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EFFECTIVE SOCIAL SKILLS CURRICULUM FOR STUDENTS WITH EMOTIONAL AND
BEHAVIORAL DISORDERS THAT FOCUSES ON SKILL GENERALIZATION ACROSS
SETTINGS

by

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A capstone project submitted in partial fulfillment of the
Requirements for the degree of Master of Arts in Education.

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ABSTRACT

Finding creative and engaging ways to effectively teach social skills to students with emotional and behavioral disorders is a common goal for many special education teachers. Additionally, finding ways to increase the generalization of these skills across setting and post-high school, is another important goal area that student teams work to address as they develop meaningful transition plans. This capstone project answers the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?* This capstone project includes a six week unit that focuses on specific social skill acquisition, creative and engaging methods for practice and experiences that foster the generalization of these skills across settings. Guiding students to become self-determined and involved members of their individualized education plan (IEP) team through student-led IEP meetings culminates the unit.

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CHAPTER ONE

Introduction

Preparing students for transition is a common topic and goal area for secondary students with individualized education plans (IEPs). Educational teams spend years thinking about and planning for a students' transition to post secondary life. Transition, however, does not always have to just be about post secondary life, it can also be about transitioning between programs, schools, and the community while a student is still in school. Students in separate, setting four, behavior support buildings often have the goal of being successful somewhere outside of the program. Students spend educational time in setting four buildings to practice and acquire social skills that set them up for success outside of that program, whether that be at their home school, in a work program, or in the community. For each student, the transition goal is different. This capstone project focuses on creating a social skills training program that addresses increasing the generalization of specific skills for students with emotional and behavioral disorders (EBD) across settings and environments. In addition, this capstone project will answer the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?*

Throughout this chapter, I give both personal and professional background and describe my interest in this particular topic. I also describe my rationale for developing a social skills curriculum for students with emotional and behavioral disorders.

Personal Background

I grew up in southern Minnesota and had many teachers in my extended family. My aunt was a fourth grade teacher in our local Catholic school system and in the summers we were always able to go to her classroom with her while she prepared for the upcoming school year. My

mother was not a teacher, but ran a local non-profit agency and coordinated volunteers within our community. My siblings and I often assisted her at fundraising events or delivering goods to homes in town. She instilled in us that giving back to our community was something we should make an effort to do. I knew at a young age that I wanted to help others often and to be a teacher. In high school, my first job was at a local group home for adults with developmental disabilities. This job experience fostered my passion for helping those with special needs. Teaching students with severe and profound developmental disabilities is how I spent my first eight years in education. For the last five years, I have worked with students with significant emotional and behavioral issues. Both populations of students need to acquire appropriate social skills and they need to be explicitly taught how to use those skills across settings with effective, solid, research based curriculum, and, most importantly through meaningful and regular practice.

Professional Background

I currently work in a K-12, setting four, special education behavior support building. Our schools teams work to transition our students out of our building and to a less restrictive setting. This looks different for each student. For some, it is a gradual transition back to their home school, for others it is a transition to a vocational program, a job in the community or a class at the Area Learning Center. Our transitions, while very individual, all seem to have one factor in common: concerns from the new team regarding the level of appropriate social skills of our students. In my building, we use the Boys Town framework to teach social skills and to intervene behaviorally. Boys Town uses evidence based practices to teach social skills and motivate students while providing them with specific feedback related to their behavior. My building has found success with the Boys Town system as a building-wide framework. When students make progress in our program and meet the requirements for transition, they often move to a much

larger setting with staff and students they are unfamiliar with. Often, students quickly regress. Students show an overall increase in anxiety, negative behavior, and sometimes they engage in self-sabotaging behavior so they can stay in our program. Students tell staff that they prefer the small setting, the comfort of a familiar building, and the staff that go out of their way to accommodate them and to creatively meet their needs. As a staff, we spend a considerable amount of time discussing ways to bridge this gap and to help students build on the success they find in our building, in a less restrictive setting. We want to help students generalize the skills they learn at our building to their home school, job site or community experience. As teaching and IEP teams, we have to determine what specific social skills need to be a priority and how we can find ways to practice generalization. I am passionate about helping students find success in a less restrictive setting.

In the last two school years, my building has taken on more new students than we have transitioned out of our building. Our staff are beginning to worry that we are becoming ineffective. We want to see our students succeed and we all feel strongly that being in the most restrictive environment should not be a forever placement. We believe that students should always have the opportunity to access a less restrictive environment and that it is our job to help them acquire the skills necessary to do so.

Our program incorporates social skills training and practice into every aspect of a student's day, including content area classes, elective classes, and social skills classes. Students are exposed to social skills training in the lobby, the hallways, and with every interaction they have with building staff. I have direct time with each of the students on my caseload to teach and practice social skills. Often, the focus is on the specific skills they need to transition. Generalizing skills is a consistent student goal. Finding ways to increase the likelihood of

generalization of skills would be very useful as we design social skills lessons for our particular population.

Rationale

Based on my recent classroom experiences and specific student observations, my capstone project will explore what strategies and methods of social skills training best prepare students to generalize their skills across settings. This current literature serves as a guide as I design a social skills curriculum that focuses on increasing the generalization of these skills across settings. Having relevant information regarding how a teaching team can best help students gain the skills they need to successfully transition out of a setting four building and into a less restrictive setting would guide me as I design specific lessons and make long term goals for my students. Choosing activities, curriculum and materials that are relevant and engaging to this particular population of students can be challenging. Researching what specific strategies for teaching social skills is most likely to increase positive student outcomes would be very beneficial as our teaching team continues goal setting and planning for our building.

Teaching social skills to students in a setting four, EBD classroom presents unique challenges at times. Often in this setting, behaviors dictate how lessons culminate. Students struggle with overall positive behavior, mental health, and many students also have specific learning disabilities. Teachers adapt, modify and re-design lessons daily and sometimes hourly to meet the unique needs of students. Other variables to consider include specific student backgrounds, social skills curriculum, student academic ability, and other factors that are out of a teacher's control (lack of sleep, lack of proper medication, etc). Some students rely on the assistance of a paraprofessional to read assignments out loud, shorten the work, help with

writing, and to modify assignments as necessary. Taking these variables into consideration as I design a curriculum helped maximize student outcomes.

Conclusion

In this chapter I identify the purpose of my capstone project, which is creating a social skills curriculum that focuses on creative ways to help students generalize skills across settings and environments. I also ask the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?* This chapter also examines both personal and professional experiences that led me to my current teaching position and my interest in helping students be successful in environments and settings they have not always been in.

Chapter Two reviews the literature regarding social skills training and effective practices and transition-related curricula. Chapter Three is a detailed description of the project and the curriculum being designed, and Chapter Four revisits the capstone process and describes my reflections and overall learnings.

CHAPTER TWO

Review of the Literature

Introduction

The development of social skills is vital to the success and progress of students, especially those with emotional and behavioral disorders. “Social competence allows individuals to build positive and rewarding relationships and to reduce or eliminate negative ones” (Chen & Bullock, 2004, p. 223). Deficiencies in social competence can cause students to struggle academically, socially, and emotionally. Behavioral challenges such as lack of motivation or non-compliance often make typical or common methods of delivering social skills instruction ineffective. Teachers that work with this specific population of students have to utilize non-traditional methods of teaching and learning as they work to engage students in social skill acquisition activities. Once students have mastered the skill in small, structured settings and groups, teachers have to continue using non-traditional methods of instruction and practice to help students generalize these skills across settings and environments as they promote long-term skill maintenance. This chapter reviews literature in hopes of answering the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?*

This literature review provides a general overview that defines what it means to be a student with emotional and behavioral disorders and what research shows are the most effective methods for teaching and learning in regard to this particular population. It also discusses and examines current literature surrounding current social skills practices for students with and without emotional and behavioral disabilities and current transition programming for students with disabilities.

Students With Emotional and Behavioral Disorders

In order to adequately create and effectively design a curriculum for students with emotional and behavioral disorders, research on how this population of students learns best must be completed. Students with emotional and behavioral disorders often learn best through non-traditional, hands-on learning methods and activities. The curriculum scope and sequence, content, and methods must be engaging and meaningful to students in order for it to be effective. Keeping that in mind, it must be created with their learning styles at the forefront of the planning process.

Students that receive special education services under the category of EBD have shown an established pattern in one or more of the following emotional or behavioral responses: withdrawal or anxiety, depression, problems with mood, or feelings of self worth; disordered thought processes with unusual behavior patterns and atypical communication styles; or aggression, hyperactivity, or impulsivity (MDE, 2021). Students that are identified as EBD often struggle to make progress intrapersonally, academically, vocationally and socially.

There are several research-based interventions that have shown to be effective for students with EBD. The Minnesota Department of Education (2020) identified the following list as interventions to be considered:

- Check In, Check Out
- Check and Connect
- Behavior Specific Praise
- Group Contingencies
- Peer Mediated Interventions
- Self-Management

- Teacher Directed Opportunities to Respond (OTR)
- Video Modeling

These interventions are included within this capstone project and are paired with research-based social skill interventions as well as research-based interventions and programming that focuses on transition and life outside of the classroom and school setting.

Finding high quality, evidence-based practices and recruiting highly qualified EBD teachers has been, and continues to be, an area of concern for schools attempting to provide their students with quality EBD programming (Bruhn et al., 2019). Teachers of EBD students have some of the highest burnout rates in education.

A project called Families and Schools Together (FAST Track) was formed in 1992. This project focused on a comprehensive and preventative approach to serving students at risk for developing EBD. Their research found that the following intervention components were key in the development of effective programming for students with EBD; parent training, academic tutoring, social skills training and classroom-based intervention (Bruhn et al., 2019).

Another method of intervention for students with EBD is the idea of wraparound services. Bruhn et al. (2019) described this as a planning process for teachers, family members, and community team members to engage in together as they develop and implement individualized support plans driven by evaluations and comprehensive assessments. This means that a student's team would make plans that include school supports, counseling/therapy, academic support outside of school, and other family resources that are needed.

Motivation systems are often embedded within programming for students with EBD. Finding creative and consistent ways to motivate students can be a challenging task for teaching teams and building administrators. According to Lamke, S., Pratt, D., Meeks, M., & Perhamus,

A. (2015), for students in self-contained classrooms or setting four programs, using a motivation system can provide an incentive to change behavior. A motivation system must be well planned, detailed and implemented consistently. Lamke et al., (2016) recommends using a multilevel system that ultimately fades the amount of support required as students move through the levels. It becomes clear to students what they need to change, behaviorally, in order to advance and it allows them to move at an individual pace (Lamke et al., 2016). Incorporating a token economy into the motivation system where students earn or buy privileges contingent on points earned can be effective if the reinforcers are strong and meaningful to the students (Lamke et al., 2016).

Students with EBD generally have complex needs that can only be met with evidence-based programming. Often, the interventions that are found to be successful for students with EBD are non-traditional methods of teaching and learning and are more effective when implemented by a highly qualified teacher. These methods start to answer the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?* Common areas of need for students with EBD are interpersonal and intrapersonal relationships and social skills. In order for students to gain skills in these areas, they need structured practice opportunities outside of the classroom or school setting. Combining best practices in the area of EBD programming, social skills programming, and transition-focused programming is a way in which teachers can help students acquire social skills and also generalize them across settings.

