**Instructions:**

To help you navigate through the "Tools for Teachers" document "Bookmarks" were created for each section in the table of contents. To view the bookmarks, simply click on the "Bookmarks" tab located on the left hand side of your Acrobat Reader.

Several links have been given throughout the document to assist you with your research, once you click on a link you will be given the option to return to the page you came from via a back button located on the top of the page.

Social Skills Tools For Teachers

Tools for Teachers
Preparing, Writing,
And assessing
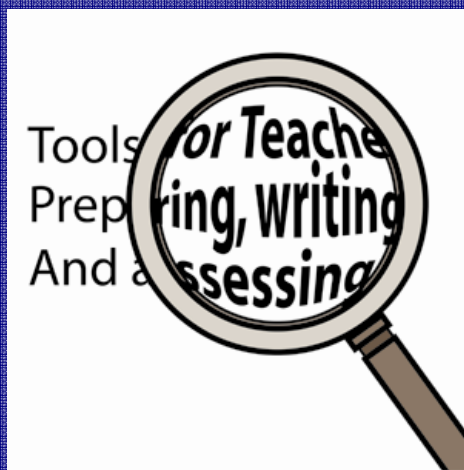
Three Steps

to a

Social Learning-Enriched

Classroom

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Illustrated by: Paul P. Sung

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PRESENTING: "TOOLS FOR TEACHERS"

Introduction

Social skills are the abilities that enable us to relate with people honestly and positively, to feel good about ourselves, and to make friends. Social Skills "Tools for Teachers" is intended to guide classroom teachers and other educational team members in developing these skills in primary school aged children. Its content is based upon the cognitive model of social skills that has been validated in research for more than two decades. The "Tools for Teachers" has been pilot tested with a number of public schools teachers from various schools through a series of workshops and focus groups and is now being presented to you in a way that we hope is accurate, clear, easily accessible, and even fun!

We all want children to demonstrate skillful social behavior. How can we best do this? By applying a social cognitive perspective to social skills instruction, we are able to help children understand what is taking place in the everyday social situations they encounter. Specifically, we can help them to understand their own and others' feelings during social interactions and help them to effectively identify, select, apply and evaluate social strategies.

According to the social cognitive model, social skills can be divided into six, cumulative sub skills: noticing social behaviors, interpreting social behaviors, identifying related social goals, identifying strategies to meet these goals, and then executing these strategies and evaluating results. For example, let's consider a school aged girl telling a joke. After the punch line, she may see a classmate frown (noticing social cues), assume that this is disapproval (interpreting social cues), acknowledge that she wants to gain her classmate's approval (setting goals), considers becoming more serious (identifying strategies), and then actually becomes more serious (selecting and executing a strategy) and finally, notices whether the classmate then nods in approval (evaluating results.)

Overlaying this already multi-step sequence are an individuals' social knowledge and ability to monitor their own emotional states. That is, added to the mix is the social information an individual has acquired based on their past experiences (for example, that in certain circumstances it's more appropriate to be serious than to joke around). In addition, an individual's emotional state also influences how well they perform this sequence. For example, when a person is calm he is more likely to notice important cues such as frowns and nods, accurately interpret them, and act accordingly.

This whole complex sequence may happen within just a few seconds, and it may happen consciously or unconsciously, where individuals may be unaware of all or parts of it. In any event, it happens again and again throughout the day and researchers believe that teaching individuals to think through social situations in a sequential way is the key to changing ineffective and inappropriate social behavior. When used in school, it allows adults to recognize the breakdowns in any of these six steps thereby placing themselves in a better position to teach social sequences fitting for their environments.

The Tools

Our hope is that you will not use this guide as a stand-alone social skills curriculum, but rather as a model for looking at social skills and instructional activities in a new way. Although we certainly provide a range of ideas and strategies, the "Tools" will best work if the social cognitive model is applied to the instructional approach and strategies you are already using, and to the published resources that are already on your bookshelves.

To this end, the first section of the handbook that follows (Tool One) is a tutorial to prepare teachers to teach social skills according to the social cognitive model. The information presented in Tool One will help teachers and other team members to identify *what students need to learn*, or more specifically, which social skills students may be lacking. It also includes examples and guidelines for writing appropriate objectives for teaching the targeted social skills.

The second section of this publication (Tool Two) provides a structure for mapping instructional strategies and curriculum materials you already know and possess based on the social cognitive model. Throughout Tool Two we offer ideas as to *what to teach*. That is, we share instructional practice suggestions based upon the social cognitive model presented in Tool One and in doing so we demonstrate what the model would "look like" in the classroom. As you follow this structure, you will reflect on what's already in place in your classroom and fill in any gaps in your current social skills instructional practice.

In the third and last section of this handbook (Tool Three), we offer tips on *how to teach* social cognitive skills with a focus on inclusion. Specific information is included on how to design lessons that include all of your students. Throughout Tool Three we ask you to examine your own instructional practices with an eye towards increasing the participation of students who learn differently. This Tool is structured around two validated popular and compatible approaches to designing curricula, the Universal Design for Learning and Differentiated Instruction. Universal Design for Learning (UDL,) developed by CAST, is a framework for developing and using a curriculum with flexibility to include a wide range of diverse learners (Rose and Meyer, 2002). The intent of Differentiated Instruction (DI) to expand the ways we deliver instruction and assess our students.

We also borrow three validated teaching practices that have been systematically, empirically evaluated and found to be effective in promoting learning: graphic organizers, collaborative learning groups, and explicit instruction. We believe that these practices, meshed with UDL principles, will provide you options for developing social

skills instruction that meets a wide range of learning needs, particularly those of students with identified mild to moderate special needs.

It is our hope that the Social Skills "Tools for Teachers" provides you with a greater understanding of social skills and how to teach them effectively and a range of options for students to acquire information about social skills and to express what they have learned. We also hope that the information provided throughout the Tools empowers you to create opportunities for students to become engaged in learning to use social skills effectively.

How do you read Social Skills Tools for Teachers?

Tools for Teachers was designed to accommodate a variety of learners. For those of you who learn most effectively by starting on page one and reading through to the end, we have sequenced this book skill-by-skill, proceeding from general concepts to specific ideas and applications throughout. For those of you who learn best spatially by looking at charts, tables and lists, we have followed each major narrative with these visual aids. For those of you who remember stories best, we invite you to follow the tale of Eddie and Brenda as they try and try until they eventually get things right socially. Basically, use it in whatever way you, as a learner, take in information best!

If the cognitive model of social skills is brand new to you, we suggest that you carefully read the first section of this document before tackling the mapping and Universal Design/Validated Teaching Practices sections. If you are already familiar with this model, feel free to jump to the middle of this handbook. Throughout this document, we have embedded brief reminders to refresh your memory and keep you up to speed.

The Finding What You Need chart located at the beginning of the Tools is a short cut to all the suggestions and information you might be searching for. You may use it to find sections throughout the tool that relate to the specific topic that interests you at the moment. For example, if you want to learn more about the model, all the references to the model itself are listed in one place—saves you the time-consuming task of flipping through the entire product for something you might have seen earlier, but just cannot locate…. Or, if you decide that you want to focus upon strengthening the way you use your classroom environment and routines to build social thinkers, all background knowledge, examples, and guides to help you generate ideas for your own classroom are listed together for you. And, in the web-version of the Tools, the Finding What You Need Chart links you directly to what you are looking for!

Acknowledgements

at the University of Massachusetts Boston, who designed and generated the illustrations.

Jim Leffert and Mary Brady
2006

As one of the co-authors, and the one who strung together all of the pieces, I would like to express my gratitude to the other authors.

Jim Leffert is the researcher, cheerleader, mentor and collaborator who tugged and guided the generation of this product. My wish is that each of you experience the wisdom and patience of a colleague such as Jim at some time during your careers.

Laurie Hudson brought an experienced educator's sensibility to the development of each of the tools—the tone, structure and content. For example, she created the Brenda and Eddie scenario which so nicely brings the model to life and her wit pops up throughout the entire document. As a phrase-maker extraordinaire, she is responsible for much of the liveliness of the finished product.

I remain deeply appreciative of being able to work under the leadership of Gary Siperstein, founder and director of the Center for Social Development. His devotion and persistence, continuing over more than 30 years, to facilitating the social development of students with disabilities, through research and practical initiatives, has laid the foundation for the creation of these Tools for Teachers. He "visions" from his heart and musters all his intellect to give his vision form and substance that contributes to the lives of individual people who have Intellectual Disabilities.

Jim and I hope that this document comes close to meeting the high standards and aspirations that he inculcates to everyone at our Center.

Mary Brady
2006

FINDING WHAT YOU NEED

The following chart will help you to quickly locate those Tools you need to assist you with developing a comprehensive Social Thinking Skills Curriculum by building upon *what you already do*! In the Web-version, this chart links you directly to what you are looking for within the Tools for Teachers document. (htpp://www.csde.umb.edu)

Understand the **Social Cognitive Model**	Assess student(s) **Social Thinking Skills**	Write **Social Thinking Skills Objectives**	Evaluate your current **Social Thinking Skills Instructional Practice Opportunities**	Increase use of **Classroom Environment & Routines** to provide **Instructional Practice Opportunities**	Increase use of **Impromptu Responses** to provide **Instructional Practice Opportunities**	Increase use of **Preplanned lessons** to provide **Instructional Practice Opportunities**	Increase use of **Accommodations & Modifications** to provide **Instructional Practice Opportunities** for wider range of students
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TESTIMONIALS:
"TOOLS FOR TEACHERS"

Why would you want to use a "Social-Cognitive" approach when teaching social skills? The following *Testimonials* are comments from teachers, school psychologists, guidance counselors, speech and language therapists, assistant principals and instructional assistants about their experiences using this approach to foster socially thinking in their students. This feedback was recorded from school personnel in various ways including surveys, interviews, university classroom discussion sessions, school workshops and national conferences. The following *Testimonials* include quotes from educators of all grades and instructional styles. We hope you find their remarks, as well as the other material in this section, both informative and encouraging.

Quotes

"In the past, I used to just put out fires. Now I talk with students, get them to notice and interpret cues. I ask about intent." 3rd grade, General Educator

"One of my students said, "Oh, we're celebrating mediocrity." Instead of becoming angry with the child, I calmed down." 4th grade, General Educator

"This project has stimulated us to be more aware of what we do." 5th grade, General Educator,

"I like the connection between theory and practice." Guidance Counselor

"I really like the concept of a cycle: from social perception to social problem solving, and then back around again. I had never seen it that way, but now I have a new framework to use." 4th Grade, General Educator

"I introduced the "stop light" strategy to regulate emotions, reviewing it before each recess.   One of my fourth grade girls returned from recess reporting that she had used the Stop Sign steps when engaged in a volatile situation on the playground!" 4th Grade General Educator

"Two of the boys in my class were fighting over blocks. I asked them what they wanted to do. Once they expressed their goals, I asked them about strategies, "What do you need to do so that can happen?" 4th and 5th Grade, Special Educator, substantially separate classroom

"I used the book, "There's a Boy in the Girl's Bathroom" to give my students an opportunity to practice social thinking. "Today I want you to think about why Bradley is doing that." The students loved it, and I was amazed by their insights."
Special Educator, 4th and 5th grades Substantially Separate classroom,

"When my fifth grade students had a social problem, I asked them to generate some ideas to solve it. They came up with multiple strategies, and they evaluated which ones might work best. Afterwards, I had them discuss what they actually had done. (Unfortunately, they didn't implement the strategy they had decided would be best.)" Resource Room teacher, grades 3, 4 and 5

"My students weren't able to set good social goals regarding recess. I checked them out, and determined that they weren't able to interpret cues. I'll need to give them opportunities to learn to do this, first. Then they'll be ready to learn to set goals." 4th Grade, General Educator

I. TOOL ONE:
"WHAT'S A STUDENT TO LEARN?"
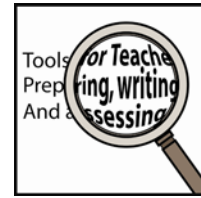
Introduction

The first tool, "What's a Student to Learn?" is a tutorial to help teachers and other team members better understand and identify the "social thinking skills" that their students may be lacking. More specifically, it will guide teachers in recognizing particular social thinking skills that their students may need to further develop. It is also a guide to help adults decide which social skills to teach and, once they have done so, generate instructional or Individual Educational Program (IEP) social thinking skills objectives for their students.

Within Tool One: "What's a Student to Learn?" information is presented in various ways to allow the reader to select the mode that best suits their own particular learning style. When you reach the end of this first Tool, if we have done our job well enough, you will understand the theory of social cognition, be able to use an effective observation tool for recognizing social skills, and be able to generate objectives aligned with your own state's learning standards.

In Tool One: "What's a Student to Learn?" the following questions are addressed:

- What are "social thinking skills" anyway?
- How do they fit into the Social-Cognitive Model?
- How can one observe these skills?
- What do social thinking skills objectives look like?
- Can one align the objectives with her own state's learning standards?
- How do I generate objectives aligned with state learning standards when the student's performance level is substantially below grade level?
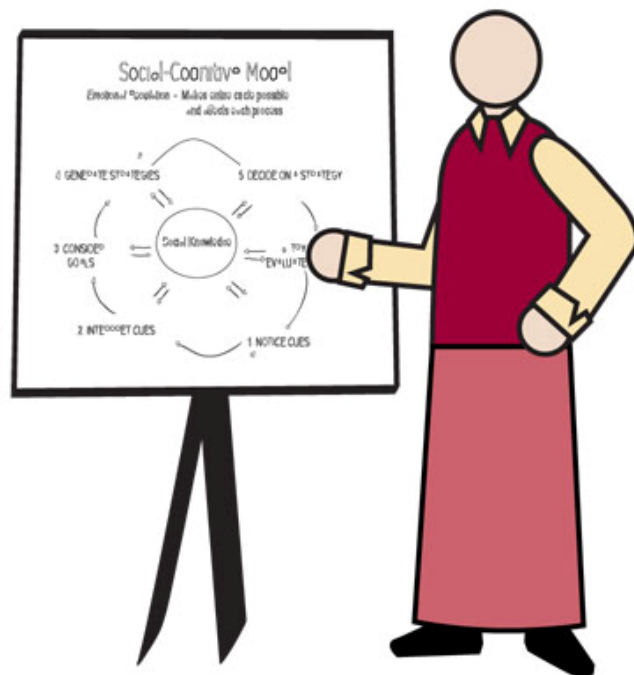
What Are Social Thinking Skills Anyway?
…from theory to practice

We employ a conceptual framework for defining social skills adapted from theories of social cognition (e.g., Crick & Dodge, 1994). We believe that our conceptual framework is well suited to provide a process-oriented approach to social skills instruction for all children, including those with intellectual disabilities[*] and other special needs, for four reasons.

First, it is supported by findings of four decades of research concerning the social skills of children with intellectual disabilities (see Leffert & Siperstein, 2002, for a review). Second, this framework, which has served as the foundation for an experimental program of social skills interventions for at-risk children, has had encouraging results (Coie, 1997; Conduct Problems Research Group, 1993). Third, because social skills and academic success are intertwined, we contend that social skills instruction should be considered as an integral part of the general education curriculum for all children, especially those with intellectual disabilities and other special needs, occurring alongside as well as integrated with instruction in academic subjects. Fourth, and perhaps most important, because it is derived from theories of social cognition, the proposed framework illuminates the link that exists between the problems processing information that many children with special needs have and their problems functioning socially in the general education classroom.

In other words, the Social-Cognitive perspective offers teachers a way to develop the social competence of their students, particularly those with special needs, by using the same type of process approach used to teach reading and other academic skill.

Our conceptual framework specifies six underlying social-cognitive processes that all children, including children with intellectual disabilities and other special needs, must employ if they are to continually adjust their social behavior to fit the varied and changing situational circumstances that they encounter in general education settings. Each of these six social-cognitive processes, or plays a distinct and critical role in successful adaptation to changing social situations.

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[*]**Note:** The term intellectual disability is synonymous with the term mental retardation. Intellectual disability has become the more accepted term in recent years.

RELATIONSHIP BETWEEN THE SOCIAL-COGNITIVE MODEL PROCESSES AND SOCIAL THINKING SKILLS

Throughout "Tools for Teachers" the terms "social-cognitive model" and "social thinking skills" are used interchangeably. Here's why - both phrases refer to the same overarching approach. The first refers to the theoretical process, while the second refers to the skills we would see a student performing the process. We also use an even more simplified definition, and describe the way "kids talk!"

Below we list the six individual social-cognitive model processes and a description of the social-cognitive foundation skills, (social knowledge and emotional regulation), that influence our ability to perform each of the processes successfully. It is important to remember that both our background knowledge and our emotional state influence how well we think about social situations. When teaching children to use social thinking skills, we must attend to both their previous knowledge and emotional regulation ability.

Social-Cognitive Processes

Social-Cognitive Foundation	
Social Knowledge	**Emotional Regulation**
KID TALK: "What I already know." For example: -child understands basic emotions and emotional states. -child understands what it means to be a friend.	*KID TALK: "Calming down"* For example: -child has ability to remain calm when frustrated with others. -child has ability to calm self after becoming upset.
The Theoretical Label	**The Simplified Definition** **(Examples of Corresponding Social Thinking Skills)**
1) Social Perception <u>Noticing Social Cues</u>	*KID TALK: "Paying attention to what's going on."* For example: Child demonstrates the ability to recognize a social problem has occurred and can describe the problem.
2) Social Perception <u>Interpretation of</u> <u>Social Cues</u>	*KID TALK: "Understanding what's going on."* For example: Child demonstrates the ability to accurately interpret available social cues regarding another person's intentions.
3) Social Problem Solving <u>Goal Consideration</u>	*KID TALK: What do I want to happen?"* For example: Child demonstrates the ability to recognize multiple goals in a social problem situation and selects socially adaptive goals.
4) Social Problem Solving <u>Strategy Generation</u>	*KID TALK: "What could I do?"* For example: Child demonstrates the ability to generate a variety of strategies to resolving social problems.
5) Social Problem Solving <u>Strategy Evaluation</u> <u>&Selection</u>	*KID TALK: "What would happen if I tried?" "What will I decide to do?"* For example: Child demonstrates the ability to anticipate the consequences of carrying out different strategies: both long term and abstract consequences as well as short-term and more tangible consequences.
6) Social Problem Solving <u>Review Outcomes</u>	*KID TALK: "Did it work?"* For example: Child demonstrates the ability to reflect upon the results of using a strategy to achieve a goal.

DESCRIPTIONS OF THE INDIVIDUAL SOCIAL-COGNITIVE PROCESSES

In this section, you will find a detailed description for each of the six social-cognitive processes. To be sure that we convey the theoretical underpinning and classroom applications for each one in a style that can be grasped quickly, we went into schools to ask teachers to help us design the individual descriptions. Some teachers preferred bulleted lists that included ideas for using the processes with students, and some preferred reading about students with disabilities who overcame barriers and learned to use the social-cognitive processes. Some wanted the formal theoretical vocabulary, and some the student-level language. Overall, most were drawn to brief phrases illustrating what the process would "look like" when used by students.

In order to generate teacher-friendly references for you to use when learning about social-cognitive skills, we incorporated the varied approached mentioned by teachers for each Social-Cognitive Process. Each of these approaches is labeled and described in the table below.

Multiple Ways to Present Each Social-Cognitive Process

Kid Talk	Provides a simplified definition of each process using language typical of elementary school students. Also describes the process using examples from everyday life.
Some Challenges	Provides statements about the implications of particular disability conditions on ability to perform the process.
Scenario	Presents a fictitious story of two students engaged in an ongoing interaction portraying the problems that can occur when students are not performing a particular process. Takes the form of a single story with multiple "episodes", each highlighting one process.
What it "looks like"	Presents short statements about what students who can and cannot use the process "look like"
What's social knowledge got to do with it?	Provides examples of the background knowledge and skills students need to perform the process well.
Emotional regulation: Calming Down	Describes the ways that a lack of emotional regulation challenges the ability to perform specific processes.
So, what's a teacher to do?	Ideas are presented here to get you started in your thinking about teaching the different social cognitive processes. The ideas presented have been chosen from commonly used social skills curricula. (More detailed guidelines as well as preplanned lessons will be presented in Tool 2!)

SOCIAL PERCEPTION: Noticing Social Cues

Kid Talk: **"Paying attention to what's going on."**

One component of social perception is noticing social cues, or more simply, paying attention to what's going on. It is gathering information about social situations from words that are said, from body language, from facial expressions, and from tone of voice. It is also being aware of environmental cues such as the setting of the social interaction. Is the situation formal or informal? Do the people who are involved know each other well?

Noticing Social Cues involves being aware of cues in oneself as well as in others. A student might ask him or herself: How does my stomach feel? Is my pulse racing? Am I perspiring?

Some Challenges

NOTICING QUICKLY:
>   It is not possible to put social situations on "pause." Students with learning problems may have trouble processing social cues quickly. Students for whom English is a second language may need extra processing time.

NOTICING MULTIPLE CUES:
>   Many students fail to notice subtle social cues. Students with learning problems may have particular difficulty focusing simultaneously on multiple social cues.

NOTICING SALIENT CUES:
>   Students who think concretely may give undue attention to cues that are irrelevant to what is actually happening socially.

NOTICING VISUAL CUES:
>   Faces have low visual contrast; students with low visual acuity may not see cues like smiles, winks, or raised eyebrows.

NOTICING AUDITORY CUES:
>   Students with hearing losses may simply not hear the words which are spoken, or the tone of voice which shows intention.

Scenario: **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 was not noticing all the relevant social cues. She did not 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 did not know to look for a wink because she was unaware that it can give key social information. At any rate, without this important cue, Brenda was unable to sort out that Eddie was being friendly, rather than mean.

What it "looks like"

What do students who notice social cues look like?	What do students who miss social cues look like?
They look for signals of *basic emotions* like happy, sad, surprised, embarrassed, frustrated, and angry. They look for signals of *emotional states* like lonely, confused, nervous, scared, calm, and excited.	They may not notice signals of basic emotions in either themselves or others.
They have an emotional vocabulary They can label these emotions.	They may not be able to label their emotions.
They expect and look for social cues in body positions, movements, facial expressions, tone of voice, and words.	They may not have a sense of which social cues are relevant or of which ones are important to notice.
They notice these cues when they occur.	They may be unaware of the social cues that are going on around them.

What's social knowledge got to do with it?

Through our past experiences we have all accumulated what researchers call "social knowledge." That is, we bring what we have previously learned to each social situation and this knowledge influences how we process each social situation. This section examines the way social knowledge affects the cues that people notice in a particular social situation. That is, if people lack social knowledge, or the concept that specific words, body language, tone of voice, or contexts are relevant, they may not even notice the social cues that they are seeing or hearing. For example:

- Does a student only perceive remorse if another person says "I'm sorry?" What would they miss if they didn't know that a bent head and tears might also indicate a person was sad about a mistake he made?

- If a girl assumed that best friends *always* played together after school, what would she think if her friend had to attend a doctor's appointment instead?

Emotional Regulation: Calming Down

When people are very upset, angry, frustrated, excited, or tired, etc., they may fail to notice relevant social cues. In fact, they can easily over-focus on one cue, to the exclusion of all others. Here are some examples of how intense emotions and emotional states can limit attention to social cues:

- A man is awakened by the telephone at 5:30 in the morning. It's a wrong number and he is furious. The intended number was just one digit different from his own, but he does not notice this because he is exhausted.

- In a school corridor, a student rounds a corner and causes another student to fall. The student who fell is so upset that he does not notice that the corner has blocked the other student's vision.

- "Dad, can I have Terri over? Please? PLEASE?" Dad studies his calendar and hedges with "Well, maybe." His daughter wants the play date so badly that all she notices is his studying the calendar. She takes this as a "yes."

So, what's a Teacher to Do?

Perhaps you have identified Social Perception: Noticing Cues as the skill you want to teach next. To get you started, here are some ideas from commonly used curricula:

- ➢ On the walls of your classroom, display pictures of facial expressions that show a range of emotions or emotional states. Label each one.

- ➢ Prepare cards to display emotions. On each card, draw or paste the picture of someone displaying a feeling, and label the picture with the feeling term. Distribute the cards to students who will take turns acting out the feeling. Classmates will then guess what their peer is demonstrating and tell what non-verbal facial expressions and body language they noticed to reach their conclusion.

- ➢ While reading a story, stop and ask students what the character seemed to be feeling, and why they think so. Describe any similar situation they have experienced themselves.

- ➢ Describe common situations that occur and ask students to describe how they might feel during the situation, and why. Ask others to share when they also experienced that feeling, or experienced a different feeling during a similar experience.

- ➢ When social conflicts occur during the day, set the tone of a "learning experience" rather than a "courtroom" by involving students in the solution. Begin by asking students how they are feeling, and how they think other participants are feeling.

- ➢ Focus upon a favorite hero or villain in a story. Discuss anger: when do students think they become angry, how they express anger, and productive ways to express emotions.

SOCIAL PERCEPTION: Interpreting Social Cues

Kid Talk: **"Understanding what's going on."**

Once students begin to notice social cues, they need to accurately interpret the cue and learn to recognize what actually happened on a social-emotional level.

The first step in this process is for students to understand their own feelings. Students can ask themselves: Am I angry? Sad? Happy? How intense are these feelings? (For example, if they are angry, are they only slightly annoyed, or definitely angry, or irate?) Are they interpreting social situations when they are calm and rested, as compared to when frustration is building and the smallest offense can seem monumental?

The second step in this process is for students to identify and label what other people in given situations might be feeling. Different people can experience different emotions, even in the same situation. Students need to listen to the words other people are saying, but they also need to be aware that sometimes words do not match what people truly mean. For a complete picture, students also need to figure out what people are feeling based on how they look: their body language, their facial expressions, and their tone of voice.

Once students have an initial grasp of other peoples' feelings, they can make a guess about their intent. Students can ask themselves: Where are they coming from? Are they being sincere? Did something happen by accident, or was it on purpose? At the basic level, students need to think about whether people were being mean or not mean. At the same time, they need to understand that motives are broader and more complex than this. Rather than being intentionally mean, people may simply have different, competing goals from those of the student analyzing the social situation.

Overlaying this entire process, students need to consider context. For example, they may need to realize that blocking someone's path in a basketball game is different from blocking them in the hall. Lastly, students need to know that all feelings are acceptable, but that ways of expressing them range from acceptable to unacceptable. ("Some ways to show your feelings are OK. Other ways are not OK.")

Scenario: **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?

In this scenario, Brenda noticed Eddie's social cues of smiling and winking, but she did not interpret them correctly. That is, she did not accurately assess his intentions. There are several reasons for this, such as:

- Brenda may have considered Eddie's action of taking her hat, but not his smiling and winking. She may not have given these facial expressions enough weight in her social perception.
- Brenda may not have known what a wink meant. She noticed the wink and may have sensed that it was unusual, but did not know what to make of it.
- Brenda may have been confused. She thought that taking a hat was mean but also may have thought 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 did not 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 did not consider the context of an informal, unsupervised hall time just before recess, where the mood is typically frisky.

What do students who correctly interpret social cues look like?	What do students who misinterpret social cues look like?
They accurately conclude whether events happened by accident, or deliberately.	They misread intentions. They may come to the conclusion that other children are being deliberately mean to them, even when this is not the case.
They correctly interpret basic emotions in themselves and in others.	They may misread basic emotions in either themselves and/or others.
They have an emotional vocabulary They can label these emotions.	They may not be able to label these emotions.
They consider context.	They may not consider context.
They look for all possible explanations for a behavior.	They may come to a conclusion as soon as they think of an explanation for a behavior.
They catch subtle signs of sarcasm or "mean" intent, such as insincerity or a gap between words and actions.	They may be confused and vulnerable; others may take advantage of them.
They recognize that people can have mixed feelings, such as being happy that they won the game but sad that their friend lost.	They identify only a single feeling, such as being happy when they win the game.

Some Social Challenges

FINDING EXPLANATIONS:
> Students with learning problems may come to a conclusion too early, before they consider a variety of explanations. Some intellectually capable students may also have difficulty taking in a range of possible explanations of behavior.

MISSING SUBLE SIGNS:
> Sometimes people look and sound friendly on the surface, but actually have hurtful intents. This is common in sarcasm. Some students with learning problems may be unable to "read" this behavior; that is, they may not be able to discern that it is actually intended to be mean. They may be particularly confused if others are sometimes truly kind, but at other times seemingly pleasant but actually unkind.

