Social Skills Lesson Plan
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Social Skills Lesson Plan

**This will be a two day lesson.**

1. **Group or Individual**

   This plan is designed for a 5th grade self-contained classroom with students who have varying disabilities. Some of the disabilities present in the classroom are specific learning disabilities, Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, and Asperger’s. There are 6 girls and 5 boys in the classroom. The range of ages in the classroom is 10-12.

2. **Skill** (specific social skill addressed in the lesson—make this an interactional skill that involves the student(s) interacting with (an)other person(s) vs. a solitary social skill)

   Interrupting Appropriately
   Is This the Appropriate Time? -deciding whether a situation is an appropriate interruption or action

3. **How and why skill chosen was for instruction** (assessment, consultation, social validity, priority)

   Students in the class will often interrupt instruction or people talking to do something or say something not appropriate for the situation/time period.

4. **Behaviorally Stated Objective** (conditions, behavior, criteria)

   When having to say or do something while others are engaged in something else, student will decide if its an appropriate time to interrupt, and if so student will decide how to get the person’s attention, wait for acknowledgement, and say/do what they need to.

5. **Material(s)**

   Role play situations that demonstrate a student participating in an activity that is either appropriate or not for the setting/time period. Students will be given a list of the steps on how to interrupt appropriately. White boards/markers for responses.

6. **Instruction (Procedures, Methods)** for teaching a social skill

   a. **Describe skill** (explain the skill in understandable terms)

      Interrupting is to break in and talk while another is speaking. There are appropriate times and ways to do this.

   b. **Student Rationale**

      You may have questions or need to do something. You may feel that you need clarification permission to do something, to join in a conversation/activity or to ask for help. Depending on the time or situation it may or may not be the best time to ask or do something.
Teacher: If you feel that it is the right time by following the steps of interrupting appropriately you can keep yourself out of trouble for talking, keep your friends from getting mad during conversations, people may not pay any attention to you if it is not an appropriate time or might make a situation dangerous if they have to stop to listen to you

Students: People get mad, may yell at you, not answer your question, could get hurt, Parents may not give you permission to do something if you interrupt while they are doing something important, they may ignore you, they may forget what they were saying

c. **general situations** What are the “flags” that tell students to use the skill?)

When you really have something to say or really want to do something and the people you need to talk to are busy (e.g. talking with others, working)

d. **Specific examples of situations**

When you need to ask a question, two people are talking, a group of students are working, the teacher is teaching, someone could be in trouble, your mom may be on the phone or working

e. **steps of the skill**

1. Think about what you need to say/do.
2. Decide if the message is important or whether it can wait. (right time)
3. Decide how to get the person's attention.
   a) raise hand
   b) say "Excuse me" and/or the person's name
   c) touch the person
   d) stand by the person
4. Wait for acknowledgement (verbal or nonverbal)
5. Say what you have to say.

f. **Model** the skill (teacher model with student feedback/comment)

The first step of this lesson is to determine if it is the right time for the student to interrupt. Teacher and students will model the following roles and other students in the class will respond if it is the right time to interrupt or not. The students will hold up their answers (yes/no) on their individual white boards.
- The fire bell just went off! The class is supposed to line up quietly at the door and get ready to go outside. Is this the right time for Mary to ask her teacher if she can call her mother to bring her game to school? (Mannix, 1993)
- There is a guest speaker in the classroom talking about how to take good pictures with a camera. Is this a good time to ask how to use a flash with your camera? (Mannix, 1993)
- The teacher is in the middle of teaching a social studies lesson. Is this a good time to ask a questions about math homework? (Mannix, 1993)

After students have decided if it is the appropriate time to interrupt they will practice the steps of how they should interrupt. Students that are not participating in the roles will check off to make sure that students are
following each step. If they see that all the steps are not being followed they can raise their hand to help their classmates figure out what they may have missed.

g. **Verbal rehearsal** of skill steps (students learn to name steps of skill to automaticity)

The class will participated in choral responding, round robin responding, and random responding, students will practice saying the skill steps from memory until they can say them quickly and correctly.

h. **Behavioral rehearsal (role play)** of skill steps with feedback and reinforcement

Students will participate in role plays to practice steps of the skill in two groups. Students will choose one of their role plays to perform for the other half of the class. Each group will be given 2 scenarios (drawn out of a bag & depending on time) and will be monitored by teacher and teacher assistant. Groups will be monitored and given feedback, reinforcement, and mastery.