Research Based Social Skills Programming

This section focuses on evidence-based practices for teaching social skills to students. The information gathered during this portion of the literature review was used in the development of a social skills curriculum that consists of not only skill acquisition but

generalization across settings and environments. The information presented and synthesized in this section is not necessarily related only to students with EBD, but to all students that receive social skills instruction.

Hansen et al. (1998) wrote an article titled, “Enhancing The Effectiveness of Social Skills Interventions with Adolescents,” discussing major advances in social skills instructional techniques that have shifted from only basic skill acquisition to generalization and maintenance in real world settings and situations. Hansen et al. (1998) observed how a number of factors can impact the effectiveness of social skills interventions. These issues can include, but are not limited to, family problems, negative peer group influences, oppositional behavior and conduct problems, substance abuse problems and limited cognitive abilities. Adolescent aged youth are going through the physical and emotional changes of puberty and are finding themselves in interactions and relationships that are becoming more complicated and adult-like (Hansen et al., 1998).

The articles shared several methods for enhancing the effectiveness of specific social skills interventions with a focus on treatment adherence techniques, generalization and social validity. They outlined how all three of these are interconnected and when one improves, the others are likely to improve as well. One method of increasing treatment adherence is to use shaping procedures that include positive reinforcement (paying students to attend sessions, regardless of participation, but then changing the contingencies throughout so that in the end payment is ultimately discontinued and only social reinforcement is needed) is one method of increasing engagement and effectiveness (Hansen et al., 1998).

Another innovative attempt by researchers to improve adherence and attendance was to hold social skills sessions in a community setting where activities included games, structured

activities and refreshments (Hansen et al., 1998). Providing students with an enjoyable place to go and participate in the activities (a basketball court or a local recreational center, for example) not only addressed attendance, but also generalization and maintenance, and gave students real-world settings to learn and practice their skills.

Finding ways to address social validity within students is another way to enhance the effectiveness of an intervention. Hansen et al., (1998) detailed taking the time to find out whether the goals of the lesson or program are relevant to the student and their family. Do the behavioral goals of the therapist/teacher match that of the students and their families? This is a question that should be explored at the beginning of an intervention (Hansen et al., 1998). Another method of finding ways to achieve social validity within the intervention is to help show students the areas in which they are challenged, without degrading their abilities, and help them see the areas which they need to work on. This specific method takes great effort on the part of the therapist or teacher to ensure that a student sees this as something that is motivational and not negative or demeaning. Hansen et al. (1998) finally go on to highlight that the generalization of skills from a clinical setting to a real-life situation is a critical issue. Modeling, immediate reinforcement, supervision, observational learning, and receiving interpersonal feedback are ways in which an instructor or therapist can work to achieve skill generalization. Teaching and practicing self-monitoring and self-management techniques and procedures can also aid in the generalization of skills (Hansen et al., 1998).

One well-researched social skill intervention is known as video modeling. Clinton (2016) defined video modeling as an instructional method that uses video footage of a model demonstrating a behavior or new skill to teach a student. Video modeling can be used in more than one way. The modeling can provide a learner with instruction by showing them footage of

an adult or peer demonstrating the correct or appropriate way to complete a task. The goal is to increase future occurrences of the target behavior or skills. Video self modeling is another type of video modeling intervention. Video self modeling uses video footage of the student completing the task or skills with the goal of increasing future occurrences. Clinton (2016) discussed how the use of a strategy, such as video modeling, paired with direct social skills instruction, reduces levels of noncompliance within the social skills lesson and therefore increases the overall skill acquisition.

Social Stories are another common and well-researched social skills intervention and teaching tool. Olcay-Gul and Tekin-Iftar (2016) conducted research on the effects of creating family-generated and family-delivered social stories as they worked to help their students acquire, maintain and generalize social skills in young children on the Autism Spectrum. This study focused on teaching families how to write and deliver/implement social stories at home. They define social stories as the sharing of structured stories that depict specific social situations. They detailed what the child will encounter, what the appropriate response should be, and that the social story should be brief in length. Parent training sessions were conducted and the writing and implementation of social stories were modeled to all parents. Olcay-Gul and Tekin-Iftar (2016) determined that the following steps were crucial steps in the development of effective social stories:

- giving a title
- building the structure with an introduction (description of the situation)
- a climax (mentioning the reason of the inappropriate behavior, definition of the appropriate behavior and the reinforce)

- and a conclusion (emphasizing the feelings and thoughts of others against the target behavior)
- answering the 5Wh questions
- writing from the point of view of youth
- using descriptive, guiding, reflecting and/or confirming sentences
- following the rules for rate of sentences
- using positive expressions
- writing clear enough for the youth
- using appropriate sentences and expressions (p.70, 2016)

They also designed a series of very specific steps for parents/families to follow when teaching skills by way of social stories that involved timing, evaluation, reflection, and repeating the process when needed. Results indicated that this was an effective way to successfully teach social skills to students with ASD. Families were able to write social stories, implement them reliably and aid in the maintenance and generalization of the skills over time (Olcay-Gul & Iftar, 2016).

The use of technology has been found to be a means to motivate and engage students in a lesson. Cumming (2010) compiled a list of technology-driven interventions that teach social skills to students that show the promise of increasing skill acquisition and generalization. Cumming (2010) also examined how there is limited research available regarding the use of technology to teach students with EBD, but that in the research that is available, it is suggested that technology works to help students gain prosocial skills. The article summarizes the use of video modeling and video self-modeling as a social skills intervention and instructional tool. Using student-generated multimedia projects as a means of engaging students in social skills

instruction was another component on the list. Multimedia instruction involves using text, sound, music, pictures, video and combining them in a way that allows students to set personal learning goals, acquire information, make connections personally or with prior learning, and exercise control over their learning. Often, student-generated multimedia projects are presented to a teacher, trusted adult, a peer or even to a class tying both the multimedia aspects directly to acquiring and practicing social skills. Cumming (2010) also examines how effective social skills teachers must first be confident in their ability to use technology, but also in teaching a structured social skills lesson that incorporates direct teaching, modeling, practice and programming for generalization.

Targeting social skill deficits by increasing a student's social competence may facilitate their success in school and out of school. Brophy (2011) conducted a study that observed the effects of social skill instruction on skill acquisition of African American students with mild intellectual disabilities and challenging behavior. Brophy's (2011) findings are not only relevant for African American students, but for all students receiving social skill instruction due to challenging behavior. Targeting social skill deficits through the use of anger management strategies, parent collaboration, multiple exemplar training (ex: training across different settings, varied role-play scenarios, training by different people) and culturally relevant literature is key to social skill acquisition and generalization. This particular study by Brophy (2011) also explained ways to design role-playing scenarios to mimic aggression-inducing incidents so that students are able to practice responding to teasing, using self-control, and standing up for oneself. Designing social skill instruction that pre-teaches the skills necessary for these role-playing scenarios is key. Brophy (2011) also designed interventions that specifically targeted ways in which students can respond to stressful and aggressive inducing situations with family members. This component

specifically addresses generalizing skills across settings. Brohpy's (2011) research was found to be effective at increasing a student's ability to react appropriately during these scenarios .

As mentioned earlier, the MN Department of Education (2020) lists video modeling as one of the suggested interventions for students with EBD. Video modeling is also a common social skill teaching tool. Video modeling as a social skill intervention typically includes a video meant to cue a skill; this can mean, for example, a video of a teacher request and another video or a response to that request. Clees and Greene (2014) researched the use of video-based strategies to increase student compliance through the use of Discriminative Stimulus Social Skills Training (DS-SST) and Peer Assisted Social Skills Training (PA-SST). The DS-SST focused on video-based teacher requests within the instruction. Students would listen to a teacher request and then were asked to identify what the teacher was asking. The PA-SST included peer modeling, imitation, role playing and feedback/discussion. Clees and Greene's (2014) results showed that both methods were effective in increasing student compliance and social skill acquisition .

Gresham, PhD (2015), in his article, "Evidence-Based Social Skills Intervention for Students at Risk for EBD," highlighted the need for more evidenced based research surrounding the effectiveness of social skills interventions for students at risk for EBD. Gresham (2015) cites multiple studies that show mixed results of effectiveness when targeting specifically the EBD population. Some studies showed marked gains in skill acquisition, peer relations and social competence, but some reported no significant impact. Gresham (2015) discussed how these studies show a *proof of concept*, describing how further research is necessary to promote skill generalization and maintenance .

Robinson-Ervin, Cartledge, Musti-Rao, Gibson, and Keyes (2016) wrote about examining the effects of culturally responsive and computer-based interventions on social skill acquisition and generalization of six urban African American sixth-graders with EBD. Their research used the following interventions to address social skill acquisition and generalization:

- general education peer modeling and practice group work
- explicit social skills instruction delivered through computer based lessons that included characters and events reflective of the participants culture
- face-to-face group practice
- video modeling
- a token economy system for following directions
- follow up comprehension questions and conversation
- a social validity questionnaire completed prior to the start of the intervention to determine if their personal perceptions about social skills programs (Robinson-Ervin et al., 2016, p. 215-217)

The program took participants 20 days to complete, each lesson taking 30-40 minutes per day. All students showed an increase in following adult directions during the intervention when compared to baseline data.

Riney and Bullock (2012) examined outcomes for students in Kindergarten - fifth grade at risk for EBD that received early intervention services that included functional behavioral assessment, team collaboration, and social skills training. Riney and Bullock (2012) highlighted the need for the direct teaching of social skills as being essential to learning appropriate behavior. The article expressed the need for teachers to use a Social Skills Rating System to identify the skills that need to be taught and prioritized. Using assessment tools to identify specific social

skills deficits is necessary as teachers target instruction. This study used the All Students are Reaching Success (All St.A.R.S.) program, Positive Behavior Supports (PBS), Functional Behavioral Assessment (FBA), components of the Boys Town Social Skills system, role play, group work, direct teaching/instruction, staff observation, staff modeling, and redirecting within the classroom. The results from this study indicated that early intervention for students at risk of developing challenging behavior were much less likely to develop chronic behavior problems if the techniques used in this study are implemented and followed up on. Programs that target students with challenging behaviors at an early age through the use of Positive Behavior Supports and direct and intentional social skills instruction increase the likelihood of the student making positive behavior gains throughout elementary school. Social skills and behavioral intervention needs to be proactive and early intervention is critical (Riney & Bullock, 2012).

Shirilla (2009) examined the results of two ongoing research projects that were looking at the relationship between social skills acquisition and development and adventure-based programming in the lives of diverse youth. One study reviewed a project called Project Adventure, Inc RESPECT which was implemented in four urban Boston public middle schools. This project's results did not show a positive impact on students' scores on a Social Skills Checklist, which suggested that further research and development is needed. The other project that Shirilla (2009) examined was called the University of New Hampshire Cooperative Extension's 4-H Bear Hill summer camp. Participants attended camp for one-week sessions and completed the Social Skills Checklist at the beginning and end of their week at camp. Results showed an increase in scores which would suggest that attending a summer camp that also focused specifically on social skills was indeed beneficial to participants. The summer camp also sent checklists home to participants and of the 20% that sent them back, scores showed a decline

once back home and out of the camp setting. This study did not have a positive impact on the generalization of skills. The results of these two projects were surprising. With further research and development, Shirilla (2009) is hopeful that these projects will begin to positively impact social skill acquisition and generalization.

