment:
- What bugs you? Draw a picture or write a note to somebody in your life about what bugs you.

Chapter 9: Elementary Extension
Discussion:
- Beginning of friendship between Brandi/ Amber

http://www.csde.umb.edu/tools
• How does it happen?
Assignment:
• Tell about what you would do to make a friend if you moved into a new school, or if somebody new joined your class.

Chapter 10:
Discussion
• Friend grows – how?
• Burping contest
• Sharing
Assignment:
• Make up a story about when one friend told another friend about something the friend did that was “bugging him.”

Chapter 11: Amber writes to Justin
Discussion:
• Amber compares Brandi to Justin, why isn’t this a good idea?
• Hannah is she really bossy? Why?
Assignment
• What is friendship? Write or draw about it.

Chapter 12: Changes in out life?
Discussion:
• What are they
• New teachers
• Babies etc
Assignment:
• Write or draw about a big change in your life and how you coped.
LOOKING AFTER LOUIS
By Lesley Ely, Polly Dunbar
(Overall notes rather than by chapter)
Book is a read-a-loud

Preview: Look at cover/ read back blurb
- Who do you think looks after Louis
- What is autism

Read story

Discussion
- Louis repeats everything others say- why does he do that
- When he repeats what the teacher said – why doesn’t she get angry?
- Do you know children who might be different?
- Children who get special treatment from teachers
- How does that make you feel
- Use words from the chart (feelings words)

Assignment

Louis and Sam get to go outside and play soccer when it is not recess time. One little girl is upset and talks to the teacher. She comes to the conclusion that it’s okay to break the rules for special people.

- Write or draw about “I think we’re allowed to break rules for special people”
- What could you do if they were an autistic child with autism like Louis in your group?
- How would you feel if others were teasing him?
- What could you do to help?
- What ways can children be different?
  (Lips, glasses, wheelchair, non-English speaking, hyperactive)

Discussion: How to treat people

As you would want to be treated
- ...With patience
- ....With kindness
THERE’S A BOY IN
THE GIRLS BATHROOM
by Louis Sachar

Themes for Discussions and Assignments

1. Self Esteem
   Discussion
   • Compare Bradley’s vs. Jeff’s self esteem
   • Why is Bradley’s so low? …no friends, doing poorly in school?
   Assignments
   • Rate your own self esteem-
   • List what you like about yourself
   • List what don’t you like about yourself

2. Social Awareness
   Discussion
   • Bradley- defensive towards all adults
   • Seems to be constantly lying
   Assignment
   • Why does he lie?
   • Relate to low self esteem

3. Read between lines
   Discussion
   • Do you identify with Bradley/Jeff? …Why?
   • Is Bradley really mean? … Can you understand his motivation?
   Assignment:
   • Write or draw or act out a situation. Classmates will guess if you are mean or not mean.

4. Friendship
   Discussion
   • Why does Jeff say he was the one who beat up Bradley?
   • Was it to protect his friend from further embarrassment or does he want to look good?

   Assignment
   • What does it mean to be a friend?
   • What strategies can you use if you and your friend disagree?

5. Bullying
   Discussion
   • Bully
   • Victim

   Assignment

http://www.csde.umb.edu/tools
• Have you or your friends become victims of bullies
• What are strategies you and your friends can use to solve the problem?

6. Respect
   Discussion
   • Children and adults interacting. Who shows respect; what makes you think so?
   • How do you feel when you are treated with respect? What makes you respect others?
   Assignment:
   • Describe or draw or act out 3 different ways to show respect…

7. Fantasy
   Discussion:
   • Bradley’s conversations with his imaginary friends – are they helpful?
   • Who would you talk with about daily problems?
   Assignment:
   • Write or draw or act out a different way for Bradley to talk about his problems.

8. Sympathy vs. Empathy
   Discussion:
   • Do you feel sorry for Bradley (no friends, poor grades, etc) or do you know exactly how he feels because the same thing has happened to you?
   • Give examples from the book where you sympathize- examples where you empathize.
   Assignment:
   • Tell about a time when you felt sympathy for someone, and empathy for someone.