MISREADING CUES:
> Students from other cultures may not understand American body language. For example, they may interpret eye contact as being a threat rather than a signal of interest.

INTERPRETING DISCREPANT CUES:
> When words and tone of voice give conflicting messages, students with learning problems may base their conclusions only on tone of voice. Similarly, students with non-verbal learning problems may consider only the words which are spoken and students with verbal learning problems may consider only tone of voice.

ASSIGNING INTENT:
> When someone hurts them, students with intellectual limitations tend to assume that this was mean/intentional, rather than accidental.

What's Social Knowledge got to do with it?

When students enter into social situations their prior experience influences their ability to notice social cues and also influences their ability to correctly interpret these cues. For example:

- Students might have a limited "cue vocabulary." For example, they may not know how to interpret a wink, or a mock frown, or knitted eyebrows.
- Some of us learned that when someone smiles they are friendly. We may not have learned that a smile can hide a sarcastic tone that indicates an unkind intent.
- Students' understanding of what is socially accepted might influence how they interpret social cues. Students with visual impairments might not understand social conventions. For instance, they might not know that "going around in a circle" is a way to take turns in speaking. As a result, they might become angry with the other children who seem to be speaking up without raising their hands or being called on by a teacher.

Emotional Regulation: Calming Down

When people are very angry, frustrated, excited, or loud, they may make mistakes in interpreting social cues. Being upset can influence their ability to "read' the intent of other people. In order to more accurately assess social situation, they need to have their feelings in control

So, what's a Teacher to Do?

In your classroom, you might have noticed that social situations escalate into a flurry of emotions when accidents occur and some students are convinced that they are being targeted by others. To get started, here are some ideas taken from commonly used curricula, and from strategies other teachers have recommended:

➢ Identify cues in pictures that hint at why a person is behaving in a certain way.

➢ When watching a movie with your class, stop to discuss reasons a character was acting or responding in a social situation.

➢ Have students draw pictures of social situations. Discuss what emotions might be represented and what each person's intent might be.

➢ Include discussions of emotions and intents in the literature students read throughout the school day.

➢ Role play various interpretations of the same social situation.

➢ Recognize bodily cues of tension. Practice relaxing through breathing.

➢ Practice sharing emotional experiences; this will improve students' ability to take other peoples' perspectives.

SOCIAL PROBLEM SOLVING: Setting Goals

KID TALK: **"What do I want to happen?"**

Once people notice and interpret social clues, they are in a position to set goals. Goals related to social situations fall into three categories.

First, some are social and interpersonal, revolving around making friends, having good conversation, and feeling comfortable. Second, some relate to more concrete results, like finding a seat at lunch, having something to do at recess, getting the most markers, or being line leader. They lead toward personal gratification and pleasure rather than social relating. A third set of goals aims toward avoiding negative outcomes, such as emotional or physical injury, since sometimes it is wisest to get out of the situation in order to avoid being hurt, being ostracized, "sticking out," or getting in trouble. Social relationships and concrete gratification are "approach" goals, while safety may be an "avoidance" goal.

So far, we have mentioned the goals of social relationships, concrete gratification, and avoidance of negative outcome, but they are not the only goals that children pursue. The goal of having fun may be a terrific goal in the classroom, just as it can be in the playground, as long as it is balanced with other goals such as completing assigned tasks and avoiding trouble. On the appropriate side, a goal for some children is to follow rules, social norms, or moral principles that they have learned from their family, at school, or from their peer group. On the inappropriate side, there are generally two common goals: retaliating to "get even" with someone and seeking attention.

Socially competent people typically have more than one goal. By considering how to balance competing goals, they think of ways of meeting their needs in more than one area at the same time. For example, a student may want to try out for chorus, which meets after school, but try to find a way of doing so without disappointing her friend who usually walks home with her from school. By doing so, she is attempting to balance the competing goals of maintaining a friendship, while still getting to participate in a special activity. Even social goals, when not balanced with other goals, can become inappropriate. For example, a child may be so eager to be accepted by peers or stay friends that he will give in to pressure to act in a hurtful way to another child in the classroom. People who are socially adept also weigh goals according to the situations they are in. They allow multiple goals to co-exist but accurately discern, in given contexts, which goals are more important to act upon.

Goal setting may seem so instinctive or so habitual that people are not even aware that they are setting goals, or of what these goals are. At other times, people may be aware of their concrete

goals but not their social goals. The most socially adept people are not only fully aware of their own goals, but are also able to consciously consider how other people set theirs.

Whether it is implicit or explicit, goal setting directly affects social behavior. People may notice relevant social cues and interpret them correctly, but if they then decide upon non-social goals or inappropriate social goals, they are not practicing strong social skills. Moreover, people may select and apply brilliant strategies and evaluate results clearly, but if they are basing these strategies and evaluations on inappropriate social goals, they are again not practicing strong social skills. As teachers discern the social goals students have set, they can more effectively assess social situations. As they guide students in adjusting their goals, they can more effectively teach appropriate social skills.

Scenario: **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 goal was not inter-personal. What could she have done?

- She could have taken 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.

What do students who set appropriate social goals look like?	What do students who set inappropriate social goals look like?
They understand the concept of goal and think about their goals in social situations.	They don't understand the concept and/or don't apply it to social situations.
They are aware of both concrete and social goals.	They may be aware of only concrete goals.
For any situation, they try to balance social, concrete, and avoidance/safety goals. For example, they take into consideration social goals, like making someone else comfortable or getting invited to a party,	They are rigid/imbalanced as they choose among social, concrete, and avoidance/safety goals. For example, they focus on concrete goals like winning a game or getting the biggest slice of pizza
They balance approach and avoidance in their goal setting.	They may be so concerned with avoiding hurt/trouble that they are immobilized in choosing concrete or social goals.
They generate several goals before making their choice of one or two	They move to the next step (selecting strategies) after generating just one goal.
They cool off before choosing a goal	They choose a goal while they are still upset/afraid/exhausted, etc.
They understand that there are different goals for different situations	They don't think about other peoples' goals, or assume that everyone has the same goals as they do.
They take the situation into account when deciding which goals to pursue	They set the same goal, regardless of the situation.
They think about the goals of both themselves and others.	They think only of their own goals.
They understand that goals can be conflicting, even within one individual and within one situation. (A child may want to swing on the monkey bars, but also wants to play with a friend who doesn't like to do this.)	They are not aware that they want more than one goal at the same time, or they're confused when they realize that their goals conflict.

Some Social Challenges

GENERATING MULTIPLE GOALS:
>   Students with visual impairments may not see or hear how peers have solved problems, or what options are available in their environments. Secondary to this inability to notice social cues, they may not be aware of a wide range of realistic goals. Some students with learning problems move to the next step of generating strategies once they have identified just one goal.

UNDERSTANDING THE COMPLEXITY OF GOALS:
>   Some students do not understand that different people have different (and sometimes conflicting) goals in the same situation, or even that one person can have different goals in the same situation.

CHOOSING AMONG GOALS:
>   Some students with learning problems may choose immediate, concrete goals (like getting the first cupcake) over socially oriented goals like making friends.

What's Social Knowledge got to do with it?

A student's first impulse may be to set concrete goals (e.g. be the line leader, get the piece of cake with the most icing, be the first one down the playground slide). They may not realize that they are setting goals at all. They may not understand that friendship/relational goals are an option, or that they can be combined with concrete goals. They may not have noticed that more socially skilled classmates prioritize friendship goals. To the extent that they are able to develop this background knowledge, they can be more effective in setting goals.

Emotional Regulation: Calming down

When people are very upset, angry, frustrated, excited, or tired, etc, they may choose inappropriate goals or set goals impulsively. They may settle for the first goal they think of, or they may set a non-relational goal that they would not have set if they were calm. This may have been why Brenda, in the story above, at first wanted to get her hat back from Eddie more than anything else. If she had taken a few minutes to settle down, she might have achieved the emotional distance necessary to set a relational goal or to set multiple goals.

So, what's a Teacher to Do?

Encourage children to apply the concept of goals, which they may already be familiar with from an area such as sports or academics, to social situations and to think about what their goals are for these situations. When social conflicts arise, first check that your students notice the relevant social cues and that they interpret them correctly. Next, help them to articulate the goals they are setting. After they are calm, help them to understand that there are different goals for different situations, and even among different individuals within the same situation. Try to steer your students to focus on interpersonal goals even if they already have set concrete goals. Encourage them to generate several goals before they choose one or two of them. To get started, here are

some ideas taken from commonly used curricula, and from strategies other teachers have recommended:

➢ Structure student discussion of social goal setting by writing two columns on a flip chart. Label one column "Relationship Goals" and label the other "Goals about Getting or Doing Something." As students suggest goals, record them in the appropriate column. Keep this list posted for future reference. For a more challenging discussion, add a third column of "Avoidance/Safety Goals."

➢ Your students may not be aware of the goals they are pursuing, or what those goals might be. When conflicts arise, ask some probing questions to help them to put into words: "What do I want to happen?"

➢ There is a reason why we count to ten before we act. Before your students set social goals, encourage them to wait until they are rested and calm.

➢ In coaching students through social situations, guide them to think of as many goals as possible, both relational and concrete, before they choose one or two. Be sure to consider avoidance goals.

➢ Hindsight can give some valuable lessons. Once an entire social situation has occurred, but before your students have forgotten it, help them to think back to identify what their social goals were. If their goals did not include friendship/relational goals, encourage them to list some.

➢ Pause in stories and films to identify characters' social goals. Discuss whether different characters have different goals for the same situation, or the same goal. For any particular character in the story, discuss whether he/she has only one goal, or whether he/she seems to be pursuing different goals at the same time. List the goal(s.) Help your students to generate some other goals the characters might also pursue.

SOCIAL PROBLEM SOLVING: Generating Strategies and Selecting a Strategy

Kid Talk: **"What could I do?"**
"What would happen if I tried?"
"What will I actually decide to do?"

Once people calm down, notice and interpret social clues, and set goals, they are ready to generate possible strategies to reach their goals, and to choose among these strategies to decide which one they will actually use.

Strategies are plans that people make to solve their problems. Good or effective strategies are those that solve problems without creating other problems, such as getting in trouble or making an enemy. In other words, the most effective strategy may be the one that enables the child to meet several goals at one time. Effective strategies could mean being assertive, where people say directly and politely what they want; or, effective strategies could involve compromise, finding ways to solve problems in which each person gives in a little bit, as long as the solution is satisfactory to both/all people. Alternatively, they could mean keeping quiet or even walking away. Every situation is unique and a strategy might be right for one situation, but not another.

People who are socially competent often generate more than one strategy to reach a goal, and draw on past experience to select which ones they will try. They may even sequence these strategies: what to try first, second, and third. To decide which of these strategies to act on, they try to use prediction. That is, they try to figure out if a strategy is good by asking themselves, "What would happen if ….?"

Scenario: **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.

- *"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 was unable to follow through on it. The second, standing by and looking sad, probably would not help her reach her goals. She had correctly interpreted the situation so she knew Eddie was not trying to be 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 did not carefully think through, "What would happen if….?" Moreover, she selected just one strategy to try, rather than a range of strategies to try one at a time.

What do students who appropriately generate/select strategies look like?	What do students who inappropriately generate/select strategies look like?
They take the time to cool off before generating strategies.	They generate strategies hastily/impulsively.
They know a wide range of strategies that have worked in the past.	Their repertoire of successful strategies is limited.
They are aware of the advantages of different strategies and think through the implications of strategies. They consider only those that lead toward reaching their goals without causing more problems.	They do not think about the implications of the strategies. They generate strategies in terms of whether they might cause even more problems.
They generate a wide range of strategies to choose from.	In every social situation, they employ the same strategy, whether it is appropriate or not.
They generate strategies that they can follow through on independently.	The only strategy they know may be to seek help from an adult.
They generate strategies that are direct and assertive. ("Excuse me, but would you please ……")	Their strategies may be passive, like doing nothing except stand nearby and hope that their goals will be reached.
They generate strategies that are polite.	Their strategies may be rude.
Their strategies often involve compromise, where everybody gives in a little bit as long as everybody is satisfied with the result.	They may not be able to think of compromises where everybody gives in and yet everybody is satisfied with the result.
They select a sequence of strategies: what to try first…second…third.	They may sequence strategies randomly or in other ways which are not effective.

Some Social Challenges

HAVING A LARGE REPERTOIRE OF STRATEGIES:
>   Students with visual or hearing impairments may have been unable to observe/hear other students modeling a wide range of strategies which can lead to reaching a social goal. Similarly, students for whom English is a second language may not have been able to access this modeling. As a result, their repertoire of strategies may be small.

TRANSLATING GOALS INTO RELEVANT STRATEGIES:
>   Sometimes, a child with learning problems (for example, autism spectrum disorder) may recognize a particular goal as important, but may not be adept at translating the goal into strategies that will be useful for achieving the goal. For example, a child may want to have friends, but may not realize that noticing that others' emotions and behavior, commenting positively about their accomplishments, asking follow up questions to extend a conversation, noticing when they express a need, and offering to share materials or help, are all specific strategies that can help to make that goal achievable.

GENERATING MULTIPLE STRATEGIES:
>   Rather than thinking of many ways to accomplish a goal before choosing one or two, some students with cognitive impairments and learning disabilities tend to use the same strategy for every situation.

GENERATING RELATIONAL STRATEGIES:
>   Students with learning problems or emotional or behavioral problems may generate strategies such as impulsively calling out or reaching out. These sometimes let them achieve their goals, but in the process fail to build relationships.

GENERATING STRATEGIES THAT ALLOW INDEPENDENCE:
>   Students with learning problems might resort to the strategy of asking the teacher to solve a conflict with a classmate which can be seen as tattling, or "telling on" another student.

SELECTING MORE THAN ONE STRATEGY, MOVING TO THE NEXT IF ONE DOESN'T WORK:
>   Some students select and implement one strategy, but they are not flexible in turning to a second strategy if the first is not successful.

What's Social Knowledge got to do with it?

The greatest source of strategies is past experience: What has been tried in other situations? Did a specific strategy, or a combination of strategies, work to achieve a social goal in the past? If the first strategy selected was not successful, did the student move down a list of strategies in order to try others? Was the student able to execute it independently? What were its effects, in terms of either increasing or decreasing friendships? When socially adept students need to generate strategies and select the one most likely to succeed in new situations, they rely on this history.

In addition, it also helps to have a rich set of concepts that can be used to weigh the pros and cons of a strategy. Some children have a broad, generalized notion that certain strategies are inappropriate and others appropriate. You may notice this in the child's reaction when you tell a

story about another child who acted a certain way--the child may gasp to indicate how bad this strategy is! Other children, however, can apply a richer and more sophisticated set of concepts. For example, a strategy might be dangerous or safe, friendly or unfriendly, easy or difficult to carry out, low risk and mellow or high risk and kind of pushy, or something that's okay to do with close friends but not with acquaintances. Having a well-developed treasury of concepts and associated cause-and-effect connections makes it possible for a child to evaluate strategies and determine which strategy is most appropriate for a given situation.

Emotional Regulation: Calming Down to Generate and Select Strategies

When people are very upset, angry, frustrated, excited, or tired, etc, they may create strategies impulsively, or they may stop generating strategies when they have thought of only one. They may also generate strategies without thinking through their implications. That is, they may immediately tattle, grab the ball, push another student in order to be first in line. Unless they are thinking clearly, people may give up when the first strategy they select fails and not select a second. If people would wait until they were calm and rested before they generated and selected strategies, they would probably be much more effective in reaching their social goals.

So, what's a Teacher to Do?

Through both formal lessons and incidental social coaching throughout the day, you can help your students to generate multiple, effective strategies and to appropriately select among them. To get started, here are some ideas taken from commonly used curricula, and from strategies other teachers have recommended:

➢ As part of a group discussion, give your students some hypothetical social problems and have them set appropriate goals for these problems. Then generate as many strategies as possible. They should predict outcomes of each strategy and decide whether it would meet the stated goal without creating more problems. Have them sequence these strategies in terms of what they would select first, second, and third.

➢ Introduce the concept of compromise by using a balance scale. Put an even number of objects on each side and show how balance is maintained when you take the same amount from both sides. Talk about how compromise is like this; both people give in a little bit so the solution is balanced or fair.

➢ As social problems come up in stories, stop reading and have students identify characters' goals, then generate strategies to meet these goals. Resume reading so the students can learn what strategy the characters actually tried. At the end of the reading, discuss whether the strategies worked, and why or why not

➢ Model compromising. When you offer students choices at school and they don not reach consensus, let them see how you think of some compromises where everybody gives a little yet everybody is satisfied with the outcome.

➢ Throughout the day as social issues come up, encourage students to put into words, "What am I going to do?" "What do I think will happen if I do this?"
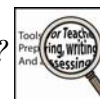
SOCIAL PROBLEM SOLVING: Review Outcomes

KIDTALK: "**Did it work?"**

Once strategies have been generated, selected and applied, people need to evaluate the results. Did the strategies work? That is, did they lead to (or meet) the goals that were set? Or, did they lead to other, unanticipated results, either positive or negative? Did the actions solve the problems at hand without creating other problems like getting in trouble or making an enemy? People who are socially competent are able to objectively regard the consequences of the strategies they use in order to evaluate their effectiveness.

Scenario: **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 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.)

What do students who effectively evaluate results look like?	What do students who ineffectively evaluate results look like?
They are able to compare what happened to the goals they had set, and then decide if there is a match or a mismatch.	They may not directly compare what happened to the goals they had set.
They are able to accurately assess whether other problems were created in the process of meeting their own goals.	They may not weigh whether other problems were created by the strategies they used.
They wait until they are calm and rested before they assess results.	They may evaluate results when they are excited/angry/exhausted, rather than waiting until they are calm.
They consider both concrete and social results in their evaluations.	They may consider only concrete results.
They think broadly of overall results, not just those they had planned/hoped for.	They restrict their analysis to the specific goals they had set.
They take the time to consider all results.	They may consider their evaluation finished when they have looked at just one result.

Some Social Challenges

COMPARING WHAT HAPPENED TO GOALS THAT WERE SET:
Evaluating/inferring can be limited for students with learning problems. They may not recognize matches/mismatches between their goals and what actually happened.

ASSESSING ALL RESULTS, INCLUDING PLANNED AND UNPLANNED EVENTS:
Some students with disabilities may be aware of only the planned results, not broadly considering everything which happened. Students with visual or auditory impairments may not have enough informed social experience to develop the social knowledge that there can be multiple responses to one action.

CALMING DOWN BEFORE EVALUATING:
Students with emotional disturbances may impulsively and mistakenly decide that a strategy worked…..or that it did not work. They may make judgments while they are still angry, or frustrated, or tired, or overly excited. Without first distancing themselves from the situation, they may not be able to accurately determine whether strategies have been successful.
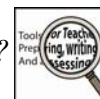
What's Social Knowledge got to do with it?

Objective evaluation of results depends upon a social awareness of what is likely to happen and how social strategies might go wrong. When socially adept students evaluate results, they know that it is important to keep peoples' goals in mind in determining whether they were met. They know that they need to observe the responses of all children and adults around them as objectively as possible, and to look for not only the results that they expect, but also the results that they do not expect.

Emotional Regulation: Calming Down

It can be easy to come to conclusions too quickly, prematurely and inaccurately deducing either success ("Ah, I did it!") or failure ("See, I knew it wouldn't work!") It is often important to step back, count to ten, take a big breath, or in other ways gain some distance before viewing results and evaluating whether a social strategy was successful.

So, what's a Teacher to Do?

As teachers, you can use both formal instruction and social coaching throughout the school day to guide students in evaluating the results of their strategies. As you help students to accurately weigh the results of their social strategies, consider the following ideas. These are taken from published curricula, but also from informally shared tips from teacher-to-teacher.

➢ Much of children's literature can be seen through the lens of problems and solutions. As your students read stories involving social situations, encourage them to analyze solutions to problems. Did they meet the characters' goals? Were there any unexpected side effects, either positive or negative? Did solution of one problem lead to a new problem?

➢ As students deal with social conflicts throughout their days and school, guide them in evaluating the results. After students have generated and applied strategies, it may be helpful to call a class meeting and have each child who was involved in the incident report on his/her satisfaction with what happened.

➢ Using the technique of teacher think alouds, reflect on your own evaluation of various social stories. ("Hmm, I was hoping the boys would be able to play basketball without bothering the other second grade class out on the playground. The ball stayed inbounds. That's good. Did the boys playing basketball still have fun? Could the other class hear each other talking?")

➢ In coaching conflicts between students, have them form and execute strategies, then persist in having each student clearly explain how they felt about the solutions.

Will I Know A Socially Thinking Student When I See One?

This second section of Tool One helps you to figure out which of the social processes a particular student is already familiar with and using and which ones he/she needs to acquire. First we will review social-cognitive assessment report summaries and examine the recommendations to identify what the student would benefit from learning in the classroom. Next, we will present a set of questions you might use to conduct your own observational assessment of a student's social-cognitive skills. Colleagues might also find this set of questions useful for the observational assessments they conduct with students.

IDENTIFYING STUDENTS' SOCIAL SKILLS FROM A SOCIAL-COGNITIVE PERSPECTIVE

There is nothing new about assessing social skills—but assessing these skills through a social-cognitive lens *is* new. Take a look at the following examples of brief assessment summaries and look for any differences between what you read below, and the reports you typically review for students within your school. Our social-cognitive-oriented reports look at the processes the students were using that underlie their ability to behave socially. More typical social assessments would provide information about diagnoses, such as ADHD, or Intellectual Disability; and general statements about observed behavior such as "has difficulty with peers," "difficulty working in a group," or "follows directions well." While both types of information can be useful, our belief is that assessment of the social-cognitive processes directly informs instruction. For example, a social-cognitive assessment indicating that a student runs to the teacher to solve every type of social conflict might lead you to teach the student to generate more strategies such as taking turns, saying, "No, thank you," or ignoring a tease.

The following are two examples of social-cognitive assessment report summaries. The parts of the report telling about the procedures and background information have been removed since most teachers and educators are already familiar with what those look like.

SOCIAL-COGNITIVE PROCESSES EVALUATION REPORT
SUMMARY 1: Shaun

Summary of Results. The results, which focus on four social-cognitive processes, are:

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. Shaun was successful at identifying three of the emotion states that were presented, but he had difficulty identifying the emotion state of fear. It is notable that Shaun's body language often suggests a sense of being nervous and anxious, but seems to have limited skill in identifying and discussing these emotions. When asked to identify an event that made him (or someone else) feel each of the four emotions, Shaun was able to identify an event for happy, sad, and angry, but not for scared. Instead, he asked to skip this particular question.

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). Shaun was very adept at noticing and identifying details and social cues that were present in the social problem vignettes he viewed. He attended well to both auditory and visual cues that indicated the nature of the social problem and the other child's intentions. However, his interpretation of the meaning of cues was not always accurate. Shaun tended to view peers as having negative intentions during conflict-laden interactions, even when there no indication was present of malicious intentions on the part of the other child.

The Generation of Social Strategies part of the assessment examined Shaun's knowledge of appropriate social strategies for resolving social problems and for calming himself down when upset. Shaun showed knowledge of two appropriate strategies for resolving social problems: asking the teacher for help and leaving the situation. He showed some ability to vary his strategy according to the situation. Shaun suggested telling the teacher only in those situations that involved physical aggression, such as a peer knocking over one's play materials. For other typical social problems, for example if a peer said that only two could play at a game, he suggested the strategy of withdrawing from the problem situation. Like telling the teacher, leaving the situation can be a very effective strategy for avoiding unnecessary social conflict and is useful in many circumstances. However, Shaun tended to overuse this strategy. He never suggested strategies of speaking assertively, or negotiating with the other child, which might enable him to get all or part of what he wants without leaving the situation.

When asked to suggest a strategy for calming himself down when upset or angry, Shaun was unable to think of a useful strategy. For example, he stated that he would not talk to anyone, go to another location, or play with someone else. Lack of knowledge of strategies for calming down (and when to use them) may make it difficult for him to regulate his emotions. It may also make it difficult for him to resolve social conflicts successfully.

Social-cognitive Processes Evaluation Report Summary 1: Shaun con't…

The <u>Selection of Strategies</u> part of the assessment examined Shaun'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. Shaun demonstrated a degree of flexibility in consequential reasoning. He was aware that some strategies, such as accommodation and appealing to authority, lead to positive consequences, while other strategies such bossiness or aggression, lead to negative consequences. His responses show that he views teachers as a helpful resource to turn to for help in resolving social problems and, moreover, that he understands that when a child behaves in a hostile manner toward a friend, it will be detrimental to their relationship.

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, while Shaun was adept at many of the skills that were evaluated, the assessment identified some areas in which he needs instruction. It is recommended that social skills instruction include the following areas:

1) Recognizing facial and other cues that indicate that someone is scared or worried and discussing, recognizing gradations of these feeling, and coping with situations with give rise to these feelings.
2) Learning and practicing strategies for calming oneself down when angry or upset (e.g. diaphragmatic breathing, counting to10) and recognizing when to use them.
3) Interpreting social cues indicating another child's intentions, particularly when a negative event occurs despite by accident or otherwise without malicious intentions on the part of another child.
4) Expanding his repertoire of appropriate social strategies to include friendly-assertive strategies such as negotiation and accommodation compromise. These strategies involve staying in the situation to try to get all or part of what he wants.

What did you notice about the assessment summary of Shaun?

The recommendations focus upon building underlying "social situation attack skills", similar to the word attack skills one would teach an emerging reader. When Shaun masters the recommended social thinking skills, he will be better equipped to interact socially, just as a reader with decoding and comprehension strategies will be better able to read a new text.

> Learn to recognize social cues, just as a student would learn to recognize letters that form a word.
> Learn to focus on relevant aspects of the situation, or the scramble of letters on a page.
> Learn to "decode" or interpret the meaning of another's actions, as with learning the sounds of the recognized letters.
> Learn more than one way to solve a social problem, as with learning how to use context, sound, root words, syntax and sight vocabulary when" solving" the comprehension of a sentence.

SOCIAL-COGNITIVE PROCESSES EVALUATION REPORT
SUMMARY 2: Nadia

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:

Nadia was able to identify three of the four depicted emotions from facial expressions. Anger was the one emotion that she had difficulty identifying. At times, she misidentified children who had angry facial expressions as being sad.

Nadia did demonstrate an adequate level of skill in connecting events to emotions. When asked to identify an event that made her (or someone else) feel each of the four emotions, Nadia was able to think of a plausible event for each emotion.. For example, she said that she felt scared when her sister said "Boo".

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

Nadia has some emerging skills in "reading" social situations but still needs improvement in this skill area. Specifically she had 50% accuracy in interpreting other children's non-hostile intentions in social problem situations. These are situations in which the social cues show that although another child caused a negative event to occur (e.g., disrupted a play activity), this wasn't intended (e.g., it clearly happened by accident and the other child said "Sorry" right afterwards.) The other 50% of the times, Nadia concluded that the other child was deliberately acting "mean", even though the social cues suggested the opposite interpretation. It was interesting to note that at times Nadia recognized non-hostile interpretations based on the other child's "nice" tone of voice or words such as "sorry", at but other times when those particular cues were not present, she allowed the negative event itself to shape her conclusions about the other child's intentions.

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

Nadia demonstrated adequate knowledge of age-appropriate social strategies for resolving social problems. Specifically, she suggested a number of appropriate strategies, such as turning to an adult for help, talking politely but assertively to another child who is causing a social problem, proposing a compromise solution, accommodating or deferring to the other child, for example by repairing the damage and letting the other child join the activity, and leaving the situation to seek gratification elsewhere.

Nadia showed a need for improvement in her knowledge of strategies for calming herself down when upset or angry. As calming down strategies, she was only able to suggest drawing a picture and listening to opera music. However, she did not appear to be familiar with strategies, such as counting to 10, doing deep diaphragmatic breathing, or using self-talk to reassure herself and

prompt coping with the situation. These strategies could help Nadia to calm herself on the spot even if these other relaxing activities were not available.

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:

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

RECOMMENDATIONS: Overall, while Nadia adequately performed some of the skills that were evaluated, the assessment identified areas in which she would benefit from instruction. Nadia 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.

Instruction should focus on the following skills:

1) For noticing social cues, recognizing facial cues that indicate that someone is angry, and distinguishing between angry and sad expressions.