Staunch, Plavnick, Sankar and Gallcher (2018) researched the effects of video-based group instruction (VGI) with typically developing peers as a social skills intervention for adolescents with autism spectrum disorder (ASD) and intellectual disabilities (ID). The purpose of this study was to look deeper at social perception and to evaluate whether VGI can be used to teach students with ASD and ID to respond to the social behavior of others that may be vocal or non-vocal. This study also relied on typically developing peers as the social partners and eliminated needing adults as the social partners. These typically developing students were pre-taught how to interact appropriately with these students and what their expectations were. At the start of a session, skills were reviewed and explicitly taught. The VGI videos used ranged in length from 9-24 seconds and showed students the appropriate behaviors needed to have reciprocal interactions with others depending on their verbal or non-verbal behavior (Staunch et al., 2018).

These videos were similar to the role playing scenarios also used during this intervention. Other preferred activities such as puzzles, board games, and arts and crafts. were also used to engage the students and students earned rewards for participation and as a means of positive reinforcement (Staunch et al., 2018). After the VGI intervention took place, the typically developing peer would extend the conversation with scripted statements that would hopefully elicit a response from the participating students. Results showed that four out of five participants

made positive gains in the areas of social perception skills and outcomes also support the need for behavior interventions to be paired with social skills interventions.

This section highlighted several research based strategies and interventions used to effectively teach social skills to students. The strategies and methods presented and pair well with the learning styles of students with EBD and help to answer the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?* Keeping these researched based methods and best practices for teaching social skills is important in the development of a curriculum designed to meet the unique needs of students and to increase skill acquisition and generalization. Student engagement is an essential component to any effective curriculum.

Research Based Transition Programming

In recent years, researchers and policy makers have focused on providing students with the skills necessary to make a successful transition from high school to adult life (Wehmeyer & Palmer, 2003). The goal of this capstone project is to create a curriculum designed to increase a student's ability to generalize social skills across settings and to incorporate the ideas and methods from research-based transition programming that connect them to research-based social skills methods and research based methods for effectively teaching students with EBD.

Ankeny and Lehmann (2011) conducted research on students with disabilities that were enrolled in a secondary transition program and their journey towards self-determination. Multiple researchers have agreed that “the extent to which students are able to make a successful transition from high school to adult life appears to be predicated, at least in part, by the successful performance of skills associated with self-determination” (Ankeny & Lehmann, 2011, p. 279). They defined self-determination as a combination of five major components: know

yourself, value yourself, plan, act and experience outcomes, and learn. According to Ankeny & Lehmann (2011), a self-determined individual is able to exert control over their life and create goals that reflect one's own strengths and abilities. Early steps in developing self-determination include having students with disabilities facilitate their own IEP meetings, giving them the opportunity to express their goals, and to develop meaningful written goals around these ideas. The purpose of Ankeny and Lehmann's (2011) study was to learn more about how these four students perceived their development of self-determination and to identify key opportunities for skills acquisition and practice. This study identified three themes in the journey towards the development of self-determination:

- personal factors associated with self-determination
- environments and experiences that fosters self-determination
- the IEP meeting as a significant tool for building skills leading to self-determination.

(Ankeny & Lehmann, 2011, p.282-284)

The findings of this study highlight that educators should focus on promoting self-knowledge, complementing the self-determination skills that are fostered at home, increasing opportunity to take risk, and providing time for reflective practice when guiding students towards developing self-determination.

A key component of effective transition programming is collaboration, according to an article written by Cote, Jones, Spark and Aldridge (2012). To ensure that students are prepared for life after school, transition planning should include post-secondary planning, career and vocational skill acquisition, and the ability to live independently. Families, school, and student teams must collaborate in order to ensure plans are properly in place and implemented prior to a student exiting high school. This article reviewed transition programming as it relates

specifically to students from culturally diverse backgrounds. The components and strategies shared are relevant and beneficial to all students with disabilities that have a transition plan in place. Families need to feel that they play a key role in the future success of their students. Cote et al, (2012) went on to say that educational teams need to understand that, based on the cultural background of a family, values might be different and prioritized differently. Families who are given and taught effective strategies for helping their students plan for life after school feel empowered and are more likely to be involved in the process long term. Beginning with a family survey that asks questions about priorities, goals and aspirations of their family and for their child is a good place to start. Educational teams should use this information in the development of transition goals. Transition goals should be linked to student interests and this can be facilitated by using questionnaire or survey activities to help students determine those areas of interest. Cote et al, (2012) explained how important transition planning plays a role in the likelihood of long term success. During this planning process, educators must honor and respect the needs and wants of students and families.

Hackett (2020) in her article titled, “The Person-Centered Appeal of the Student-Led IEP,” discussed emphasizing student voice, self-determination, and an individualized approach to college and career planning as a means of creating a more personalized approach to learning. Hackett (2020) highlighted building students’ skills through authentic learning experiences that lead to a more personalized transition plan. One way to do this is by designing and implementing a customized student-led individualized education plan (IEP) planning process. This process not only engages the students and the educator, but also the family. Hackett (2020) went on to review this process as a way to increase student engagement, facilitate student voice, and guide self-determination. She pointed out that an effective student-led IEP process that involves

planning, instructional focus, and a coordinated team approach that integrates technology and communication. Having students utilize questionnaires, slides, presentations, or visuals are some examples of ways a student could participate in the IEP team process. Hackett (2020) specifically revisited a scenario in which an EBD student in a therapeutic program begins an IEP meeting with a simple introduction of their strengths, challenges and preferred accommodations. This allows the student to then segway into their goals as they relate to social-emotional growth and development as they work towards moving to a less restrictive environment. Hackett (2020) also discussed that as students mature, they assume ownership and pride in leading certain aspects of their own IEP discussion and decision making. As educators work to make their practices student-centered, student-led IEP meetings are a way to help the IEP team facilitate student self-determination (Hackett, 2020).

Self-determination is a key component of a successful transition plan for a student on an IEP. Konrad, Fowler, Walker, Test and Wood (2007) examined the effectiveness of self-determination interventions on the academic skills of students with learning disabilities and/or attention-deficit/hyperactivity disorder (ADHD). The authors of this article conducted a literature review of interventions specifically geared towards the effects of self-determination interventions on academic skills. Konrad et al. (2007) discussed how their findings support interventions that combined both self-management strategies and goal setting as factors in increasing the academic performance of students.

The common focus on effective transition programming is an emphasis on teaching self-determination through the use of authentic experience based learning, involving families and honoring their priorities, a detailed planning process that involves all team members and a focus on helping students find their voice.

Yeager, MEd (2018) wrote an article that specifically addressed transition considerations for students with EBD. This particular population of students often has poor post-secondary outcomes, especially in the areas of high school dropout, employment, and incarceration (Yeager, 2018). Much like the in-classroom teaching methods that are most effective for students with EBD, non-traditional transition planning practices may also need to be implemented. He specifically reviewed the theory of social capital as it relates to students with EBD and transition planning. Yeager also used multiple definitions to describe social capital as “the way close relationships and expansive social networks function to increase one’s access to resources, support and other forms of capital” (Yeager, 2018, p. 83). Yeager (2018) suggested using a social capital approach for transition planning and to help students identify and cultivate the community supports needed for going through major life transitions. Yeager (2018) identified building meaningful relationships, providing work experiences, community experiences and inclusion in the general education setting as the primary components of a successful transition planning program for students with EBD. Regardless of a student’s behavior or attitudes, transition team members must ensure that meaningful relationships are in place during and after school. Yeager (2018) identified ten steps as essential components of effective transition programming for students with EBD. They include:

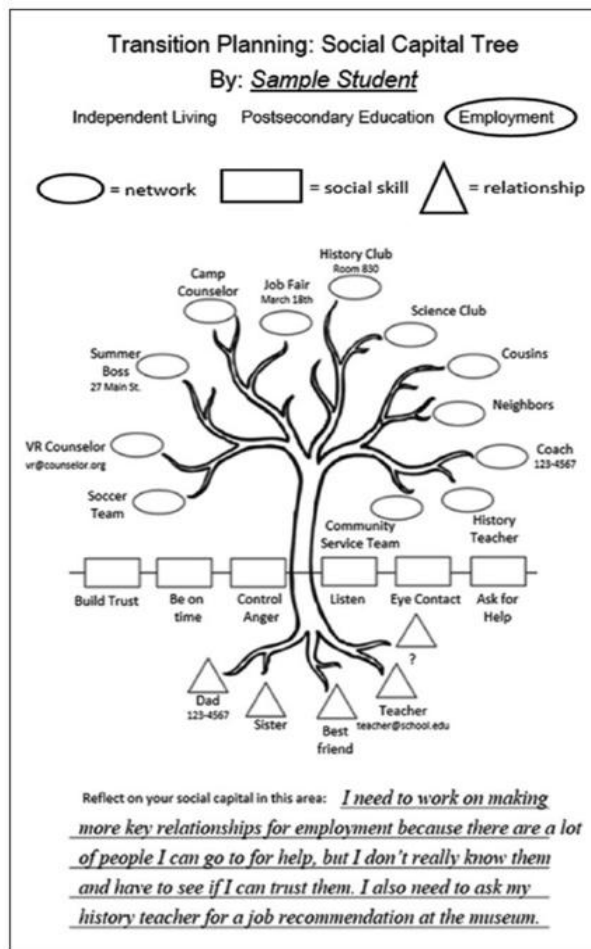
- Beginning transition planning early, and developing trusting relationships with the student, team members and outside agencies
- Explaining the purpose of social capital within context of transition
- Defining important transition terms
- Discussing transition and sharing personal anecdotes,
- Modeling and practicing completing the graphic organizer

- Completing separate graphic organizers for planning
- Discussing areas of strength and weakness
- Long- and short - term goal setting
- Scheduling frequent meetings to monitor progress and share updates
- Ensuring that the plan provides the student with consistent and organized support as they exit school (Yeager, 2018, p. 85)

Yeager (2018) also used a visual for helping identify team members and meaningful relationships within the school and community.

Figure 1

Transition Planning: A Social Capital Tree



Putting It All Together

What specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings? Educators must combine non-traditional, hands-on learning methods with research-based social skills and transition programming methods as they work to increase social skill acquisition and generalization for students with EBD. Students that are identified as EBD often struggle to make progress intrapersonally, academically, vocationally, and socially (MDE, 2021). Combining research-based methods is a way to ensure that the unique needs of these students are met. Engaging them in social skills programming that includes real-life experiences, structured

teaching and practice, technology, and socially relevant material is key in the increasing skill acquisition. Pairing those methods with ways to increase self-determination and methods used to increase postsecondary outcomes will increase the likelihood of the generalization of skills outside of the small, structured school settings. Students and families need to be invested in this process.

