

### Objective:

Social scripts help students understand expected behaviors, routines, upcoming events, and a variety of social skills including perspective-taking and social-emotional concepts.

---

### Materials:

- “Socializing at Lunch” social script (provided)
  - Comprehension questions (provided)
  - Scissors
  - Hole punch
  - Ring for binding purposes (1 per prepared script)
- 

### Preparation:

1. Print the social script pages (1 set per student or 1 set for the entire class).
  2. Print and laminate the comprehension questions. Keep the comprehension questions with the social script.
  3. Cut along the dashed lines on the script pages.
  4. Laminate and assemble the script pages.
  5. Hole-punch the top left corner of the script pages.
  6. To bind the book, place a ring through the punched hole.
- 

### Instructions for use as a visual support:

1. Schedule a time to read the social script to students at least one week before the expected event and each day leading up to the event or expected behavior.
  2. As needed, increase the frequency with which you read the social script to assist students’ skill acquisition.
  3. Social scripts are most effective when combined with opportunities to practice and receive feedback. Give adequate opportunities to practice skills and provide reinforcement to increase appropriate behaviors.
- 

### Instructions for use as a group activity:

1. Read the social script to the class.
2. Select which set of questions to ask each student. Questions with visual responses are provided for students working in the essential and intermediate levels. More complex questions are provided for students working in the advanced level.
3. Ask each question and provide the visual answer choices if needed to help students support their answer. Students may respond verbally, using the visual answer choices, and/or using augmentative communication.

## Considerations:

- Social scripts are not intended for use following challenging behavior. They are to be used as a teaching tool prior to the event or targeted behavior. If needed, schedule additional times throughout the day to review the script with students.
- To promote maintenance of the desired skills, begin to increase the amount of time between each reading.
- To promote generalization of the desired skills, ask other adults and students to review the script with students and practice the specific skills.
- For learners who would benefit from participating in the development of a social script, allow them to find their own images and/or use some of their own words.
- For learners who are readers and learn independently from social scripts, allow them to read the script on their own.



# Socializing at Lunch



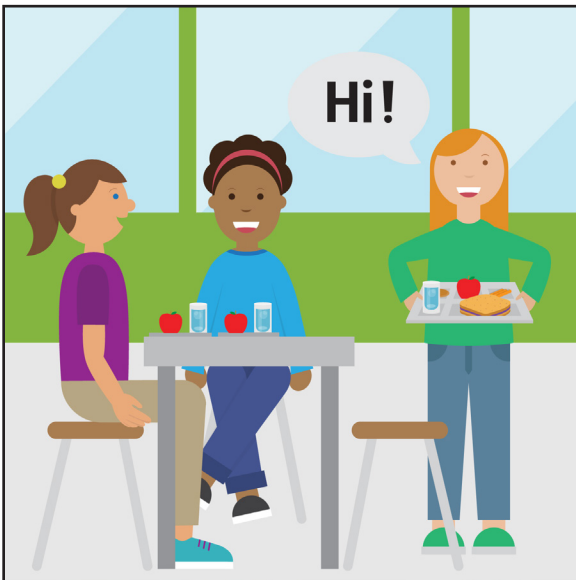
Friends like to talk to each other. It's fun to talk with just one other person, or in a group. Friends talk to each other about what they are doing that day, or they talk about favorite sports, movies, TV shows, and video games.





Sometimes friends will talk to each other in the hallway between classes or in the cafeteria during lunch.

2



When I approach friends eating lunch at a table in the cafeteria, I greet them by saying, "Hi!" Then I sit down and begin eating my lunch.

3



As I take the first bite, I listen to the conversation so I know what my friends are talking about. When they take a break from talking, it's my turn to talk. I can say something about the topic, or I can ask a question. When I'm talking in a group of friends, I need to talk about the same topic so I can be a part of the conversation.

2



After I make a comment or ask a question, I let someone else take a turn. When someone else is talking, I take a bite of my food and listen to what they are saying. Then, I can make another comment about the topic, or ask another question after I swallow my food. Other friends may have something to say about the topic, so I can listen to what they are saying, too.