9. Leaders vs. followers
   Discussion:
   • Jeff seemed happy to follow his new friends, playing basketball and being mean to his former friend, Bradley. Why?
   • What do you think about Jeff’s actions?
   Assignment:
   • Pretend that you were Jeff, and that you wanted to be Bradley’s friend, too. What might you do? What would you say to your new friends?

10. Sticking up for friends/ standing up for what’s right.
    Discussion:
    • Colleen decided to invite Bradley to her birthday party. Why?
    • At Colleen’s birthday party, why were the other girls nice to Bradley, explaining to him about what one does at a birthday party, and telling others not to laugh at him?
    Assignment:
    • Tell about a time when you, someone you know, or a character in a book or movie stood up for what’s right.
APPENDIX I:
Differentiated Instruction
and
Universal Design for Learning
DIFFERENTIATED INSTRUCTION

Differentiated Instruction (DI) reminds us what teaching approaches are available. The intent of DI is to expand the ways we deliver instruction and assess our students. By using DI, we can select approaches that match our different learners’ abilities, styles and needs. Carol Tomlinson, major force behind the Differentiated Instruction movement, tells us that, “There is no one right way to create an effectively differentiated classroom; teachers craft responsive learning places in ways that are a good match for their teaching styles, as well as for learners’ needs.” (Tomlinson, 1999).

More specifically, DI provides a means for categorizing the vast array of existing instructional approaches into three, easier-to-manage clusters that we can select from when planning our lessons. Below is a brief description of the three clusters approaches to delivering curriculum:

- **Content-related instructional approaches** are different sources from which to input the facts, concepts principles and skills a student should come to know. Content approaches include the ways we use textbooks, speakers, field-trips, videos, demonstrations, lectures, the Internet to present the content to students. Various levels of content are used to match individual student levels of readiness.

- **Process related instructional approaches** are the activities designed to ensure that students use key skills to make sense out of the content they have acquired. Process approaches could include collaborative groups based upon interest, or by heterogeneous or homogeneous ability levels, and peer learning techniques such as jigsaw and think/pair/share.

- **Product-related instructional approaches** are the ways students demonstrate and expand upon what they have learned. Conferencing, portfolios, observations and self-assessments are some of the emerging assessment techniques resulting in products that can be customized based upon ability and interest and level of readiness.

Differentiated Instruction provides the teaching approaches and techniques we can use. Our task is to know which processes to use to convey particular content which will result in which products. Differentiation requires thorough and ongoing assessment of individual student abilities, readiness, interests and learning styles.

The chart of DI approaches that follows on Diverse Teaching through the Words of Experts was put together by the Differentiated Instruction Self-Study Group facilitators in Boston Public Schools to list what they learned by reading, studying, and sharing resources and experiences with DI. Certainly, they have not captured all of the possible ways to teach, but it’s a comprehensive beginning. Hope you find it as helpful as their teachers did.
DIFFERENTIATED INSTRUCTION STRATEGIES

**Process: Instruction**
- Graphic organizers
- Direct instruction
- Scaffolding as a verbal dialog
- Think/pair/share
- Teaching to multiple intelligences
- Wait time
- Low thumb
- Multi-sensory approach
- Name and refer to student

**Product: Assessment**
- Choice of product
- Pre-test, survey, inventory
- Checking for understanding through formal assessment
- Conferencing
- Observations
- Portfolios
- Tests
- Record assessment data-graph
- Reflection
- Rubrics
- Self-evaluation
- Performance
- Daily contracts

**Room Environment**
- Desk arrangements
- Teacher’s position
- Comfortable furniture
- Music
- Manipulatives
- Display of student work
- Charts
- Multiple intelligence centers
- Lighting
- Road Map

**Content: Structure**
- Center-based instruction in use of all materials; assessments
- Pre-teach vocabulary
- Advance organizers
- Engaging/accessing prior knowledge
- Importance/reasoning/“the why”
- Compacting
- Scaffolding

**Process: Grouping**
- Jigsaw
- Whole group
- Random grouping
- Homogeneous
- Cross-age
- Choice Interest
- Heterogeneous
- Cooperative learning groups

Developed by teachers within Boston Public Schools, Center for Leadership Development, Differentiated Instruction facilitator’s training, 2005-2006.
ADDITIONAL RESOURCES

Many Universal Design for Learning References and Resources can be found at the Center for Applied Special Technologies, (CAST) www.cast.org. This private, nonprofit agency developed the Principles of Universal Design for Learning and have conducted extensive research and development to improve learning of all students.

