

Linda Hansen, M.S.

**TEACHING SOCIAL SKILLS  
TO CHILDREN WITH DISABILITIES**

---

---

---

---

---

---

---

---

**WHAT...**

- ✘ What are the social skills we want children to master?

---

---

---

---

---

---

---

---

**WHAT...**

- ✘ Sharing
- ✘ Turn taking
- ✘ Waiting for a turn
- ✘ Using please and thank you
- ✘ Understanding and following directions
- ✘ Attending to a lesson

---

---

---

---

---

---

---

---

**WHAT...**

- ✘ Being responsible
- ✘ Asking for help when needed
- ✘ Playing interactively with peers
- ✘ Initiating play with peers
- ✘ Following understood routines
- ✘ Identifying feelings

---

---

---

---

---

---

---

---

- ✘ Leaving a parent/caregiver without anxiety
- ✘ Knowing his or her name
- ✘ Making a good choice
- ✘ Self-selecting an activity
- ✘ Knowing friends' names
- ✘ Showing an interest in others

---

---

---

---

---

---

---

---

**WHAT**

- ✘ Staying on task
- ✘ Asking permission to use others' belongings
- ✘ Identify feelings
- ✘ Express emotion in an acceptable manner
- ✘ Helping others
- ✘ Using materials properly

---

---

---

---

---

---

---

---

**WHAT**

- ✘ Recognizing that others have feelings
- ✘ Recognizing that others have needs
- ✘ Helping with an activity
- ✘ Do what he or she is supposed to do
- ✘ Make a friend
- ✘ Join in ongoing play

---

---

---

---

---

---

---

---

**WHICH**

- ✘ Prioritize the social skills

---

---

---

---

---

---

---

---

**WHICH**

- ✘ Making a friend
- ✘ Understanding and following directions
- ✘ Attending to an activity
- ✘ Expressing emotion properly

---

---

---

---

---

---

---

---

**WHY**

- ✘ Making a friend
  - + Builds confidence
  - + Increases communication of any sort
  - + Builds trust
  - + Fills the need for interaction

---

---

---

---

---

---

---

---

**WHY**

- ✘ Understanding and following directions
  - + Build a routine
  - + Follow a routine
  - + Complete an activity
  - + Safety

---

---

---

---

---

---

---

---

**WHY**

- ✘ Attending to an activity
  - + Increase the length of focus
  - + Master what is being taught
  - + Increase eye contact
  - + Improve motor skills

---

---

---

---

---

---

---

---

### WHY

- ✘ Express emotion properly
  - + Builds communication
  - + Build self-esteem
  - + Establishes friendships
  - + Extends learning
  - + Psychologically beneficial
  - + Socially acceptable

---

---

---

---

---

---

---

---

### CREATING A LESSON PLAN

- ✘ Interest Catcher
- ✘ 1. What is going to get the student's attention?
  - + Length of activity that is cognitively appropriate
  - + Pictures...correct size
  - + Song, familiar vs. new, pace
  - + Rhyme, chant, level of language
  - + Facial expression of presenter

---

---

---

---

---

---

---

---

### PURPOSE

- ✘ To find out what the students already know.
- ✘ To reinforce known concepts
- ✘ To find out level of interest

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✘ State the Objective
  - + Today, we are going to learn about...
  - + Look at this! This is a...
  - + Friends, this story is about...
  - + Can anyone tell me what this is about?