2) For interpreting social cues, using all of the social cues that are present in social problem situations (concerning the physical environment, others' actions, their verbalizations, facial expressions, and body language) to accurately interpret non-hostile intentions. Nadia already has some skills in this area; as she is aware of other children's tone of voice and certain verbalization such as saying one is sorry and understands that this means the child did not was not being deliberately mean. She needs to become aware of other available cues so that she can "read" others' intentions with more consistent accuracy.

3) For appropriateness of social strategies, expanding Nadia's 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 her to cope effectively with the situation. Nadia may also need to learn to recognize situations in which she is feeling upset and then to self-initiate one of these calming down strategies.

What did you notice about the assessment summary of Nadia?

The recommendations focus upon expanding underlying social thinking skills, similar to the types of decoding and comprehension strategies one adds to the repertoire of a beginning reader:

> ➢ Learn to recognize social cues that suggest *anger*, just as a beginning reader would learn to blends and diphthongs once individual sound-symbol relationships have been mastered.
> ➢ Learn to calm herself down without using props such as music or markers for drawing.
> ➢ Learn to focus upon the intent of the situation, as one would notice the author's purpose in a story to better understand the meaning.

Nadia appears to know several useful strategies she might appropriately use, based upon the nature of the social situation. Her challenge seems to be in being able to determine the nature of the situation itself. If she cannot determine whether a peer is angry, or caused a problem by accident, she will not know which of her known strategies would be called for in response.

QUESTIONS TO GUIDE YOUR OBSERVATIONS OF STUDENTS WHEN CONDUCTING SOCIAL-COGNITIVE ASSESSMENTS

Many teachers might be thinking, "But I don't receive assessment information about a student's *social-cognitive* abilities? You are right and you are also not alone! With this obstacle in mind, Drs. Jim Leffert and Gary Siperstein[*], noted researchers in the field of social-cognitive development, generated a series of questions to guide your observations of students. Using this list of questions can guide you in your observations of students' behavior and provide clues regarding particular social-cognitive processes that the child may be having difficulty with. Remember, when you conduct observations it is important to:

- Observe students in both structured and unstructured situations
- Check out students during different times of day
- Note the context for your observations so that you can watch for a pattern of less skillful behavior during particular settings, times of day, and levels of structure.

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[*] For more information, see Crick & Dodge, 1994; Leffert & Siperstein, 2002**.**

Some recommendations for obtaining information about the child's social-cognitive skills from others

➢ You might also offer the questions to colleagues as they prepare their assessments and reports of your students, such as for the IEP meetings. The questions might lead them to include any information they have gathered through their own assessments that respond to the social-cognitive-oriented questions.

➢ Share the Observation Guide Questions with IEP team members and other colleagues who will be observing your students. Tell them what you are interested in knowing about the student, and why. Solicit their help in obtaining information about the child's social-cognitive skills performance so that it will come from several different professional perspectives. School Psychologists and Guidance Counselors typically assess social skills and, if they understand the importance of your request, might be able to add the questions to their own assessment batteries.

➢ When working with colleagues, such as the Speech and Language Therapist, ask him or her to include the information from the Observation Guide Questions in his/her own observations during therapy sessions with your student. Together, plan ways to improve these "social pragmatics" across settings.

➢ Additional sample assessment report summaries are provided in Appendix A. They might be helpful when you and your colleagues begin to include social-cognitive oriented information about students in your own assessments. The set of sample assessment reports present varied profiles of social-cognitive skill performance for fictitious students. These reports, which we adapted from actual student data obtained in a research project, describe profiles of children with differing strengths and weakness and differing levels of cognitive and language skills. We intended these reports to provide educators with a model for integrating data about multiple processes into a comprehensive picture of the students' overall performance. Also, since social-cognitive assessment in the schools is an innovation, we believed it is important to provide realistic illustrations of what this data looks like.

> Forms to use when observing a single student or a group
> of up to 20 students are provided in Appendix B

Guide for Observing the Child's Performance of Social-Cognitive Processes

The Observation Guide Questions that follow are categorized by each of the social-cognitive processes. Forms for recording individual students and group responses appear in Appendix B.

Emotional Regulation

1. Does the child stay calm when annoyed or provoked by others?

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

3. Is the child aware when his or her emotions are becoming too intense? That is, can the child recognize the difference between overly intense and a manageable level of emotions?

Noticing (Encoding of) social cues

3. Does the student realize that a social problem has occurred?

4. Does the student accurately describe social problems when they occur?

5. Does the student notice social cues that convey emotions in self and others through tone of voice or body language? (if yes, check those that apply)

         __ mad   __ happy   __sad   __surprise   __ frustration

Others: _____ _____ _____ _____ _____

6. Does the student notice social cues that convey intentions? (if yes, check those that apply)

         __ facial expression   __tone of voice __body language ____context/cause & effect

7. Does the student notice social cues with subtle messages such as sarcasm and insincerity?

Interpreting social cues

8. Does the student identify (verbally name) his/her own feelings?

9. Does the student correctly identify others' feelings?

10. Does the student accurately interpret others' intentions? For example, does the student often think that others are being mean without good reason.

11. Does the student recognize that people can have mixed feelings, such as being happy that they won the game but sad that their friend lost?

Question Guide con't...

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

Goal Setting

13. Does the student understand and use the concept "goal"?

14. In social situations, does the child focus too much on:

> a) *Instrumental goals* --getting his/her own way, satisfying his/her wants?
> b) *Relational goals*--pleasing others; making and keeping friendships?
> c) *Retaliation goals*--getting back at others?

15. Does the student appear to balance relational and instrumental goals in a positive way?

Strategy Generation

16. Does the student think of/ demonstrate a variety of strategies for resolving social problems?

Strategy Selection

17. Does the child select strategies that seem to fit his/her social goals?

18. In selecting strategies, does the child consider evaluative dimensions such as safe – dangerous, friendly – unfriendly, or fair – unfair?

19. Does the child select social strategies that are likely to have a positive outcome for the situation?

20. Does the child select strategies that tend to keep friendships going instead of simply seeking immediate personal gain/gratification?

21. 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?

22 Does student speak up for him/herself when appropriate?

23. Does the student seek adult assistance when appropriate?

24. Does the student bargain and compromise when appropriate?

25. Does the student go along with another person's wishes when appropriate?

Review Outcomes

26. Does the child recognize when a social strategy doesn't work (and stop using it)?

27. If a strategy doesn't work, does the child come up with an appropriate follow-up strategy?

Speaking with others

Please speak with another staff person at the school about this student's social skills.

Who? _____   _____
Name   Position

Please note any ideas that come from that discussion:

What Does a Social Thinking Skills Objective Look Like?

In this third section of Tool One, we provide information; examples and suggestions for you to follow when you write social-cognitive-oriented IEP or instructional objective that are aligned with your own state's learning standards.

To use a Dr. Seuss phrase, writing objectives could be called "old hat." Teachers routinely assess students and write objectives that focus on academic skills as a part of their instructional practice. However, teachers and research tell us that social skills objectives are quite rare. In this third component of Tool One, What Does A Social Thinking Skills Objective Look Like?, you will find examples and guidelines for writing social skills objectives to foster the social competence of diverse students.

We will lead teachers through a process of writing objectives that are:

- based upon social thinking skills assessment
- aligned with state learning standards
- adjusted to capture the essence of the learning standards for student with intellectual and other disabilities.

In addition, we will provide information about the legal foundations for writing objectives aligned with state learning standards and how the social-cognitive processes into the standards-based movement. Further, we will provide examples to demonstrate how the underlying processes for social cognition are similar to the processes used for teaching academic content. We will also provide examples of social thinking skills objectives for each social-cognitive process and information about how to "tease out" the essence of a learning standard for students with Intellectual and other disabilities. Finally, we will align Social Thinking Skills with State Learning Standards and identify the obstacles that may be encountered in finding social skills learning standards.

WRITING SOCIAL-COGNITIVE OBJECTIVES ALIGNED WITH STATE LEARNING STANDARDS

In the following section we will provide steps for writing and aligning social skills objectives with your own state learning standards. It is our intent that the following discussion and sample objectives will make it easy for you to generate social thinking skills objectives for your students from a social-cognitive perspective. We will guide you as you locate the essence of the learning standard when writing an objective for students not ready for the grade level learning standard. You will then be able to generate social skills objectives that address the student's grade level but are targeted to his or her learning level, and are aligned with your state's learning standards, too.
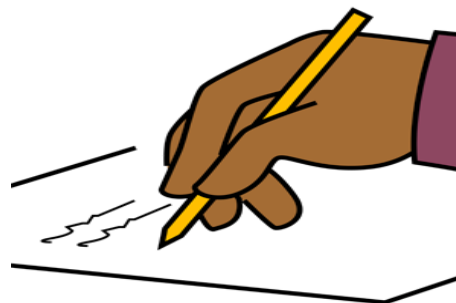
Legal Foundations for State Standards Aligned with Objectives

Self-reminder of the legal foundations for writing objectives aligned with state learning standards. Why all the fuss about aligning objectives with state learning standards? Because it is good instructional practice, AND the law.

Read the summary of key legislation below to remind yourself of the legal foundations directing us to make sure that we teach students to master the learning standards our own states have set for them. In the following section you will be reading a short paragraph about each of the major policies and laws that created the requirements you follow in your classrooms—those that require you to align your teaching objectives and curriculum content with the learning standards developed by your own state.

> The comprehensive text (Zatta, 2003), from which the outline below was abstracted can be found in Appendix C.

The following is a chronological listing of key legislation leading to the need for aligning objectives with state learning standards (Zatta, 2003).

A Nation at Risk (1983). This publication, released by the National Commission on Excellence in Education (NCEE), 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.

Goals 2000: Educate America Act (P.L. 103-227) 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 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.

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.
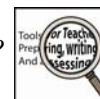
Individuals with Disabilities Education Act (IDEA), 1997 and 2004 reauthorizations directly addressed the issue of alignment of general education and special education reform efforts and required that "children with disabilities be included in general state and district-wide assessment programs, with 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)."

No Child Left behind (NCLB) Act of 2001 (PL 107-110) is the reauthorization of the Elementary and Secondary Education Act (ESEA). 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. The IEP must therefore 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.

How do Social-Cognitive Processes fit into the standards-based movement described above
AND
How are the underlying processes for social and academic content cognition the same?

At first glance, social behavior does not resemble reading or math skills. However, there are at least two reasons students need both to be successful in school and teachers need to address both to follow the intent of laws. First, the underlying processes for social cognition and content cognition are the same. Second, research suggests that social cognition is essential for learning academic content. The brief examples below further clarify our belief that Social-Cognitive Processes fit into your standards-based curriculum.

Cognitive processes can be viewed as the problem solving skills that students use to learn the knowledge and skills in a content area - reading, math, history, and science etc. Cognitive processes used to acquire the knowledge and skills of *social* behavior are referred to as *social-cognitive* skills. As you might have guessed by now, the underlying processes used to learn academic content and social behavior are basically the same, as illustrated in the table below.

Processes Underlying Academic and Social Cognition

Decoding Words: Langston	Solving Math Word Problems: Selina	Being Socially Appropriate: Patrice
Noticing & identifying letters	*Noticing & identifying* the problem to be solved.	*Noticing and identifying* that a classmate knocked over the dish containing my hydroponics science project.
Understanding that sounds are associated with the letters in a troublesome word.	*Understanding* that some words in the problem indicate the type of calculation(s) called for.	*Understanding* that she tripped by accident, not on purpose.
Deciding that I want to read the word correctly.	*Deciding that I want to* solve the problem correctly.	*Deciding that I want to* be a fair classmate, and fix my science project.
Thinking of several possible ways the letters can sound, given all the funny English rules and exceptions!	*Thinking of several possible ways* to calculate the results.	*Thinking of several possible ways* I could react: yell at her, or take her hydroponics dish, or tell the teacher that she was mean to me.
Selecting the sounds that follow the rule we learned yesterday in class about "…when two vowels go walking…"	*Selecting* the way to solve the problem where I can draw the circle for the pizza with 8 pieces, and color in 3 of them that the problem says I gave to my friends.	*Selecting* the "nice" way --I told her that I knew it was an accident, but I was upset anyway. I think she should help me clean the mess and fix up my dish of plants.
It worked! Langston said, **"**So that is what the word "ice cream" looks like.	*It worked!* Selina told us, "I could see that I had 5/8 of the pizza left to share with more friends later."	*It worked!* After speaking with her friend, Patrice reported, "She was sorta scared, but felt better when I didn't yell at her. She thinks I am being fair, and she helped me fix my plants."

The central feature of standards-based reform 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."

When demonstrating mastery of content standards a student uses the same cognitive processes that as for "social" behavior. In the table above, students used the same cognitive process skills to demonstrate three different performance standards: Decoding a word, Solving a fractions problem, Keeping both a friend and a dish of plants.

Research suggests that social cognition is essential to learn content. Therefore, the need for social skills instruction becomes all the more necessary in light of the overwhelming evidence that children's social functioning plays a critical role in their overall academic functioning, and in fact, that social skills and academic progress are intertwined (Ladd, Birch, & Buhs, 1999; Welsh, Parke, Widaman, & O'Neil, 2001). Next we will provide examples of instructional or IEP objectives that address social thinking skills.

EXAMPLES OF SOCIAL THINKING SKILLS OBJECTIVES
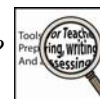
Use these examples as a starting point when you develop social thinking skills objectives. Alter the setting, materials, criteria, level of independence and other factors as fits best for your own student(s).

Remember--the social-cognitive model we use to guide our work consists of these six distinct social processes:

- Noticing Social Cues (Paying attention to what's going on.)
- Interpreting Social Cues (Understanding what's going on.)
- Setting Goals (What do I want to happen?)
- Generating Strategies (What can I do?)
- Selecting Strategies (What would happen if…? What will I actually do?)
- Reviewing Outcomes (Did it work?)

It might be useful to think of the above social-cognitive processes as sequential when you determine which social thinking skills objectives you will write. For example, the skill of Interpreting Social Cues will need to be addressed before a student is able to be more successful when Setting Goals.

Each set of examples of social thinking skills objectives will be begin with a brief definition of the particular social-cognitive process we are focusing upon, followed by a reminder of what a student will likely be able to do if he or she can perform the process. Then we will introduce a student and read the objective written to address an area of his or her social-cognitive need. You notice that the objectives we have written to get you started are also aligned with learning standards from one of several states. Just "notice" how they fit together, and later we will work more on how to align the social thinking skills objectives with learning standards.

OBJECTIVES FOR NOTICING SOCIAL CUES:
"Paying attention to what's going on"

"Paying attention to what's going on." It's gathering information about social situations, from spoken words, from body language, from facial expressions, and from tone of voice. It's also being aware of environmental cues – the setting of the social interaction. Is the situation formal or informal? Do the people involved know each other well? Remember, students who are able to notice social cues:

> ➢ Can look for indications of basic emotions in others such as happy, sad, surprised, embarrassed, frustrated, angry and also emotional states such as lonely, confused, nervous, scared, calm, and excited.
> ➢ Identify internal sensations that are indications of emotions
> ➢ Have an emotional vocabulary; they can label these emotions.
> ➢ Anticipate social cues regarding others' intentions from body positions, movements, facial expressions, tone of voice, and words.
> ➢ Notice these cues when they occur.
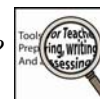
Sam's Social-Cognitive Needs: Sam is a young man with low vision who will be part of an inclusion preschool. He has acquired academic readiness concepts and skills so well that he will serve as a fine model for some of the other students. However, this is his first opportunity to interact socially with a new level of independence. His teachers and peers will help him learn about how to read the social intentions of his classmates so that he can be a fine friend.

An Objective for Sam. Sam will name basic emotions including happy, sad, surprised, embarrassed, frustrated, and angry, and also emotional states including lonely, confused, nervous, scared, calm, and excited when presented with pictures displaying these emotions and emotional states with 100% accuracy.

Other Sample Objectives for Noticing Social Cues. (Determine your own performance criteria and context such as materials or social situations to customize the objectives to your own students learning needs.)

- When presented with a scenario in which someone experienced a given feeling, student will provide examples of social cues that indicate the feelings, including facial expressions, tone of voice, and body language.
- Student will identify a time when he felt emotions. He will then show what his face looked like for each emotion experienced for at least 4 different emotions or emotion states.

Links to State Learning Standards. These objectives can be linked to learning standard 5.1 for Mental Health in the Social and Emotional Health strand of the Health Curriculum of the Massachusetts Frameworks for Pre-K through grade 5. Standard 5.1,under the heading feelings and emotions" states, "Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings."

OBJECTIVES FOR INTERPRETING SOCIAL CUES:
"Understanding what's going on"

Once students notice social cues, they need to interpret them accurately. There are several aspects to this process. First, students need to understand how they, themselves are feeling. Are they angry? Sad? How intense are their feelings? Are they only slightly annoyed or irate? Are they calm or is frustration building? Next, students need to identify and label what other people in given situations might feel. - not just based on the words they are saying, but on how they look, their body language, facial expressions, and tone of voice. Once students have an initial grasp on other people's feelings, they can make a socially-educated guess at the intent of their actions. Did something happen by accident or on purpose? Were they mean or not mean? Finally, students need to know that while all feelings are acceptable: some ways to show their feelings are OK and other ways are not OK.

Remember, students who correctly interpret social cues**:**

  ➢ Accurately conclude whether events happened by accident or deliberately.
  ➢ Interpret basic emotions in themselves and others correctly.
  ➢ Consider context.
  ➢ Look for all possible explanations for behavior.

Carol's Social-Cognitive Needs: Carol is a bit timid and assumes that peers don't like her and wish her harm. While this is far from the truth, classmates and her teacher are becoming frustrated with her mistrust of their intentions. Soon as Carol learns to trust her classmates she and they will be able to move on to working and playing together more smoothly.

An Objective for Carol. Carol will distinguish between benign and hostile intent for observed actions during authentic and hypothetical conflict situations. Teacher will present 5 different video scenarios to Carol and ask her to identify if the character was acting mean, or not mean. Following 4 consecutive social interactions with another student, the teacher will ask Carol if her classmate was acting mean or not mean. Carol will respond to all requests with 100% accuracy.

Other Sample Objectives for Interpreting Social Cues. (Determine your own performance criteria and context such as materials or social situations to customize the objectives to your own students learning needs.)

  • When presented with social problems, student will accurately determine whether events happened by accident or deliberately.
  • Student will correctly infer what basic emotions others are experiencing based on observed subtle social cues, including facial expressions, tone of voice, and body language**.**
  • Student will distinguish between benign and hostile intent for observed actions during actual and hypothetical social conflict situations.
  • Student will explain what intentions or emotions social cues convey when presented with actual and hypothetical social conflict situations.
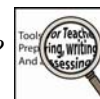
- Student will describe several possible explanations for why negative events happened, given hypothetical situations.
- Student will recognize sincere and insincere statements based on the speaker's tone of voice and/or context information when watching video clips depicting social scenarios.

Link to State Learning Standards. Massachusetts Mental Health 5.7 Identify and describe the experience of different feelings and how they affect daily functioning.

OBJECTIVES FOR SETTING GOALS: "What do I want to happen?"

Once students can notice and interpret social cues, they can set goals to meet their own personal and at times competing needs. Students typically set goals to meet their needs in more than one area at the same time (maintaining a friendship, trying out for chorus). Goals related to social skills fall into three categories: Social/interpersonal (making friends, having good conversations, feeling comfortable); Concrete results (finding a seat at lunch, having something to do at recess, being line leader); and, Avoidance/physical safety (getting out of the situation to avoiding being hurt, ostracized, or getting in trouble).

Goal setting explains and directly affects social behavior. Students may notice relevant social cues and interpret them correctly, but if they decide on inappropriate social goals they're not practicing strong social skills. For example, Lenny reaches across the snack table and grabs the one remaining cookie. He can clearly read the disappointment on his best friend's face but the goal of his snack time behavior was to satisfy himself and not act as a "friend" to Bobby.

Remember, students who set appropriate goals:

- ➢ In any situation, find a balance among relational, concrete, and avoidance/safety goals.
- ➢ Focus on friendship and interpersonal goals, such as making someone else comfortable or getting invited to a party.
- ➢ Cool off before choosing a goal
- ➢ Generate several goals before making their choice of one or two.
- ➢ Understand that there are different goals for different situations.
- ➢ Know which goals are most appropriate for given situations.
- ➢ Recognize when two goals they have are incompatible or in conflict.

Billy's Social-Cognitive Need. Billy always wants to take the first turn when playing a game, and he pushes in front of the other children playing. This behavior suggests that Billy is pursuing self-focused goals (wanting to take the first turn in the game) without regard for interpersonal ramifications (i.e. that the other children may no longer want to play games with him).

An Objective for Billy. Billy will identify goals for social situations that include friendship and interpersonal relationships goal AND/OR when presented with 2 goals for a social situation (such as wanting to take the first turn when playing a game and wanting to have other children to play with), Billy will explain whether the two can both be achieved or whether they are conflicting.

Other Sample Objectives for Setting Goals. (Determine your own performance criteria and context such as materials or social situations to customize the objectives to your own students learning needs.)

- Student will define the word "goal" spontaneously, give an example of a goal, and identify one personal goal.
- Student will articulate the goals that he/she would set for a typical social problem described by the teacher.
- Student will develop a list of possible goals that people in pictures might want to happen.
- Student will identify several possible goals for a common social problem before choosing one to work toward.

Links to State Learning Standards. These objectives can be linked to learning standard 5.5 for Mental Health in the Social and Emotional Health strand of the Health Curriculum of the Massachusetts Frameworks for Pre-K through grade 5. Standard 5.5 is under the heading "decision making" and it states, "Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions."

OBJECTIVES FOR GENERATING AND SELECTING STRATEGIES:
"What can I do?"

Once students can notice and interpret social cues and set goals, they are ready to generate possible strategies to reach their goals and then choose which one to use. Effective strategies are ways to solve problems without creating other problems (such as getting into trouble or making an enemy or other instances where a student's goal is not achieved.). Every situation is unique, and the best strategy for one situation, may not be best in another. Students who are socially competent can generate more than one strategy to reach a goal and can use past experience to decide which to use. When evaluating a strategy, they ask themselves, "What would happen if...? Remember, students who generate and select appropriate strategies:

➢ Know a wide range of strategies that have worked for them in the past.
➢ Are aware of the advantages of different strategies and consider only those that will lead to reaching their goals without causing more problems.
➢ Take time to cool off before generating strategies.
➢ Generate strategies they can follow through on independently.
➢ Generate strategies that are direct and assertive.
➢ Often think of compromises, where everyone gives in a bit.
➢ Select a sequence of strategies; what to try first, second, and third.

Matt's Social-Cognitive Need. Whenever Matt encounters a social problem with one of his peers, he reacts by seeking out the help of an adult authority figure, i.e. a teacher. He does so when this strategy has proven to invoke negative consequences and even when it makes worse the original social problem with his peer.

An Objective for Matt. Matt will predict the consequences (both positive and negative) of strategies he generates to reach his identified goal.

Other Sample Objectives for Generating Strategies. (Determine your own performance criteria and context such as materials or social situations to customize the objectives to your own students learning needs.)

- When faced with a hypothetical situation presented by the teacher, student will generate multiple strategies for engaging in the situation.
- Upon request from the teacher, student will generate at least 2 strategies for authentic and hypothetic situations and predict the consequences (both positive and negative) of each strategy generated.
- Student will list several strategies to solve a social problem when goals have been specified.

Links to State Learning Standards. These objectives can be linked to learning standard 5.5 for Mental Health in the Social and Emotional Health strand of the Health Curriculum of the Massachusetts Frameworks for Pre-K through grade 5. Standard 5.5 is under the heading "decision making" and it states, "Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions".

OBJECTIVES FOR REVIEWING OUTCOMES: "Did It Work?"

Once strategies have been generated, selected, and tried out, students need to evaluate the results. Students must ask themselves: Did the strategy lead to (or meet) the goals that were set?; Did it lead to other unanticipated positive or negative results?; Did it solve the problem without creating other problems? Students who are socially competent are able to look objectively at the consequences of their strategies to evaluate their effectiveness.

Remember, students who effectively review outcomes:

- ➢ Are able to evaluate what happened with the goals they set and decide if they were met
- ➢ Are able to accurately assess if other problems were created by their strategies.
- ➢ Wait until they are calm and rested before assessing results.
- ➢ Consider both concrete and social results in their review of outcomes
- ➢ Can look at all the results, not just those they planned/hoped for.
- ➢ Take time to consider all results**.**

Julia's Social-Cognitive Need. Julia and Lizzie are best friend who will start this year's first soccer practice on the same team. Since both have outgrown last year's cleats they go shopping together with their moms. Julia spots a pair with green trim, just the right size, in the closeout bin. Lizzy wants a pair, too, but the only pair remaining in the shop are a "yuckie" color. Julie and her mom buy the green ones, and Lizzy leaves the store pouting. When Julia gets in the car to leave she notices her friend's reaction. She yells at Lizzie that it's not her fault. She didn't take the time to think about the situation from her friend's perspective, or to respond in a neutral or kind way or think about a possible friendly compromise. This is a familiar pattern for Julia, and her mom asks the school for help.

An Objective for Julia. When faced with authentic and hypothetical situations, Julie will review the outcome and how the situation affected each participant. The teacher will provide 3 hypothetical vignettes, and question Julie following three authentic situations. Julie will respond with 100% accuracy.
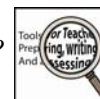
Other sample objectives for Reviewing Outcomes. (Determine your own performance criteria and context such as materials or social situations to customize the objectives to your own students learning needs.)

- When presented with 3 hypothetical and 3 authentic situations, student will identify the successful strategy and report what types of goals the student achieved in these situations.
- Student will try his/her strategy for solving a social problem and afterward evaluate whether or not the strategy produced the desired outcome when asked by the teacher, for at least 5 situations with 100% accuracy.
- When presented with a social interaction that was unsuccessful, the student will describe the reasons why the strategy did not result in the desired outcome.

Links to State Learning Standards. These objectives can be linked to learning standard 3.5 for Mental Health in the Social and Emotional Health strand of the Health Curriculum of the Massachusetts Frameworks for Pre-K through grade 5. Standard 3.5 is under the heading "decision making" and it states, "Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions".

OBJECTIVES FOR EMOTIONAL REGULATION: "Calming Down"

Students must know how to manage their emotional reactions to situations. Without this self-control they are less likely to be focused enough on the situation at hand to use their social-cognitive problem solving skills. For example, Lucy often cries when someone gives her feedback or a message she doesn't want to hear. Her tears prevent her from realizing when her friends and her teacher are kindly being helpful. Her classmate George typically yells at peers when they tell him that their team has enough players already, or that his job in their collaborative group is to find pictures of Jupiter on the computer. In both situations, crying and yelling get in the way of being able to understand what is being said, and why.

Remember, students who regulate their emotions:

➤ Direct their attention to the relevant cues.
➤ Control their emotions so that they can more accurately assess social situations.
➤ Cool off before choosing a goal
➤ Take time to reflect on the outcome of a social situation

Hector's Social-Cognitive Need. Hector, a 4th grade student, was asked what he would do if he were upset and needed to calm down. He responded that he would punch someone, which he has been known to do. This answer points to his inability to stay in control of his feelings. His lack of emotional regulation is impeding his ability to generate appropriate strategies.

An Objective for Hector. Hector will use his knowledge of calming-down strategies to independently calm himself down when he is angry or upset, 100% of the time.

Other sample objectives for emotional regulation. (Determine your own performance criteria and context such as materials or social situations to customize the objectives to your own students learning needs.)
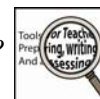
- Hector will remove himself from a potential conflict by walking away, returning to his seat, or finding a different activity.
- When engaged in a social conflict with a peer, Hector will attempt to resolve the conflict by quietly discussing other options or by cooperating with his classmate.
- Hector will identify and use a strategy such as counting to 10, and or taking three deep breaths when in a potentially confrontational social situation.

Link to State Learning Standards. Massachusetts Mental Health 5.2 Apply methods to accommodate a variety or feelings in a constructive manner in order to promote well being.