Differentiated Instruction


Differentiating Instruction Online tutorial (free)  www.ascd.org

Universal Design for Learning


http://www.csde.umb.edu/tools

APPENDIX J:
Workshop Materials
Materials for Working
with a Small Group of Colleagues
or Conducting a Workshop

• Planning Social Cognitive Processes
  Instructional Practice Opportunities

• “Cheat Sheet” containing BRIEF definition
  and examples of classroom environment and
  routines, impromptu response to
  spontaneous situations, and planned lessons
  for each social cognitive process

• Workshop agenda when presenting content
  in 5 workshop sessions, 2 ½ - 3 hours each.
Name: ________________________________  Grade: ____

Which social cognitive process will you be focusing upon today?

☐ Social Knowledge  ☐ Social Problem Solving: Generating Strategies
☐ Social Problem Solving: Setting Goals  ☐ Emotional Regulation

Instructions: Complete this form by jotting down your responses. This guided reflection will help you to identify the resources and skills you currently use in your system to teach the social cognitive processes, and to consider how you might supplement them.

Name(s) of Your Social Skills Curricular Material(s):

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Names/numbers of lessons in these materials that teach social skills related to the social cognitive process you are focusing upon today:

<table>
<thead>
<tr>
<th>Number of Curriculum</th>
<th>Lesson name/number</th>
<th>Page number</th>
<th>Essence of the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please reflect on your Impromptu responses to spontaneous social situations as they arise throughout the school day. Note the ways that you look for and teach skills in the particular social cognitive process you are focusing upon in these instances.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

http://www.csde.umb.edu/tools
Identify aspects of your classroom and school environments and routines used throughout the day in which you address the particular social cognitive process you are focusing upon. For example, for Social Knowledge you may use structures like a wall chart that labels a range of facial expressions. Or a student might read what he/she wrote about being a good friend over the loudspeaker during the school’s morning announcements.

______________________________________________________________

Please write the objective(s) for a learner who is struggling with mastery of the social cognitive process you are focusing upon today. (Refer to Tool One for writing social skills objectives that are aligned with state learning standards)

______________________________________________________________

Do you think your existing practices sufficiently cover the particular social cognitive process you are focusing upon? If not, where are the gaps?

______________________________________________________________

How might you supplement this with other curricula, structures, routines, and/or responses to social situations throughout the school day?

______________________________________________________________
Now, select ONE of the lessons you identified on the preceding page.

Name of Lesson: __________________________________________

Identify 2 strategies to teach this lesson that will ensure that you are including a wider range of learners than the lesson would originally include.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
“CHEAT SHEET”

This “cheat sheet” contains a brief definition and examples of classroom environment and routines, impromptu response to spontaneous situations, and planned lessons for each social cognitive process.

Social Cognitive Processes: Examples of Instructional Practice Opportunities

The following is a brief summary and examples of the social cognitive processes that foster social thinking skills. To refresh your memory, and for more information, return to the individual Social Cognitive Processes descriptions in Tool One of this teacher guide, page 4.

Social Knowledge:

Classroom Environment and Routines:
- Class rules
- Rubric for collaborative group activity containing self-evaluation of being a “good team member”
- Class problem solving meeting weekly

Impromptu Response to Spontaneous Social Situation:
- “Who knows what class rule you are following now?”
- “What should we be doing when the bell rings?”
- Who can show me how we get ready for recess?”

Planned Lesson:
- Read a book about friends, and ask students to write a paragraph or draw a picture about being a good friend.
- Take the students to the library and ask the librarian to tell them about how to act in the library.
- Role play how to say, “I’m sorry.”

