

Strand C1: Teaching Time

Language — Social Communication



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)	<ul style="list-style-type: none">• Strand C1 lesson plan• Strand C1 REEL• Data collection sheet

Goal: The student will identify and/or label emotions, demonstrate an understanding of social rules, and demonstrate appropriate social behaviors.

Progression of skills:

Work on each phase until the student meets the criteria for mastery, and then move onto the next phase.

Phase 1: Identifying and naming emotions

Target skill goal: The student will recognize and/or name 5 emotions when give the cue “Point to person that is X.” and/or “How do they feel?” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Understanding social rules

Target skill goal: The student will demonstrate an understanding of 3 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]” in 90% of trials across 2 consecutive weekly probes.

Phase 3: Demonstrating appropriate social behavior

Target skill goal: The student will demonstrate 3 appropriate social behaviors by role-playing social situations with peers and adults after a scenario and a social rule is described in 90% of trials across 2 consecutive weekly probes.

Embedded skills:

During this lesson, continue to work on embedded skills such as attending and social communication (see the teacher guide for more information).

Notes:

1. The teacher will provide direct instruction to the student. If the student is unable to attend to remote instruction from the teacher, modify the following lesson plan to include more guidance and coaching for the caregiver to provide direct instruction.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific language concept.

Phase 1: Identify and naming emotions

Note: Choose option 1 if the student is not yet imitating words. Select option 2 if the student can imitate words verbally or using an augmentative communication system. Trials may be presented using a combination of these options as students acquire the ability to recognize and name items.

Option 1: Receptive language trials only

1. Gain the student’s attention and say, “Point to the person that is X” where X is an emotion (e.g. “Point to the person that is happy”).
2. If the student responds correctly, label the emotion and direct the caregiver to provide reinforcement (e.g. “Happy! Good job! Here’s your [reinforcer]”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to the person that is X” one time.
 - b. Coach the caregiver to help the student point to the correct picture and provide social praise.

- c. Try again without prompting.

Option 2: Receptive and expressive language trials

1. Gain the student’s attention and say, “Point to the person that is X” where X is an emotion (e.g. “Point to the person that is happy”).
2. If the student points to the correct emotion, immediately ask the student, “How do they feel?”
3. If the student responds correctly, label the emotion and direct the caregiver to provide reinforcement (e.g. “Happy! Good job! Here’s your [reinforcer]”).
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue “point to the person that is X” one time.
 - b. Coach the caregiver to help the student point to the correct picture.
 - c. Immediately re-state the question and the answer at once (e.g. “How do they feel? Happy!”).
 - d. Give the student time to imitate the word (i.e. “happy”) and provide social praise.
 - e. Try again without prompting.

Phase 2: Understanding social rules

1. Gain the student’s attention and say, “The rule is X. Point to the person that is X” where X stands for a social rule (e.g. “The rule is giving people personal space when you talk to them. Point to the person that is giving personal space”).
2. If the student responds correctly, label the social rule and direct the caregiver to provide reinforcement (e.g. “Giving personal space! Here’s your [reinforcer]”).
3. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “The rule is X. Point to the person that is X” one time.
 - b. Coach the caregiver to help the student point to the correct picture and provide social praise.
 - c. Try again without prompting.

Phase 3: Demonstrating appropriate social behavior

1. Set up a role-playing situation with the caregiver or peer.
2. Gain the student’s attention and say, “The rule is X. Show me X” where X stands for a social behavior (e.g. “The rule is giving people personal space when you talk to them. Show me giving personal space”).
3. If the student responds correctly, label the social behavior and direct the caregiver to provide reinforcement (e.g. “You’re giving them enough space so they are comfortable! Good job! Here’s your [reinforcer]”).
4. If the student responds incorrectly or does not respond:
 - a. Repeat the cue by saying, “The rule is X. Show me X” one time.
 - b. Coach the caregiver to help the student demonstrate the rule and provide social praise.
 - c. Try again without prompting.

Suggested directions to use for this lesson:

Phase 1	Phase 2 and 3	
<ol style="list-style-type: none"> 1. Happy 2. Sad 3. Scared 4. Mad 5. Surprised 	<ol style="list-style-type: none"> 1. Personal space 2. Raise your hand to talk 3. Holding the door open for others 	