OBJECTIVES FOR SOCIAL KNOWLEDGE: "What you already know"

Social knowledge is our memory's storehouse of rules and social norms that influences how we act and make social decisions. As we gain social experiences our storehouse of social memory grows, and we have more background to rely on to inform us about novel social situations. For example, Gino is an only child who has entered first grade with no social experience learning to share, so some of his classmates think he is selfish when he is only uninformed. Lindy comes from a large household where rules are constantly followed. She appears to be the "model" student, but hasn't learned that on the playground and in classroom free choice time it's okay to act on one's personal interests and preferences.

Remember, students with social knowledge:

➤ Know how to treat a friend
➤ Take turns in groups and line up according to classroom procedures

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➢ Show concern and sympathy for a classmate who fell off the slide
➢ Have several possible strategies to pick from when solving a social situation.

Angela's Social-Cognitive Need. Angela is a youngster who transferred into your classroom from a structured, traditional school. She seems uncomfortable sitting on the rug, thinking it is play time, and always defers to the teacher to intervene when she has a social problem to solve.

An Objective for Angela. Angela will express her own opinions about how to solve social problems that are discussed during class meeting time.

Other sample objectives for social knowledge. (Determine your own performance criteria and context such as materials or social situations to customize the objectives to your own students learning needs.)

- Angela will use peers and literature to generate an array of possible solutions to use when solving a social problem, and will use various solutions when appropriate to the situation.
- Angela will identify what it means to be a good friend.
- Angela will identify 10 formal and informal rules she must follow to be a good student in the classroom.

Links to State Learning Standards. Illinois Goal 2C.1b: Demonstrate appropriate social and classroom behavior. Goal 3A.2b: Demonstrate knowledge about how social norms affect decision making and behavior.

HOW TO "TEASE OUT" THE ESSENCE OF A LEARNING STANDARD FOR STUDENTS WITH INTELLECTUAL AND OTHER DISABILITIES

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

1. 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.
2. 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.).
3. Through activities that address learning standards at a different level of complexity than that of their grade-level peers, with appropriately modified performance expectations.

Some students, particularly those with moderate Intellectual Disabilities, are not always ready to address their grade-level learning standards in the same way as their classmates. As a teacher, you address the "essence" of the grade-level learning standard at a different level of complexity than that of their grade-level peers, and with appropriate modified performance expectations.

For example: *Joseph, a 5th grader, is learning to count from 1-5. Most of his classmates have passed long division and are subtracting decimals. Both Joseph and his peers are appropriately addressing the same grade-level learning standard at his school in Massachusetts. The state curriculum framework learning standard **all** students in Joseph's class are working towards is:*

6.N.13 Number Sense and Operations: Accurately and efficiently add, subtract, multiply and divide (with double digit divisors) whole numbers and positive decimals.

Joseph's teacher ensures that his objective is also aligned with the state's required learning standard by first examining the grade-level learning standard and identifies its essential meaning, or "essence"—its key ideas, skills, and content. She identifies:

6.N.13 Number Sense and Operations: Add, subtract, multiply and divide whole numbers.

Therefore the "essence" of 6.N.13 for Joseph is: Add, subtract, multiply and divide whole numbers. Joseph's first step towards mastering the "essence" of the grade-level math objective, his "entry point," is to: Accurately and efficiently add whole numbers up to 10 with 90% accuracy on multiple forms of presentation including flash cards, blocks and written worksheet.

Joseph's "entry point" objective for math can be set by the IEP team as an annual objective, or by the teacher as an instructional objective. It represents a reachable yet challenging goal for Joseph. The "entry point" might differ for another student in Joseph's classroom who is also working towards mastery of the "essence" of the math learning standard.

Now you have the idea of addressing the state mandated learning standards by: identifying the "essence" of a learning standard, and determining the "entry point" leading towards mastering the "essence" for the particular student. We will next look at some examples of identifying the "essence" and corresponding "entry point" for specific students in the content area of social studies.

In the following example, we will walk you through the following objective to improve Sam's ability to notice social cues, one of the six social-cognitive processes comprising our model. Next you will find examples of how Carol, Angela and Matt work on "entry points' towards mastering the "essence" of an objective to improve other aspects of the model: social knowledge, interpreting social cues, generating and selecting strategies.

SOCIAL KNOWLEDGE: *"Following classroom rules"*

Angela is a 5th grade student in an inclusive classroom. In terms of Social Knowledge, Angela needs to learn and attend to classroom norms and expectations when working in a group. The objective identified in her IEP is as follows:

Objective: Angela will identify and follow at least 3 expectations for working in a collaborative group, including waiting for her turn to talk, listening actively, and sharing materials, with 100% accuracy.

Link(s) to State Learning Standard: As her classroom teacher, you have identified the following standard in the Massachusetts Comprehensive English Language Arts Curriculum Framework:

> Language Strand: Discussion Learning Standard 1.3: Apply understanding of agreed upon rules and individual roles in order to make decisions.

The <u>essence</u> of the standard is: Students will follow rules and assume roles within classroom discussion to achieve a desired outcome.

The <u>entry point</u> of the standard for Angela is: Students will participate in a discussion in a variety of ways *(raise hand, wait, listen, respond, ask a question, close a conversation).*

The students in the class are working in collaborative groups to create a play about an aspect of life in frontier times as part of a social studies class. The classroom activities are focused on the following objectives:

➢ Students will portray some of the lifestyles of the pioneer children who settled in the west.
➢ Students will describe some of the hardships of living in the new frontier.
➢ Students will demonstrate the contrast between the life of a pioneer and their own.

As a teacher, you have made a plan for how Angela can be included in this social studies unit and simultaneously work on her social skills objective. Given that the *entry point* for the standard is for Angela to participate in a discussion in a variety of ways and the social skills objective is for Angela to identify expectations for working in a collaborative group, there are many opportunities in this lesson that will allow Angela to be included in the group. As the class discusses/collaborates to create the play, Angela will have many opportunities practice waiting her turn, listening, responding, asking a question, sharing materials, and actively participating in the group in other meaningful ways.

NOTICING SOCIAL CUES: "Paying attention to what's going on"

Sam is a student in an inclusive 5th grade classroom. He is 11 years old. In terms of social cues, Sam needs many reminders to "notice" or pay attention to what's going on in the world around him. The objective identified for his IEP is as follows:

Objective: Sam will describe examples of social cues that he needs to pay attention to that indicate feelings and intentions, including facial expressions, tone of voice, and body language.

Link(s) to State Learning Standard: As his classroom teacher, you are always looking for ways to demonstrate that Sam's educational program is in alignment with the General Curriculum. It may be possible to align this particular objective with the English Language Arts curriculum as well as the Health curriculum.

In the classroom, the class is focusing on the following standard in Reading and Literature:

General Standard 11: Students will identify, analyze and apply knowledge of theme in literary work and provide evidence from the text to support their understanding.

The essence of the standard is: Students will relate literary themes to personal experience.
The entry point of the standard for Sam is: Students will identify the feelings related to his own personal experience or the personal experiences of others.
The students in the class are reading The Miracle Worker and the classroom activities are focused on the following objectives:
➢ Students will describe several of the obstacles overcome by Helen Keller. Students will be able to identify adversity in their own lives and think about their views of dealing with and/or ways of overcoming it.
➢ Students will demonstrate an awareness and willingness to work to improve something in the world around them.

The class will achieve these objectives by participating in a variety of activities including: mini-lecture, simulations, journal writing, speech-writing, and learning logs.

As the teacher you are looking to find ways that Sam can be included in the unit on Helen Keller. Given that the *entry point* for the standard is for Sam to identify his feelings related to personal experiences **and** the social skills objective is for Sam to "notice" the social cues being displayed around him, there are many complimentary activities that Sam can participate in along with his classmates that are aligned with the general curriculum.

Examples:
• Sam will compile a list of obstacles his classmates identify that Helen Keller overcame.
• Sam will describe some of the obstacles his classmates have identified in their own lives and how they overcame them
• Sam will assist his classmates in an activity in which they work to improve the world around them (e.g., neighborhood clean-up, etc.).

INTERPRETING SOCIAL CUES: "Understanding what's going on"

Carol is a student in an inclusive 6th grade classroom. She is 12 years old. In terms of social cues, Carol needs assistance in interpreting the actions of others in the world around her. The objective identified in her IEP is as follows:

Objective: Carol will distinguish between benign and hostile intent for observed actions during authentic and hypothetical conflict situations.

Link(s) to State Learning Standard: Carol's teacher has identified the following standard in the Reading and Literature strand of the General Curriculum that links directly to Carol's need to learn to know what the intentions of her classmates are when they interact with her. Carol can learn this thinking skill through reading and analyzing how characters in fiction figure out the intentions of others.

General Standard 8: Understanding a Text: Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

The essence of the standard is: Students will identify and analyze with supporting evidence mood and tone.
The *entry point* of the standard for Carol is: Students will recognize the motives of characters. Students will relate personal experience to text experience.

The students in this classroom are working on a unit in literature about character development. They are learning to identify characteristics, values and beliefs, important life experiences, and how that background might influence the goals and decisions the character makes. An important aspect of this unit is for the students to examine their own characteristics, values and beliefs and life experiences that influence their own behavior and decisions. The objectives are:
➢ Students will describe the attributes of a character and compare these attributes to their own.
➢ Students will identify a character's actions and decisions, and describe possible attributes and background that influenced the character's actions.
➢ Students will identify their own actions and decisions, and describe possible personal attributes and background that influence those actions.

The class will achieve these objectives by participating in a series of activities such as reading aloud using a concept map to chart the attributes of a character and themselves, view segments of the story on video and discuss character's actions. Carol also needs to learn more about the meaning of the actions of others. She will participate with classmates, responding to questions about the intentionality of characters actions and will use a graphic organizer to list actions and decisions of characters throughout the story and the video. As part of her assessment, Carol will:

- Determine whether actions of a character were kind or mean
- Tell why she reached her decisions about whether character actions were kind or mean
- Think about social situations that occurred in the classroom with peers and decide whether peer actions were kind or mean.

GENERATING AND SELECTING STRATEGIES: "What Can I Do?

Matt is a 4th grade student in an inclusive classroom. In terms of Social Problem Solving, Matt needs to learn to consider more than one strategies for problem-solving to achieve his identified goal. The objective identified for his IEP is as follows:

Objective: Given a problem situation with a peer, Matt will identify 3 appropriate strategies he can use to address the problem with 100% accuracy.

Links to State Learning Standards: As his classroom teacher, you have identified the following standard in the Massachusetts Comprehensive Health Curriculum Framework:

Mental Health Learning Standard 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.
The *essence* of the standard is: Students will describe the steps involved in decision-making
The *entry point* of the standard for Matt is: Students will identify strategies for solving a problem.

The students in the class are working on a problem solving unit and learning about the importance of understanding how the problem solving process is important in all aspects of everyday life and not just in specific classes i.e., math class. The classroom activities are focused on the following objectives:

➢ Students will demonstrate knowledge of the six basic steps to problem solving by listing them or reciting them orally.
➢ Students will demonstrate mastery of the six basic steps to problem solving by actively applying them in problem solving when the task lends itself to such a process.
➢ Students will demonstrate ability to apply these six basic steps to problem solving by guiding other students in the solution of a given problem or set of problems.

The class will achieve these objectives by participating in a variety of activities including: simulations and role-play, journal writing, and learning logs.

As a teacher you are looking to find ways that Matt can participate in the unit on problem solving. Given that the *entry point* for the standard is for Matt to identify strategies for solving problems and **and** the social skills objective is for Matt is to identify strategies he can use to solve a problem with a peer, there are many complimentary activities that Matt can participate in along with his classmates that are aligned with the general curriculum.

For example: Given a variety of problem solving scenarios, Matt will:
- Identify the problem.
- Determine what options there are for solving the problem.
- List the advantages and disadvantages of each of the options.
- Choose an option and make a plan for implementation.

ALIGNING SOCIAL THINKING SKILLS
WITH STATE LEARNING STANDARDS

This final section of Tool One leads you through the steps for locating social-cognitive-oriented learning standards within your own state's defined curriculum - not an easy task!

Obstacles to Finding Social Skills within State Curriculum Frameworks

Finding learning standards within state curriculum frameworks are challenging for several reasons. First, federal legislation does not explicitly name "social skills" as a content area for developing state learning standards. While most states *do* include learning standards that are social in nature, they are not always listed in categories that are easy to recognize. For example, social thinking skills objectives are located in a total of 10 different categories in the curriculum frameworks from the 7 states we analyzed:

1. Career Ed & Wk
2. English Languages, Reading, Writing, Speaking and Listening 4
3. Family and Consumer Sciences
4. Health Safety, Safety and Injury Prevention
5. Health Social Emotional, Physical Dev., Mental Health, Individual & Interpersonal Comm.
6. History, Social Sciences, Civics & Government
7. Mathematics
8. Physical Education
9. Science and Technology
10. Visual and Performing Arts, Theater Standards

The content areas containing social-cognitive oriented learning standards vary from state to state. For example, six of the seven state curriculum frameworks we analyzed appear to contain social-oriented learning standards in their Arts content area: fine arts, visual arts, performing arts theater strand. Locating learning standards is also difficult because often social thinking skills can be embedded parts of other, more content-specific learning standards such as problem solving and making decisions or predicting outcomes. For example, Pennsylvania appears to have social-cognitive-oriented learning standards in at least 7 different content areas.

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Pennsylvania	
Health Safety & Physical Education	Approximately 4 social-cognitive oriented learning standards
Family and Consumer Sciences	Approximately 3 social-cognitive oriented learning standards
Science and Technology	Approximately 2 social-cognitive oriented learning standards
Reading, Writing, Speaking & Listening	Approximately 4 social-cognitive oriented learning standards
Mathematics	Approximately 3 social-cognitive oriented learning standards
Civics & Government	Approximately 5social-cognitive oriented learning standards
Career Education & Work	Approximately 4 social-cognitive oriented learning standards

Social-oriented work behaviors, such as participating in group discussions or collaborating with peers, do appear in some state learning standards. However, the essential underlying social thinking skills for successfully performing those work behaviors are not made explicit. Once we find a social work behavior learning standard, we would then tease out the "essence" such as in the example below.

> **California's, History-Social Science Standard: Learning and Working Now & 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.*

We can quickly see that, to master this important History-Social Science learning standard, a student needs ***social knowledge*** about rules for working in a group, needs to be able to ***notice and interpret*** examples of personal character qualities such as honesty, discern the behaviors and ***strategies generated*** and used that are associated with these qualities, and review the outcomes of a character's use of these ***strategies selected*** by the character.

So many social-cognitive processes essential for successful mastery of only one important history learning standard!

**Playing Detective: Locating your State's
Social-Cognitive Oriented Learning Standards**

Below are guidelines to follow when analyzing different states' curriculum frameworks to locate social-cognitive-oriented learning standards. You may find them helpful with your own detective work.

> *Hint:* It is often helpful to figure out a way to "mark" the learning standards you do find within your own state's document so you can access them easily.

Start with the Big Picture: Search through all the content areas and associated sub-content or strand categories for two types of learning standards: Content/Process and Social/Process

> *Examples:*
> - Math calculations (content but NOT process) is a less likely strand for what you are looking for than, perhaps, Math problem solving (content AND process)
> - Social, mental health, interpersonal, and other "affective" areas are more likely to contain social and process learning standards.
> - Mark the ones that appear most likely to require students to solve or "think through" problems.

Use Vocabulary: Use vocabulary as clues to find specific learning standards; words that reflect the "essence" of the social-cognitive processes.

> *Example:* Vocabulary from process-oriented learning standards

Social/Process	Content	Process
• personal characteristics • social interactions • coping strategies • resolving conflicts • self-control • self-awareness • self-management • social-awareness • interpersonal skills/ group skills	• effective communication • goals • causes and consequences • understand the processes • apply skills and knowledge • predicting outcomes • describe the concept • make observations • solve problems • make decisions • interpret information	• formulate problems and solutions • adapt a variety of appropriate strategies • find solutions • justify their thinking • contrast the solutions • Identify possible solutions • try a solution • describe the solution • identify its impacts and modify if necessary

Tweak the Level: It is important to tweak the level of "thinking" and "problem-solving" required. Some learning standards explicitly target the student's ability to think. For those learning standards that do not explicitly require student to think, write the "essence" of the standard that DOES specify thinking! See the examples below.

New York Learning Standards: Mathematics: Problem Solving Strand PK-1
(content/process learning standard)

1.PS.2 Interpret information correctly, identify the problem, and generate possible solutions

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Illinois Learning Standards: (social/process learning standard)

1A.1a. Recognize and accurately label emotions and how they are linked to behavior.

New York Learning Standards: Standard 2 A Safe and Healthy Environment
(social but NOT process oriented)

Students come to know and practice appropriate participant and spectator behavior

It is unclear how a student could master this standard unless he can use social thinking skills. The essence of this standard assumes that the students know what it means to act as an appropriate participant and spectator (social knowledge e.g., the rules of the game) ***and*** that the student knows what to do during various times as a spectator and participant (goal setting strategy generation, selection and review outcomes, e.g., when to cheer and jump around and when to walk carefully through crowded walkways.) The New York Learning Standard would align easily with objectives about learning several social thinking skills.

Maryland English Language Arts Grade 1-3
(Social and Content Process Learning Standard)

Standard 7.0 Speaking: Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Mastering this English/Language Arts communication standard assumes that a student knows verbal and nonverbal aspects of communication, such as eye contact, voice and language quality, (social knowledge). It also assumes that a student can identify various situations and pick the most effective way to communicate different purposes within each situation (goal setting strategy generation, selection and review outcomes, e.g., when to be animated when telling peers about an important volunteer activity, and when to speak formally when presenting a report about frogs.
In this example there are plenty of ways to develop social thinking skills that are aligned with this communication standard from Maryland!

Identify Learning Standards: Mark, label or identify the learning standards you have located that could be aligned with your IEP or instructional objectives so that you can refer to them again. Some teachers highlight the social-cognitive-oriented learning standards within their hard and well-worn copy of the state's learning standards they use for curriculum planning.

You can view the social thinking skills related state learning standards for California, Illinois, Louisiana, Maryland, Massachusetts, New York and Pennsylvania in Appendix D.

When writing an IEP or lesson plan, these listings can be useful, just cut and paste them into your document!

II. TOOL TWO:
"WHAT'S A TEACHER TO DO?"

Introduction

Throughout the first part of Tools for Teachers: Tool One, we focused upon *preparing* you to teach social skills according to the Social-Cognitive Theoretical model. In Tool One, we describe the model, present an observational assessment, highlight examples of social thinking skills objectives, and provide ways in which to align your social thinking skills objectives with the learning standards from your state.

In Tool Two: "What's a teacher to do?", *interventions* are the primary focus. Throughout Tool Two we share instructional practice suggestions based upon the social- cognitive model presented in Tool One and in doing so we demonstrate what the model would "look like" in the classroom.

In Tool Two: "What's a Teacher to Do?" the following questions are addressed:

- What does a socially competent student look like?
- What *IS* a teacher to do?
- How can he use existing resources, as well as his own ideas, to increase students' social competencies?
- How can she apply the social-cognitive model?
- Beyond managing social interactions in his classroom, how can he create practice opportunities that result in better social thinkers?
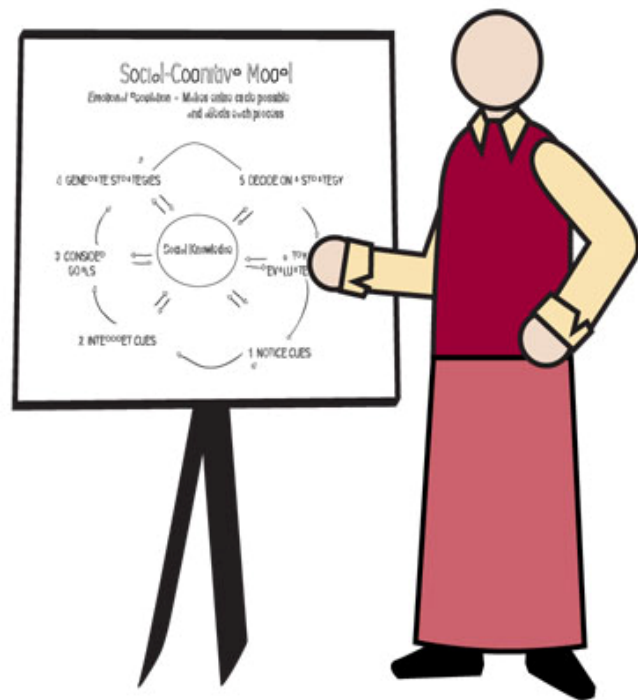
Below, we present answers to these questions. With different learning styles in mind, we are presenting the information in a series of complementary sections, each with a different format and unique "slant" on the material. Hopefully, you will find the format that works best for you, or even benefit from the diverse modes of presentation. You may notice some overlap among the sections, but that's part of the process!

Attributes of the Socially Thinking Student

To illustrate the characteristics of a socially thinking student, we approached teachers and asked them to describe the attributes of students they consider to be socially competent, and of students they feel would benefit from additional social skills instruction. We have taken these attributes mentioned by teachers and applied them to a fictitious student.

Below we present a description of what a student without social competence looks like ("Lucas Looking for Relationships" and conversely, what a socially competent student looks like ("Lucas Finally Gets It). As you read about this student, think about how he resembles some that you know. Think about how you would characterize students who you feel are *not yet* competent social thinkers as well as those students that you feel *are* competent social thinkers within your classroom or school.

"Lucas Looking for Relationships" Teacher descriptions of students who are not proficient with using social thinking skills	**"When Lucas Finally *Gets It*"** Teacher descriptions of students who use social thinking skills
Foundations of Social Cognition Emotional Regulation - Blurts out - Panics - Unduly upset by small negative things - Easily distracted - Physically retaliates - Easily upset with limited physical space Social Knowledge - Unaware of social boundaries - Unaware of who has authority - Does not know how to enter a group - Does not know how to take turns, listen to others - Unaware of norms/expectations - Does not understand classroom and school rules	*Foundations of Social Cognition* Emotional Regulation - Shows emotional self-control; stays in emotional control - Shrugs off small negative things - Doesn't bring up distractions - Inhibits physical impulse to retaliate - Copes with limited physical space - Can get angry or upset, but then cools down before yelling Social Knowledge - Is aware of authority - Has a sense of what is "right" - Notices when others are upset and responds - Understands/is aware of norms/expectations - Understands reasons for following routines - Understands classroom and school rules

Social Perception (Noticing, Interpreting)	*Social Perception (Noticing, Interpreting)*
• Insensitive to others' feelings • Ignores teacher's signals • Does not notices how her behavior affects others • Unable to see from another's point of view • Interprets laughing "with" as laughing "at" (and vice versa) • Does not listen • Misreads situations • Brags	• Notices how her behavior affects others • Attentive to others • Takes another's perspective • Distinguishes playful jokes from insults • Notices when others want to have a turn • Is aware of who is left out • Reads situations • Maintains eye contact
Problem Solving (Goals, Strategies…)	Problem Solving (Goals, Strategies…)
• Excludes classmates from joining activities • If others are complimented, tries to claim compliments as well ("I have a nice …too.") • Sets goals of escape, self-gratification, and power • Teases peers about differences • Gossips • Intimidates, insults • Interrupts • Only deals with conflicts by turning to adults • Expresses her feelings in socially inappropriate ways • Participates begrudgingly • Reacts physically, rather than verbally • Does not initiate or sustain conversation • Rejects corrective feedback	• Apologizes for inconveniences to others • Waits her turn; waits for another person to finish • Negotiates conflicts, working out solutions with peers • Expresses her feelings in socially appropriate ways • Generates more than one strategy for solving problems • Uses tactful language • Show sympathy toward others • Supports participation by classmate with a disability • Shows appreciation • Respects others' personal space • Talks positively to others • Takes her time to finish work • Uses words; good verbal skills • Accepts corrective feedback

When you think about the attributes of students that you consider competent social thinkers, it is also important to consider the role that social thinking skills play in their behavior. For example, why is Lucas getting into conflicts with other students? It is quite possible that he has not yet acquired basic Social Knowledge such as how to take turns, or has not yet been taught Social Perception skills such as how to pay attention to the messages others give through facial expressions. It is also possible that he may lack the confidence to Problem Solve socially, for example, by asking a classmate to return his pencil instead of relying on the teacher to do so.

When Lucas "Finally *Gets It" this means that* he has acquired the social thinking skills necessary to become socially competent. For example, perhaps Lucas' teacher gave him a small Stop Light card for his desk and helped him practice stopping, calming down and then responding to his classmate as a way for him to Regulate Emotions. Perhaps Lucas' teacher worked with him on "reading" the cues that reveal others' feelings and intentions. Maybe role playing situations where students followed class rules taught Lucas enough Social Knowledge so that he could take turns and listen to others.

In the following sections of the Tools for Teachers guide, you will be provided with several different ways that you can promote social thinking skills that fit your personal teaching style.

Words and Phrases Bank

The Words and Phrases Bank provides questions to ask your students in an effort to promote social thinking. As a teacher, you will be able to grab a quick phrase that suits your own teaching style and also promotes student thinking during social conflicts that inevitably occur or while thinking about planning more explicit social-cognitive lessons. (We'll get to that later!) The language is provided as a shortcut to help focus students on the relevant social thinking skills needed to resolve a social problem more appropriately. They also give your students the opportunity to practice and become better social thinkers!

FOUNDATIONS OF SOCIAL COGNITION

Social Knowledge

As you may recall from Tool One, social knowledge is the foundation to all social-cognitive processes. Questions and phrases in this section aim at helping a student understand basic social vocabulary and concepts such as social norms. For example, "What does it mean to be a friend?" and "What is the difference between something happening by accident or on purpose?"

"What's likely to happen?"
"What might go wrong?"
"Does this follow/break any school/class rules?"
"What do you already know about how to be a good friend?"
"Can you remember a time when something like this happened before?"
"Can you remember feeling that way?"
"When do people get in trouble?"
"What do you think makes people grumpy?"
"Do people who are kind usually act this way?"
"Is this respectful?"
"How do you know when someone …..?"
"What are some fair ways to decide whose turn it is?"
"Do you thing this is important?"
"Would this be right in every situation?"
"Can you ever get what you want and make a friend, at the same time?"
"What does it mean when words are different from someone's tone of voice/body language?"
"How do you decide which goals are most important?"
"What's worked in the past?"
"How do compromises work?"
"What did you learn from this, for next time?"

Emotional Regulation

Emotional regulation is also a foundation to learning and using all social cognitive processes. Questions and phrases in this section aim at guiding a student to remain calm when frustrated with others and to calm him or herself after becoming upset.

"How do you feel right now?"
"How can you calm down, before you decide what to try?"
"Should you take a deep breath? Count to ten?"
"Do you feel calm enough to figure this out right now?"
"Are you too upset to…….right now?"
"Would it be a good idea for you to cool off first?"
"Do you want to deal with this tomorrow morning, after you've had a good rest?"
"Would that be too impulsive?"
"Do you feel you can think that through while you are upset/angry/frustrated/excited/tired?"

Social Perception
(Noticing, Interpreting)

Social perception includes the social-cognitive process of noticing and interpreting social cues. Questions presented in this section aim at helping a student focus upon the context of a social problem in order to better understand what has occurred and why. More specifically, can a student encode social cues (e.g., facial expression, tone of voice, body language) that indicate another person's intentions? Finally, can a student use this information to accurately interpret available social cues regarding another person's intentions?

"Did you notice how she was looking?"
"Did you pay attention to what was going on?"
"What just happened?"
"Do you feel comfortable?" "Do you think they do?"
"Were his words the same as his tone of voice and the way he moved?"
"How do you think she feels?" "When do you feel…?"
"Does she like that?"
"Did you mean to…..?"
"Pay attention to your body. What is it telling you?"
"Do you think she is being sincere?"
"What was his face telling you?"
"What made you think ….?"
"That student was smiling on the outside, but do you think he was smiling on the inside?"
"Do you think she thinks that was funny?" "How would you have felt if someone talked to you that way?"
"Why do you think he said/did that?" "Why do you think that student…?"
"What do you think she wants to happen?" "What else…?"
"Do you think there's something she wants *to keep from* happening?"
"Do you think that was on purpose, or was it an accident?"

Social Problem Solving
(Setting Goals, Generating and Selecting Strategies, Reviewing Outcomes)

Questions and phrases in this section help a student to set multiple goals that can be pursued in a social problem situation and to select socially adaptive goals., The questions can serve as a scaffold to support the student as he or she generates a variety of strategies that are potentially appropriate for resolving social problems (for example, can a student modify a strategy from one situation to another based on the type of social problem, the other person's intentions, etc.?). After identifying these strategies, the questions can assist the student to anticipate the consequences of carrying out different strategies, and reflect upon the results of using a strategy to achieve a goal.