3



After a little while, people may finish their lunches and start to leave the table. They gather their trash and say bye before they head off to their next class. When this happens, I will also say bye and finish up my lunch, too.

2



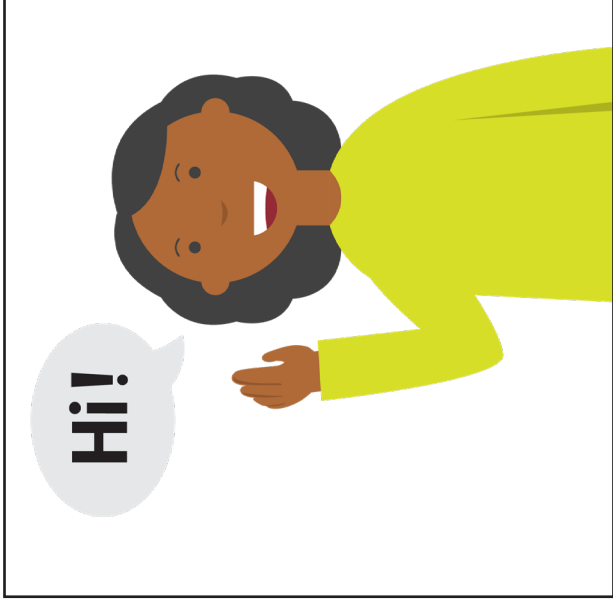
I can talk with my friends by listening to the conversation, making comments, asking questions that are on topic, and listening quietly while my friends talk. When I do these things, my friends will like talking with me.

3

## “Socializing at Lunch” Social Script: Comprehension Questions (Essential and Intermediate)

### QUESTION 1:

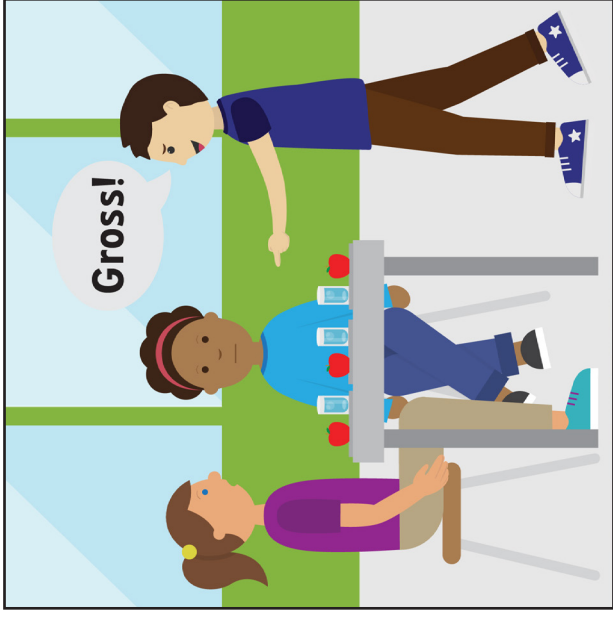
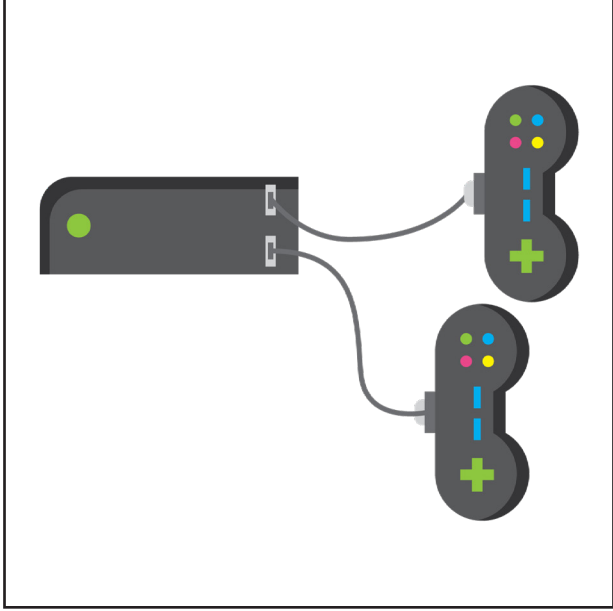
What should you do when you see friends sitting at a table in the cafeteria?