---

---

---

---

---

---

---

---

**PURPOSE**

- ✘ The students know, on their own level, what the lesson is going to be about.
- ✘ To help the teacher focus on a single concept
- ✘ To help the staff reinforce the concept throughout the day or week
- ✘ Put in calendar or blog so the parents know what was taught that day or week

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✘ Teach concept
  - + Books
  - + Songs
  - + Games
  - + Pictures
  - + Activity

---

---

---

---

---

---

---

---

**PURPOSE**

- ✘ To present concept to the student
- ✘ To inform staff of concept
- ✘ To mainstream concept

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✘ Check for understanding
  - + Activity
  - + Questions
  - + Student input
  - + Student be the teacher

---

---

---

---

---

---

---

---

**PURPOSE**

- ✘ To assess if the concept is being taught on the student's cognitive level
- ✘ To see if the student is understanding the concept
- ✘ To give guidance for the teacher to the next part of the lesson

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✘ Reteach concept
  - + Activity, game, etc.
  - + Present materials in a different manner
  - + Teach to a more specific cognitive level
  - + Check your communication level

---

---

---

---

---

---

---

---

**PURPOSE**

- ✘ Reteach concept
  - + Reinforce idea
  - + Teach more specifically to student cognitive level
  - + Show you student's level of understanding

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✘ Recheck for understanding
  - + Second time around increases teacher awareness of student's comprehension
  - + Reinforces student's learning

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✘ Application of Concept
  - + Game
  - + Activity
  - + Fine and gross motor activity

---

---

---

---

---

---

---

---

**PURPOSE**

- ✘ To learn to use skill in other setting
- ✘ To generalize skill outside the classroom
- ✘ Practice, practice, practice
- ✘ Individual time with student
- ✘ Reinforcement of concept

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✘ Closing
  - + State the objective
  - + Reinforce staff participation throughout the day
  - + Reinforce student learning
  - + Help the student to understand what he or she just learned at his or her own cognitive level.

---

---

---

---

---

---

---

---

**LESSON SAMPLE INTRODUCTION**

- ✘ Making a friend
  - + Name exchange through song, through touch, using a microphone, through written names
  - + Examples from group

---

---

---

---

---

---

---

---

**LESSON SAMPLE INTRODUCTION**

- ✘ Making a friend
  - + Discuss how we are different or alike. This creates awareness of others.
  - + Discuss what other friends are wearing (learn colors, similarities and differences).
  - + Helps students learn one another's names

---

---

---

---

---

---

---

---

**LESSON PLAN OBJECTIVE**

- ✘ Today we are going to learn about being a friend.
  - + Tell students why you are their friend
  - + Tell students why they are one another's friends
  - + Have students tell why someone is their friend. They can come up front and point to someone who is a friend. They can make a good comment about someone.

---

---

---

---

---

---

---

---

**LESSON PLAN TEACHING**

- ✘ Books
  - + Discuss the covers, the title, and the author/illustrator.
  - + Ask what the students think the book is about.
  - + Move close to the students so they can see the pictures.
  - + Tell the story, discuss the pictures.
  - + Point to things you are talking about on the page.
  - + Present the book at an appropriate cognitive level.

---

---

---

---

---

---

---

---

**LESSON PLAN TEACHING**

- ✘ Books continued...
- ✘ Have the students take turns turning the pages
- ✘ Use the book to help a student who is not focusing by putting close to his or her face and moving it back toward you
- ✘ Ask the students a simple question about the book when you are finished sharing it
- ✘ Let the students touch the book

---

---

---

---

---

---

---

---

**LESSON PLAN TEACHING**

- ✘ Books continued...
  - + Use voice inflection
  - + Be dramatic
  - + Use different voices
  - + Use sign language
  - + Keep students' eye contact

---

---

---

---

---

---

---

---

**LESSON PLAN TEACHING**

- ✦ Books
  - ✦ That's What Friends Do
  - ✦ If you give a mouse a cookie by Laura Numeroff
  - ✦ Join in and Play by Cheri J. Meiners
  - ✦ How do dinosaurs play with their friends? By Jane Yolen
  - ✦ The Little Engine That Could by Watty Piper
  - ✦ Swimmy by Leo Lionni
  - ✦ One Duck Stuck

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✦ Introduction
  - + Hold up two or three train cars. Ask who wants to come up and help.
  - + Have the students give the trains a name.
  - + Have the students tell something great about their train car.
  - + Have the students take the trains to the roundhouse so they can all listen to the story

---

---

---

---

---

---

---

---

**LESSON PLAN**

- ✦ State the objective
  - + Our trains all had names. Our trains are friends just like we are. Today we are going to learn about some engine trains that were not friends and one that was. See if you can tell me at the end of the story who was the friendly engine.