"What do you want to happen?"
"Why do you want to do that right now?"
"Why you? Why not let someone else do that?"
"Would that be safe?"
"Would you get in trouble if you did/said that?"
"Is it more important to do ….. or to make a friend right now?"
"Is it more important to get. ., or to avoid.. right now?"
"What are your obstacles in reaching that goal?"
"What would be a friendly thing to say/do?"
"What are some other ways you can be a friend?"
"How can you solve this problem?"
"Could you do .. by yourself, without the help of an adult?"
"What would happen if you….?"
"Did this turn out the way you expected?"
"Would that strategy be direct? Assertive? Polite?"
"Can you think of a compromise?"
"If you did that, would it cause even more problems?"
"Were there any results beyond what you expected?"

Recommendations for Teachers

We recognize three ways in which teachers might best give their students opportunities to practice social thinking. The following section provides specific suggestions for social-cognitive instructional practices teachers might utilize. The recommendations have been divided into three sections that seem most compatible with the way teachers actually set up their classroom and progress through the school day.

The first section, "Classroom Environment and Routines" deals with how the school environment is set up in terms of time and place. Suggestions are provided for ways in which you might change the physical setup of your classroom and building, as well as your daily schedule/pacing, in order to stimulate practice in social thinking. The second section revolves around "Planned Instruction" or the intentional curricula by which you introduce and help students to practice social skills. The third section, "Impromptu Responses," involves how you might give your students opportunities for social thinking as social situations arise throughout the day.

CLASSROOM ENVIRONMENT AND ROUTINES

This section is about time and place. It is how you set up your classroom and your schedule so that your students have opportunities to become better social thinkers.
Here are some suggestions for your classroom:

- Θ At the beginning of the school year, work with your students on devising a list of ground rules for the classroom . Have each student sign these rules, sign them yourselves, and send them home for parent/guardian signatures. Make a large copy and post it in a prominent position in your classroom. During the first days of school, review these rules with your students frequently.
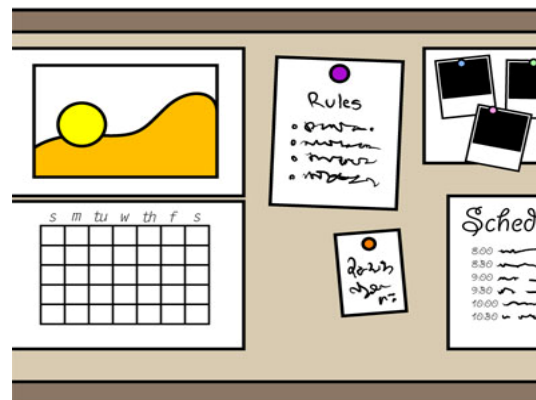
- Θ Along with a school psychologist or guidance counselor, parent, and other stake holders, develop behavior intervention plans for specific students. Involve the student as much as possible. Build in a self-recording form so that the student can assume responsibility for recording his or her improvements.

Θ Identify social and academic goals or standards for the day. Post these on the wall.

Θ Before novel situations like field trips or having a guest in the classroom, review classroom and school-wide rules. After these events, invite the class to review how well they followed these rules.

Θ Create a system to reinforce desired social behavior for your full class. Agree on a few simple social goals, and then review them with the class each day around dismissal time. Put stickers on a chart, or marbles in a marble jar, to represent each part of the day when these goals were met.   When the sticker chart is complete or the marble jar is full, reward the class with a pizza party, a pajama read-a-thon, or some other group reward.

Θ Name a Star of the Day, or Student of the Month, for a boy or girl who has been doing good social thinking.

Θ Choose social cognition words/phrases (see Word and Phrases Bank, pg. 59) for monthly character trait programs or for words-of-the-week. For example, the character trait for November might be "Generating strategies." Mention these traits in newsletters or emails sent to parents.

Θ Create a box in your classroom where students can anonymously describe social problems they are experiencing and where the teacher can anonymously describe problems. Use a class-wide meeting for problem-solving about concerns submitted to this box.

Θ Schedule a weekly, full class meeting as a forum to discuss social situations. Choose a Topic of the Week for this, based on teacher observation.

Θ Have students keep social journal entries. Write your own responses to their entries using the Social Cognition model. (For example, write "Do you think of any other strategies you could have used?" or "Good idea, counting to ten before you said something to your friend.")

Θ With students' help, generate and post a list of places students can go, or activities they can do, when they need to calm down before they do their social thinking.

Θ Hang posters in the classroom with labels and photographs to show a range of emotions such as fear, happiness, and sadness, and emotional states such as fatigue and being upset.

Θ Arrange in advance a support system among staff. Mutually agree how you will collaborate when students are fighting. For example, one staff person may help a student to calm down, while the other staff person discusses social thinking with the other student.

Θ Create a hand signal for "Stop." Use it to remind students to regulate their emotions when they are in volatile situations.

Θ   Take photographs of students practicing exemplary social behaviors. Display these pictures in the classroom.

Θ   Draw a "Strategometer," with an arrow to indicate various social problem solving strategies such as "find a compromise," "just walk away," and "talk it out." When students are trying to generate strategies, cue them with this graphic. Have them point an arrow toward the strategy they have selected to try implementing first.

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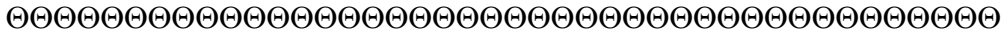
Jot down additional "Classroom Environment and Routines" you have tried in the past, or ones you've seen teachers down the hallway using with success:

- _____

- _____

- _____

- _____

- _____

ΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘΘ
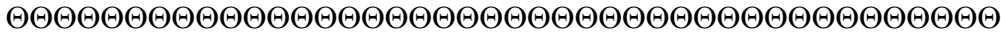
PLANNED INSTRUCTION

Sound social thinking does not happen automatically, even when a supportive social environment is in place. Alongside having a physical space that provides opportunities for students to practice social skills, and alongside daily routines and rhythms that elicit these skills, students benefit from receiving direct, intentional, and validated instruction. These lessons will help your students to understand the components of social cognition, to recognize when they should use them, to know child-friendly vocabulary for these components, and to practice them in a structured setting.

In this section, we will help you to develop this curriculum. A wide range of sources and methods for this curriculum development already exists so rather than re-inventing the wheel, you may well choose to use curricula that are already on your shelves. The guidelines presented below will assist you as you work to locate lessons that align with social-cognitive theory from the social skills curricula you already may have or be familiar with.

Guidelines for Locating Lessons in Existing Social Skills Curricula

When selecting lessons, it is important to remember that the essential ingredient in any lesson that is social-cognitive in nature is that the *students themselves* are called upon to think about, or learn to think about, an aspect of their social world in order to understand and solve a social problem.

There are several existing curricula that were developed with the social thinking skills in mind. A few that you might be most familiar with are, "Promoting Social Success" (Siperstein & Rickards, 2004), "PATHS" (Kusche & Greenberg, 1994), and "Skillstreaming" (McGinnis & Goldstein, 1997). However, lessons for teaching students to use social thinking skills can be found in most social skills curricula if you know what to look for. Below are hints for locating lessons in *ANY* existing curricula that are social-cognitive in nature:

➢ In the Introduction of the curriculum, search for mention of the underlying theory or premise of the curriculum. If you find terms such as "social learning theory," social cognition," or "social problem solving," or "social thinking skills" you may assume that the lessons ask students to think, to analyze and to make decisions about their social interactions and problems.

➢ In the Table of Contents of the curriculum, lessons might be categorized according to phrases that are consistent with a social-cognitive model, For example, you might find "Understanding Feelings and Actions" as a chapter heading in the table of contents, suggesting that lessons on social knowledge and social perception might be included.

➢ Social thinking skills might be scattered throughout a curriculum in lessons that were not specifically designed to develop social thinking skills. When skimming through lessons, look for words and phrases indicating social thinking skills. For example, the lessons, "Assertive Problem-Solving Strategies", "What to do when you're teased?", and "Applying the Problem-solving Steps" could each potentially contain a sequence of steps for student to follow. The key is to make sure that you also teach students to think about *when* to use the steps, or how to think about *what will happen* if they use the steps. Be sure to add the "thinking part" if it is not built into the lesson already.

➢ Search for the following words and phrases in BOTH the table of contents and within the lessons themselves that teach students to *actively think and act upon their own thinking* to achieve the following:

   Build Social Knowledge:
   - Expand students' awareness of what makes a good friend, how to communicate about your feelings and what you want, when to compromise, ways to show empathy.

   Use Problem Solving Meetings:
   - Practice identifying and solving social problems

Use Social Information: Noticing and Interpreting:
- Realize when a social problem occurs, and their role in it.
- Observe and understand the meaning of verbal and non-verbal signals
- Examine situations that elicit various feelings, and think about ways to alter the situations or feeling, or view the situation in a different way if they want to.
- Recognize the intentions of others.

Plan What to Do - Problem Solving:
- Think and plan how to resolve a social situation, try it out, and decide whether the plan was successful.

Caution! While some curricula contain lessons that teach students to generate various ways to solve a problem, very few lessons in commercial curricula help students first learn to identify their own goals or what they want to accomplish.

Regulate Emotions:
- Learn to manage their own emotional responses understand emotional intensity
- Express feelings in appropriate ways know how to calm down

Below we present a chart containing a sampling of lessons from commercial social curricula. At the end of the chart is space to add the lessons you have identified within your own social skills curricula. Jot them down so that you can access them when you are ready to teach.

For more suggestions of available social skills curricula, please refer to the extensive Bibliography located in Appendix E. In the bibliography you will also find an annotated listing of materials and games.

Instructional Planning Guide

Name of Curriculum	Notice Cues	Interpret cues	Consider goals	Generating Strategies & Deciding on a Strategy	Review Outcomes
Promoting Social Success (Siperstein & Rickards, 2004)	Using Feeling Words (Unit 2, page 53) Focus: Generate examples of feelings words in books and real life. Interpreting Body Language (Unit 3, page 209) Focus: Identify emotions in photographs.	Accident or On Purpose? (Unit 3, page 225) Focus: Identify intent using cues in pictures. How to Tell When Someone is Busy (Unit 3, page 256 Focus: Recognize whether or not someone is busy and judge when and how to approach someone.	What Does it Mean to Have Goals? (Unit 4, page 285) Focus: Recognize a goal presented in a photograph. Identify personal goals. Practicing Identifying Goals (Unit 4, page 301) Focus: Develop goals appropriate for both real life and observed situations.	Generating Strategies to Solve a Problem (Unit 4, page 307) Focus: Provide at least one strategy to solve a problem. Using Compromise as a Strategy (Unit 4, page 331) Focus: Generate problem-solving strategies that involve compromise.	Practicing Strategy Selection (Unit 4, page 345) Focus: Predict possible consequences to generated strategies. How Did it Go? (Unit 4, page 355) Focus: Evaluate the success of problem-solving plans.
Skillstreaming the Elementary School Child (Kusche & Greenberg, 1994)	Offering to Help (Skill 20, page 110) Focus: Determine whether or not a person needs help, then offer to help. Knowing Your Feelings (Skill 26, page 116) Focus: Identify your emotions based on bodily cues.	Show Understanding of Another's Feelings (Skill 29, page 119) Focus: Identify another person's feelings based on nonverbal cues and act appropriately based on cues. Relaxing (Skill 56, page 146) Focus: Recognize bodily cues of tension and practice relaxing through breathing.	Setting a Goal (Skill 13, page 103) Focus: Set realistic goals and decide on steps for attaining goal.	Dealing with Your Anger (Skill 31, page 121) Focus: Generate alternatives to acting out when angry. Dealing with Being Left Out (Skill 51, page 141) Focus: Discuss possible strategies that may be used when left out of a group or activity.	Deciding on Something to Do (Skill 13, 103) Focus: Create a list of possible activities. Select one most appropriate for present setting. Making a Decision (Skill 59, page 149) Focus: Generate solutions to a problem, evaluate consequences, and select the best alternative.

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

Esteem Builders: A K-8 Self Esteem Curriculum for Improving Students Achievement, Behavior and School Climate. (Bruba, 1989)	Books on Belonging and Acceptance (EB #1 p.165) Focus: Identify how character in book is feeling, and problem character is facing. Connect feeling and problem to students' lives. Personality Trivia (S20, p. 61) Focus: Increase students' awareness of likes and dislikes of others.		*Rules* *(Security (S) 15 p 57* Focus: Familiarize students and parents with class & school rules Goal Setting Step by Step M14, p.232 Focus: Create a chart to visualize the sequence for setting goals.	Problem-Solving Report (Mission (M) M5, p. 225 ***Focus: Identify their own problems and generate their own solutions*** Helping Each Other A18 p. 178 Focus: Increase awareness of ways to respond to a friend who needs help.	
Name of Curriculum	**Notice Cues**	**Interpret cues**	**Consider Goals**	**Generating Strategies and Deciding on a Strategy**	**Review Outcomes**
Add your own curriculum here (Identify lessons that help you teach students to use the Social-Cognitive Processes in the boxed to the right.)					

DEVELOPING YOUR OWN
SOCIAL SKILLS LESSONS

Rather than, or in addition to, using published curricula, you may choose to develop your own social skills lessons. A skillful teacher can add the "social thinking" aspect to many lessons that already occur throughout the day.

For example, classroom rules appear on many classroom bulletin boards. In some cases, the teacher might post her own list of class rules that students must follow. In another case, students generate their class rules together. In the latter instance, students are forced to ***think about*** how they and their classmates should act in the classroom rather than being told by the teacher. Creating the classroom rules in this case becomes a social-cognitive lesson. While in both instances a set of class rules end up on the wall in the classroom, only one set of rules was the result of social thinking skills.

In this section we present suggestions for planned instruction to get you started in developing your own social skills lesson. The section is dividing up into the following categories:

- Θ videotapes/scripts
- Θ role playing
- Θ children's literature
- Θ sentence starters/artwork
- Θ social cognition vocabulary
- Θ development and discussion of class rules

Video Vignettes of Social Problems in the Classroom

One way you can teach social thinking is through videotapes and/or scripts of social situations. When students watch stories of other students, they may be able to relate with the actors, yet at the same time have enough distance that they can analyze the social perception, social problem solving, emotional regulation, and social knowledge without feeling threatened or defensive. We include two videotaped vignettes as part of Tools for Teachers, with scripts and suggested follow-up discussion questions. Show your students these videos or have them read the scripts, then follow-up with the discussion questions. After you feel comfortable with this format, add any video which you think might show effective or ineffective social thinking. Structure your discussion questions around social cognition skills.

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?

(*Discussion Questions can be found in Appendix F*)

Vignette #2: The Book Bag

Setting: In a classroom, during recess, a book 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."

(*Discussion Questions can be found in Appendix F*)

Role-Playing Social Scenarios

Role playing is another way in which students can acquire social thinking skills with the advantage of a little bit of distance from their own lives. There are a number of advantages to using Role Playing as one of the techniques for teaching social thinking skills to your students.

Can you imagine how useful seeing and hearing "pretend" situations such as these might be?

- Θ A dramatic enactment of a student unintentionally knocking over a pile of books on a classmate's desk.

Students can decide whether the incident was an "accident" instead of a deliberate, "on purpose" incident, and interpret how the participating students were feeling, based upon body language, facial expression and voice tone. Having seen the scene, they will be more able to provide specific examples as to why they think it was an accident, and that the students were surprised or even angry.

- Θ Students acting out a way to solve the problem of what to do if you *really* want to pick the same single remaining blue highlighter as your friend does to mark "nouns" on the language worksheet.

Such a challenging role play activity would provide the opportunity to talk about what to do when one has conflicting goals—to be a friend, and to use the highlighter. Conflicting goals occur fairly often throughout each week at school and home, and can cause frustration for a student who only considers one goal at a time.

- Θ Young readers can predict what will happen if a character makes a different choice, and act it out for classmates to see. All can guess what the other choice was, and whether it would be as effective as what the character decided to do.

Fiction can be an ideal medium for trying out new strategies and working through the possible consequences of each possible selection. For example, what might have happened if Bradley, in There's a Boy in the Girl's Bathroom, hadn't given Jeff his dollar back if Jeff would be his friend?

Role Play offers models of real life situations for students who benefit from actually "seeing" an interaction so that they can better understand what occurred. And, as an actor in a role play, a student can practice using language for new strategies such as, "I don't like it when you take my lunch" and "Do you want to play together at recess?"

You might have students write their own scripts, making up vignettes where characters initially don't notice social cues, or interpret them correctly, or select appropriate goals, or generate multiple and effective strategies, or appropriately evaluate what happened and make adjustments.

Perhaps they would like to begin by using the script about Brenda and Eddie at the Lockers. We introduced these two students as one of the modes for educators to learn about the social-cognitive processes. Their social problem progresses through each of the processes, followed by questions to ponder about what they "got right" and where they just didn't think socially. Look in Appendix G for the script and questions.

The description of "Lucas Looking for Relationships": What does a student without social competence look like?" (see Tool Two: pg. 56) may be helpful in generating role-playing themes. For example, you might ask students to tell you stories about when students followed the class rules, such as when working together in a literature circle group, and when one literature group classmate did not. Or, ask students to tell about a situation when one student becomes angry, cools herself down, and tells her offending classmate that she didn't like what she did. Then, play the same scene again when the same girl blurts out angrily and frightened her classmates. Students can discuss the different ways the role playing students acted, suggest different ways to act, pick the one each thinks is the best solution, and tell why.

To generate role play material, you may want to give students a "story starter" topic, such as "A Misunderstanding Between Classmates" or "An Argument That was Hard to Stop", or just ask for the group to generate a list of situations in which social skills were lacking. The list below provides illustrations of situations that could be acted out and questions that can be posed to process the scenes. For additional ideas, check back to Tool One starting on page 5 at the Individual Descriptions of Processes.

> ➢ Noticing social cues: What do student who are not "Paying attention to what's going on" look like?"
>
> > Continuing to tell the ever-so-long story about going to the zoo when classmate is yawning and looking away frequently.
>
> ➢ Interpreting social cues: What do students who don't "Understand what's going on" look like?
>
> > Thinking a 6th grade student spilled his milk in the cafeteria on purpose when it was really an accident.
>
> ➢ Setting goals: "What do students who don't know "what I want to happen" look like?"
>
> > Young eager student who wants to play with classmates keeps cutting in line on the ladder to the slide, and walking up the slide backwards.

> Social problem solving: "What does a student who might not consider "What could I do?" or "What would happen if I tried…?" or "What will I actually decide to do?"

> Shy girl who sits on the bench during recess, thinking nobody likes her, when her classmates think she is a real "snob" who considers herself too good to play with them!"

> Evaluating results: "What do students who won't consider, 'Did it work?' look like?"

> A student tells the teacher each time a classmate makes a mistake, doesn't follow a class rule, or isn't kind. When his classmates don't pick him anymore for their math team, he just cannot figure out why.

Beyond these lists, include role-playing themes where characters neglect to use emotional regulation, and where they don't know or don't tap into social knowledge. After students role-play these scenarios, discuss how they could replay them using good social thinking. End lessons by having them role-play these effective skills.

Teaching Social Skills through Children's Literature

Another way to teach social thinking in a non-threatening way is through children's literature. We believe that when teachers use children's literature to teach social skills this stimulates growth in both social skills and academic learning. Teaching social skills through literature has four advantages:

Advantage #1: Combining instruction in children's literature and social skills is a great idea because the literature/language arts and social thinking skills subject areas share an overlapping body of skills. Children's literature is rich with opportunities for children to practice social thinking skills. For example, literature can:

> Expand students' emotional vocabulary.

> Help students to identify and describe social problems.

> Provide students with the opportunity to practice empathy.

> Provide students with practice in identifying peoples' goals, the obstacles that arise to attaining them, and the varied ways in which they respond to obstacles

> Provide students with practice in social problem-solving.

> Provide students with opportunities to consider consequences of social situations.

> Provide students with practice in noticing and thinking about important details that help people understand what has happened and what another is thinking and feeling.

Advantage #2: Children's literature provides numerous jumping off points for children to practice thinking about their own social world. For example, while reading a story, a child might keep a journal in which she records the different emotions that a character experienced and identifies examples of times that she experienced similar emotions. Children might also write about times that they have been in a similar situation to a story character and to describe the situation and how they dealt with it. Alternatively, after talking about characters' motivations and goals, children can identify goals that they have pursued in social situations and describe how they dealt with obstacles that they encountered. The events and interaction described in a story might also serve as a catalyst for a brief writing passage (possibly with an accompanying illustration) about what the child has learned from his/her own experiences about friendship, or about dealing with situations involving borrowing, or teasing, or peer pressure.

Advantage #3: Sometimes it is easier (and safer) for children to begin talking about familiar social problems in relation to fictional characters than it is to talk about themselves and their classmates. They may be able to recognize skills in social perception, social problem solving, emotional regulation, and social knowledge in these characters, even when they might not recognize them in their own lives. With our guidance, they may then be able to bridge from these characters' social situations to their own. Thus, literature can:

➢ Expand the number of people in the social community of the classroom to include fictional and non-fiction characters.

➢ Provide a set of characters that the class can feel safe about using when they talk about familiar social problems.

Advantage #4: Using literature as a jumping off point for exploring social situations and practicing social thinking skills enhances children's motivation to engage in language arts learning and appreciation of literature! Often, the literature seems a little less remote and much more meaningful when children have the opportunity to connect what is going on in a story to their own life experiences. In addition, the activities and exercises that connect literature to life experiences and provide practice in social thinking are often quite enjoyable and provide children with much-needed practice in oral and written expression skills.

When teaching literature and social skills as an integrated area of study, we recommend that you continually going back and forth, back and forth between the text and children's social world. Explore the social thinking skills (which are identical to reading comprehension skills and appreciation of themes, language, and other elements of the story) in relation to the text. Then use this as a jumping off point for children to act out situations from the story and then to write, draw, and/or dramatize situations and examples from their own experience. Then, after the children have gained a richer understanding of the situations described in the text by making connections to their life experiences, go back to the text for a

while.

Below you will find tools to use as you expand the way you currently use literature to teach both social thinking skills and English/Language Arts skills. First, you will find some suggestions from two talented teachers about how they select children's literature when infusing social thinking skills. Next, we list some children's literature that may be particularly conducive to this approach, along with some sample discussion questions couched in social-cognitive language. Add these questions to the questions that you already ask students when stimulating discussion of concepts through literature. Additional questions tied to specific books are found in Appendix H.

Selecting literature conducive to developing social thinking skills. Kathleen Lenaghan and Denise Ford, two engaging and committed educators from an urban school district, offer these suggestions for selecting and introducing literature for English/Language Arts and Social Thinking Skills instruction. We thank these teachers for their willingness to share!

<u>**Guidelines for selecting literature**</u>

1: Has dialog—a Must!
2: Passes the "5-finger" rule - students stumble on pronunciation or meaning of fewer than 5 words per page.
3: Contains pictures or drawings
4: Focuses upon a complex theme about real life situations written in simple language.
5: Represents different genres, including poetry and myths.

<u>**Before reading the literature**</u>

1: Decide on the social thinking skills theme you wish to teach, just as you do with the English/Language Arts themes.
2: Ask consistent questions about the theme (e.g., deciding whether problem solving strategies were effective in reaching social goal, using better strategies to solve a problem, noticing how to be a good friend).
3: Make predictions based upon the cover.
4: Ask if students notice characters' feeling states (happy, sad, angry).

<u>**During the reading of the literature**</u>

1: Ask students if they can make a "personal connection" to a character or situation.
2: Describe that connection to classmates.
3: Play charades to act out what the character will do next, and have others guess their recommended problem-solving strategy.
4: After conflict has been presented, as students to write or draw their own "last page" of the literature, ending with what they predict will happen.
5: As students to write or draw about social intentions—was the character acting mean or not mean, friendly or not friendly, fair of not fair.

Favorite Books to Use for
Literature and Social Thinking Skills Instruction

Amber Brown Goes Fourth
by Paula Danzinger and Tony Ross

- Long distance relationships
- Friendship
- Lessons
- Sharing

(*…and other Amber Brown books*)

In the Smelly Yellow School Bus
by Jamie Jones

- Dangerous situations arise because she takes risk
- Look at things that appear to be safe but could cause problems
- Assignment – Have you ever been in a similar situation?

Puffin Chapters **-** Paperback
by Suzy Kline and Song Lee

- Lessons in diversity
- Tolerance
- Prejudice
- Acceptance

My Rotten Red–Headed Brother
by Patrica Polacco

- Sibling Rivalry
- Temper Control
- Younger sibling

Additional books they use when teaching English/Language Arts and social thinking skills

Books by Judy Blume

Classroom at the End of the Hall
By Douglas Evans and Larry DiFiori

Arthur and the Big Blow-Up: A Marc Brown Chapter Book 20
(Arthur Chapter Books) paperback, 2000

Guiding Readers and Writers (Grades 3-6) Teaching Comprehension, Genre, and Content Literacy
by Irene Fountas and Gay Su Pinnel

Looking After Louis
by Lesley Ely and Polly Dunbar

What's so Great About Fourth Grade
by Ellen Kahaner and Paul Henry

School Mouse
by Dick King-Smith

Horrible Harry and the Green Slime
by Suzy Kline and Frank Remkiewicz
(*and other Horrible Harry books*)

Nellie Jo'e Friends
by Patricia McKessack
(*and other books by McKessack*)

Feeling Good About Yourself
by Debbie Pincus

The Best School Year Ever
by Barbara Robinson

Keep track of the books *you* like to use for English/Language Arts and Social Thinking Skills Instruction.

The following are examples of notes used by teachers to teach social thinking skills during English/Language Arts instruction. These are designed as "starter" questions, thoughts and assignments to stimulate your own thinking as you begin to add social thinking skills instruction to your own English/Language Arts instruction. (Note: In Appendix H you will find complete "Teacher Notes, Discussion Points and Assignments" for three books: Amber Brown Goes Fourth by Paula Danzinger, Looking after Louis, by Lesley Ely and Polly Dunbar, There's A Boy in The Girls Bathroom by Louis Sachar.)

EXAMPLES OF TEACHER NOTES
Amber Brown Goes Fourth
by Paula Danzinger

Preview cover:
> *Notice cues:* Does she look happy? Shoulders slumped, sad face/body language etc.
> *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:
> *Discussion:*
> * Amber's 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 mom's 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?

Next follows questions and activities aligned more specifically with each social skills process. The following questions are for use when focusing upon specific aspects of the social-cognitive model through discussions of fiction. Below is a brief description of each social-cognitive process are questions and activities designed to address that process. Look for situations within any story that lends itself to the social-cognitive process you wish to teach.

To better illustrate, the following examples refer to a specific book, There's a Boy in the Girl's Bathroom by Louis Sacher. This humorous story about Bradley and Jeff, written by Louis Sacher, received 19 state and national awards. The synopsis that follows is offered by the publisher gives us a hint that this humorous story contains many opportunities to discuss social thinking skills that occur in the familiar school setting.

> *"Bradley Chalkers IS the oldest kid in the fifth grade. He tells enormous lies. He picks fights with girls. No one likes him—except Carla, the new school counselor. She thinks Bradley is sensitive and generous, and knows that Bradley could change, if only he weren't afraid to try. But when you feel like the most-hated kid in the whole school, believing in yourself can be the hardest thing in the world."*
> Random House Publishers website: http://randomhouse.com/kids

Guide Questions for Focusing upon Social Thinking Skills through Discussions of Fiction

Social Knowledge: Social Knowledge includes the rules and expectations for different types of situations, roles, and relationships. It is the raw material that children call upon when they perform each of the other processes in our Social-Cognitive model. Any processing of stories that students do as they read or in their own personal stories contributes to social knowledge.

For example: *When Carla, Bradley's counselor, explains the "rules" of confidentiality, students can learn what it means to keep information private.*

Social knowledge includes exploring social concepts like:

> ➢ What does it mean to be someone's friend?
> ➢ What are the expectations for how to act in different types of situations?
> ➢ What does it mean to treat people respectfully, or to be responsible for your actions?

Emotion Regulation: Emotional regulation describes the degree of strong emotion that characters experience. Part of learning to regulate emotions is learning to gauge the socially appropriate type and amount of emotion to attach to an event. Through stories student can learn what characters do to help themselves regulate their emotions.