## “Socializing at Lunch” Social Script: Comprehension Questions (Essential and Intermediate)

### QUESTION 2:

What can you talk about with your friends?

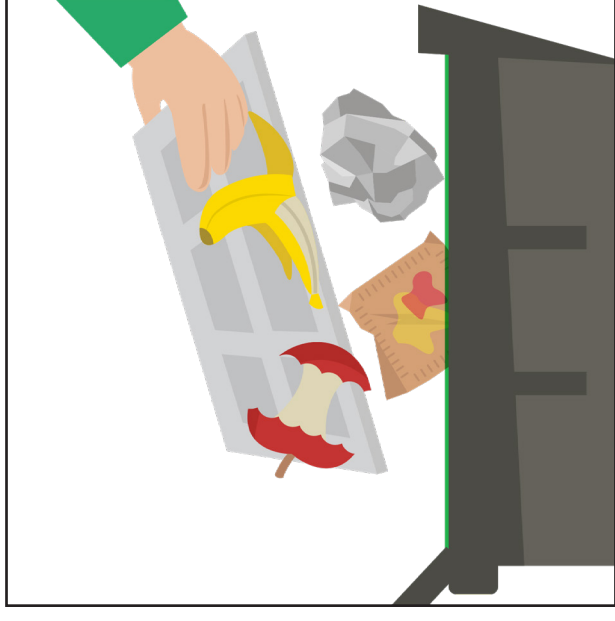
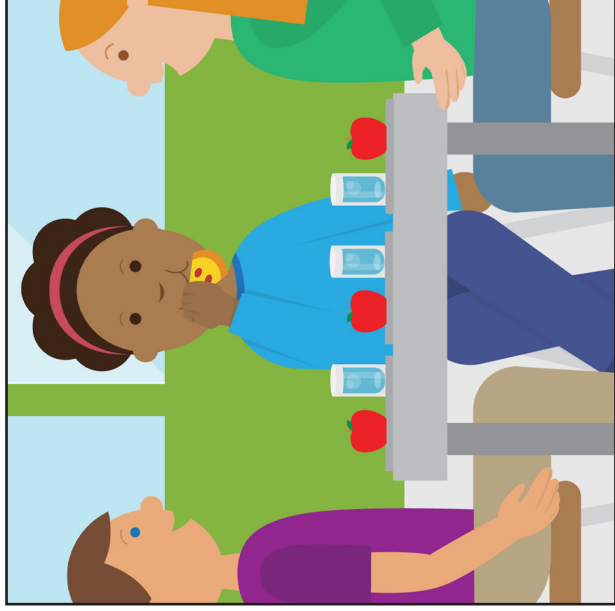
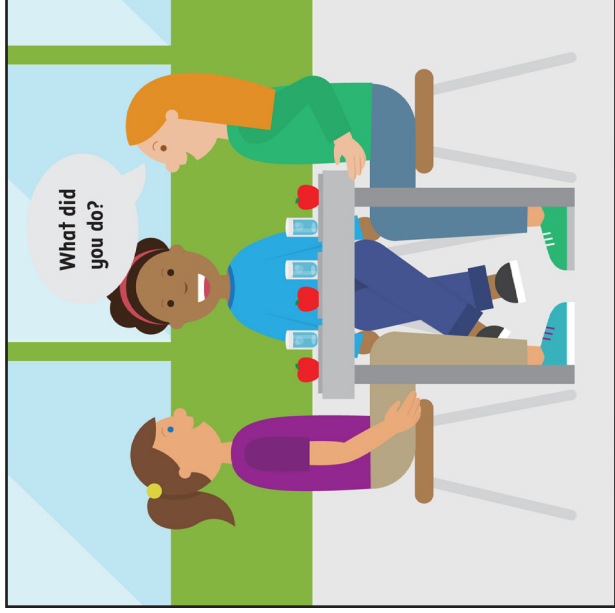




## “Socializing at Lunch” Social Script: Comprehension Questions (Essential and Intermediate)

### QUESTION 3:

Which picture shows a student asking a question?