Social Perception: Noticing and Interpreting Social Cues

Classroom Environment and Routines:
- Theme bulletin board containing pictures and synonyms for a feeling such as happy, surprised, angry. Ask students to draw or write a contribution to the board such as when they experienced that feeling themselves.
- A complement box where student writes the name of a classmate who was helpful or kind and writes or draws the situation. Periodically students can pull compliment slips from box and tell about the positive event.
- “How are You Feeling Today?” poster containing an array of different feeling faces. Students can be encouraged to find the face that matches what they are feeling at different times during the day, or when telling about an event that occurred.
Impromptu Response to Spontaneous Social Situation:
- “What do you think happened?”  
  (following a disagreement) “How do you think Sam is feeling?”  
- How does this situation make you feel?”  
  (when classmate spilled something on another’s work)” Was that an accident or on purpose?”

Planned Lesson:
- Read a story containing examples of unfortunate events, some that occur on purpose and some that are accidents. Ask students to tell whether something happened on purpose/accident, or was intended to be mean/not mean.
- Watch a movie and identify emotions expressed by the character. Identify the emotion, and talk about why the character felt that way.
- Distribute card, each containing a picture of a person expressing a feeling. Each child takes turns selecting a picture and acting out the feeling without using any words. Others guess the feeling and tell what body language clues they used.

Social Problem Solving: Setting Goals

Classroom Environment and Routines:
- Class-generated goal such as for acts of kindness posted on wall with chart to record acts.
- Individual Graph to record goal set by teacher and student for number of class periods per week with calm behavior.
- At the start of a collaborative group activity, discuss goals for the groups, both team behavior and products. At end of session, reflect upon goals with each group and decide what worked and what new goals they might set tomorrow.

Impromptu Response to Spontaneous Social Situation:
- “What was your goal when you shared your cookie with Susan?”
- “What is our goal for how we behave on the bus to the zoo? Will our goal for how we behave on the bus be the same or different from out goal of how to behave at the zoo?
- “What will be your goal when you go out to recess now?”

Planned Lesson:
- Bring pictures of athletes playing sports, entertainers, construction workers building a project, children climbing a tree, a dog chasing a cat, a woman carrying a bag for a companion, a teacher in a classroom and other “goal-oriented” activities. Ask students to identify the goals in each picture.
- Ask students to answer the following question in writing or drawing: “What is your goal at school today?”
- Generate several scenarios that could occur within the classroom, such as the arrival of a new student, a disagreement with a friend, or a plate of 12 cookies
for a group of 16. Ask students to generate several possible goals for each scenario. Discuss which goal they think is the best for each, and give their reasons.

Social Problem Solving: Generating and Selecting Strategies

Classroom Environment and Routines:
Ø Have students make rules for how to work in a collaborative group themselves, (with teacher assistance).

Impromptu Response to Spontaneous Social Situation:
Ø Ask student if there is a better choice to make. (What do you think you should do?)
Ø Work with student to decide how to tell another student that he is bothering him, and practice ahead of time.
Ø Walk students through the strategies by asking questions such as “what could you do…, what do you think would happen it…”

Planned Lesson:
Ø Brainstorm strategies, such as what will happen if we don’t complete the assignment—use prediction
Ø Have students make inferences on what they read in class—what was the person doing and why did they make that choice?
Ø Tell them our expectations (goals) and ask them to generate ways to meet those expectations. (eg., since we expect the cooperative groups to work together but not disturb other groups, what can your group do to be working together but not be disruptive?
Ø During reading group, predict what the character will do and why. Ask students to act out each strategy, and class votes on preferred strategy.
Ø Write a situation that occurred on a card and ask students to generate ideas about how to handle it. Ask what they think would happen with each idea about how to handle the situation, and then pick the “best idea.”

Social Problem Solving: Reviewing Outcomes

Classroom Environment and Routines:
Ø Ask student to look at the class rules and remind each other which ones they needed to follow to prevent the inappropriate behavior that occurred (such as groups talking too loudly..

Impromptu Response to Spontaneous Social Situation
Ø Ask students if what they did followed classroom rules—and tell them the consequences of their actions. Ask them what they will need to do in the future for better consequences.

http://www.csde.umb.edu/tools
Θ Ask students if their choice worked, had positive results.
Θ Ask the student how he/she felt about the outcome or felt about what happened

Planned Lesson:
Θ Write situations down and have class write goals and better responses for the situation.
Θ Examine what happened when the character used the strategy, and evaluate whether it was an effective strategy to get what the character wanted.