For example: *Talking to toy animals as Bradley did when confused or lonely.*

> ➢ Connect a character's level of emotional arousal to specific events that occur in story.
> ➢ How do different characters deal with emotionally upsetting experiences?
> ➢ If you were a friend, what advice would you give (an upset) character in the story?

Notice and Interpret Social Cues (Social Perception): Social perception begins with our ability to take in the social cues around us and to make them part of our awareness. These cues can come from people and the environment. Then we learn to assign meaning to them

For Example: How should Jeff interpret the social cues from Bradley—first spitting on him and then chasing after him ready to pay a dollar for friendship?

> ➢ How did the character feel? How can we tell that the character feels this way?
> ➢ What kind of colorful language does the author use to communicate the emotion? e.g., "his legs were like jelly" "butterflies in one¹s stomach" "heart in her throat".
> ➢ Relating feelings to the situation:
> > How do you think (character in story) felt when this happened?
> > Can you remember a time when you felt that way?
> ➢ Double or pretend feelings: He may have been smiling on the outside but do you think he really was smiling on the inside?
> ➢ Inferring feelings from behavior: What does this tell us about this character?
> ➢ Embarrassment (e.g., when teacher introduces Jeff to class and asks him to talk about the monument); .
> ➢ Fear: When Bradley lies about the note the teacher gave him to take home.
> > When Bradley says that his mother promised to take him to the zoo (to try to keep her from talking to his teacher.)
> > When Bradley didn't want to see the counselor.
> ➢ Anger: Dad's reaction when Bradley says his mom is lying
> ➢ Loneliness: Bradley having pretend friends.
> ➢ Teacher saying, "Unfortunately, you have to sit here."
> > What does it mean to sit in the last seat in the last row? (How did he feel?)
> > How would you have felt if the teacher talked to you like that?
> > Can you think of a time when you felt like that?
> ➢ Interpreting Motivation: Why does Bradley keep telling his sister that he doesn't care About his animals (pretend friends)?
> > Why does Bradley's dad come home grumpy?
> > Why did mom say the teacher said Bradley is doing well? (Why did she lie?)
> > How come at a later point in the story, we no longer see Bradley playing with his stuffed animals?

Consider/Set Goals: Once we notice social cues and interpret meaning to a social situation, we need to clarify for ourselves what we want to happen. Setting the goal for what we want to occur is essential for deciding what to do to reach the goal.

For Example: One might imagine that Bradley's goal was to be Jeff's friend when he lied and told Jeff that he, too, went into the girl's bathroom. But unlike Jeff who entered by mistake, Bradley further boasted that he entered the girl's bathroom "…all the time. I like to make them scream."

> ➢ Is a goal the same as wanting or hoping for something, like wanting a certain video

> game for a birthday gift? What would make it clear that it's a person's goal?
> ➢ Identifying characters' goals and students' own goal(s): Does the character have a goal in this story? What is it? How do we know it's his/her goal?
> ➢ Sometimes people can have more than one goal. Besides the goal just mentioned, is there anything else that he wants to happen?
> ➢ Sometimes a person's goal might also be to keep something from happening, something that he/she doesn't want to happen.
> ➢ Is there anything that (story character) is trying to prevent/keep from happening?
> ➢ Did he/she accomplish his her goal by the end of the story?
> ➢ What happened to the goal? (Did he/she still have the same goal towards the end of the story? Did he/she change his/her goal?).
> ➢ What were the obstacles to reaching his/her goal? (Obstacles are part of what makes stories interesting.)

Generate Strategies: A challenge to solving social problems is having a choice of possible solutions, or strategies, to select from. Stories can offer examples of strategies a character selected, providing opportunities for discussions about what other strategies could have been used, and what would have happened if another strategy were selected. This level of analysis, called predicting outcomes, is helpful to keep in mind when preparing to make the best choice.

For Example: The out-of-the ordinary strategies Bradley selects provide ample opportunity for readers to predict outcomes and generate more typical alternative strategies. Bradley proposed that they beat the girls up so that they would stop saying hello. "You just have to hit them once, and thy cry and run away."

> ➢ Predicting outcomes: What do you think will happen next in the story?
> ➢ Generating different solutions: Brainstorm alternative strategies that the story character could use.
> ➢ If you were this character, what could/would you do?
> ➢ How else could you have done it? What could you do? What would you do?
> ➢ How would you respond to teasing by Bradley's sister Claudia? To teasing by classmates?

Decide On a Strategy: Deciding on the best strategy for a social situation requires matching knowledge about one's goal, or what we want to happen in the situation, with what we think will occur for each of the possible strategies we might pick. A further complication occurs when one has multiple goals, such as being hungry and wanting to keep a friendship by sharing the last cookie.

For Example: Bradley doesn't want classmates to know that his black eye was planted by a girl, and he wants Jeff to be his friend. He tells the Principal that Jeff gave him the black eye.

> ➢ Evaluate different brainstormed strategies according to the character's goal(s).
> ➢ What's the other character like?
> ➢ Based on what we know about the other character, what would be the best way for this character to deal with him/her to get what he/she wants to happen? What will

happen if the character tries this?
  ➢ Evaluate the characters' strategies according to an evaluative standard such as: "friendly/unfriendly" , "safe/risky", or "respectful/disrespectful"
    Was this a friendly/safe thing to do?
    What would have been friendly/safe?
    What will happen if…?
  ➢ Regarding rule violations: What do you think will happen if Bradley says, "Give me a dollar or I'll spit on you?"
  ➢ What will happen after Bradley says that his mother is lying?
  ➢ Regarding catastrophic/exaggerated expectations: What do you think will happen if Bradley goes and talks to the counselor?
  ➢ What do you think about the teacher who talked to Bradley (in a disrespectful way)? If you were the teacher how else could you have said it?

Evaluate Results: Stories can offer students the emotional distance from their own social situations so that they can more easily reflect upon whether the strategy they or the character selected actually helped them reach their goal. In other words, did the strategy help them get what they wanted from the social situation.

For example: Jeff no longer plans to do homework with Bradley after school, and he plays basketball with other guys. Is this what Bradley wanted to happen?

  ➢ Did it turn out the way you expected?
  ➢ Did it turn out the way the character expected?

Sentence Starters/Artwork

Using sentence starters to write or draw responses is another way in which students can acquire social thinking skills. Many teachers we have worked with like to use this format with their planned lessons as a scaffold to focus the student's attention and thinking on a specific aspect of their own social behavior.

The following are examples of how a teacher used the same sentence starter to generate both written and drawn responses. By using this structure, the activity actively engaged a wide range of students.

Students can express themselves verbally or through artwork to answer statements such as:

  • To know what's really going on, you should look at/listen to _____ " (noticing social cues.)

  • "I feel (angry/sad/happy/upset/afraid, etc.) when _____" (interpreting social cues.)

  • "I like having you in my class because _____" (goal setting.)

- "I want to be a good friend so I will…_____" (goal setting.)

- "I can let a friend know I did something by accident, rather than on purpose, by _____" (selecting strategies.)

- "When I'm too upset to do good social thinking, I can first _____" (emotional regulation.)

- Something I already know about (sharing/turn-taking/being a good friend, etc.) is _____" (social knowledge.)

Students may understand social cognition in unique ways and can express this understanding through their artwork. Have them draw or photograph facial expressions and body language to show emotions and emotional states. Or, they could draw a strategy that works for them when they themselves are feeling sad, or happy or frustrated or angry. Have them sketch out entire social scenarios, much as they scripted in role-playing exercises.

Here are a few examples students wish to share with you about their own social skills writing and artwork.

When I'm sad, I can read a book
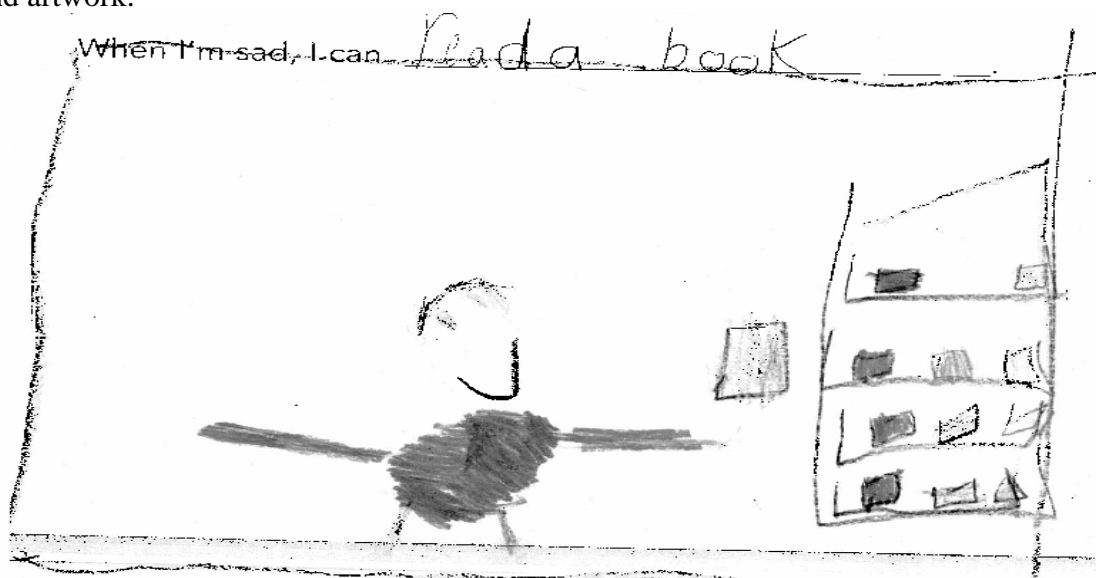
I think friend ship is sharing toys together. I will Help them to Stand up for them selves. If they do Something wrong I will tell them not to do that because they might get in trouble.

Expanding Social Vocabulary and Concepts

Another way to enhance your students' social thinking is to provide them with a vocabulary for such concepts. Depending on the ages of the students, introduce them to standard social cognition terms such as those suggested below. Present these words/phrases formally during planned instruction, so you can refer to them throughout the school year. Teachers have also used some vocabulary in spelling units and in "word/phrase of the week."

Social Vocabulary A Starting Point

Basic Emotions: happy, sad, surprised, embarrassed, frustrated, angry

Basic Emotional States: lonely, confused, nervous, scared, calm, excited

Basic Acts of Social Competence: compromise, express feelings, forgive, empathize, compliment, calming down

Noticing: paying attention to what's going on

Intentions: accident or on purpose, mean or not mean, friendly or not friendly

Goals: What do I want to happen?

What could I do?: Think about several possible strategies

What will I actually do?: Picking the best strategy

Did it work?: Reviewing what happened

Additional Social Vocabulary you want your students to know:

_____

_____

_____

_____

_____

Establishing Class Rules

You might recall that earlier we discussed setting up a classroom environment that provides your students opportunities to become better social thinkers. To give your students opportunities to apply their social thinking, involve *them* in the development and discussion of class rules. You might start out with a question, or a problem statement that you need their thinking to resolve. For example:

> ➢ How should we treat each other to show respect in our classroom?

> ➢ What rules shall we make for ourselves to follow so that our classroom is the best place for everyone to learn?

REACH

Respect

Enthusiasm

Actions

Cooperation/
     Commitment/
       Courage

Homework

Classroom Rules

1. Walk and move safely

2. Be kind to others

3. Use quiet voices

4. Be respectful

5. Listen while others are talking

6. Keep hands and all other objects to yourself

7. Raise your hand before talking

BE HAPPY
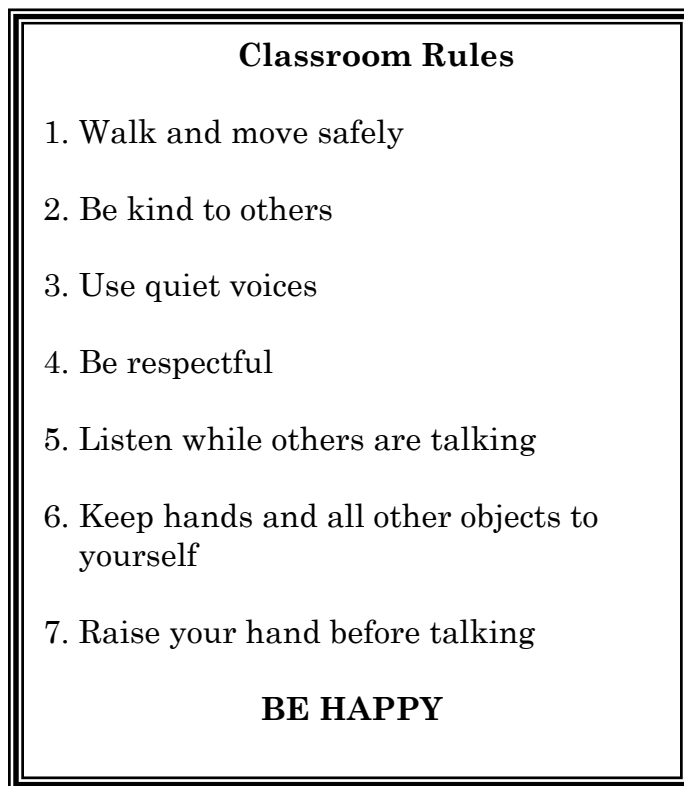
IMPROMPTU RESPONSES

Assume at this point that you have set up the school environment and routines to facilitate practice in social thinking, and assume that you have planned a series of lessons that systematically introduce your students to social perception, social problem solving, social knowledge, and emotional regulation. You will still, most likely, have some days when all you seem to do is put out fires. But we want you to become more and more skilled and comfortable in using research-based intervention techniques to handle social situations on-the-spot. We want you to capitalize on instances of appropriate and inappropriate social thinking, whenever they arise, by turning them into opportunities to help your students become better social thinkers.

Previously, we provided a Word and Phrase Bank consisting of examples of questions that you can ask and prompts you can offer, during everyday interactions, to prompt students to practice social thinking skills in real-life situations. We urge you to print out this Word and Phrase Back and practice using these questions and statements in the "rough and tumble" of interaction with students. Below, we give additional examples of students' social behaviors and effective teachers' on-the-spot responses. After each event, we describe how these teachers' responses align with the social- cognitive model. Even if some of the strategies that follow are as old as the hills for you, we want you to be able to comfortably re-think them within this social cognition model. Teachers have told us that when they frame their Impromptu Responses to Spontaneous Situations as instructional opportunities to practice social thinking skills, they feel more calm themselves.

> *"It's becoming more natural to infuse these (social thinking skills). The only person who was getting upset (with student arguments and disagreements) was me! Now I ask them to give alternate choices of what to do, what you could have done, and what is expected of you because I know you can. I see real progress (in the students), and I feel like a better person, too."*

Event: *Three students are gossiping about who has a "crush" on another.*

> **Teacher Response:** The teacher uses humor to show them that someone overhearing their conversation might think that their intention was to be mean. She's helping them to be aware of what other students may be noticing and interpreting.

Event: *A boy brushes past another student in the cafeteria and accidentally knocks her lunch tray off the table.*

> **Teacher Response:** Their teacher happens to witness the incident, explains to the first boy that the other student may misunderstand and become upset, and she helps the boy to find words to explain that this was not on purpose. She's guiding his social perception and helping him to generate some strategies.

Event: *Two boys are fighting over books*.

> **Teacher Response:** The teacher asks them, "What is it you want to happen here?" "What do you need to do so that can happen?" She's making them more aware of goal setting.

Event: *A student is making negative comments about a peer in her work group who is having difficulty learning.*

> **Teacher Response:** The teacher senses that this student is frustrated because the task is going slowly. She helps the student to express this frustration by asking "How do you wish this task was going?" She encourages her to set different goals by asking, "What might be even more important than getting this done quickly?" She's giving them opportunities to set goals.

Event: *A student is grumbling that he didn't get his first choice of partners for writing a book review.*

> **Teacher Response:** The teacher brings in her own life experience as an example, describing a job situation where she was assigned to work alongside someone she didn't care for. She's helping to understand that goal setting can involve practical as well as social goals.

Event: *The students enter the classroom too noisily.*

> **Teacher Response:** The teacher asks them what class rule they need to work on, and asks them to re-enter the room again, keeping the class rule in mind. She is teaching them a social strategy.

Event: *Class members have been supporting a classmate with physical challenges during physical education classes.*

> **Teacher Response:** The teacher acknowledges their selecting the goal of including the whole class, and their creativity in choosing strategies to make this happen during P.E She reinforces their selection of goals and their generation of strategies.

Event: *A girl takes one glance at a worksheet which overwhelms her and she bursts into tears.*

> **Teacher Response:** The teacher gives her a previously established "count to ten" cue to calm down a little bit. She's helping her to practice emotional regulation.

Event: *A young child brings in cupcakes for his birthday, but a friend refuses to sing "Happy Birthday" with the class when it's time to pass them out.*

    Teacher Response: The teacher asks the second student about birthday traditions, reminding him that singing this song makes the birthday boy/girl feel special. She is helping him to tap into his social knowledge.

Event: *A boy storms in from recess, yelling at another student for something that happened on the climbing structure.*

    Teacher Response: The teacher helps him to process what had happened, and to evaluate what he could have done differently. The incident has already happened, and she's helping him to evaluate whether the strategies he chose "worked."

Event: *Some students have been doing some good social thinking.*

    Teacher Response: The teacher compliments them in front of the class. She is selectively reinforcing their social perception and problem solving, their use of social knowledge, and their emotional regulation.
- "You were so quick to notice that."
- "You really knew how to interpret that information, didn't you."
- "I notice that you didn't decide what to do right away. First, you calmed yourself down."
- "I like it that you chose goals which would help you to be a better friend."
- "That was terrific the way you used ideas you already know to handle that situation"

Mapping Social Thinking Skills: Analyzing your own Instructional Practice Chart

Throughout Tools for Teachers you have been presented with ideas that other teachers are implementing as part of their instructional practice to address social thinking skills through classroom environment and routines, planned instruction and impromptu responses to spontaneous social situations. As you navigated through these different sections, you might have begun to recall more of what *you* are already doing to foster social thinking with students. At this point, you are probably ready to analyze your own teaching practices.

In this section of Tool Two, we again provide examples of what other teachers are doing, but with the aim of empowering you to analyze and "tweak" your own instructional practices. We start by presenting examples of how other educators analyze their own instructional practices that address social thinking skills. We then provide an empty chart for you to analyze what you are already doing in your instructional practices to foster socially thinking students. Doing so will allow you to make sure you are addressing the social thinking skills you feel your students need to master. After identifying any gaps that exist in your instructional practices, we will guide you through a process for making decisions about how you can add to what you are already doing.

Learning from the Instructional Practice of Colleagues and Identifying Your Own Instructional Practices

The ideas presented in the following chart are organized by specific social thinking skill as well as by the three types of instructional practice opportunities that occur throughout the school day. The blank chart that follows is for you to map your own social thinking skills instructional practices so that it is easier for you to identify those aspects of your instructional practices where more attention could be paid to social skills teaching. These "teaching gaps" can be filled by using the materials provided.

In the following chart, teachers from various grade levels and educational environments have jotted down the instructional practice ideas they use to help their own students notice and interpret social cues. The chart is actually three pages long so it might be easier to print it all out and then tape them together.

Perhaps their ideas will stimulate your own thinking!

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Mapping SOCIAL SKILLS Chart: Analyzing Instructional Practice Opportunities
Examples from Educators

Instructional Practice Opportunities (**throughout the school day**)	**Noticing Social Cues** Paying attention to what's going on… *Brenda didn't notice Eddie's wink.*	**Interpreting Social Cues** Understanding what's going on… *Brenda didn't understand that Eddie's wink meant he was kidding.*
Classroom Environment and Routines Identify other ways you teach social skills, such as through posters, bulletin board displays, classroom routines, etc.	**Classroom Environment and Routines** Post list of acceptable behaviors, class rules, school Code of Conduct Line-up/dismissal according to who was following directions Positive reinforcement by naming the behavior ("thank you for raising your hand, let me answer your question." or "I noticed that ___ is ___.")	**Classroom Environment and Routines** Behavior chart written with positive language and stickers, "I Helped a Friend Today" Chart Traffic light poster for calming down Traffic light poster song
Planned Instruction If you currently teach social skills lessons, what do you teach?	**Planned Instruction** English language arts literature, ask students to tell how the character feels, and how they would feel if they were the character….	**Planned Instruction** Ask students to tell what the character feels, what clues did the author give us about how the character feels, what clues we notice in ourselves and classmates about how we feel.
Impromptu Responses to Spontaneous Situations *Tell the ways you respond to social situations as they arise throughout the school day.*	**Impromptu Responses to Spontaneous Situations** Point to children, praising them when on task. Ask student to each tell what happened, what they notice about their classmate, how they feel, how they think other student is feeling.	**Impromptu Responses to Spontaneous Situations** Ask students if they understood what happened in a difficult unresolved situation—help them explain if necessary. Ask students to explain the situation before trying to solve it.

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Considering a Goal What do I want to happen? *Brenda wanted her hat back AND she wanted to play with Eddie.*	**Generating Strategies &** **Deciding on a Strategy** What could I do? What would happen if I tried…? What will happen if I decide to do…? *Brenda thought she could tell on Eddie, look sad, or yell, or pull Eddie's hat off.*	**Evaluate the Outcome** Did it work? *The teacher made them stay in for recess, but Brenda was pleased.. she got her hat back and played with Eddie!*
Classroom Environment and Routines Begin certain activities by asking students to articulate the goals, as part of classroom routing for certain activities.	**Classroom Environment and Routines** Have students make rules for how to work in a collaborative group themselves, (with teacher assistance).	**Classroom Environment and Routines** 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.
Planned Instruction Teachers presents the goal (of a given activity or lesson) and then at end of activity the group of students reflects upon how they did or did not accomplish goal, such as what they accomplished by listening, paying attention, completing an assignment. Help students learn to articulate the goals for classroom activity before it begins. Teach what "goals" means, and practice setting goals before recess.	**Planned Instruction** Brainstorm strategies. (What will happen if we don't complete the assignment?) (use prediction) Have students make inferences on what they read in class (what was the person doing/ why did they make that choice?) Tell them your expectations (goals) and ask them to generate ways to meet those expectations. (e.g., since we expect the cooperative groups to work together but not be disruptive, what can your group do to be working together) During reading group, predict what the character will do and why. Ask students to act out each strategy. Have class vote on preferred strategy.	**Planned Instruction** Write situations down and have class write goals and better responses for the situation. Examine what happened when the character used the strategy, and evaluate whether it was an effective strategy to get what the character wanted.

Impromptu Responses to Spontaneous Situations	**Impromptu Responses to Spontaneous Situations**	**Impromptu Responses to Spontaneous Situations**
Ask particular students who have been having difficulty during unstructured recess time to decide upon the a goal for having fun and select the "fun" recess activity before going outside.	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."	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.
Ask students why they are doing a certain behavior, --a positive or negative behavior.	Ask student if there is a better choice to make. (What do you think you should do?)	Ask students if their choice worked, had positive results.
Ask students what they want to have happen?	Work with student to decide how to tell another student that he is bothering him, and practice ahead of time.	Ask the student how he/she felt about the outcome or felt about what happened
	Walk students through the strategies by asking questions such as "what could you do…, what do you think would happen if…"	

Social Knowledge ***What do I already know about how one is expected to behave in particular socially situations?*** *Brenda doesn't realize that some games are "inside games" and some games are "outside games."*	Emotional Regulation ***Do I remain calm so that I can think clearly?*** *Brenda took a breath and counted to five. That made it possible for her to think about what to do when Eddie took her hat.*
Classroom Environment and Routines Students assemble a collage of magazine pictures depicting the social theme they are learning, such as friendship, mean vs. not mean, personal goals. Teacher and students post and refer to bulletin board throughout the week.	**Classroom Environment and Routines** Provide a student with a card-size traffic light to keep on his desk to remind him how to calm down. Give a "special bracelet" to a student as a reminder to remain calm. Student can finger the beads as a calming down strategy.
Planned Instruction During English/Language Arts lesson, ask students to think about what the characters did to be "good friends." Ask a parent, principal or guidance counselor to speak with the students about several ways to respond to being bullied or teased.	**Planned Instruction** Watch an appropriate video such as of a book (e.g., To Kill a Mockingbird.) Ahead of time, distribute a Video Guide sheet for jotting down when a character felt strong emotions, and what the character did to express those emotions. Debrief about what happened in the story because of how the person expressed emotions, and what might have happened if emotions were expressed in a different way.
Impromptu Responses to Spontaneous Situations Ask student, "What do teammates do?"	**Impromptu Responses to Spontaneous Situations** Prompt student to use their personal calming down strategy before a potentially stressful situation or activity.

Mapping SOCIAL SKILLS Chart: Analyzing Your Own Instructional Practice

<u>Instructions</u>: Please jot down the ways you currently teach social skills. Consider any planned instruction, any ways you respond to social problems when they occur throughout the day, and any classroom routines in place in your classroom.

This guided reflection will help you to identify the resources and practices you currently use to teach the social-cognitive processes, and to notice where "gaps" in your instructional practice appear.

Instructional Practice Opportunities **(throughout the school day)**	**Noticing Social Cues** Paying attention to what's going on… *Brenda didn't notice Eddie's wink.*	**Interpreting Social Cues** Understanding what's going on… *Brenda didn't understand that Eddie's wink meant he was kidding.*
Classroom Environment and Routines Identify other ways you teach social skills, such as through posters, bulletin board displays, classroom routines, etc.	**Classroom Environment and Routines**	**Classroom Environment and Routines**
Planned Instruction If you currently teach social skills lessons, what do you teach? What materials do you use for each of the social processes listed? What ways do you teach those particular skills?	**Planned Instruction**	**Planned Instruction**
Impromptu Responses to Spontaneous Situations Tell the impromptu responses you provide to social situations as they arise throughout the school day.	**Impromptu Responses to Spontaneous Situations**	**Impromptu Responses to Spontaneous Situations**

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Considering a Goal What do I want to happen? *Brenda wanted her hat back AND she wanted to play with Eddie.*	**Generating Strategies &** **Deciding on a Strategy** What could I do? What would happen if I tried….? What will happen if I actually decide to do…? *Brenda thought she could tell on Eddie, look sad, or yell, or pull Eddie's hat off.*	**Evaluate the Outcome**. Did it work? *The teacher made them stay in for recess, but Brenda was pleased.. she got her hat back and played with Eddie!*
Classroom Environment and Routines	**Classroom Environment and Routines**	**Classroom Environment and Routines**
Planned Instruction	**Planned Instruction**	**Planned Instruction**
Impromptu Responses to Spontaneous Situations	**Impromptu Responses to Spontaneous Situations**	**Impromptu Responses to Spontaneous Situations**

Social Knowledge *What do I already know about how one is expected to behave in particular socially situations?* *Brenda doesn't realize that some games are "inside games" and some games are "outside games."*	**Emotional Regulation** *Do I remain calm so that I can think clearly?* *Brenda took a breath and counted to five. That made it possible for her to think about what to do when Eddie took her hat.*
Classroom Environment and Routines	**Classroom Environment and Routines**
Planned Instruction	**Planned Instruction**
Impromptu Responses to Spontaneous Situations	**Impromptu Responses to Spontaneous Situations**

Where Do I Go From Here?

With your own students in mind, follow the flow chart below to examine your own instructional practice opportunities for students to improve their social thinking skills. Start by deciding which social thinking skills you wish to teach your students to use or use more consistently. Once you have answered "Yes" for a particular skill, proceed to the page indicated. There you will jot down examples of how you may already be addressing that particular social thinking skill. You will also be directed to examples of additional ways that you can create a "social skills enriched" classroom and school, through your classroom environment and routines, direct instruction, and impromptu responses to spontaneous social situations.

Also, remember that it is important, whenever we teach social skills, to attend to a student's social knowledge and emotional regulation ability. Social knowledge is embedded within each of the six social-cognitive processes presented below. Emotional regulation will be addressed separately since it is a prerequisite for effective use of each of the six social-cognitive processes.