This chapter reviewed general strategies found to be most effective with the EBD population of students. Effective strategies and methods for teaching social skills were highlighted as well as research-based interventions for teaching social skills. Finally, transition based programming interventions and effective methods for teaching and guiding students towards self-determination were also examined. The goal of this capstone project is to combine these research based methods of teaching social skills and self-determination to increase social skill acquisition and generalization across settings and environments.

Chapter Three provides a detailed description of the project itself and describes some of the key literature identified in chapter two that supports the development of a social skills curriculum for students with emotional and behavioral disorders. Chapter Three also discusses the timeline for the project and the intended audience.

CHAPTER THREE

Introduction

The literature reviewed in Chapter Two provided information regarding best practices as they relate to students with emotional and behavioral disorders, research based social skills interventions and transition programming. Common themes emerged and finding creative ways to engage and motivate students with emotional and behavioral disorders is a common challenge. I compiled research based practices for delivering social skills instruction and for effective transition programming and found ones that would be most meaningful and engaging to the EBD population and used them to answer the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings* and to create a curriculum that not only focuses on social skill acquisition but ways to increase the generalization of these skills across settings.

Chapter Three provides an overview of this project and the process behind its creation. This chapter discusses supporting research and the rationale behind the idea. Next, it gives a detailed description setting for curriculum delivery, the participants, and the intended audience. Finally, the chapter shares an outline of the timeline for the project.

Project Description

This project focuses on specific social skills that will directly benefit students as they transition to places outside of a setting four, behavior support building (e.g. another school building, a community based work program, a job site, the community, etc.). A six week unit that incorporates direct instruction, hands-on learning and weekly community outings will engage students using a variety of research-based teaching methods and strategies. A social skills checklist to determine social validity and a student interest inventory will be completed initially

by all students (Appendix E). Goal setting activities at the beginning of this unit is determined by the data from the social skills checklist. The checklist will also be completed post-unit and used to guide conversations with the students about progress towards their goals.

At the beginning of each week, past skills will be reviewed and a new social skill introduced. These skills will be from the Boys Town Press (Lamke et al., 2015) behavior intervention program (Appendix B). The skills will then be taught, practiced, and reinforced throughout the week in various ways such as: video modeling, role playing, computer based lessons, student generated multimedia presentations, and structured practice sessions with multiple staff members. At the end of each week, the class will attend a community outing during which they will be asked to demonstrate the skill in some way. The community outing sites include a grocery store, retail store, job site that is to be determined based on student interest, and a local community college/trade school. Each community location will be visited twice within the unit.

At the end of the unit, students learn how to participate in and lead their own Individualized Education Plan (IEP) meetings. Lessons are designed to give students a solid understanding of their own IEP and each of the components. This part of the unit also focuses on meeting preparation, completing IEP input sheets (Appendix C & D), creating an agenda and practicing and demonstrating the skills needed to lead a meeting. This process fosters engagement and motivation while using the specific skills taught throughout the unit.

Supporting Research

The book, *Differentiated Instruction and Understanding: Connect Kids by Content by Design*, by Thomlinson and McTighe (2006), was used to guide me through the curriculum design process. Thomlinson and McTighe (2006) suggested that creating a curriculum with the

desired learning results in mind, planning the types of evidence used to demonstrate learning and planning experiences around these two ideas is an effective way to engage students and create meaningful learning experiences. Responding to students' needs actively and understanding the unique ways in which students with EBD learn is another key component of using backward design and differentiation to design curriculum (Thomlinson & McTighe, 2006). Incorporating assessment throughout the unit as a means of continuous feedback both for the students and the teacher is another key component of this curriculum (Thomlinson & McTighe, 2006).

The Minnesota Department of Education (2020) lists several interventions that should be considered when working with students with emotional and behavioral disorders. These research based practices are found to be effective for students with emotional and behavioral disorders and are also incorporated into the unit. Traditional methods of teaching and learning do not always engage and motivate students with EBD, so I took this into consideration as I created this unit.

Hansen et al. (1998) wrote an article titled, "Enhancing The Effectiveness of Social Skills Interventions with Adolescents," which discusses using a combination of methods to increase social skill acquisition and generalization. These techniques include using positive reinforcement, using community settings that are desirable places for students to be, and working to ensure social validity (Hansen et al., 1998). Research also supports the use of technology as a means of motivation for students. Cumming (2010) compiled a list of technology driven interventions for the use of teaching social skills to students. These technological interventions include video modeling, video self-modeling, student generated multimedia projects, and using technology in structured teaching sessions. These teaching methods and techniques are incorporated into this social skill unit.

Research based practices that focus on the transition to life after high school often place an emphasis on student voice and helping students find self-determination. Hackett (2020) in her article titled, “The Person-Centered Appeal of the Student - Led IEP” discussed taking an individualized approach to transition planning as teams work towards creating personalized transition plans. The process starts with student-led IEP meetings. This process is designed to engage all team members, including the student, teachers, the family, and any other outside service providers that play a part in the planning process (Hackett, 2020). Through this process, students develop ownership over their own plan and they gain and build social skills along the way. A common focus of transition planning research is teaching self-determination through the use of authentic, experience based learning. This is a key component in my social skills unit and is important as teams work to improve post-school outcomes and to increase the appropriate use of social skills in a variety of settings.

Taking into consideration what teaching and learning methods work most effectively for students with EBD, research based social skills interventions and research based components of successful transition planning all played a part in the design of this curriculum. It was important for me to include components from all three areas.

Setting

This unit will be taught in a setting four, behavior support building. This school includes approximately 40 students grades K-12, and 25 staff members. The lessons from this unit will be taught in a small classroom that generally has two staff members in it and four to six students. One time per week lessons will also be conducted outside of the school building and at four different community locations. The community locations include a grocery store, a retail store, a local job site that will be determined based on student interest, and a local community college.

School staff and students will travel to community sites and will participate in guided activities and conversations.

Participants

This unit was designed for students in grades 9 - 12. They attend school in a setting four, behavior support building and all of the students receive special education services for 100% of their school day. Students participating in this unit qualify for special education services under the disability category of emotional and behavioral disorders. Students are primarily male with less than 5% of students being female and 90% or more of students receiving free or reduced lunch.

Timeline

The basic idea for this curriculum has been slowly building in my head over the last five years of my teaching career. I have been working in a setting four, behavior support building and working to help students be successful in spaces outside of this small, structured environment. Finding ways to not only engage students in social skill lessons, but also make them applicable to their real life has been on my mind, and the minds of my colleagues, year after year. Teaching staff want students to find success in less restrictive settings, may that be in a homeschool classroom, a job site, a community setting or at home. In the spring of 2020, I took an Action Research class at Hamline University and started formulating basic ideas for this project. In the spring of 2021, chapters one - three were written. The idea for this capstone project was in the early stages and the literature review was complete. In the summer of 2021, the curriculum itself was designed and presented to Hamline faculty for approval.

In the fall of 2021, the curriculum was presented to the social skills teachers for use in the fall of 2021. Teachers had the opportunity to learn about the curriculum, review it, and ask

questions for clarification. The curriculum itself is a six-week unit, but could be extended into a twelve-week unit, if necessary. The unit itself ends with each student leading an IEP team meeting and demonstrating some of the skills they have acquired and practiced throughout. The goal is to motivate and engage students in their own learning and IEP team planning through experience based learning.

Assessment

Ongoing formative assessments to measure student understanding are a critical piece of this ten week unit. Teaching staff will be collecting student artifacts on a daily and weekly basis. Artifacts will include: social skills checklists (Appendix E), goal settings documents, multimedia presentations on specific social skills, summaries of the community visits that include rating scales for students to self-assess their skill performance. At the end of the unit, students will complete a post-unit social skills checklist and create an agenda for their student led IEP meeting. A summative assessment completed after the meeting where both the student and teacher complete a checklist to assess student understanding of the IEP process and goal setting will culminate the unit.

Summary

This chapter detailed a social skills curriculum that answers the capstone question: *What specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?* Chapter Three describes the curriculum design, literature supporting ways to effectively engage students with EBD in social skills lessons, and the generalization of these skills across settings. The curriculum itself is a 10-week unit focusing on skill acquisition and generalization and a pre and post student

assessment. This chapter also highlighted the setting, participants, and the timeline for the unit.

Chapter Four summarizes this capstone project, revisits the supporting literature, and provides reflection into the capstone process. Chapter Four also highlights my learnings and takeaways from the capstone process and from the curriculum design process.

CHAPTER FOUR

Introduction

The purpose of this capstone project is to answer the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?* Creating an applicable and relevant curriculum that was designed with a focus of helping students be socially successful outside of school is important to me. Designing a program that will give students the real life experience needed to truly generalize skills but with the support of a trusted teacher was the ultimate goal behind this project. This chapter highlights both the major and the unexpected learnings I had throughout this capstone project process. This chapter also revisits the literature and discusses the implications of this project as well as the limitations. Future project ideas, capstone project results, and how it all benefits the profession conclude this chapter.

Major Learnings

Having several years of teaching experience with students with emotional and behavioral disorders, I have a solid understanding of the basic principles behind effectively teaching students with these unique needs. Admittedly, most of that understanding came from in the field learning that occurred in my classroom as I discovered what teaching methods worked and what did not. Throughout the research portion of this process, I learned that the research shows that to effectively teach students with emotional and behavioral disorders, a variety of engaging and non-traditional methods must be utilized. This reaffirmed my teaching philosophies for students with EBD.

The literature review pointed out many effective ways that student teams can work to increase the likelihood of positive outcomes after high school. Reading and learning about ways

to teach and practice self-determination were very powerful and unexpected. Finding intentional and meaningful ways to practice the skills necessary for independence post-high school is vital for secondary students.

Literature Revisited

Some of the most compelling literature reviewed was related to specific interventions that have been shown effective for students with EBD. The Minnesota Department of Education (2020) pointed out that traditional methods of teaching and learning do not always engage and motivate students with EBD. Creative and engaging teaching strategies must be utilized. Bruhn et al. (2019) described programming that entails wrap arounds services that connect students with supports outside of school, and in the community. This capstone project gives students access to places and people within the community with the hope of fostering new relationships.

Another important piece of this capstone project is providing students with EBD, that are either in a self-contained classroom or in a setting four program, with a motivation system. A motivation system where strong reinforcers can be earned or purchased using points contingent on positive behavior, is another way to creatively engage students (Lamke et al., 2016). This capstone project encompasses the motivational strategies discussed in the literature review to effectively teach and motivate students with EBD.

A common theme that emerged while reviewing literature regarding social skill instruction was the use of technology to engage and motivate students. Clinton (2016) discussed how the use of a strategy, such as video modeling, paired with direct social skills instruction can benefit students and increase overall skill acquisition. Cumming (2010) echoed this idea and compiled a list of technology-driven interventions that target the acquisition and generalization of social skills.

Guiding students to become self-determined was a common goal in the literature related to transition planning and programming for students. Ankeny and Lehmann (2011) described the areas in which programming should be focused in order to help students become self-determined. Hackett (2020), reviewed how incorporating student led IEP meetings can be one important place to help students achieve self-determination. Yeager (2018), added to the literature by describing the importance of goal setting, both long- and short- term as a means of effective transition planning and programming. These ideas are critical components of this capstone project.