Emotional Regulation:

Classroom Environment and Routines:
Θ Provide a student with a card-size the traffic light to keep on his desk to remind him how to calm down.
Θ Give a “special bracelet” to a student as a reminder to remain calm. Student can finger the beads as a calming down strategy.

Impromptu Response to Spontaneous Social Situation
Θ Prompt student to use their personal calming down strategy before a potentially stressful situation or activity.

Planned Lesson:
Θ Provide a student with a card-size the traffic light to keep on his desk to remind him how to calm down.
Θ Give a “special bracelet” to a student as a reminder to remain calm. Student can finger the beads as a calming down strategy.
APPENDIX K: Tools for Teachers Workshop Modules

Overall Tools for Teachers Program Goal:

Educators will increase the instructional practice opportunities that enable students to “practice” processing their social situations.

The tools for Teachers Workshops are organized into the following 6 modules.
MODULE ONE
Using a Social Cognitive Approach to Fostering
Socially Competent Students

Goals:
Participants will learn about a process approach and framework for social skills instruction where the emphasis is on students learning to solve social problems effectively.

Participants will be able to examine their own social skills instructional practices and determine which pieces of the framework they include in their own teaching and which pieces are missing.

Objectives:
By the end of Session One, each participant will:

- describe their own social skills instructional practice
- describe a process approach to social skills instruction.
- compare their own practices with the process framework

Materials:
Tools for Teachers Components:
- What Are Social Thinking Skills Anyway?
- Social Cognitive Model chart
- Descriptions of the Individual Social Cognitive Processes
- Note taking handouts of each component of the model, hole-punched
- Video vignettes
- Mapping Social Thinking Skills: Analyzing your own Instructional Practice Chart

Other Materials:
- Post-it newsprint pad
- markers
- 3 ring notebooks
- tabs for each session, and 2 extra
- poster-size version of the model
- Instructions for paired response to the video vignette, papers falling
- Instructions to pairs re: Puzzle activity about one process (role play, explicitly instruct)

Activities:
Starting as folks arrive, complete Inventory Form
Introductions of workshop staff and participants
What are your existing social skills practices?
Share a few initial examples of the social skills you teach & how you teach them.
Summarize the kinds of social problems that arise in your classrooms
Share social skills instructional practices that occur-planned, spontaneous

Introduction to the model—a way to think and talk about Social Skills acquisition

http://www.csde.umb.edu/tools
Show and briefly explain social cognitive model framework
Puzzle Activity to learn about individual processes—
  Form 5 groups, one for each Social Process
  Group prepares to role play and explain their process.
  Each group “teach” peers about their process,

Follow-up Application Activity to bring to Module 2:
First draft of the “Curriculum Mapping Worksheet”
  Align your planned and spontaneous social skills instructional practices with the Social
  Cognitive processes, AND notice where there are “gaps”.

http://www.csde.umb.edu/tools
MODULE TWO
Assessing Social Cognitive Skills

Goals:
Participants will learn about a process approach and framework to social skills instruction where
the emphasis is on students learning to solve social problems effectively

Participants will be able to examine their own social skills instructional practices and determine
which pieces of the framework they include in their own teaching and which pieces are missing.

Objectives:
By the end of Module Two, each participant will:
• Identify gaps in present practice in addressing all the components in the framework;
• Discuss challenges of getting kids to perform these skills on own;
• Clarify that the aim of assessment is to identify which components to target for
  individual children

Materials:
Tools for Teachers Components:
  Mapping Your Own Curriculum charts, with examples from other educators
  Video vignettes of social problem situations
  Will I Know a Socially Thinking Student When I See One?
  Social Cognitive Assessment Report Summaries
  Questions to Guide Observations for Social Cognitive Assessment

Other Materials:
  Post it newsprint pads and markers
  Poster of the Social Cognitive Model

Activities:
Review first draft of the “Curriculum Mapping Worksheet”
  Align your planned, spontaneous and classroom routines social skills instructional
  practices with the individual processes, AND notice where there are “gaps”.
  Work in pairs to update it
  Share with group

Brief review of the social thinking skills framework
  Each “Brenda and Eddie” pair review its Process Information Sheet
  Report back to group about what a student “looks like” when they are able to
  complete that process, and when they are not.
  Lead group in identifying a student who might not have mastered that particular
  process yet.
View video vignettes of typical social problems to assess sample students’ problems to skills using the social thinking skills framework
   Refer to the list of assessment questions for each of the processes demonstrated (or NOT demonstrated) in the vignettes
   What does the socially appropriate student look like?