**“Socializing at Lunch” Social Script: Comprehension Questions (Advanced)**

**QUESTION 1:**

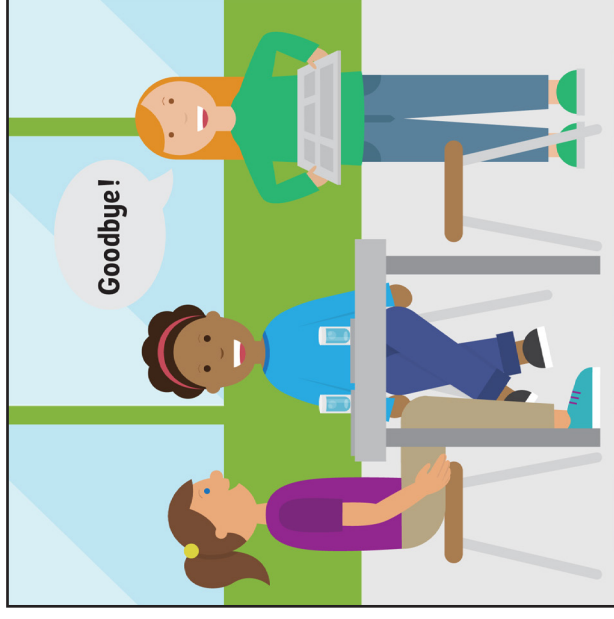
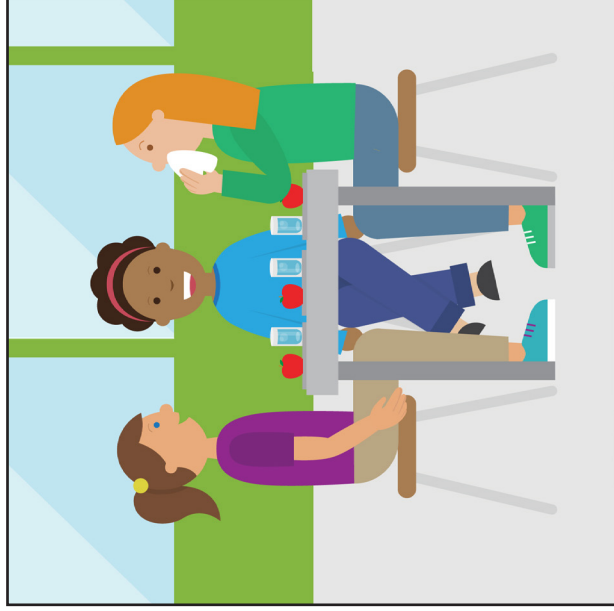
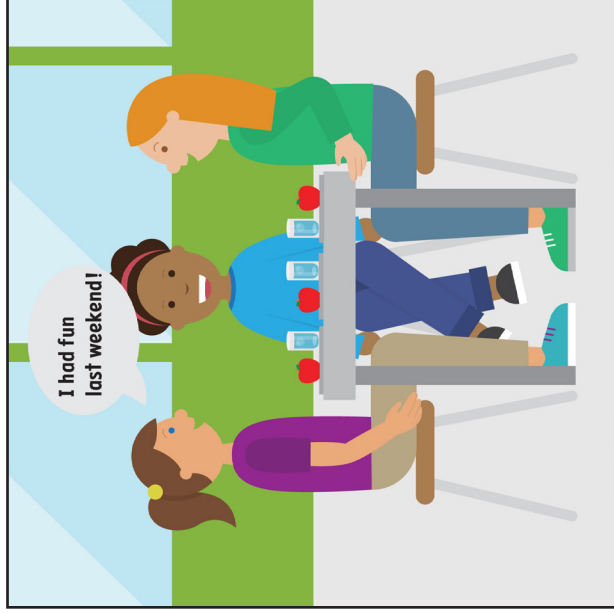
Is it okay for friends to talk while they are eating lunch?



## “Socializing at Lunch” Social Script: Comprehension Questions (Advanced)

### QUESTION 2:

Which picture shows what to do at the end of a conversation?



## “Socializing at Lunch” Social Script: Comprehension Questions (Advanced)

### QUESTION 3:

How do students feel when they talk with others at lunch?