Project Implications

This capstone project has both student-teacher implications and district level implications. There are several benefits to implementing this project in a self-contained or setting four EBD program that are highlighted in the following sections.

Student-Teacher Implications

Connecting both students and staff to resources within the community is an added benefit to the design of this particular project. Not only will students have intentional time during their school day to practice social skills, they will be able to put these relevant skills into practice within the community each week. Finding ways to expose students to real world situations is a way to expand the skill building this project is designed to do. It is the hope of this capstone that the community experiences allow for teachers to help students make connections with businesses, local community colleges and other post-secondary institutions, and potential future employers.

Another student-teacher implication of this capstone project would be the application of this unit to other EBD programs, not just for setting 4 students. If other EBD, special education

programs within general education schools have access to an activity bus, they would also be able to implement this project for their students.

District Level Implications

A key component of this capstone project is giving staff and students the ability to access environments outside of the school building. The support of district administrators to financially support weekly community visits is crucial to the success of this project. Given the financial state of many districts as a result of the financial impact of Covid-19 and declining student enrollment, funding regular community visits could be seen as unnecessary or costly. Thinking creatively about ways to fundraise money, using community transportation or seeking out community partners should be a part of the proposal to administrators.

Limitations

Potential limitations of this project are the financial constraints brought on when students regularly access the community. This project would need the financial support of school administrators as teachers and students visit local businesses and universities. Districts could pay weekly for community visits or districts could purchase an activity bus for programs to share. Lack of transportation could be a potential limitation to this unit. School teams may need to creatively plan if funds are lacking.

Future Projects

For this capstone project, I created a six week unit that focused on the acquisition of specific social skills and the generalization of those skills outside of the school and classroom setting. I do believe that this project could lend itself to a year long class that is taught at setting 4 buildings for students with emotional and behavioral disorders. Students would benefit greatly

from having this type of intentional teaching and community practice occur throughout the entire school year.

Results

This capstone project will be implemented in the classroom during the 2021/2022 school year. The goal is to stay in contact with our building leadership team about implementation, what's working well and what can improve moving forward. I plan to share updates and data, as well as look for feedback from colleagues, during our weekly staff meetings and monthly PLC meetings.

Personal Impact

Developing a unit designed specifically for the students I work with was motivating and meaningful. Students with EBD are very special to me and I find myself impassioned in their success outside of the school setting. I have been invested in creating a unit that was creative, engaging, and realistic. This project felt very personal to me and I am anxious and excited to put it into practice.

Conclusion

Chapter Four reflects on the development of this capstone project and takes the time to look ahead. Chapter Four explores major and unexpected learnings and revisits the most impactful literature. It acknowledges implications of the project, as well as its limitations. Chapter Four outlines future projects that could be done to build on this newly developed unit, how results will be shared, and the professional and personal impact.

The goal of my capstone project was to develop a teaching unit that answered the question, *what specific research based practices can be used in the development of a curriculum that focuses on both social skill acquisition and generalization across settings?* At the root of

this project was a personal passion for finding ways to increase positive outcomes for students with emotional and behavioral disorders both in, and out of school. I am encouraged and hopeful that this project will do just that and can be used in the classroom to guide EBD students, in creative and engaging ways, to acquire and generalize specific and meaningful social skills.

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Appendix A

Using Social Skills and Self Determination to Access the Community and Gain Independence

A Six Week Unit

Point System Summary:

- Students will earn points for in class participation, for using the social skills taught and reviewed, and for demonstrating appropriate classroom behavior.
- Students will keep a point sheet on their desk and will be rewarded points throughout class. This point sheet can be unique to each teacher. It should include a column for the student to write the demonstrated skill name, a column for the points awarded and a column for staff initials.
- Staff will award students 500 points for displaying average/satisfactory participation and classroom behavior. Example: John, thank you for following that instruction to open up your computer and log in, please record 500 points for following instructions.
- Staff will award students 1000 points for displaying excellent participation and classroom behavior. Example: Jennifer, I really like how you got started on your own, for staying on task please record 1000 points.
- Point amounts awarded are arbitrary and can be modified based on what works best for the teacher and the students in the class.
- During Week 1 points will be non-contingent and will be awarded as a whole group. Example: Everyone can write down 1000 points for listening to the steps to following instructions and for recording them in your document.
- Beginning Week 2, points will be contingent on participation and appropriate classroom behavior and the fading of non-contingent group points will take place.
- This process can be slow or fast, depending on the student group.
- Students will record their points and staff will sign off on them once they have been recorded.
- At the end of each class period, students should total up earned points and spend their points on preferred items in the class store. Students can save points as well and should document in a ledger.
- Items for purchase should be determined with student interest in mind! Pricing should be done in a way that makes sense for potential daily point totals. Items should be priced in a way that is attainable for students. For example: a receipt for skipping an assignment, a receipt for 20 minutes of free computer time, packs of gum, snack items, bottles of gatorade.

<u>Week One:</u>		
<p><u>Monday:</u></p> <p>Objectives:</p> <p>Students learn the steps to following instructions.</p> <p>Students will review reasons for using the skill, following instructions and will record the reasons in a shared document.</p>	<p>Assessment:</p> <p>Use the student generated skill of the week shared document as a formative measure for skill understanding.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Software for students to create and share a document with their teacher.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Introduce the skill of the week, following instructions. 2. Describe how to follow each step in detail and the importance of following each of the steps. <ol style="list-style-type: none"> a. For example: How should you say “okay” when someone gives you directions? Would eye contact and a nod be sufficient? What should your tone of voice sound like? b. For example: Think of a time when you might need to check back? How could you check back? c. This conversation can go many different directions depending on the age of your students. It can be focused on being a good citizen, following laws/posted signs and rules, etc.. as well. 3. Have the students start a shared Google Folder. Label it with the student’s last name and the name of your class. Describe that this document will be ongoing and is a place to store information related to each skill, the community outings and will eventually contain the agenda for their student led IEP meeting. 4. Have students create a document within their folder and label it: Following Instructions. 5. Create headings: <ol style="list-style-type: none"> a. Skill Name b. Skill Steps c. Reasons for Using d. Examples e. Community Outing 6. Once steps three - five are complete, move on to a group conversation that follows up your introduction to the skill and details why this skill is important to use. Give examples of where and how students can demonstrate the skill. Students will use this information to complete their document.

		<p>7. Preview the community outing for the week. Students will be choosing a recipe to make at home over the weekend. They will use the recipe to create a shopping list and will shop for the items during the community outing. Set an approximate price limit for each student (Example: \$15 per student). Go to the website for the local business. Give students basic information about the location and expectations while shopping.</p>
<p><u>Tuesday:</u> Objectives:</p> <p>Students will complete a brief role-playing activity related to following instructions.</p> <p>Students will complete a social skills, self-inventory checklist.</p> <p>Students will choose a recipe to cook at home over the weekend and will email to the teacher for printing.</p> <p>Students will create a grocery list that they will use to shop during Friday's community visit.</p>	<p>Assessment:</p> <p>Social Skills Self-Assessment (Appendix E)</p> <p>Materials:</p> <p>Social Skills, Self Assessment (Appendix E) *Teachers may use a social skills self-assessment tool that the school district has purchased and has approved for use.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin class by reviewing the steps to following instructions. 2. Role-Playing Activity: <ol style="list-style-type: none"> a. Place students in groups of two. b. Give students pre-scripted, brief scenarios for following instructions, or have the students write their own brief scenarios for following instructions. c. Example: Pretend you are attempting to get your car washed and an employee asks you to use a different lane other than the one you are in. Write a short dialogue that includes a business employee giving a customer a direction and include the customer's response. d. Guide students as they complete this activity. 3. Explain to students that throughout this unit, gaining and practicing social skills in real-life settings is one the primary goals. One way to specifically target skills, is to first identify areas of strength and areas of need. Define self-assessment to students. 4. Show students the Skills Self-Assessment. Explain how to complete it and model it to the whole group. Reassure students that the information will remain confidential. 5. Allow students time to complete the Skills Self-Assessment. Once complete, ask students to turn it in. The teachers should scan each self-assessment and upload it to

		<p>each student's shared, electronic folder.</p> <p>6. Wrap up class by allowing students time to begin looking for recipes that will be used during the community outing. Keeping in mind budget, avoiding frozen items and storage, etc.. Show sample recipes that might be good for this activity. (Example: homemade pizza with boxed dough, sauce in a jar and shredded cheese.)</p>
<p><u>Wednesday:</u> Objectives:</p> <p>Students will complete a Career Interest Profiler.</p>	<p>Assessment:</p> <p>Student Career Interest Profiler completion and results.</p> <p>Materials:</p> <p>Student Career Interest Profiler *Teachers may use a career or interest inventory tool that the school district has purchased and has approved for use.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Review the steps for following instructions and discuss ways in which this skill will need to be used during Friday's community outing to the grocery store. Remind students that one of the objectives is to purchase ingredients to make a recipe at home over the weekend. 2. Throughout this unit, community exploration will spark student interest in future jobs, careers, and areas of interest. Explain to students the value of a career/interest inventory in helping them identify potential career options that would best suit their strengths and skills. 3. Provide students with their login information to your district's career/interest inventory tool. 4. Model using the tool and explain the rating scale. 5. Allow students 30+ minutes to complete the tool. Once students receive their results, give directions for saving to the shared, electronic folder and for labeling the document. 6. Wrap up class by previewing Thursday's lesson.
<p><u>Thursday:</u> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin today's lesson by inviting an outside staff member to discuss following instructions with the class. This staff member should revisit the steps and speak about personal experiences related to using this skill in the community. Encourage this staff member to bring an activity of their

<p>Students will choose a simple recipe to prepare at home over the weekend.</p> <p>Students will make a shopping list.</p> <p>Students will write a short paragraph describing how they will use the skill of the week during the community outing.</p>	<p>assessment and understanding: recipe, grocery shopping list, three - five sentences describing the skill of the week</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need access to a web browser.</p>	<p>choosing related to the skill.</p> <ol style="list-style-type: none"> 2. Give students an overview of Friday’s community outing. Describe expectations for the bus ride, their time at the grocery store and for their return to school. Relate these expectations to the skill of the week. Allow for students to ask questions. 3. Demonstrate finding a simple recipe online and provide students with three websites that are easy to use and access. Demonstrate taking a recipe and turning it into a grocery list that is in the electronic, shared folder. Label it with the recipe name. 4. Give students time to search for a recipe and time to generate a shopping list based on their choice. Print these for students after class. 5. Once students have chosen their recipe, give them the following writing prompt: Please write three-five complete sentences describing how you will use the skill of following instruction during tomorrow’s community outing. Please be specific. 6. Wrap up class by giving any last minute reminders and information about Friday.
<p><u>Friday:</u> Objectives:</p> <p>Students will attend a community outing to a local grocery store and will purchase items for a recipe of their choosing.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p> <p>Students will need their grocery shopping list.</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> 1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the grocery store. Overview the process for purchasing items, this may vary by school district and grocery store. (One idea would be to have gift cards purchased ahead of time for each student.) 2. Hand out printed grocery shopping lists. 3. Go on the community outing. 4. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling. 5. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.