Prepare for assessing students
   Look at list of questions and by look at the handouts for each process
   Gathering assessment data from other educators

**Follow up Application Activities:**
Assess at least 2 students, using the Social Cognitive Observation Guide Questions, at least one student with a disability who has an IEP or 504 Plan.

Compare notes with at least one other person in the school who spends time with one of their assessed students.
MODULE THREE
Using Assessment Data to Write Standards-based Objectives

“Teach Students to Manage their Own Social Problems”

Goal:
Participants will learn how to identify social cognitive processes, and teach the missing skills, NOT “manage them”

Objectives:
By the end of Module Three, each participant will be able to:
- Review assessment data to specify processes that are challenging for a student
- Locate learning standards with state curriculum related to social skills development
- Write social skills objectives as either IEP objectives or instructional objectives

Materials:
Tools for Teachers Components:
- What Does A Social Thinking Skills Objective Look Like?
- Aligning Social Thinking Skills with State Learning Standards
- Playing detective: Locating State’s Social Cognitive-Oriented Learning Standards
- Writing Social Cognitive Objectives Aligned with State Learning Standard
- How to “tease out” the Essence of a Learning Standard for Students with Intellectual Disabilities

Other Materials:
- Post it newsprint pads and markers
- Poster of the Social Cognitive Model

Activities:
- Review assessment information
- Visualize a socially capable student: What does it look like, how can you tell?
- Visualize a socially incapable student: What process within the model jumps out?
- Document on newsprint post its, one per process, with a column for + and for -
  What did you find out about your students’ ability to process social situations?
- Show how to identify what the student is missing using examples.
- Identify the process strengths and weaknesses of students who were assessed. Report assessed “gaps” back to large group
- Writing Social Skills objectives
  Focus upon the 2 students you assessed. For their identified “gaps,” generate instructional objectives to guide instruction.

Follow up Application Activities:
Write social cognitive objectives based upon your assessment data that are aligned to your state’s curriculum frameworks for the 2 students you assessed.
Bring any social skills curricula and materials you use to our next session.

http://www.csde.umb.edu/tools
MODULE FOUR
Expanding Your Own Instructional Practice Opportunities
to Foster Socially Competent Students

Goal:
To increase the opportunities students receive throughout the school day to practice and use a social cognitive approach to resolving their own social situations.

Objectives:
By the end of the module, participants will be able to:
- Select instructional practice opportunities to address challenging process(es) for individual students, and for entire class
- Implement social cognitive-oriented instructional practice opportunities within direct instruction, impromptu responses to spontaneous social situations, and classroom environment and routines

Materials:
Tools for Teachers Components:
   Attributes of a Socially Thinking Student
   Teaching Social Skills through Children’s Literature
   Selecting Literature Conducive to Developing Social Thinking Skills
   Teacher Notes: Selected Frequently-used Literature
   Favorite Books to Use for Literature and Social Thinking Skills
   Guide Questions for Focusing upon Social Thinking Skills
   Cloze Activities: Writing and Drawing
   Expanding Social Vocabulary and Concepts

Maximizing naturally occurring social skills instructional opportunities
   Impromptu Responses
   Word/Phrase Band
   Video vignettes

Adding social dimensions to classroom routines
   Classroom Environment and Routines
   Establishing Class Rules
   Stop Lights Poster & desk-size prompt

Mapping Your Own Curriculum: Instructional Practice Opportunities Chart

Other Materials:
Promoting Social Success Curriculum
Bridges to Middle School Curriculum
Newsprint chart paper, with markers
Velcro

http://www.csde.umb.edu/tools
Activities:
Identify the “gaps” in social skills processes and plan to fill them through instructional practice opportunities

Starting with a student, refer to the + and – newsprints and individual charts. What instructional practices might we use to COACH this student to master a specific process, in each of our 3 types of instructional practices:

- planned lesson
- impromptu situation
- classroom routines

Generate and Share Instructional Practice Ideas

Planned lessons: direct social skills instruction
Divide into small groups/pairs and search through existing social skills curricula (their own, or those we have provided) to locate lessons that address particular social processing skills.
Report lesson ideas back to large group.

