LINKS® CURRICULUM

Curriculum Area

Engaging in Diverse Activities

Goal: Sudent(s) reads or listens to a social script of expected behaviors during a routine and then performs the routine with 90% independence for two consecutive data dates.

Prerequisite Lessons	Materials Provided By:	
	Teacher	**Links® Curriculum**
• *Following One Step Directions (L.12)* • *Using a Task Sequence Strip (L. 25)*	• Social Script of a Selected Routine	• Teaching Routine Planning Form • ORA for Selected Routine

Instructional Procedures

Instructional Set-up and Teacher Cue

Set-Up:

- Select a routine that is challenging for the student to perform independently (i.e., Resolving a Conflict with a Peer, Transitioning from Class to Class).
- Write a social script explaining the steps of the routine.
- A social script is a short story or list describing a set of behavioral expectations a student will need to perform to be successful on the selected routine. A social script should be written from the student's perspective and provide the student information about:
  a. how he/she will respond in the situation (i.e., when the bell rings, I will gather my belongings and put everything in my backpack in the correct zipper pocket).
  b. what positive result will occur from following the social script (i.e., when I arrive at my next class, on time, I can put a check mark on my arrival checklist).
- The student or instructor reads the social script prior to the student beginning the routine or routine simulation.

Teacher Cue:

- After the student has read the social script, provide a natural verbal or environmental cue for the student to begin the routine (i.e., the bell rings, "Find Bill and work out your disagreement").

Expected Student Response

- Student attends to social script describing expectation during the routine and then independently performs each step of the routine or routine simulation.

Reinforcement Procedure

- Provide the level of reinforcement needed to ensure student attends to the social script and independently completes each step of the routine. Some students will learn from social praise and other students will need an external reinforcement system.

Evaluation Criteria

- Collect data on this lesson by measuring student success on the steps of the target Links Routine. Student completes the steps with 90% independence for two consecutive data dates.

Example

1. The teacher identifies, Resolving a Conflict with a Peer, as a routine that the student is currently unable to perform independently.
2. The teacher or student reads the social script created for the routine, immediately before the student begins the routine.
3. The teacher says, "Find Bill and work out your disagreement."
4. The teacher reinforces the appropriate responses with social praise or tokens.

Introducing New Skills

Once the student is able to complete the target routine with a social script and natural environmental cues, discontinue using the social script and provide only natural environmental cues during the routine.

Continue using this process to teach students new routines as needed.

Recommended Skills
Turning in Homework
Resolving a Conflict with a Peer
Socializing with a Group of Friends
Transitioning from Class to Class
Completing Homework

Additional Approaches to Teach Routines through Social Scripts

When first introducing social scripts, many students will need the routine broken down into smaller steps. Use the following procedure to initially teach this skill. Some students will need the routine broken down into 2 or 3 steps while other students will need it broken down into more steps.

Skill	Instructional Cue	Expected Student Response	Reinforcement Procedure	Evaluation Criteria
The student reads (or listens to) one part of a social script and then independently completes that step of the routine or routine simulation.	Read the first part of the social script and immediately provide a natural verbal or environmental cue to begin that step of the routine or routine simulation. Continue reading each part, requiring the student to complete each step of the routine until the routine is completed.	Student independently completes each step of the routine after the corresponding part of the social script is read.	Provide a tangible reward or social praise for completing each step of the routine independently (immediately after the selected step has been completed).	The student completes each step of the routine or routine simulation with 90% independence for two consecutive data dates.
The student reads (or listens to) multiple parts of a social script and then independently completes each step of the routine or routine simulation.	Read several parts of the social script and immediately provide a natural verbal or environmental cue to begin the first step of the routine or routine simulation. Continue this process until the entire social script is read and the student is completing the lesson according to the directions on page 1.	Student independently completes several steps of the routine after the corresponding part of the social script is read.	Provide a tangible reward or social praise for completing several steps of the routine independently (as soon as the selected steps have been completed).	The student completes several steps of the routine or routine simulation with 90% independence for two consecutive data dates.

* The tangible reward should be earned through the use of a Token Reinforcement System, if possible.

Recommendations

1. Select the format of the script (written, pictures, written and pictures) based on the student's reading level.
2. Social scripts can be typed, hand-written, line drawings, photographs, or created and viewed on a tablet.
3. Best practice is to schedule opportunities to read the social script multiple times throughout the school day.
4. Consider using peer buddies.
5. Remember to fade use of the social script to the natural environmental cue once the student demonstrates independence throughout the routine.
6. When possible, fade out the use of tangible reinforcement (see Lesson 136: Using Social Reinforcement to Acquire Skills).
7. Provide the student a visual task strip to orient him/her to the sequence of steps of the routine.
8. General Prompting Strategies: If the student is unable to perform the expected behavior follow the least to most prompting strategy below.

Least to Most Prompting Strategy

1. Allow the student to complete the step independently
2. Use a gesture/visual/verbal prompt
3. Use an intermittent physical prompt
4. Use a continuous physical prompt