- You have to ask a question about the homework assignment. The teacher is talking with another teacher.
  - Your mom is on the phone. You have to tell her you're leaving and when you'll be back.
  - You interrupt teacher during small group lesson for help, to use bathroom, or for direction.
  - You have to deliver a message to a teacher who is teaching another class.
  - Your parents are talking and you ask to go to a friend's house.
  - You approach your gym teacher to request equipment.
  - You interrupt two people in a store to ask for help.
  - You are in a hurry and you want to buy the DVD you have picked out. The person working at the counter is talking to another adult.

• **Application with Feedback** (To be done after students have completed lessons to ensure they are continuing to use skills)
  - Set up situations where I give a confusing assignment and then I turn to talk to someone. Observe to see how students interrupt.
  - Monitor daily interruptions students make.
  - Students come up with their own role play situations (can be done briefly each week)
  - Arrange for student to take a message to another classroom, office, or teacher. Observe to check if student follows process steps, or check with recipient of message for feedback.

i. **Homework (generalization) assignment** (have students try skill in new settings)

Students can record when they observe someone interrupting. This can be in real life or something they see on a television show. They will record if they believe it is the appropriate time to interrupt and if the person followed the steps when interrupting. We will share these in class a few times each week. Each student will present at least one interruption they observed each time we have discussions.

7. **Student Evaluation—evidence of student learning** (How you know the objective was met, e.g., student(s) gave characteristics and specific situational examples; recited steps with 100% accuracy; demonstrated all steps in role plays and real situations).

After the first lesson students were able to give examples of when it would be a good time to interrupt and when they should wait. They were also able to give rationale about why the skill is important to know. Some students gave examples of times when they had to interrupt or had been interrupted. We talked about how they felt when the person blurted out something versus using the steps of the skill. After the second lesson
students were able to recite the steps without reviewing their paper or the board. Students performed role plays that were given to them and used all the steps in interrupting appropriately. They performed the role plays for the class and the other two groups reviewed if all steps were used. They were all responsible for making sure each person in the group used the skills accurately.

8. **Lesson Evaluation/Additional comments** (What went well? What presented challenges? What would you change next time you taught the skill?)

The students enjoyed these lessons. They all actively participated in giving examples and situations that the skill needed to be used. Students did an excellent job using the choral response and round robin to memorize the steps of the skill. I let them do goofy voices, they laughed the whole way through but said all the steps. I gave them the scenarios and each group worked well together coming up with what they would say and do. They took turns planning their play and I was surprised out in depth they went. Some students pretended to be me or Ms. Thurmond (assistant) and said things exactly the way we do. It just showed me that the students really do pay attention to what we say and do and the importance of modeling the correct behaviors. Most of the students really enjoyed acting out the role play scenarios and added their own personalities to the plays.

Some students did not want to act out but did so. I think this was the biggest challenge in my classroom during this lesson. I think next time I would change the way students can present the scenarios. The students that may not want to act can be the “judges” and check off the steps as the groups perform or they can draw a picture/comic of the situation. They can present their picture/comic to the class. It can be displayed along with the list of situations/role play scenarios in the classroom. I am going to continue to give them scenarios from time to time to reinforce this skill and others that we are working on. I will mix the groups up each time to allow students to work with each other. They need the experience working with everyone in the classroom. I have also set up time periods for the students to present their role plays to students in the younger classrooms. I am also planning for us to mix the students up (younger with older) and practicing some more role plays.

**Critique of Book (attached lesson included)**

Strengths: The book gives a very clear objective and rationale for each one of the skills. The book also includes, “thinking questions” that help the students really think about when the skill may be appropriate. In the book the lesson is titled: Is This the Right Time? The book also includes a worksheet for each lesson that you can use to reinforce the skill. The worksheet is where I go the scenarios to use for the model section of the lesson.

Weaknesses: The book does not give a list of skills for each social skill. The book did not include interrupting appropriately so I was unable to use anything other than the scenarios.

Original in Lesson: Based on reading the lesson out of the book I came up with the steps. I looked at various things on the internet but no single list of steps I felt were simplified enough for the students to grasp. I also came up with the role play situations as well as ways to continue to assess their performance for the students based on situations I felt they may encounter the most at their age.

What came from resource-
I wanted to use the idea of whether it was the right time to interrupt before teaching the steps for interrupting appropriately. Students need to be aware that they may have to wait until another time to say or do what they need to. I used the scenarios for the model section of this lesson. The scenarios all allowed the students to determine if it was the appropriate time to interrupt. I also used part of the rationale to write my own.

Resource