<u>Week Two:</u>		
<p><u>Monday:</u> Objectives:</p> <p>Students learn the steps to asking for help.</p> <p>Students will review reasons for using the skill, asking for help and will record the reasons in a shared document.</p>	<p>Assessment:</p> <p>Use the student generated skill of the week shared document as a formative measure for skill understanding.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Software for students to create and share a document with their teacher.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Introduce the skill of the week, asking for help. 2. Describe how to follow each step in detail and the importance of following each of the steps. <ol style="list-style-type: none"> a. For example: What should your tone of voice sound like when asking for help? How do you know if you need help or not? b. This conversation could go many different directions depending on the age of your students. It can be focused on asking for help at home, in the community or on the job. 3. Have the students go to their shared, electronic folder. Have students create a document within their folder and label it, Asking for Help. 4. Create headings: <ol style="list-style-type: none"> a. Skill Name b. Skill Steps c. Reasons for Using d. Examples e. Community Outing 5. Once steps three - five are complete, move on to a group conversation that follows up your introduction and details why this skill is important to use. Give examples of where and how students can demonstrate the skill. Students will use this information to complete their document. 6. Additionally, have students either make a list or participate in a group activity that identifies activities or places where they might need help and activities or places where they might not need help. 7. Preview the community outing for the week. Go to the website for the local retail store. Give students basic information about the location and expectations while

		shopping. Students will be given \$10 to buy personal care items they need. If there is extra time, students can browse the website and can begin pricing items for purchase.
<p><u>Tuesday:</u> Objectives:</p> <p>Students will review the steps for asking for help.</p> <p>Students will practice asking for help via role playing, video self-modeling and practice with staff members and peers.</p> <p>Students will set goals using information obtained in the social skills, self-inventory and the interest inventory.</p> <p>Students will create a document used to record the information from their two self assessments and for documenting their goals.</p> <p>Students will complete the goal document and will review progress weekly with the teacher.</p>	<p>Assessment:</p> <p>Participation in the role-playing activity.</p> <p>Goal setting shared document.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin class by reviewing the steps to asking for help. 2. Have a class conversation about ways in which students can increase the likelihood of someone getting the help that they need. 3. Role-Playing Activity: <ol style="list-style-type: none"> a. Place students in groups of two. b. Give students pre-scripted, brief scenarios for asking for help, or have the students write their own brief scenarios for asking for help. c. Example: Pretend you at a self-checkout machine at the store and it begins giving you an error message. Role-play asking the store employee for assistance. Consider your tone of voice, voice volume and the words that you choose to say. d. Guide students as they complete this activity. 4. Explain to students that throughout this unit, gaining and practicing social skills in real-life settings is one the primary goals. One way to do so is through goal setting. Ask students if they have done goal setting before and to list examples. 5. Review the results of the social skills self-assessment and of the career/interest inventory tool used in Week 1. 6. Discuss basic information about goal setting. Goals should be: specific, simple and attainable. Describe what each of these descriptors mean while modeling goal writing. 7. Ask students to create a shared document and title it. 8. Ask students to write two-three personal goals related to the results of their two

		<p>self-assessments. Provide examples.</p> <ol style="list-style-type: none"> 9. Relate goal setting to the skill of the week. 10. Wrap up class by asking if anyone would like to share a goal that they have written.
<p><u>Wednesday:</u> Objectives:</p> <p>Students will begin planning for the community trip.</p> <p>Students will practice asking for help via role playing, video self-modeling and practice with staff members and peers.</p> <p>Students will practice and role play asking for help.</p>	<p>Assessment:</p> <p>Student created self-modeling videos.</p> <p>Materials:</p> <p>Students will need access to a video recording device.</p> <p>Students will need access to software for making a presentation or document.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Review the steps for asking for help and discuss ways in which this skill will need to be used during Friday's community outing to a retail store. Remind students that one of the objectives is to purchase personal care items. 2. As a group, identify questions that might need to be asked during the community outing. Write them on the board. Once the list is complete, have students break into small groups or partners and practice asking each of the questions identified. 3. Next, describe video self-modeling. Describe to students that they need to produce two videos of themselves asking for help. They can choose to do this independently or with a partner. 4. Model to students how to complete this activity. 5. Allow students work time and ask them to upload their videos to the shared, electronic folder. 6. Wrap up class by previewing Thursday and by reminding students about the community outing on Friday.
<p><u>Thursday:</u> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p> <p>Students will choose and price personal care items to purchase at the store.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: shopping list, three-five sentences describing the skill</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin today's lesson by inviting an outside staff member to discuss asking for help with the class. This staff member should revisit the steps and speak about personal experiences related to using this skill in the community. Encourage this staff member to bring an activity of their choosing related to the skill. 2. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the store and for their return to school. Relate these expectations to the skill of the week.

<p>Students will make a shopping list.</p> <p>Students will write a short paragraph describing how they will use the skill of the week during the community outing.</p>	<p>of the week</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need access to a web browser.</p>	<p>Allow for students to ask questions.</p> <ol style="list-style-type: none"> 3. Demonstrate finding and pricing personal care items online. Demonstrate making a shopping list that is in the electronic, shared folder. 4. Give students time to search for items and time to generate a shopping list based on their choices. Print these for students after class. 5. Once students have made their shopping list and it has been approved, give them the following writing prompt: Please write three-five complete sentences describing how you may use the skill of asking for help during tomorrow's community outing. Please be specific. Also, please attach or link your self-modeling videos at the end of this paragraph. 6. Wrap up class by giving any last minute reminders and information about Friday.
<p><u>Friday:</u> Objectives:</p> <p>Students will attend a community outing to a local retail store.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p> <p>Students will need their grocery shopping list and a pre-purchased gift card.</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> 1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the store. Overview the process for purchasing items, this may vary by school district and grocery store. (One idea would be to have gift cards purchased ahead of time for each student.) 2. Hand out printed shopping lists. 3. Go on the community outing. 4. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling. 5. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.

<p><u>Week Three:</u></p>		
<p><u>Monday:</u> Objectives:</p>	<p>Assessment:</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Introduce the skill of the week, working

<p>Students learn the steps to working with others.</p> <p>Students will review the reasons for using the skill, working with others and will record the reasons in a shared document.</p> <p>Students will revisit their goal document and will review progress weekly with the teacher.</p>	<p>Use the student generated skill of the week shared document as a formative measure for skill understanding.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Software for students to create and share a document with their teacher.</p>	<p>with others.</p> <ol style="list-style-type: none"> 2. Describe how to follow each step in detail and the importance of following each of the steps. <ol style="list-style-type: none"> a. For example: How could you go about assigning tasks? What should you do if someone doesn't want to do the assigned task? 3. Have the students go to their shared electronic folder. Have students create a document within their folder and label it, Working With Others. 4. Create headings: <ol style="list-style-type: none"> a. Skill Name b. Skill Steps c. Reasons for Using d. Examples e. Community Outing 5. Once steps three and four are complete, move on to a group conversation that follows up your introduction and details why this skill is important to use. Give examples of where and how students can demonstrate the skill. Students will use this information to complete their document. Discuss why or why not students like working with others. 6. Preview the community outing for the week. This week's outing should take into consideration the results of the interest inventories and should be chosen ahead of time by the staff. Go to the website for the local business. Give students basic information about the location and expectations of this particular community outing. For example: Is it just a tour? Will students be able to participate in an activity while there or will it be purely informational? 7. Goal Setting Check-In: Ask students to review the goals they set in Week Two. Have they met any of those goals yet? What progress has been made towards achieving these goals? During this 1:1 conference, the teacher will guide students at re-writing goals if they have been met
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		or if they need to be modified.
<p><u>Tuesday:</u> Objectives:</p> <p>Students will review the steps for working with others.</p> <p>Students will work with a partner to create an electronic presentation that features all of the skills taught in this unit.</p>	<p>Assessment:</p> <p>Skill of the Week electronic presentation and group work.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin class by reviewing the steps to working with others. 2. Role-Playing Activity: <ol style="list-style-type: none"> a. Place students in groups of two. b. Give students pre-scripted, brief scenarios for following instructions, or have the students write their own brief scenarios for working with others. c. Guide students as they complete this activity. 3. Cup Stacking Activity: <ol style="list-style-type: none"> a. Place students in pairs. Give each student group 20 plastic cups and ask them to work together to build the tallest pyramid they can, taking turns and working together. b. Review the steps for working with others one more time prior to this activity. c. Debrief: What went well? What didn't go well and how can it be done differently next time? 4. Skill of the Week Presentation: <ol style="list-style-type: none"> a. Students will work with a partner to create an electronic presentation that showcases each of the skills taught during this unit. The presentation must include: <ol style="list-style-type: none"> i. The name of each skill and the steps. ii. Reasons for Using iii. Examples iv. Community Outing information. v. Self-modeling videos and/or photographs of each student demonstrating the skill. vi. Students can refer to the individual document they have been adding to each week as a new skill is

		introduced. vii. Allow for 30+ minutes of work time.
<p><u>Wednesday:</u> Objectives: Objective:</p> <p>Students will begin planning for the community trip.</p> <p>Students will work with a partner to create an electronic presentation that features all of the skills taught in this unit.</p>	<p>Assessment:</p> <p>Skill of the Week electronic presentation and group work.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin class by reviewing the steps to working with others. 2. Allow class time to work on the Skill of the Week Presentation. 3. Wrap up class by previewing Thursday and reminding students about the community outing on Friday.
<p><u>Thursday:</u> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p> <p>Students will write a short paragraph describing how they have used the skill of the week during this week's lessons.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: progress made on the electronic presentation</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need access to a web</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin today's lesson by inviting an outside staff member to discuss working with others with the class. This staff member should revisit the steps and speak about personal experiences related to using this skill in the community. Encourage this staff member to participate in the next activity. 2. Pyramid Building Activity: <ol style="list-style-type: none"> a. Put students in pairs or groups of three. b. Give each group the following supplies: 30 toothpicks, 15 large marshmallows and 30 small marshmallows. c. Ask each group to work together to build a structure that can stand on its own with the materials provided within an allotted amount of time. d. Debrief: What went well? What could have been done differently? 3. Give students an overview of Friday's community outing. Describe expectations

	browser.	<p>for the bus ride, their time at the local business and for their return to school. Relate these expectations to the skill of the week. Allow for students to ask questions.</p> <ol style="list-style-type: none"> 4. Give students the following writing prompt: Please write three-five complete sentences describing how you have used the skill of the week in this week's activities. Please be specific. 5. Wrap up class by giving any last minute reminders and information about Friday.
<p>Friday: Objectives:</p> <p>Students will attend a community outing to a local business.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> 1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the business. 2. Go on the community outing. 3. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling. 4. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.

