

Curriculum Area

Engaging in Diverse Activities

Goal: The student will demonstrate an understanding of social rules by pointing to a picture of peers and adults demonstrating appropriate social behavior when given the cue “Point to the picture that shows X (appropriate social behavior)” for 3/3 correct trials across 2 consecutive days for 5 social behaviors during random presentation.

| Prerequisite Lessons | Materials Provided By: | |
|--|--|---|
| | Teacher | Links™ Curriculum |
| <ul style="list-style-type: none"> • Building Vocabulary (L.82) • Naming Emotions (L.97) | <ul style="list-style-type: none"> • Pictures of People in Social Situations • Token Board • Reinforcer | <ul style="list-style-type: none"> • Links™ Instructional Data Form • Sequential Learning Steps without Distractor |

Instructional Procedures

Instructional Set-up and Teacher Cue

- Present two pictures to the student that demonstrates appropriate and inappropriate behavior related to the same social rule (e.g. appropriate personal space).
- Describe the social rule to the student by saying, “The rule is _____ (explain the appropriate behavior).”
- Say to the student, “Point to the picture that shows the X (demonstration of appropriate behavior).”
- After the student points to the correct picture, re-state the appropriate behavior.

Expected Student Response

- The student points to the correct picture.

Reinforcement Procedure

- Reinforce each correct response with a tangible or token reward and social praise.
- Simultaneously teach the student to use the appropriate token board reinforcement system.

Evaluation Criteria

- The student points to the correct picture for 3/3 correct trials across 2 consecutive days during random presentation.

Example

1. The teacher presents two pictures of students standing near one another at their lockers. In the first picture one of the students is standing too close to the other student. In the second picture the students are standing at an appropriate distance apart from one another.
2. The teacher describes the rule by saying “The rule is when you are talking to other people you need to give them enough space so they are comfortable.”
3. The teacher then says, “Point to the picture that shows the appropriate amount of space between the students.”
4. After the student points to the correct picture, the teacher says “He’s giving him enough space so he’s comfortable.”
5. The teacher reinforces the appropriate response with a token and social praise.

Introducing New Concepts

- Introduce new social rules using the Sequential Learning Steps **without** Distractor until the student is able to point to the appropriate picture for 5 social rules during random presentation.

Recommended Concepts

| |
|----------------------------------|
| Personal space |
| Raising your hand to talk |
| Paying attention to others |
| Staying on topic with others |
| Taking turns with others |
| Holding the door open for others |

Modifications

Follow the Data Collection Coding System on the Links™ Instructional Data Form and document the student's performance for each skill as well as any modifications made to the instructional procedures.

| | |
|-------------------------------------|--|
| Correction Procedure | <ol style="list-style-type: none"> 1. If the student does not perform the skill accurately and corrections are needed: <ul style="list-style-type: none"> • Repeat the Instructional Cue. • Prompt with as little assistance as possible. • Reinforce with social praise only. • Repeat the Instructional Cue (with tangible reinforcement available to student). 2. If the student has difficulty or needs the Correction Procedure 2-3 consecutive times advance to the Errorless Learning Procedure below. |
| Errorless Learning Procedure | <ol style="list-style-type: none"> 1. Follow the Errorless Learning Procedure if the student has difficulty or needs the Correction Procedure 2-3 consecutive times: <ul style="list-style-type: none"> • Add a prompt (visual, gesture, verbal or physical) to the instructional cue. • After the student performs 3/3 correct responses, fade the prompt level to a lesser prompt (e.g. continuous physical to intermittent physical). • Some students may need more opportunities than 3/3 correct at each prompt level or may need more than 3 prompt levels (e.g. 100% physical prompt, 90% physical prompt, 80% physical prompt, etc) to successfully learn the task. Adjust the prompt levels according to the student's needs. • Continue fading the prompt until the student can correctly perform the skill without prompting. 2. Continue teaching the student new skills following the Sequential Learning Steps. |
| Recommendations | <ol style="list-style-type: none"> 1. Encourage generalization of skills by doing the following: <ol style="list-style-type: none"> A. Use video modeling and social stories as an additional visual strategy. B. Point out people following appropriate social rules in the natural environment. C. Practice/role play appropriate social behaviors in the natural environment (see Lesson 127: Demonstrating Appropriate Social Behaviors). 2. Also work on Social Skills with this lesson. |