Do my students need to learn **Emotional Regulation**?
(calming down)
  If no. continue to box below

If yes, proceed to page 101 and answer the questions in that area

1. Do my students need to learn to **Notice Social Cues**?
(paying attention to what's going on.)
  If no, continue to box below

If yes, proceed to page 102 and answer the questions in that area

2. Do my students need to learn to **Interpret Social Cues**?
(understanding what's going on.)
  If no, continue to box below

If yes, proceed to page 102 and answer the questions in that area

3. Do my students need to learn to
Goal Consideration?
(determine what they want to happen.)
    If no, continue to box below

If yes, proceed to page 103 and answer the questions in that area

4. Do my students need to learn to
Generate Strategies?
(What could I do?)
    If no, continue to box below

If yes, proceed to page 104 and answer the questions in that area

5. Do my students need to learn to
Evaluate Strategies and
Decide on a Strategy?
 (What would happen if I tried…?
 What will I decide to do?)
    If no, continue to box below

If yes, proceed to page 104 and answer the questions in that area

6. Do my students need to learn to
Evaluate the Outcome?
(Did it work?)

If yes, proceed to page 105 and answer the questions in that area

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Emotional Regulation
Calming down

What **planned lessons** do you ALREADY teach in this area? (e.g., using videotapes or scripts, children's literature, role playing, etc.)

Additional ideas for **planned lessons**? (See "Find What You Need" chart for more ideas.)

What **classroom environment & routines** are ALREADY in place in your classroom? (e.g., sticker charts, reward systems, class meetings, social journals, posters, etc.)

Additional **classroom environment & routines**? (See "Find What You Need" chart for more ideas.)

What **impromptu responses** to spontaneous social situations do you ALREADY use (e.g., What just happened? How do you think she feels? What was his face telling you?)

New ideas for **impromptu responses** to spontaneous social situations? (See "Find What You Need" chart for more ideas.)

Noticing and Interpreting Social Cues
Paying attention to and understanding what's going on

What **planned lessons** do you ALREADY teach in this area?
(e.g., using videotapes or scripts, children's literature, role playing, etc.)

Additional ideas for **planned lessons**? (See "Find What You Need" chart for more ideas such as pp. , , ,)

What **classroom environment & routines** are ALREADY in place in your classroom? (e.g., sticker charts, reward systems, class meetings, social journals, posters, etc.)

Additional **classroom environment & routines**? (See "Find What You Need" chart for more ideas

What **impromptu responses** to spontaneous social situations do you ALREADY use (e.g., What just happened? How do you think she feels? What was his face telling you?)

New ideas for **impromptu responses** to spontaneous social situations? (See "Find What You Need" chart for more ideas

Setting Goals
Determine what they want to happen…

What **planned lessons** do you ALREADY teach in this area? (e.g., using videotapes or scripts, children's literature, role playing, etc.)

Additional ideas for **planned lessons**? (See Find What You Need chart for more ideas)

What **classroom environment & routines** are ALREADY in place in your classroom? (e.g., sticker charts, reward systems, class meetings, social journals, posters, etc.)

Additional **classroom environment & routines**? (See "Find What You Need" chart for more ideas

What **impromptu responses** to spontaneous social situations do you ALREADY use (e.g., What just happened? How do you think she feels? What was his face telling you?)

New ideas for **impromptu responses** to spontaneous social situations? (See "Find What You Need" chart for more ideas

Generating and Selecting Strategies
What could I do? What would happen if?

What **planned lessons** do you ALREADY teach in this area? (e.g., using videotapes or scripts, children's literature, role playing, etc.)

Additional ideas for **planned lessons**? (See "Find What You Need" chart more ideas)

What **classroom environment & routines** are ALREADY in place in your classroom? (e.g., sticker charts, reward systems, class meetings, social journals, posters, etc.)

Additional **classroom environment & routines**? (See "Find What You Need " chart for more ideas)

What **impromptu responses** to spontaneous social situations do you ALREADY use (e.g., What just happened? How do you think she feels? What was his face telling you?)

New ideas for **impromptu responses** to spontaneous social situations? (See "Find What You Need" chart for more ideas)

Reviewing Outcomes
Did it work?

What **planned lessons** do you ALREADY teach in this area? (e.g., using videotapes or scripts, children's literature, role playing, etc.)

Additional ideas for **planned lessons**? (See "Find What You Need" chart for more ideas.)

What **classroom environment & routines** are ALREADY in place in your classroom? (e.g., sticker charts, reward systems, class meetings, social journals, posters, etc.)

Additional **classroom environment & routines**? (See "Find What You Need" chart for more ideas.)

What **impromptu responses** to spontaneous social situations do you ALREADY use (e.g., What just happened? How do you think she feels? What was his face telling you?)

New ideas for **impromptu responses** to spontaneous social situations? (See "Find What You Need" chart for more ideas.)

III. TOOL THREE: "HOW DO I INCLUDE MORE KIDS?"

Introduction

In Tool One we *defined the model* and presented *ways to assess* social cognitive skills. More specifically, we presented the social-cognitive model and also explained ways to systematically observe your students' ability to perform the processes, or "social thinking skills" presented in the model. In Tool Two, we offered ideas about *what to teach*. That is, Tool Two offered instructional practice interventions to use when presenting planned social skills instruction as well as for use when incorporating social skills instruction into your everyday classroom environment and routine, your English Language Arts lessons, and your impromptu responses to spontaneous social situations that pop up throughout the school day.

In the final tool, Tool Three, we offer tips on *how to teach* social cognitive skills with a focus on inclusion. Tool Three includes information on how to design lessons that include all of your students. Throughout Tool Three we ask you to examine your own instructional practices with an eye towards increasing the participation of students who learn differently.
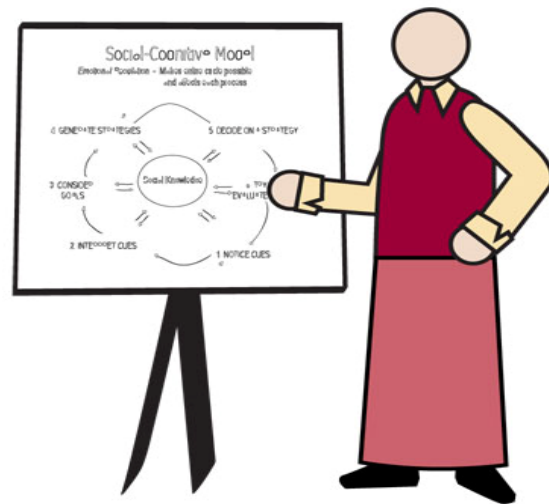
In Tool Three: "How do I include more kids?" the following questions are addressed:

- How can I reach students who think and learn differently?
- What can be built into lessons that will not take hours to prepare?
- What "best practices" can be used to teach social thinking skills?

First, we pull the main ideas from Universal Design for Learning, which is a way to think about designing your instruction for a classroom full of student who think and learn differently. Next, we will borrow three validated teaching practices used primarily for content instruction: graphic organizers, collaborative groups and explicit instruction. You'll find nifty graphic organizers of our own that contain specific instruction ideas for using the three validated practices and Universal Design for learning features within your lessons.

In the final section of Tool Three you will find additional illustrations of the use of validated practices for social skills instruction that include ideas for including a wider range of learners. How is this different from above? We hope that these examples stimulate you to think about how you can expand the reach of your own instructional practice to include even more students who think and learn differently.

Teaching Diverse Learners:
…through the words of experts

With individual learning styles and abilities in mind, educators vary the complexity of the information they present, how they present it, and how they assess if a student grasped the essential knowledge, skills and concepts. Wow - such a balancing act teachers perform daily!

> *Some educators found that the information presented in this next section stimulated their thinking and allowed them to make connections to a respected teaching model they were familiar with: Universal Design for Learning.*
>
> *Others groaned to be reading about yet an additional "model" and skipped ahead to the next section on validated practices.*
>
> *The choice is yours!*

UNIVERSAL DESIGN FOR LEARNING

In this section we first pull the main ideas from a popular approach to designing curricula so that you can begin to think about reaching a classroom full of students who think and learn differently. The approach is: Universal Design for Learning (UDL). UDL was developed by a group of talented educators in the Greater Boston area more than 20 years ago when the Center for Applied Special Technologies (CAST) was formed (www.cast.org). The UDL approach is described more fully in numerous publications that include the brain-based theoretical foundation, the UDL model and examples. (References to some of these works can be found in Appendix J) Overall, it's a deceptively simple set of principles that:

- Begins with the premise that learners differ greatly.
- Recommends that the educator use several ways to arrange and deliver content.
- Promotes the educator to use several ways to assess students.
- Advocates that educators attend to ways to engage all learners

The UDL approach focuses upon *how to use* the vast array of teaching approaches available to reach students who learn differently in the classroom. The intent of UDL is to reach a wide range of learners and its principles are theoretically linked to networks within the brain that enable people to recognize new information based upon prior knowledge, to strategically use the knowledge and demonstrate what one knows, and to engage with the knowledge so that learning about it matters. However, the approach is less focused upon the specific techniques themselves - that's up to the teacher In fact, the Principles of UDL urge us to identify multiple ways to present, assess, and motivate our students, but do *not* specify what those particular ways to present, assess, and motivate might be (Rose & Meyer, 2002).

The Principles of Universal Design are:

> Multiple means of *representation:* to provide learners with various ways of acquiring information and knowledge (related to the recognition network in the brain);
>
> Multiple means of *expression*: to provide learners alternatives for demonstrating what they know (related to the strategic network in the brain); and,
>
> Multiple means of *engagement*, to tap into learners' interests, offer appropriate challenges, and increase motivation (related to the affective network in the brain).

The UDL Principles provide a useful framework for designing our curriculum to teach social thinking skills to a wide rang of learners. We are left free to select the specific multiple ways to present, assess and engage students from our own experiences, curricula we find effective, a student's IEP, ideas "borrowed" from colleagues, and those presented in formal curriculum and instructional packages. The national UDL Consortium, developed by CAST, also offers teaching approaches and materials that can be used to implement the UDL Principles which can be found on their website (http://www.cast.org/pd/consortium/index.html). The charge we are given from UDL is to make certain that we provide multiple ways for students to actively participate in each aspect of the learning process, respecting their individual abilities, challenges, learning styles and preferences.

That is, UDL asks us to select *multiple approaches* for presenting content; stressing the need to provide multiple means for students to obtain, interact, make meaning and practice with the content presented. For example, a UDL approach to learning can rely upon the use of technology to practice each of the UDL principles. What if your students included some who are English language learners, two with learning disabilities in reading, and another classmate with a visual impairment? Each might experience a "print disability" in that none of them gain an understanding of the assigned story from reading the book itself. A teacher could make the same content available to these students through the use of an audio version, a digitized version with accompanying software program that would read the text aloud, or a film version. More specific examples of using technology to support students' acquisition of content are provided below for those who are interested. Most of the links and recommendations below come from the CAST website, www.cast.org.

**Multiple Approaches to Presenting a Literature Lesson
Using Technology for Students who Learn Differently**

Listening to audio-taped versions of the same literature book
- ➢ Audio tape or CD of the book available through the local library
- ➢ Audio recording made of the book by a volunteer
- ➢ Audio recording made by "Recordings for the Blind and Dyslexic" for students with visual impairments and learning disabilities (http://www.rfbd.org)
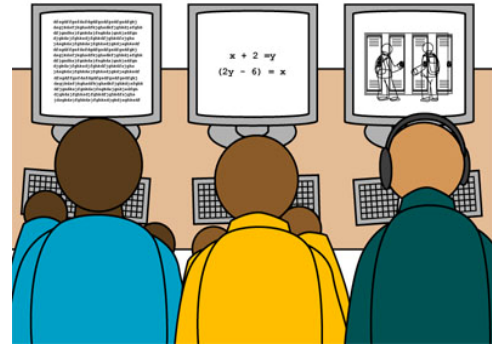
Listening and viewing the same literature book on a computer
(combining a digitized version of the literature book with a text to speech software program)
- ➢ How to scan a literature book to obtain a digitized version
   http://www.cast.org/system/galleries/download/pdResources/tts.doc#converting

- ➢ Use combination programs such as the reading, writing, and learning software produced by Kurzweil Educational Systems that both scans and reads

- ➢ Obtain a free electronic version download from a repository of e-texts
   http://www.cast.org/system/galleries/download/pdResources/tts.doc#acquiring

- ➢ How to obtain a text-to-speech software program to "read" the digitized literature book
   Here's a link of descriptions of 12 different text-t-speech software programs, including one available on your PC computer—some are free.
   http://www.cast.org/system/galleries/download/pdResources/srsoftware.doc

Viewing the book
- ➢ Borrow the movie version of the same literature book from local library or video store

- ➢ Preview the movie version so that you can assist the students with understanding the differences in content between the print and film versions.

In summary, using audio, digitized and film versions by *all students*, not only those with print challenges, utilizes the first UDL Principle - multiple means of representation - in that:

- ➢ The audio versions provide variety in learning the story and can convey dramatic interpretations of scenes that emerging readers might not be able to convey. Also, audio versions can be used on bus rides and digitized versions take up less room in backpacks. Digitized versions can be emailed or linked to home computers.

- ➢ You might wish to use segments from the film version with the entire class to notice social cues, identify ways the characters solved the problems, and describe the consequences of their solutions. Students could then brainstorm or act out alternate solutions.

UDL also advocates assessing students by using ***multiple forms of*** products and techniques (second UDL Principle)**.** A retired colleague, Professor Emeritus in the Classics Department of a prestigious university, once complained about the modern approaches to assessment. He was shocked to report that colleagues would assess students by "…asking them to dance, to sing, to skip around, to recite poetry…. Why don't they just plain ol' assess 'em anymore?"

Well, Fred has retired, leaving many of us to devise appropriate alternatives that will more accurately assess the knowledge and skills we are teaching. For example, if we are assessing a students' ability to understand the goal of a character in a particular story and the strategy the character selected to reach this goal, we might give the students a printed handout with questions and spaces for written responses. As such, we are not only testing a student's ability to decode the social situation, but also to read printed text. Let's consider the students described earlier in Tool Three who are "print disabled." We are unlikely to assess what they know about the character's social thinking skills unless we remove the barrier created by the chosen assessment format. Certainly, the alternate assessment approaches must each be valid ways to gather information about what the students know. Allowing for more choice among the type and variety of approaches and assessments in an effort to meet the needs of a diverse group of learners also supports the third UDL Principle, finding ***multiple ways to engage*** students.

How do I use the Principles of UDL in my classroom?

The following are two examples of how UDL principles are applied in the classroom. The first example depicts students from a typical first grade classroom working on improving their ability to notice non-verbal cues that convey emotions. In the second example, students in a fifth grade general education classroom use literature to practice generating and selecting strategies to solve social problems. Both examples illustrate how to present content and provide assessments in multiple modes so that classrooms full of diverse learners can acquire knowledge and skills and demonstrate what they have learned in ways that can be motivating.

Grade One Social Thinking Skills Lesson Using Principals of UDL

Example 1: First grade students are learning to notice social cues, using the UDL Principles. In this class, while some of students appear to know when a peer is sad or angry, others do not.

Instructional Objective: By the end of the lesson, students will demonstrate their ability to notice and identify 3 additional non-verbal social cues.

Readiness Levels: 10 students can identify the 6 basic emotions and emotional states; 4 students can identify happy and sad; 2 students can make happy and sad faces but are not yet able to identify happy and sad faces of others.

To address this discrepancy in skills we present the *content in multiple ways*. That is, we use different media that focus upon our targeted social cues - feelings conveyed by facial expression and non-verbal body language. We show pictures of people who are expressing a range of feelings and use puppets to act out some of the feelings. Students are asked to show us what it looks like when they experience a certain feeling, or asked to act out the feelings in the pictures and ask classmates to guess. Peer models are used in activities in ways that address their own individual level of understanding. For example, students who are more knowledgeable about noticing feelings make up social situations with puppets and ask other peers how one might feel in that situation. *Multiple techniques to assess* learning include observations of the puppet skit, making faces, and verbally naming emotions. The puppets, demonstrations, self-expression, role-playing and guessing allow participation from students with various levels of understanding and prior knowledge, certain to *engage* almost everybody.

Universal Design for Learning: Example 1

UDL Principle #1: present information in more than one way (to ensure that the representation networks in the brain can identify the information).	**UDL Principle #2:** offer students more than one way to interact with the content to ensure that they are able to demonstrate what they know (ensuring they are accessing the strategic networks in the brain).	**UDL Principle #3:** make sure that students are engaged in the lesson, without which learning is compromised. (Engagement activates the affective networks of the brain.)
Show pictures of faces expressing emotions and emotion states	*Use puppets to act out feelings*	*Provide a variety of opportunities to participate such as listening and watching, acting out with puppets, or own facial expressions.*
Ask students to make faces expressing emotions for others to study and describe.	*Ask student to locate the feeling faces in magazines to create the pictures used in lesson*	*Include verbal and non-verbal performance assessments.*
	Ask students who can already identify several feeling states to pair up with others who cannot. Trade off using puppets to act out feeling pictures.	

Grade Five Social Thinking Skills Lesson Using Principals of UDL

Example 2: Students in a fifth grade classroom are using their assigned literature text, Number the Stars (Lowry, Lowry, & Sanz, 1990) to practice generating and selecting strategies to solve social problems. Using the Universal Design for Learning principles, the teacher has presented the content in multiple ways, and offered several options for assessment. In this class, while most of the students appear to know what a strategy is, only some are able to justify why one strategy might meet the character's goals better than another strategy.

Instructional Objective: By the end of the lesson, students will demonstrate the ability to identify 3 strategies used by characters in the text to meet his or her goal, tell what happened as a result of using the strategy, and if the outcome met the characters intent or goal.

Readiness Levels: Twenty out of twenty-two students can identify the strategy used by a character to solve a problem within the text. Ten students can identify the strategy used by a character in the story and tell what the character wanted to happen as a result of using the strategy.

To address the Instructional Objective and the discrepancy in skills we present the ***content in multiple ways***. That is, we use different media focusing upon our targeted social thinking skill—generating and selecting strategies. We provide the text in an audio format for students who experience difficulty reading the text, and in Spanish/English for those who are more fluent in Spanish. One advantage of the audio version is that the reader uses different voice qualities to depict the different characters. Further, the background music draws attention to the intensity of situations that call for swift decision making.

We also use collaborative groups where students are assigned to generate alternate strategies for various scenes and then act them out for their peers. Students could then discuss the benefits and disadvantages of both the strategies used within the book and the alternatives provided by their classmates. ***Multiple techniques to assess*** learning includes having the individual student analysis of the various strategies given orally during the discussions following the role playing, an assignment sheet requesting the same information, or another strategy acted out by individual students. The choices of assessments and variety of text formats allow participation from students with varying levels of understanding and prior knowledge, certain to ***engage*** almost everybody**.**

Universal Design for Learning: Example 2

UDL Principle #1: present information in more than one way (to ensure that the representation networks in the brain can identify the information).	**UDL Principle #2:** offer students more than one way to interact with the content to ensure that they are able to demonstrate what they know (ensuring they are accessing the strategic networks in the brain).	**UDL Principle #3:** make sure that students are engaged in the lesson, without which learning is compromised. (Engagement activates the affective networks of the brain.)
Teacher uses explicit instruction to access student prior knowledge, pre-teach vocabulary, and provide graphic organizer on class whiteboard to demonstrate relationship among character's goals, strategy he used to solve the situation, and outcome. Teacher leads students through process of generating other possible strategies and evaluates effectiveness of each to achieve character's goal.	*Assessments based upon student oral analysis of character's strategies used to solve social problem in story,* Or *Completion of the GO on hard copy or computer* Or *Individual may act out another strategy for a given social problem within the text and explain how it did or did not help character achieve goal.*	*Choices of text format, individual, small and large group opportunities to practice identifying strategies that characters used and discuss if outcome achieved character's goals.*
Students receive duplicate graphic organizer (GO) as worksheet, both hard copy and available on class computer. GO is partially completed for students who benefit from additional support. Can also be read aloud on computer.		*Alternate formats for assessment based upon student preference and strengths.*
Text presented in alternate formats—hard-cover, audio and Spanish/English language.		
Understanding of content is enhanced by peers through collaborative group analysis of an assigned scene and selection of an alternate strategy to resolving the character's problem, also using the same GO template.		

One additional source for identifying specific instructional techniques and strategies to apply the principles of UDL is a theoretical and practical framework that you may be familiar with, Differentiated Instruction (DI). Introduced to the field of education by Carol Tomlinson, DI provides specific ideas for how to teach more inclusively. If you wish to take a brief detour to remind yourself as to the specifics of Differentiated Instruction, go to Appendix J for a very brief overview. In Appendix J, you will find a chart of various approaches to teaching, assessing and engaging students to remind you of multiple techniques that are possible when using a UDL approach. The chart was developed by teachers within Boston Public Schools Center for Leadership Development: Differentiated Instruction Facilitator's Training. If you are interested in more information about either UDL or Differentiates Instruction, see the listing of books and articles included in Appendix J.

Summary

In summary, UDL provides three principles that challenge us to provide content through multiple approaches, to assess students' mastery through a variety of valid products and techniques, and to engage students such as by providing choices for how they learn and interact with the content, as well as how they demonstrate knowledge and skills they have acquired. Technology is an important UDL tool to enable teachers to "customize" instructional activities for diverse learners. What experience and common sense tell us is that when we customize our approach to meet the needs of the more challenging students so that they may learn, we are improving our teaching so that all can learn. The Universal Design for Learning reminds us how to do so.

Validated
Teaching Practices

In order to better meet the needs of diverse learners in the classroom when presenting social skills instruction, we recommend that you make use of three different validated practices were chosen: graphic organizers, collaborative groups and explicit instruction. Although these practices have been used primarily for content instruction in the past, each can also be quite useful in meeting the social cognitive needs of students with diverse learning styles and abilities. More specifically, we chose these three practices because:

- you are already familiar with their use for content instruction;
- they can flexibly fit within any teaching style;
- research points to their successful use when teaching social skills; and
- they are consistent with what you would find in the Differentiated Instruction approach to content, process and product.

Just to refresh your memory, brief descriptions of each of the three chosen validated practice are presented below. Following the descriptions we present our own graphic organizers to better illustrate instructional practice suggestions for how you would use each validated practice to present information, assess students, and build interest in the learning activity. Then, an additional section follows that provides specific examples for how each of the validated practices might be used according to the Principles of Universal Design for Learning (UDL) in an effort to draw "more diverse learners" into the lesson. The graphic organizers in the introductory section provide some initial examples of how to use practices to address the needs of diverse learners, but the next section offers a more extensive set of examples for "customizing" instruction to different learners needs. The examples in this section illustrate the use of each of the three practices to present "social thinking skills" to more concrete learners who require a multi-sensory approach. (Note: In both sections, the information is organized to follow the Principles of UDL, developed by CAST. For information about CAST and UDL, go to: www.cast.org.)

If this seems confusing don't worry, that is why graphic organizer charts are used in all of these sections - to visually convey how to use each of the three validated practices to teach the social-cognitive processes using the UDL principles. You will do the same when you use graphic organizers to simplify how the information about a social thinking skill is presented to your own students.

GRAPHIC ORGANIZERS

Graphic organizers are written charts, lists, semantic webs, templates and diagrams which visually represent concepts and key vocabulary (Vaughn, Bos, & Schumm, 2000). They are useful throughout lessons in anticipatory sets, learning activities, and assessment of student understanding. The graphic organizer presented on the following page illustrates how you might use this validated practice to gain ideas for your own social thinking skills teaching. At this point, we want to direct your attention to the lighter shaded cell on the chart to more specifically illustrate how you might use a two-column chart, or graphic organizer, if your intent was to assess a student's ability to notice social cues. The student could use the chart to write words describing what clues they would look for that body part to provide when determining how the person was feeling. Take a look at the other cells for even more examples!
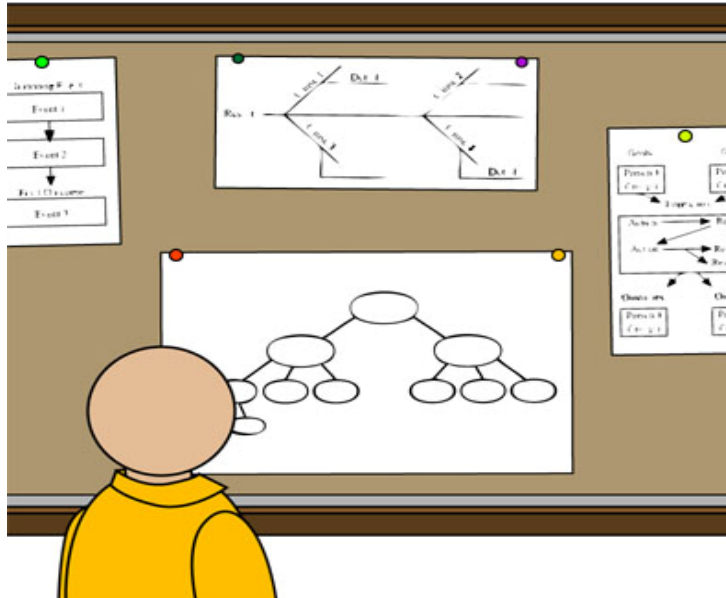
Using Graphic Organizers for Social Skills Instruction

	Present Information	**Assess Student Learning**	**Build Interest**
Notice Social Cues	Have students make collages from magazine pictures, one of all eyes, one of all lips, etc. Have them include single words cut out from magazines such as "scream!" "like," "Oooo!", etc.	Make a two column table. In the first column, draw or write body parts ("shoulders," "eyebrows," etc.) In the second column, have students list vocabulary to describe these body parts (e.g., shoulders: "hunched. drooping, drawn back -stiff posture," etc.)	Use varied magazine subject matter of interest to children, involve students in making the charts, use "cool" scented markers.
Interpret Social Cues	As a pre-learning activity, show students posters of children expressing a range of states and emotions. Help them to activate their prior knowledge by writing on individual slates the possible ways the children in the pictures are feeling.	Make a set of cards, each listing an emotion. Have students take turns choosing a card then acting it out until others guess the emotion they chose.	Individual slates, cards they have helped make, emotions and emotional states range from subtle to explicit and familiar.
Set Goals	Create a matching activity with problems in one column ("You see a fire," "Someone teases you," etc.) and possible goals ("Save people," "Keep friends but express your feelings appropriately, etc.) in the other. Have the students draw line from each problem to its goal. Discuss the effectiveness of these matches. Add other goals, sometimes conflicting, that might actually occur.	Have students fold paper to form three columns, writing "social" in one column and "concrete" in the second, and "avoidance or physical safety" in the third. Read a list of goals, and have students write them in the appropriate columns. Advanced students may write more than one type of goal.	Personal stories, range of levels of challenges when setting goals.
Generate & Select Strategies	Describe various social problems, then have students take turns role playing as many solutions as possible. On a flip chart or overhead, keep a running list of the strategies the students are generating.	Make a worksheet with a social goal, and branching below it the strategies two different people might use to reach it. Have students write compromises where each person gives in a little bit, as long as both people are satisfied.	Real-life situations, role playing, capturing ideas expressed by students to use as part of assessment strategy.
Review Outcomes	When a social problem occurs in the school day and students suggest a way to solve it, use a flip chart with webbing to help them evaluate their solution. Write the strategy in the center. Draw lines from this problem to show everybody who might be affected by the strategy. Draw happy or sad faces to show how they might respond to it.	Provide students with a paragraph describing an imaginary social problem and goals and strategies that were applied to address it. Have them make up (write or draw) an ending to the story, including whether the goals were met.	Students shown impact on themselves. Students evaluate with happy and sad faces. Multiple assessment approaches based upon student ability.

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COOPERATIVE LEARNING

Cooperative Learning consists of instructional arrangements whereby small groups of students with mixed abilities work together toward shared goals (Miller, 2002). Most typically, teachers identify specific tasks, and then assign each student a particular role. Students each complete their piece of the entire task; these pieces are then combined with others for a single product. Effective cooperative learning groups involve rules such as turn-taking, building toward consensus and constructive feedback so that every student is comfortable and involved.

The following graphic organizer is presented to illustrate how you might use collaborative groups in your own social thinking skills teaching. At this point, we want to direct your attention to the lighter shaded cell on the chart to more specifically illustrate how you might use collaborative groups to present information to students about generating and selecting strategies. In this example you might use a deck of cards that a small group of students might use to practice matching a goal with an appropriate strategy. One of the benefits of a collaborative group is the ideas classmates provide to each other, and the discussions that emerge. Take a look at the other cells for even more examples!