Planned lessons: English/Language Arts instruction
Demonstrate how to embed social cognitive skills instruction when teaching literature using a typical trade book, (There’s a Boy in the Girl’s Bathroom by Louis Sachar)
Review suggested questions to teach social cognitive processes using literature
Plan 2 new ways students can practice using their social thinking skills

Impromptu interactions
View videotape scenarios and decide, as a group, how one would COACH students to resolve their social problem, using a social cognitive process model
Pick one of the students you assessed
Describe, or role-play, ways to intervene and coach student to use social cognitive processes to solve a classroom problem.
Plan 2 new ways students can practice using their social thinking skills

Classroom environment
Share ideas, including the STOP Sign, and distribute one to each interested participant.
Discuss ways to use classroom rules and school codes of conduct to expand social knowledge
Brainstorm ways to use the classroom environment so that students have more opportunities to practice their social thinking skills.
Plan 2 new ways students can practice using their social thinking skills.

Follow up Application Activities Between Module Four and Five:
Try out 3 new ways students can practice using their social thinking skills.
Write down what happens when they do.

http://www.csde.umb.edu/tools
MODULE FIVE
Customizing Instructional Approaches to Include All Learners

Goal:
Participants will customize their social skills lessons using Differentiated Instruction and a Universal Design for Learning approach to including all learners.

Objectives:
By the end of the module, each participant will be able to:
- Identify aspects of a lesson that were barriers to some learners
- Apply Universal Design for Learning Principles (UDL) to customize the lesson
- Implement validated practices as part of customization

Materials:
Tools for Teachers Components:
- How Do I Include More Kids?
- Teaching Diverse Learners: Through the Words of Experts
- Universal Design for Learning
- Validated Teaching Practices Chart for social skills instruction

Activities:
Review of social skills instructional practices you have tried out following Module Four
- What did you try, what were the results, and how come?
- Customizing Instructional Practice Opportunities
- Review of what you already know about Differentiated Instruction
- A complimentary model: A Universal Design for Learning approach to including all learners
- What is Universal Design for Learning (UDL)?
- How might it apply to social skills instruction?

Customize your own lessons!
- In pairs, use a UDL approach to customizing one of the lessons you implemented.
- Pairs share their UDL-based accommodations with group

Follow up Application Activities:
Use validated practices and UDL to customize your social skills lessons—try out at least 2 new ideas. Jot down which barriers they reduced, what happened, and any additional changes or applications you might use next time.
MODULE SIX
Where Do I Go From Here?

Goal:
To establish structures and supports in order to continue the use of a social cognitive approach to fostering socially competent students.

Objectives:
By the end of the module, participants will be able to:

• Identify the supports helpful to continuing the use of a social cognitive perspective within their classroom and school
• Provide reflective feedback to the workshop staff to improve future offerings, and to identify additional training activities useful to continuing these efforts
• Specify the next few steps each educator will take to implement a social cognitive approach in direct instruction, impromptu responses and classroom routines and environment.

Materials:
Workshop Evaluation Survey

Activities:
What next? How do you plan to address social skills in the future—any new ideas?
   Direct lessons, both social skills and English/Language Arts?
   Impromptu responses to spontaneous social situations?
   Classroom environment and routines?

What supports within your classroom and school environment would be helpful?
   Informal team of colleagues
   Administrative support
   Recognition that social skills are critical to academic progress and in fostering socially competent citizens.

What are your first “next steps?”
   Examples of what others have done: wrote a song about using the “Stop Light Poster” that is sung in many classrooms throughout the school
   Meet with administrators to select school-wide routines such as a targeted social skill of the week, or recognizing students who used good social problem solving skills.
   Move your class rules and school code of conduct to the front of the room, and use it to assist students to solve social problems based upon school norms.
   Expand the use of collaborative groups to include a focus upon the social problem solving skills students use when working collaboratively.

Feedback to workshop staff:
• How can we make these workshops more useful to educators?
• What additional trainings will support your efforts?

http://www.csde.umb.edu/tools