Week Four:		
<p>Monday: Objectives:</p> <p>Students learn the steps to accepting decisions of authority.</p> <p>Students will review the reasons for using the skill, accepting decisions of authority and will record the reasons in a shared document.</p> <p>Students will revisit</p>	<p>Assessment:</p> <p>Use the student generated skill of the week shared document as a formative measure for skill understanding.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Software for</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Introduce the skill of the week, accepting decisions of authority. 2. Describe how to follow each step in detail and the importance of following each of the steps. <ol style="list-style-type: none"> a. For example: If you are unable to remain calm, what else can you do at that time? Is this a challenging skill for you? Why is that? 3. Have the students go to their shared electronic folder. Have students create a document within their folder and label it, Accepting Decisions of Authority. 4. Create headings: <ol style="list-style-type: none"> a. Skill Name b. Skill Steps

<p>their goal document and will review progress weekly with the teacher.</p>	<p>students to create and share a document with their teacher.</p>	<ul style="list-style-type: none"> c. Reasons for Using d. Examples e. Community Outing <ol style="list-style-type: none"> 5. Once steps three and four are complete, move on to a group conversation that follows up your introduction and details why this skill is important to use. Give examples of where and how students can demonstrate the skill. Students will use this information to complete their document. 6. Preview the community outing for the week. This week's outing should take into consideration the results of the interest inventories and should be chosen ahead of time by the staff. Go to the website for the local business. Give students basic information about the location and expectations of this particular community outing. For example: Is it just a tour? Will students be able to participate in an activity while there or will it be purely informational? 7. If this week's community outing is a business that could be a potential job site, encourage the employee or manager you are working with to tie their information into the skill of the week. 8. Goal Setting Check-In: Ask students to review the goals they set in Week Two. Have they met any of those goals yet? What progress has been made towards achieving these goals? During this 1:1 conference, the teacher will guide students at re-writing goals if they have been met or if they need to be modified.
<p><u>Tuesday:</u> Objectives: Students will review the steps for accepting decisions of authority. Students will work</p>	<p>Assessment: Skill of the Week electronic presentation and group work. Materials:</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin class by reviewing the steps to accepting decisions of authority. 2. Role-Playing Activity: <ul style="list-style-type: none"> a. Place students in groups of two. b. Give students pre-scripted, brief scenarios for following instructions, or have the students write their own brief scenarios for

<p>with a partner to create an electronic presentation that features all of the skills taught in this unit.</p>	<p>Students will need access to software for making a presentation or document.</p>	<p>working with others.</p> <p>c. Examples:</p> <ol style="list-style-type: none"> i. You are driving and are pulled over for not making a complete stop at a stop sign. You disagree with the police officer because you remember making a complete stop, how can you accept decisions of authority in this situation? ii. You asked your Mom if you can go out of town with a friend over the weekend and she says no, because she isn't comfortable with it. How can you accept her decision? <p>d. Guide students as they complete this activity.</p> <p>e. Have students document one of the role-playing scenarios either by photograph or by video. This will be used in their electronic presentation.</p> <p>3. Skill of the Week Presentation:</p> <ol style="list-style-type: none"> a. Students will continue working on their presentation.
<p><u>Wednesday:</u> Objectives:</p> <p>Students will begin planning for the community trip.</p> <p>Students will listen to a guest speaker discuss skills needed to obtain and hold employment, as well as current local job opportunities.</p> <p>Students will take</p>	<p>Assessment:</p> <p>Skill of the Week electronic presentation and group work.</p> <p>Materials:</p> <p>Students will need the materials to take notes during the speaker.</p> <p>Students will need access to their goal</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin class by reviewing the steps to accepting decisions of authority. 2. Guest Speaker: <ol style="list-style-type: none"> a. Invite the school district's work coordinator to speak to the class about the skills needed to obtain and hold employment. b. Ask this staff member to bring a sample job application, resume and cover letter to review with the class. c. Ask this staff member to talk specifically about ways that employees might have to accept decisions of authority, work with

<p>notes during the guest speaker's presentation and will ask or write down one question at the end of the presentation.</p> <p>Students will revisit their goal document and will review progress weekly with the teacher.</p>	<p>setting document.</p>	<p>others, follow instructions and ask for help on the job.</p> <ol style="list-style-type: none"> d. Preview current employment opportunities in the community. e. During the speaker, have the students take notes. Each student should either ask or write down one question at the end of the presentation. <ol style="list-style-type: none"> 3. Goal Setting Check-In: <ol style="list-style-type: none"> a. Review the goals written during Week Two. After listening to the speaker, do you want to make any changes? Are these goals still relevant to you? During this 1:1 conference, the teacher will guide students at re-writing goals if they have been met or if they need to be modified. 4. Wrap up class by previewing Thursday and by reminding students about the community outing on Friday.
<p><u>Thursday:</u> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p> <p>Students will write a short paragraph describing how they have used the skill of the week during this week's lessons.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: progress made on the electronic presentation, paragraph that answers this week's writing prompt.</p> <p>Materials:</p> <p>Students will need access to software for making a</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin today's lesson by inviting an outside staff member to discuss working with others with the class. This staff member should revisit the steps, but should also speak about personal experiences related to using this skill in the community. Encourage this staff member to bring an activity to go along with their discussion. 2. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the local business and for their return to school. Relate these expectations to the skill of the week. Allow for students to ask questions. 3. Give students the following writing prompt: Please write three-five complete sentences describing how you have used the skill of the week in your life. Describe what you would do if you find yourself in a situation in which you are unable to be calm. Please be specific.

	<p>presentation or document.</p> <p>Students will need access to a web browser.</p>	<p>4. Wrap up class by giving any last minute reminders and information about Friday.</p>
<p><u>Friday:</u> Objectives:</p> <p>Students will attend a community outing to a local business.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> 1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the business. 2. Go on the community outing. 3. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling. 4. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.

<u>Week Five:</u>		
<p><u>Monday:</u> Objectives:</p> <p>Students learn about and understand what self-determination means.</p> <p>Students will look at and explore their own Individualized Education Plans (IEP).</p>	<p>Assessment:</p> <p>Skill of the Week electronic document.</p> <p>Class discussion participation.</p> <p>Materials:</p> <p>Skill of the Week, Steps (Appendix B)</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Review the skills taught so far during this unit. 2. Define self-determination for students. 3. Understanding what self-determination is: know yourself, value yourself, plan, act and experience outcomes and learn (Ankeny & Lehmann, 2011). 4. Read the article, "Self-Determination Theory and Motivation" by Kendra Cherry as a whole group. 5. After reading, discuss the following: <ol style="list-style-type: none"> a. Why is self-determination important and relevant to high school students? b. What are ways individuals can work towards being self-determined? c. How does attitude affect self-determination? d. How does an IEP relate to

	a copy of their own IEP.	<p>self-determination and post-school goal setting/outcomes?</p> <ol style="list-style-type: none"> 6. Add self-determination and a definition of self-determination to the shared electronic document. 7. Provide students with an overview of the main sections of an IEP and give examples of what a student might read or find in that section. This may vary by district. Create an outline of an IEP based on your district's IEP format. 8. Wrap up today's lesson by reviewing self-determination and the main components of an IEP.
<p><u>Tuesday:</u> Objectives:</p> <p>Students will conference 1:1 with the teacher and will discuss and describe their strengths, challenges and preferred accommodations.</p> <p>Students will continue to work in small groups on their Skill of the Week Presentation.</p>	<p>Assessment:</p> <p>During the student conference, the teacher should check in regarding whether or not the students have a solid understanding of their own IEP.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need a copy of their own IEP.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Pass out IEPs and give students a chance to read theirs over. Ask them to break it into sections and staple or paperclip accordingly. Encourage students to ask for help reading complicated portions and to ask questions. If you have enough staff, this would be a good time to put students 1:1 with a staff. 2. Have students highlight parts of their IEP that describe their strengths. 3. Choose a different color, and have students highlight each of their specific accommodations. 4. Choose another color and have students pick out items within their IEPs that describe things that could be challenging to them. 5. Next, allow students to have time to work on their Skill of the Week Presentation and to add self-determination. 6. During work time, conference 1:1 with students about their IEPs. Ask questions, answer questions and help students develop a more thorough understanding of the IEP component and their specific goals, objectives and accommodations. 7. Wrap up today's lesson by previewing the community outing for this week.
<u>Wednesday:</u>	Assessment:	Lesson Plan:

<p>Objectives:</p> <p>Students will review and understand the components of an IEP.</p> <p>Students will plan for their visit to a local community college.</p>	<p>During the student conference, the teacher should check in regarding whether or not the students have a solid understanding of their own IEP.</p> <p>Materials:</p> <p>Students will need access to software for making a presentation or document.</p> <p>Students will need a copy of their own IEP.</p>	<ol style="list-style-type: none"> 1. Continue with Tuesday's lesson. Allow students time to either finish reading their IEP and conferencing with a staff member and/or to continue adding skills to their Skill of the Week Presentation. 2. Preview the community outing for this week. Students will be visiting a local community college and will be going on a tour. Help each student access the website and give them time to explore it and answer any questions students may have. 3. Preview and describe a college campus tour. Give example questions the students may ask the tour guide. Go over behavioral expectations for this trip.
<p><u>Thursday:</u> Objectives:</p> <p>Students will listen to an outside staff member about their experiences with the skill of the week.</p> <p>Students will write a short paragraph describing how they have used the skill of the week during this week's lessons.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: progress made on the electronic presentation, paragraph that answers this week's writing prompt.</p> <p>Materials:</p> <p>Students will need access to software for making a</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin today's lesson by inviting an outside staff member to discuss self-determination with the class. This staff member should revisit the definition, but should also speak about personal experiences related to using this skill. Encourage this staff member to bring an activity to go along with their discussion. 2. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the local college and for their return to school. Relate these expectations to the skill of the week. Allow for students to ask questions. 3. Give students the following writing prompt: Please write three-five complete sentences describing how you can be self-determined. Please be specific. 4. Wrap up class by giving any last minute reminders and information about Friday.

	<p>presentation or document.</p> <p>Students will need access to a web browser.</p>	
<p><u>Friday:</u> Objectives:</p> <p>Students will attend a community outing to a local university or technical/community college.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> 1. Connect with students prior to the trip regarding behavioral expectations. 2. Go on the community outing and campus tour. 3. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling. 4. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.