Using Collaborative Groups for Social Skills Instruction

	Present Information	Assess Student Learning	Build Interest
Notice Cues	In a short skit activity, students in the audience are assigned social cues to observe. (One might observe number of people in the skit, another who gives eye contact to whom, a third tone of voice, etc.) The audience pools observations to report the cues they noticed.	Students sit in a circle and shut their eyes. The teacher taps on one student's shoulder and hands student an emotion card. He/she should pretend to feel like the emotion on the card given by the teacher. The other students then open their eyes and discuss which student has changed emotions and name that emotion	Game modeled after familiar activity. Guessing in a group. Role playing.
Interpret Cues	Student groups have cards with the names of emotions/states. Classroom teacher reads a story with expression, stopping throughout for the student groups to hold up cards showing the emotion conveyed.	Students read written vignettes of social situations. They discuss together, until they reach consensus, whether the characters were being sincere. They explain the reason(s) for their decisions.	Group support for honing insights. Personal opinions valued.
Set Goals	Students read together a story where a character encounters a social problem. Together they generate a list of what goals that character might consider to solve the problem.	When a group of students come to the teacher because of a disagreement on the playground, the teacher has them generate several social goals and discuss the pro's and con's of each.	Structured problem solving with teacher, Group problem solving with peers.
Generate & Select Strategies	Create a deck of cards, half with social goals and half with social strategies. Students use the cards to play "Go, fish," matching goals with appropriate strategies.	When students complain about the fairness of a rule, the teacher calls a class meeting. She tells them the intent of the rule, and asks them to list ideas about how to meet this intent in other ways.	Card games, social strategies that came from their brainstorming
Review Outcomes	If one student frequently teases a classmates, the teacher calls a class meeting and asks all the students to give constructive feedback about how this strategy makes them feel. (i.e., is the goal being met by the strategy?)	The teacher reads a story about social problem solving. Student groups evaluate on a scale of one-to-ten whether the strategies used were effective in meeting the goal.	Student participation in evaluating solutions, neutral and supportive environment to practice solving real problems

EXPLICIT INSTRUCTION

Explicit Instruction is teaching that is both structured and task-oriented. That is, goals are made clear, student progress is consistently measured, and feedback to students is evident. Using this validated model, teachers provide organizers at the beginning of lessons, and they finish with reviews and feedback to students. They pair sequential demonstrations with verbal descriptions, and they provide guided practice. They explicitly define terms, and they methodically provide both examples and non-examples of concepts. Teacher think-alouds also typify this model.

The following graphic organizer is presented to illustrate how you might use explicit instruction in your own social thinking skills teaching (for more information about explicit instruction and the other ideas presented in the following graphic organizer (see Miller, 2002). At this point, we want to direct your attention to the lighter shaded cell on the chart below to more specifically illustrate how you might use explicit teaching to build interest in reviewing outcomes. In this instance, examples are based upon the interests of the students and local current events such as a town's baseball playoffs or the latest Batman movie. Be sure to also read over the other cells for even more examples!

Using Explicit Instruction for Social Skills Instruction

	Present Information	**Assess Student Learning**	**Build Interest**
Notice	In a structured way, provide students with a vocabulary to label facial expressions. E.g., eyebrows can be "raised or knitted"; mouths can be "upturned or down turned" etc.	Show students pictures of children with facial expressions showing a range of emotions. Using unison responding and rapid pacing, have the students label the eyebrows and mouths in all the pictures, etc.	Group participation, practicing with their own faces.
Interpret	Teach interpretation of social cues through teacher think-alouds. That is, as social situations arise throughout the day, model internal conversations such as "Hmm, Alexis jumped back a little bit and squinted her eyes. I wonder if she's startled by the ball coming so close to her head."	As part of an advance organizer introduce interpretation of social cues by giving students a simple statement such as "I feel hungry" and having them say it with anger, with boredom, with anxiety, etc. Discuss why some emotions fit, and some don't seem to.	Teacher involved in sharing her "guesses." Real-life situations.
Set Goals	Teach a lesson on setting multiple goals that focus on friendship and that balance the goals of personal gratification/accomplishment and maintaining a friendship. Every few minutes, allow for "lecture pauses" in which students talking in groups of 2 or 3 identify specific times that they might need to balance these goals. Encourage students to draw and assemble a portfolio of pictures of the identified situations.	Tell the students you are going to re-arrange desks in the classroom. Ask them what variables they would like you to consider in this process. Give them feedback as to whether their thinking reflected "relational" or "concrete" goals.	Real-life consequences. Expressing own ideas is valued.
Generate & Select Strategies	Introduce the social skills of generating strategies by teaching students what makes strategies effective. (They should be direct, assertive, and independent. They often include compromise, where everybody gets a little bit, as long as they are satisfied with the result.)	Have students read a story which involving a social problem and a goal to approach it. For independent practice, have each write or draw three strategies by which to reach this goal. Encourage strategies that are direct, assertive, and independent. Remind students to think about compromise.	Various levels of complexity built into task. Based upon real life stories.
Review Outcomes	Provide direct instruction in teaching a social skill such as being helpful. Next, provide guided practice by having students role play helpfulness in various contexts and tell when they would use it, and when they would not.	First, directly explain to students how to evaluate if their social strategies were successful. (Were stated goals met? Is everybody satisfied?) Then prompt students to make these evaluations throughout the school day.	Opinions valued. Given strategies, then guided practices to use them in real-life situations. Use examples from current movies or TV when students practice specifying the character's goal, what they did to reach goal, and if "it worked."

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Expanding the Examples of Validated Practices

The intent of the examples provided previously was to offer suggestions for using three validated practices to include a wider ranger of students with diverse learning styles and abilities in your social thinking skills instruction. We also wanted you to keep in mind the Principles of UDL, or more specifically, that using multiple approaches to presenting information, assessing students and building interest infuses differentiated instruction into your lessons. In this final section of Tool Three we will return to the original three examples and expand them by adding multiple options instead of only one. We are certain that this activity will stimulate your own thinking about the lessons you teach and the students you are coaching to become better social thinkers.

Graphic organizers

We began with the example of using a graphic organizer (in the form of a two-column chart) to assess students' ability to notice social cues. Students were asked to write words describing what clues they would look for that body part to provide when determining how the person was feeling. Now let's add more options for using this assessment approach, based upon the specific learning ability of students in our class. Below are additional ways to differentiate for one, some or all of your students:

- Fill in one example on the chart for each body part to give students an expert model to stimulate their thinking.
- Fill in both columns of the chart, either as a group or ahead of time, and ask students to write or draw what feeling they think is indicated by one or more of the body language clues.
- Ask student(s) to cut out pictures of individuals from magazines or newspapers. Paste the picture into one column of a graphic organizer. In the next column, draw or write the clue a particular body part is conveying about the feelings of the person. In the final column, write or draw a face indicating the feeling.

Additional Options for "Drawing Diverse Learners" into the Lesson using Graphic Organizers:

	Present Information	**Assess Student Learning**	**Build Interest**
Notice Social Cues	Have students make collages from magazine pictures, one of all eyes, one of all lips, etc. Have them include single words cut out from magazines such as "scream!" "like," "Oooo!", etc.	Make a two column table. In the first column, draw or write body parts ("shoulders," "eyebrows," "knees," etc.) In the second column, have students list vocabulary to describe these body parts (e.g., shoulders: "hunched" "drooping," "drawn back in stiff posture," etc.)	Provide student with a two-column chart for recording social cues that the student sees or hears during the school day. At various points, ask the student what examples he/she has seen or heard of verbal or non-verbal social cues from classmates and prompt the student to note them on the chart.

Cooperative Learning

Next, we suggested Cooperative Learning groups as a validated instructional practice for teaching social skills. Collaborative groups are an especially good way to present information about generating and selecting strategies. In the example, a deck of cards was used with a small group of students to practice matching a goal with an appropriate strategy. To make the card game more assessable and useful with a wider range of students, we offer the following suggestions:

- Reduce the number of cards, and work though each goal and accompanying strategy before the game begins.
- Remove the goal cards, and ask each student to say a way they would use the strategy to earn a point or chip.
- Establish pairs within each group that will then play together as partners.

Additional Options for "Drawing Diverse Learners" into the Lesson using Collaborative Groups:

	Present Information	**Assess Student Learning**	**Build Interest**
Generate & Select Strategies	Create a deck of cards, half with social goals and half with social strategies. Students use the cards to play "Go, fish," matching goals with appropriate strategies.	When students complain about the fairness of a class rule, the teacher calls a class meeting. She tells them the intent of the rule, and asks the students to list as many ideas as possible about how to meet this intent in other ways.	Ask a group of students who (small group or large class) share recess activities to brainstorm a list of different activities that they can do on the playground or on a rainy day. Work with them on thinking through how they should decide which activity to pick. What should they keep in mind? How should they work out conflicts?

Explicit Instruction

Finally, we suggested using explicit instruction with students, or teaching strategies that are structured and task-oriented and where goals are made clear, student progress is consistently measured, and feedback to students is evident. In the example, explicit instruction was used to build student interest in reviewing outcomes by finding and using examples based upon the interests of the students and local current events (for example, a town's baseball playoffs or the latest Batman movie). Additional ways to engage students can be found by:

- Surveying students periodically at the start of the school year and throughout to identify their preferences.
- Asking students to pick their own character and situation, or support the student in describing a situation where the favorite character has attempted to solve a problem. Use the scenario to identify goals, outcomes and their opinion about the success of the strategy.
- Reading to students from an engaging story, such as "A Boy in the Girl's Bathroom" and vote on whether the characters used a good strategy to reach their goal. Support students in identifying the character's goal if necessary.

Additional Options for "Drawing Diverse Learners" into the Lesson using Explicit Instruction:

	Present Information	**Assess Student Learning**	**Build Interest**
Review Outcomes	Provide direct instruction in teaching a social skill such as being helpful. Next, provide guided practice by having students role play helpfulness in various contexts.	First, directly explain to students how to evaluate if their social strategies were successful. (Were stated goals met? Is everybody satisfied?) Then use impromptu instructional intervention to help or observe how students make these evaluations throughout the school day.	Use examples from current movies or TV when students practice specifying the character's goal, what they did to reach goal, and if "it worked."

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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.

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 <u>Noticing Social Cues</u> 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 <u>Interpreting Social Cues</u> 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 <u>Generation of Social Strategies</u> 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 <u>Selection of strategies</u> 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.

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. <u>Noticing Social Cues</u>: 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. <u>Interpreting Social Cues</u>: 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. <u>Generation of Social Strategies</u>: knowledge of appropriate strategies for resolving social problems and for calming oneself down when upset.
4. <u>Selection of Strategies</u>: 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

Student_____ Teacher_____ Date _____

Does student have special needs, i.e., an IEP or a 504 Plan?	**Yes**	**No**

Emotional Regulation

Does the child stay calm when annoyed or provoked by others?	**Yes**	**No**
When the child does become upset, does the child calm himself/herself down?	**Yes**	**No**

Noticing (Encoding of) social cues

Does the student realize that a social problem has occurred?	**Yes**	**No**
Does the student accurately describe social problems?	**Yes**	**No**

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

Does the student identify (verbally name) his/her own feelings?	**Yes**	**No**
Does the student correctly identify others' feelings?	**Yes**	**No**
Does the student accurately interpret others' intentions	**Yes**	**No**
(accident, on purpose For example, does the student often think that others are being mean without good reason?	**Yes**	**No**
Is the student gullible or naïve (too trusting) about peers?	**Yes**	**No**

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**

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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 **Yes** **No**
student's social skills.

Who? _____   _____
         Name   Position

Please tell about any ideas that come from that discussion:

GROUP

Class Worksheet for the Assessment of Social-Cognitive Processes

Student Names																			
1. IEP /504																			
Emotional Regulation																			
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?																			

Student Names																											
Interpreting Social Cues																											
9. Verbally name/id his/or her own feelings?																											
10. Correctly ID others' feelings?																											
11. Accurately interpret others' feelings?																											
12. Think others are being mean with no reason?																											
13. Gullible or naïve about peers?																											

Notes:

Student Names																						
Goal Setting																						
14. Understand & use concept "goal"?																						
15. (a) Does child focus too much on instrumental goals?																						
15. (b) Does child focus too much on relational goals?																						
15. (c) Does child focus too much on retaliation goals?																						
16. Balance relational and instrumental goals?																						

Notes:

Student Names																					
Strategy Generation																					
17. Generate a variety of strategies for resolving social problems.																					
Strategy Selection																					
18. Select strategies that fit social goals?																					
19. Consider evaluative dimensions?																					
20. Select strategies that are likely to be successful?																					
21. Select strategies that benefit friendships?																					
22. Vary strategy based on situation?																					
23. Speak up for self?																					
24. Seek adult assistance when appropriate?																					
25. Bargain/compromise when appropriate?																					
26. Go along with another's wishes when appropriate?																					

Student Names																								
Try Stratgy & Evaluate Outcome																								
27. Recognize when a strategy doesn't work?																								
28. Come up with appropriate follow up strategy?																								

Notes:

APPENDIX C:
Standards-Based
Education Reform:
An historical perspective of
the legislative foundations

The following excerpt was taken from:

Zatta, Mary C. (2003). Is there a relationship between teacher experience and training and
student scores on the MCAS Alternate Assessment? (Doctoral Dissertation, Boston
College, 2003) *Dissertation Abstracts International*, *64*, 08A. (UMI No. AAI3103236)

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 knows 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.

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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

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 aibility 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 expetations for performance, but using a different method of presentation and/or response (e.g., dicating 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

and reflect its essential meaning. The entry point at which students can begin to access alearning 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

	Total Number of Learning Standards for Relevant Content Areas		**Number of Social Skills Learning Standards**	
California http://www.cde.ca.gov/be/st	*Eng/LA*	*283*	Eng/LA	2
			Mathematics	3
	Mathematic	226		
	Science	146	History-Social Science	1
	History-Social Science	139	Health	3
	Health	*166*	Visual and Performing Arts, Theater	2
	Visual and Performing Arts	485		

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*

- ➢ *Demonstrating acceptable ways to show of express feelings*
- ➢ *Demonstrating positive actions toward others, including acts of trust, kindness, respect, affection, listening, patience, and forgiveness and avoiding demeaning statements directed toward others*
- ➢ *Resolving conflicts in a positive and constructive way*
- ➢ *Demonstrating how to resist negative peer pressure*

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 and appropriate coping skill. Examples of sills 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….*
- ➢ *Connections and Applications*
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

	Total Number of Learning Standards for Relevant Content Areas		Number of Social Skills Learning Standards	
Illinois http://www.isbe.net/ils/	Eng/LA	73	Eng/LA	10
	Math	51		
	Science	66	Science	6
	Social Studies	96		
	Social Emo.	40	Social Emo.	40
	Physical Develop & Health	50	Physical Develop and Health	8
	Fine Arts	35	Fine Arts	4

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.

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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.

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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.

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.1c. Collect data for investigations using measuring instruments and technology.
         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.2a. Identify causes and consequences of conflict among youth.
         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.

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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.

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Louisiana Learning Standards

	Total Number of Learning Standards for Relevant Content Areas		Number of Social Skills Learning Standards	
Louisiana http://www.doe.state.la.us/lde/ssa/1222.html	Eng/LA	73	Eng/LA	4
	Math	67	Mathematics	6
	Science	146	Science	12
	Social Studies	167		
	Health & Phys Ed	80	Health: Individual & Interpersonal Communication	7
	Arts	92	Arts	6

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 though 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 sills 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;

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D-4-E exploring, formulating, and solving sequence-of-patter 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

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Arts:
Theatre Arts Creative Expression

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

<u>Benchmark 1</u> Explore and express various emotions in interpersonal settings

<u>Benchmark 2</u> Interact in group situations and show differentiation of roles through experimentation and role playing

<u>Benchmark 3</u> 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

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Maryland Learning Standards

	Total Number of Learning Standards for Relevant Content Areas		Number of Social Skills Learning Standards	
Maryland http://mdk12.org/mspp/vsc/index.html	Eng/LA	10	Eng/LA	2
	Math	44		
	Science	54		
	Social Studies	40		
	Health Ed	136	Health Ed – Mental and Emo. Health	24
			Health Ed –Safety and Injury Prevention	4
	Fine Arts	277	Fine Arts – Theatre	3

.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

	Total Number of Learning Standards for Relevant Content Areas		Number of Social Skills Learning Standards	
Massachusetts http://www.doe.mass.edu/frameworks/current.html	Eng/LA	244	Eng/LA	6
	Math	182	Mathematics	1
	Science/Tech	141		
	History & Social Science	131	History & Social Science	3
	Comprehensive Health	65	Health: Social &Emotional Health Strand - Mental Health -Interpersonal Relationships	8 7
	Arts Disciplines	98	Arts	5

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

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.

English Language Arts
Discussion
PreK-2
  1.1 Follow agreed-upon rules for discussion
Grades 3-4
  1.2 Follow agreed-upon rules for class discussions and carry out assigned roles in self-run small group discussions.
Oral Presentation
PreK-2
  3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
  3.2 Maintain focus on the topic.
Grades 3-4
  3.3 Adapt language to persuade, to explain, or to seek information.
  3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.

Arts: Theatre
Acting
By the end of grade 4 student will….
  1.2 Imagine and clearly describe characters, their relationships, setting, conflict, plot from a variety of appropriate literature
  1.3 Pretend to be someone else, creating a character based on stories, or through improvisation, using properties, costumes, and imagery
  1.4 Create characters through physical movement, gesture, sound and/or speech, and facial expression
  1.5 Learn lines, observe, listen, and respond in character to other actors
  1.6 Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble

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New York Learning Standards

	Total Number of Learning Standards for Relevant Content Areas		Number of Social Skills Learning Standards	
New York http://www.emsc.nysed.gov/ciai/ls.html	Eng/LA	45	Eng/LA	1
	Math, Science & Tech	176	Mathematics	10
	Social Studies	82	Social Studies	3
	Health, Phys Ed., Family & Consumer Sciences	45	Health, Phys Ed., Family & Consumer Sciences	4
	Arts	76	Arts	1
	Career Dev & Occ Studies	28	Career Dev and Occ Studies	2

Standard 1 Personal Health and Fitness

<u>Health Education</u>

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

<u>Health Education</u>

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.

<u>Personal Qualities</u>

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

<u>Interpersonal Skills</u>

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

   1.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

   1.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

   1.PS.6 Experience teacher-directed questioning process to understand problems

   1.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking

   1.PS.8 Use manipulatives to model the action in problems

   1.PS.9 Use drawings/pictures to model the action in problems

Students will monitor and reflect o 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.

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

Pennsylvania Learning Standards

	Total Number of Learning Standards for Relevant Content Areas		Number of Social Skills Learning Standards	
Pennsylvania http://www.pacode.com/secure/data/022/chapter4/s4.83.html	Read/Write/Speak/Listen	75	Read/Write/Speak/Listen	4
	Math	117	Mathematics	3
	Science	64	Science and Technology	2
	History	42	Civics and Government	5
	Health Safety & Phys Ed	52	Health Safety and Phys Ed	4
	Career Ed & Work	46	Career Ed and Work	4
			Family and Consumer Sciences	3

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 Spielvogle, Melanee 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
Grades 4-6

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.

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

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.

Esteem Builders: A K-8 Curriculum for Improving Student Achievement, Behavior, and School Climate: Second Edition
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.

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

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

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

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

Let's See-About Me & My Friends

Publisher: Childswork/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.

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 is a drug resistance program consisting of three components: drug resistance skills, personal-self management skills, and general social skills.

Special features: Suggested accommodations

Map It Out: Visual Tools for Thinking, Organizing, and Communicating

Authors: Elisabeth Wiig and Carolyn Wilson
Publisher: AGS Publishing
Publication date: 2001
Age range: Grades K-1
This **book** contains 50 reproducible graphic organizers and conceptual maps developed to relate to most academic and social situations faced by students.

Special features: Graphic organizer, Links to academics, Reproducibles

Making and Keeping Friends: Ready-to-Use Lessons, Stories, and Activities or Building Relationships

Author: John J. Schmidt
Publisher: The Center for Applied Research in Education
Publication date: 1997
Age range: Grades 4-8

This **activity book** lists lessons and activities designed to teach children to make and keep friends.

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

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 thaqt may be purchased separately, a learning center contqaining 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

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.

Special features: List of materials, Reproducibles

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.

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

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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 for 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 abilities so that children with diverse special needs and typical abilities can participate together.

Special features: Reproducibles, Illustrations and photographs

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

Age range: Elementary grades

These **videotapes** and teachers guides offer suggestions on using cooperative learning strategies to address adaptation and modification of classroom instruction across curriculum. Essential life skills, including communication skills and social are integrated into the process of acquiring content knowledge and reaching standards.

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

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

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.

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, establish and maintain friendships, practice helping behaviors, value cooperative action, effectively manage conflict, and resist negative peer pressure.

Special features: Reproducibles, Suggestions for accommodations

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: **R**eproducibles

The Social Skills Game

Author: Yvonne Searle and Isabelle Streng
Publisher: Jessica Kingsley Publishing
Publication date: 1996
Age range: Ages 6-16

The Social Skills **Game** was developed to address the behavioral responses, cognitive processes, belief systems, and verbal and nonverbal communication skills of children and adolescents who experience difficulties with relationships.

Special features: Suggestions for accommodations

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, Suggestions for accommodations

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

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: **R**eproducibles

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 Social Skills to Youth: A Curriculum for Childcare Providers
Authors: Tom Dowd and Jeff Tierney
Publisher: Boys Town Press
Publication date: 1997
Age range: All ages

The *Teaching Social Skills to Youth* **manual** breaks down more than 180 social skills into component behaviors on reproducible pages.

Special features: Reproducibles, Suggestions for accommodations

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.

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:
- Ambers 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

- 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

<u>THERE'S A BOY IN</u>
<u>THE GIRLS BATHROOM</u>
by Louis Sachar

<u>Themes for Discussions and Assignments</u>

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

- 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.

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

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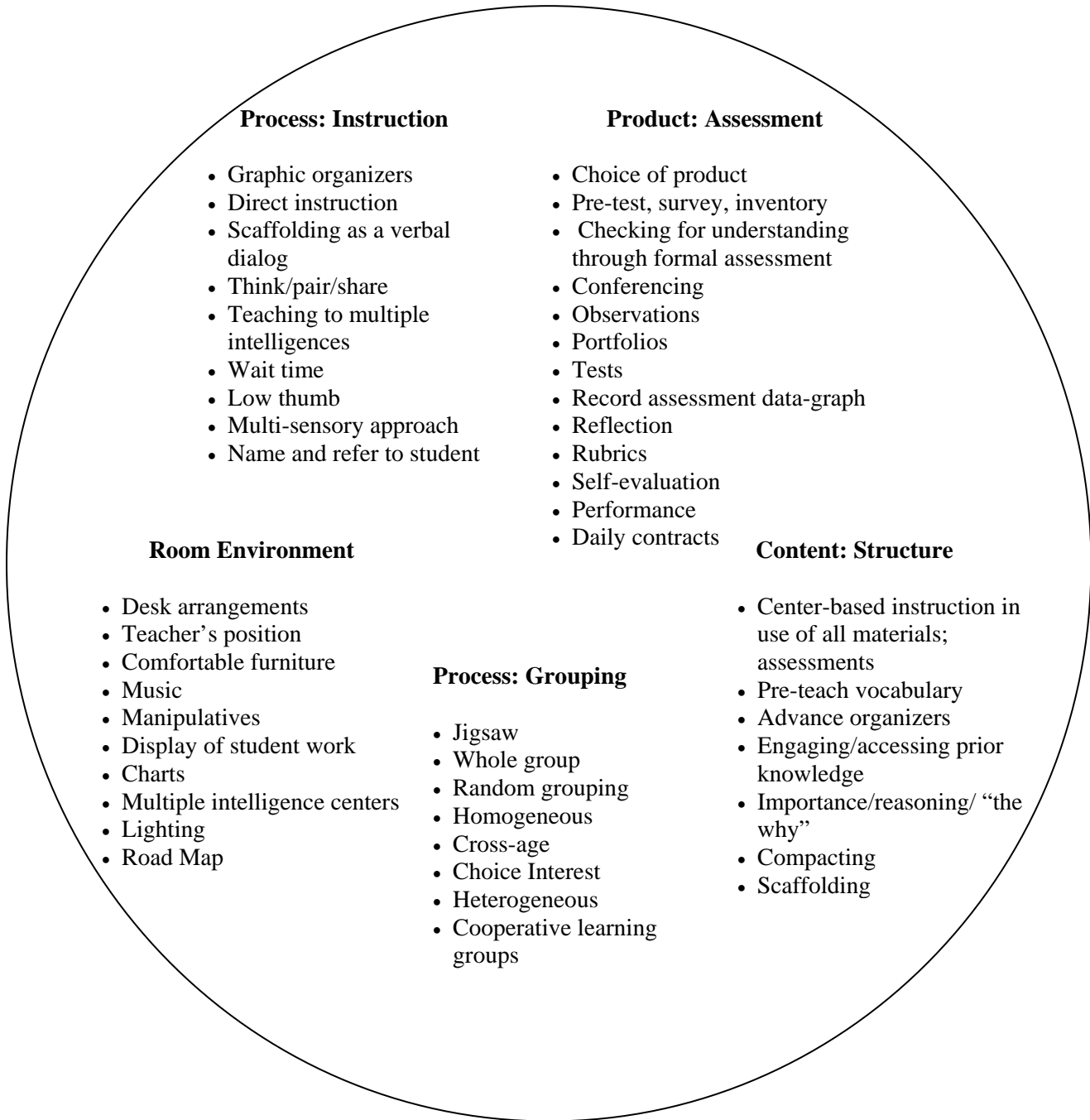
More specifically, DI provides a means for categorizing the vast array of existing instructional approaches into three, easier-to-manage clusters that we can select from when planning our lessons. Below is a brief description of the three clusters approaches to delivering curriculum:

> ➢ **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.

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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

Process: Grouping

- Jigsaw
- Whole group
- Random grouping
- Homogeneous
- Cross-age
- Choice Interest
- Heterogeneous
- Cooperative learning groups

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

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

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

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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 Perception: Noticing Cues
- ❑ Social Perception: Interpreting Cues
- ❑ Social Problem Solving: Setting Goals

- ❑ Social Problem Solving: Generating Strategies
- ❑ Social Problem Solving: Selecting A Strategy
- ❑ Social Problem Solving: Reviewing Outcomes
- ❑ 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:

Number of Curriculum	Lesson name/number	Page number	Essence of the lesson

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.

_____

_____

_____

_____

_____

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:
- Θ Class rules
- Θ Rubric for collaborative group activity containing self-evaluation of being a "good team member"
- Θ Class problem solving meeting weekly

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

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

Social Perception: Noticing and Interpreting Social Cues

      Classroom Environment and Routines:
- Θ 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.
- Θ 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.
- Θ "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.

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Impromptu Response to Spontaneous Social Situation:
- Θ "What do you think happened?"
  (following a disagreement) "How do you think Sam is feeling?"
- Θ How does this situation make you feel?"
  (when classmate spilled something on another's work)" Was that an accident or on purpose?"

Planned Lesson:
- Θ 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.
- Θ Watch a movie and identify emotions expressed by the character. Identify the emotion, and talk about why the character felt that way.
- Θ 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:
- Θ Class-generated goal such as for acts of kindness posted on wall with chart to record acts.
- Θ Individual Graph to record goal set by teacher and student for number of class periods per week with calm behavior.
- Θ 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:
- Θ "What was your goal when you shared your cookie with Susan?"
- Θ "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?
- Θ "What will be your goal when you go out to recess now?"

Planned Lesson:
- Θ 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.
- Θ Ask students to answer the following question in writing or drawing: "What is your goal at school today?"
- Θ 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:
- Θ Have students make rules for how to work in a collaborative group themselves, (with teacher assistance).

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

Planned Lesson:
- Θ Brainstorm strategies, such as what will happen if we don't complete the assignment—use prediction
- Θ Have students make inferences on what they read in class—what was the person doing and why did they make that choice?
- Θ 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?
- Θ During reading group, predict what the character will do and why. Ask students to act out each strategy, and class votes on preferred strategy.
- Θ 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:
- Θ 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
- Θ 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.

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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

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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,

<u>Follow-up Application Activity to bring to Module 2</u>:
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".

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 date 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.

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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

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 l
>>> 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.

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 asocial 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?

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