---

---

---

---

---

---

---

---

**CHECK FOR UNDERSTANDING**

✘ The Little Engine That Could

+ Questions

- ✘ Point to the various trains and ask if they helped
- ✘ Why or why not?
- ✘ Would you have helped if you have been one of the engines?

---

---

---

---

---

---

---

---

**CHECK FOR UNDERSTANDING**

✘ Questions (The Little Engine That Could)

- ✘ Who helped the little train?
- ✘ Why did she help?
- ✘ Did she make friends with the dolls and toys?

---

---

---

---

---

---

---

---

**RETEACH**

✘ Materials needed

- ✘ Train track, a train for each student, various dolls, animals, toys

---

---

---

---

---

---

---

---

**RETEACH**

- ✘ Activity
- ✘ Have each student choose a train car or a doll or toy
- ✘ Have each student decide if they are a helper train or not.
- ✘ Decide who is going to do the speaking parts
- ✘ Role play the story.

---

---

---

---

---

---

---

---

**RECHECK FOR UNDERSTANDING**

- ✘ Have the students tell who was a helper train and who was not.
- ✘ Have the students who were the dolls and toys tell how they felt when the first trains would not help pull them over the mountain.
- ✘ Discuss how the dolls and toys felt when the little engine pulled them over the mountain.

---

---

---

---

---

---

---

---

**CLOSING**

- ✘ State the objective
  - + The first engines were not good friends but the little engine was a friend
  - + She made the dolls and animals happy by helping and being a friend
  - + We can be a friend by helping others.

---

---

---

---

---

---

---

---

**ACTIVITIES**

- ✘ Incorporate activities throughout the day in various centers which emphasize being a friend
  - + Fine Motor: Have the students make friendship bracelets for themselves and for someone else (class member or family member)

---

---

---

---

---

---

---

---

**ACTIVITIES**

- + Gross motor: Play Duck, Duck, Goose
- + Sensory: Shaving cream and tempera paint. Have each student choose a color of paint. Give each student a squirt of shaving cream. He or she needs to ask a friend for the color he wants to go into his shaving cream. If students do not like to touch shaving cream, he can use a paintbrush.

---

---

---

---

---

---

---

---

**ACTIVITIES**

- ✘ Dramatic Play
  - + Have the students use puppets and work together to accomplish a task, such as “reading” a book, going to the park (pretend), playing with the trains, etc.
  - + Set up a train track and have the students act out the book. Be sure to provide a mountain.

---

---

---

---

---

---

---

---

**ACTIVITIES**

✘ Science

- + Use plastic or cloth animals and have the students help one another to build a home, find a home, find appropriate food, feed the babies, etc.

---

---

---

---

---

---

---

---

**ACTIVITIES**

✘ Art

- + Have the students cut pictures of children out of old magazines or draw their own and glue them on construction paper, then tell you why they are friends.

---

---

---

---

---

---

---

---

**ACTIVITIES**

✘ Communication

- + Go visit another class and introduce yourselves. Take them a snack to share.
- + Share a treat with the school librarian or front office staff.

---

---

---

---

---

---

---

---

### YOUR TURN

- ✘ 1. Interest Catcher
- ✘ 2. State objective
- ✘ 3. Teach
- ✘ 4. Check for understanding
- ✘ 5. Reteach
- ✘ 6. Recheck for understanding
- ✘ 7. Close
- ✘ 8. Generalize throughout the day with centers and positive reinforcement.

---

---

---

---

---

---

---

---

### MY INFO

- ✘ [lindahansen@alpinedistrict.org](mailto:lindahansen@alpinedistrict.org)

---

---

---

---

---

---

---

---