<u>Week Six:</u>		
<p><u>Monday:</u> Objectives:</p> <p>Students will complete the Student IEP Input Sheet and will take home the Family IEP Input Sheet.</p> <p>Students will learn how to write an IEP meeting agenda and will write an agenda outline for their own IEP meeting.</p>	<p>Assessment:</p> <p>Student IEP Input Sheet. (Appendix C)</p> <p>Student created IEP agendas.</p> <p>Materials:</p> <p>Students will need access to the Student IEP Input Sheet. (Appendix C)</p> <p>Parent, guardian or family member most involved will need access to the Family IEP Input</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Review previously taught Skills of the Week, including reviewing the definition of self-determination. 2. Remind students that one of the unit goals is to teach students how to facilitate and lead their own IEP meeting. Preview this week's activities/lessons. Reassure and simplify tasks for students that seem to be overwhelmed. 3. Show an example IEP agenda to the class and discuss each of the components. Use an agenda used by actual special education teachers within your district (don't use any real students names or information). 4. Make a copy of your IEP agenda and share it electronically with each student. 5. Next, go over both the Student and Family Input Sheets. Reading information from both sheets should be a part of your agenda. It can be a great way to start off

	<p>Sheet. (Appendix D)</p> <p>Students will need a copy of their own IEP.</p>	<p>the meeting.</p> <ol style="list-style-type: none"> 6. Allow students time to complete the Student IEP Input Sheet. 7. Send email to parent/guardian/family member with information regarding the Family IEP Input Sheet and ask them to complete it prior to the student's next IEP meeting.
<p><u>Tuesday:</u> Objectives:</p> <p>Students will complete the Student IEP Input Sheet and will take home the Family IEP Input Sheet.</p> <p>Students will observe a mock student-led IEP meeting.</p>	<p>Assessment:</p> <p>Student IEP Input Sheet. (Appendix C)</p> <p>Student created IEP agendas.</p> <p>Materials:</p> <p>Students will need access to the Student IEP Input Sheet. (Appendix C)</p> <p>Parent, guardian or family member most involved will need access to the Family IEP Input Sheet. (Appendix D)</p> <p>Students will need a copy of their own IEP.</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin class by allowing time for questions/comments/general thoughts related to this unit, IEP meetings, self-determination or anything that students are thinking about. 2. Invite another staff member to class and hold a mock IEP meeting between two staff members, one acting as the teacher, and one acting as the student. Use a mock agenda to lead the meeting. Pass out the mock agenda to each student ahead of time and ask them to follow along. 3. Hold and record a mock IEP meeting. 4. Debrief with students. What went well? Do students have any questions? What parts did students like, what parts did they not like or think were necessary? 5. Outline the student's role in the meeting: <ol style="list-style-type: none"> a. Create the agenda. b. Facilitate the agenda (the case manager will give the team progress report information, will propose new goals and objectives and any other changes necessary). c. To read the information from the IEP Input Sheet to the IEP team. d. Will end the meeting. 6. Wrap up today's lesson by previewing the lesson for Wednesday, Thursday and Friday.
<p><u>Wednesday:</u> Objective:</p> <p>Students will create their own IEP</p>	<p>Assessment:</p> <p>Use the student created IEP meeting agenda to</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 5. Begin class by reviewing the template for an IEP meeting agenda. 6. Give students ample time to create an IEP meeting agenda. Conference 1:1 with

<p>meeting agenda.</p> <p>Students will review their personal goals during a 1:1 conference with the teacher.</p>	<p>check for understanding.</p> <p>Materials:</p> <p>Students will need access to the Student IEP Input Sheet. (Appendix C)</p> <p>Parent, guardian or family member most involved will need access to the Family IEP Input Sheet. (Appendix D)</p> <p>Students will need a copy of their own IEP.</p>	<p>students during this work time regarding the particular progress.</p> <ol style="list-style-type: none"> 7. Goal Setting Check-In: <ol style="list-style-type: none"> a. Review the goals written during Week Two. Do you want to make any changes? Are these goals still relevant to you? During this 1:1 conference, the teacher will guide students at re-writing goals if they have been met or if they need to be modified. Facilitate a conversation about what it could look like to translate these short-term goals into long-term goals. 8. Wrap up class by previewing Thursday and by reminding students about the community outing on Friday.
<p><u>Thursday:</u> Objectives:</p> <p>Students will listen to an outside staff member or former student about their experiences leading an IEP meeting.</p> <p>Students will practice leading their own IEP meeting using the agenda they created.</p> <p>Students will write a short paragraph describing how they have used the skill of the week during this week's lessons.</p>	<p>Assessment:</p> <p>Check the electronic shared folder for the following items to be used for formative assessment and understanding: progress made on the electronic presentation, paragraph that answers this week's writing prompt.</p> <p>Materials:</p> <p>Students will need access to software for making a</p>	<p>Lesson Plan:</p> <ol style="list-style-type: none"> 1. Begin today's lesson by inviting an outside staff member or a former student to discuss leading an IEP meeting. Ask the speaker to give tips and tricks for a successful IEP meeting. 2. Place students in pairs. Allow them time to practice leading an IEP meeting. Encourage them to watch the mock IEP meeting one more time as an example. 3. Give students an overview of Friday's community outing. Describe expectations for the bus ride, their time at the local college and for their return to school. Relate these expectations to the previously taught skills of the week. Allow for students to ask questions. 4. Give students the following writing prompt: Please write three-five complete sentences describing how you are feeling about the IEP process. Please be specific. 5. Wrap up class by giving any last minute reminders and information about Friday.

	<p>presentation or document.</p> <p>Students will need access to a web browser.</p>	
<p><u>Friday:</u> Objectives:</p> <p>Students will each lunch at a local restaurant. Students will order and pay for their own meal.</p>	<p>Assessment:</p> <p>Take time for reflection and debriefing upon returning to school.</p> <p>Materials:</p> <p>Pre-purchased gift cards.</p>	<p>Lesson Plan: Community Outing</p> <ol style="list-style-type: none"> 1. Connect with students prior to the trip regarding behavioral expectations. Overview what to expect at the restaurant. Overview the process for purchasing items, this may vary by school district. (One idea would be to have gift cards purchased ahead of time for each student.) 2. Go on the community outing and celebrate the culmination of this unit. Encourage students to order and pay independently. 3. Upon return, debrief with students. Discuss what went well, what could have been differently and ask students how they are feeling. 4. If needed, continue this reflection time first thing on Monday morning. Make debriefing and reflection a priority.

Additional ways to assess student understanding:

- Throughout this unit students created a Skill of the Week Presentation. If there is time, encourage students to present their projects. The staff member can also meet with each individual group and conference regarding their projects.
- Students should be given the opportunity to take the Social Skills Self-Assessment post-unit. Staff should conference 1:1 with students and facilitate a conversation about growth, areas of strength and areas for growth.
- At the end of this unit, students should be prepared to facilitate and lead their own IEP meeting using the agenda they created. However, their next IEP team meeting might be several months after this unit is complete. Please meet individually with students and review this process, offer them time to practice and answer any questions they may have closer to their actual IEP team meeting date.

Appendix B

Following Instructions

1. Look at the person.
2. Show that you understand. Say, “Ok.”
3. Do what is asked.
4. Check back with the person to let them know you have finished.

Working With Others

1. Identify the task to be completed.
2. Assign tasks to each person.
3. Discuss ideas in a calm, quiet voice and let everyone share his or her ideas.
4. Work on tasks until completed.

Asking For Help

1. Look at the person.
2. Ask the person if he or she has time to help you.
3. Clearly explain the kind of help that you need.
4. Thank the person for helping.

Accepting Decisions of Authority

1. Look at the person.
2. Remain calm and monitor your feelings and behavior.
3. Use a pleasant or neutral tone of voice.
4. Acknowledge the decision by saying “Okay” or “Yes, I understand.”
5. If you disagree, do so at a later time.
6. Refrain from arguing, pouting, or becoming angry.

Self-Determination

Definition: A person's ability to make choices and manage their own life. Know yourself, value yourself, plan, act and experience outcomes and learn.

Why is this important: Feeling in control and intrinsically motivated can help people feel more committed, passionate, interested, and satisfied with the things that they do. Being self-determined can improve relationships personally and professionally.

Places self-determination is important:

- At home
- With friends and in social situations
- At school
- At work

Ways to improve self-determination:

- Engage in goal setting and base actions on goals
- Believe in oneself
- Take responsibility for one's own actions

Appendix C

Student IEP Input Sheet

Name: _____

Date: _____

What do you like to do at home?	
What do you like to do at school?	
Where do you like to visit or go when you aren't at school?	
What are you really good at doing?	
What schoolwork do you like best?	
What schoolwork do you like least?	
What is easy for you at school?	

What is hard for you at school?	
What helps you do better at school?	
Is there anything at school that isn't working?	
What do you want life to look like after you graduate? <ul style="list-style-type: none">● Where do you want to live?● Where do you want to work?● What do you want to do for fun?	
Are there some things you need to learn that you feel are more important than other things?	
Is there anything else you would like the team to know about you?	

Appendix D

Family IEP Input Sheet

Name: _____

Date: _____

What are your child's favorite things to do at home?	
What are your child's favorite things to do at school?	
What does your child like doing in the community?	
What is your child really good at doing?	
What does your child struggle with at home?	
What are your child's strengths at school?	
What parts of school does your child find challenging?	

<p>What helps your child learn better?</p>	
<p>Is there anything at school that isn't working?</p>	
<p>What do you want for your child's future?</p> <ul style="list-style-type: none">• Where do you see them living, working?• What do you see them doing for fun?	
<p>Are there any supports or services you think your child would benefit from that he doesn't have now?</p>	
<p>Is there anything else you would like the team to know?</p>	

Appendix E

Name _____

Date _____

SKILLS SELF-ASSESSMENT

Using the following scale, please write the number that best describes you in the box next to each statement.

4 = always 3 = often 2 = sometimes 1 = rarely 0 = never

1. I take care of my things.						<input type="checkbox"/>
2. I finish things on time.			<input type="checkbox"/>			
3. I can talk about what bothers me.				<input type="checkbox"/>		
4. I control myself when I am mad or frustrated.	<input type="checkbox"/>					
5. I work well in groups with other kids.		<input type="checkbox"/>				
6. I ask for help when I'm having a problem I can't solve on my own.					<input type="checkbox"/>	
7. I keep my word.						<input type="checkbox"/>
8. I admit when I have made a mistake.						<input type="checkbox"/>
9. I can come up with more than one way to solve a problem.					<input type="checkbox"/>	
10. I don't always have to do things the same way.					<input type="checkbox"/>	
11. I can tell how someone else is feeling.		<input type="checkbox"/>				
12. I play fairly.		<input type="checkbox"/>				
13. I am organized.			<input type="checkbox"/>			
14. I can calm down when I am upset.	<input type="checkbox"/>					
15. I am able to change my mind.					<input type="checkbox"/>	

16. I can handle a change in plans.					<input type="checkbox"/>		
17. I return things I have borrowed.							<input type="checkbox"/>
18. If I have a problem with someone I can talk to them about it.		<input type="checkbox"/>					
19. I pay attention in school.			<input type="checkbox"/>				
20. I can "change my brainwaves" if I feel upset.	<input type="checkbox"/>						
21. I care about other people's feelings.		<input type="checkbox"/>					
22. I notice when there is a problem.						<input type="checkbox"/>	
23. I stick with things, even if they are hard for me.			<input type="checkbox"/>				
24. I think before I act.			<input type="checkbox"/>				
25. If I have a problem, I can say what's wrong.				<input type="checkbox"/>			
26. I can switch from one thing to another, even if I'm not quite finished with what I'm doing.					<input type="checkbox"/>		
27. I understand what other people say to me.				<input type="checkbox"/>			
28. If I make a mistake I try to fix it.							<input type="checkbox"/>
29. I am willing to compromise or give a little to solve a problem.					<input type="checkbox"/>		
30. If my first solution to a problem doesn't work, I try another idea.						<input type="checkbox"/>	
TOTALS							
	DF	PS	GD	SU	BF	PS	AR

KEY

DF = Dealing with Feelings (Emotional Regulation)

PS = People Skills (Social Skills)

GD = Getting it Done (Executive Functioning)

SU = Speaking and Understanding (Expressive and Receptive Language)

BF = Being Flexible/Going with the Flow (Cognitive Flexibility)

PS = Problem-Solving

AR = Acting Responsibly

Everybody has strengths and weaknesses. Looking at this list, what kinds of things are you best at?

What skills are hardest for you?

Can you think of a way that you can get better at those things?