

**Social Skills Curriculum K-12**  
**Binder**

# **Social Skills Curriculum**

**Grades K-12**

**The York County School Division  
302 Dare Road  
Yorktown, Virginia 23692**

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## **Introduction**

The Communication Support Curriculum for the York County School Division is designed as a continuum of skills for students displaying moderate to severe communication needs (often associated with autism, Asperser's syndrome, and other pervasive developmental disorders) or for with any student who would benefit from social skills instruction to promote independence, positive self-esteem and social interactions. These communication needs are unique in that they center on social and practical language and usually require guided instruction using specific examples that may include verbal or visual cues and role-playing or realistic practice. The purpose of this curriculum is to offer teachers, parents, specialists, and students a range and basic sequence of teachable skills to foster student growth in academic, social, and emotional arenas. The social skills addressed in this curriculum guide are categorized into seven domains; Conflict Management, Peer Relationships, School/Classroom Skills, Feelings and Self-Awareness, Conversational Skills, Problem Solving Skills, and Community Conduct.

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## **Social Skill Domains**

### **Conflict Management**

The student will identify and manage conflict.

### **Peer Relationships**

The student will initiate, maintain, and extricate from peer interactions.

### **School/Classroom Skills**

The student will manage self and belongings successfully across settings.

### **Feelings/Self-Awareness**

The student will identify feelings in self and others and demonstrate appropriate response.

### **Conversational Skills**

The student will engage in appropriate conversation with peers and or adults across settings.

### **Problem Solving**

The student will identify and solve problems across settings.

### **Community Conduct**

The student will identify and demonstrate appropriate behaviors across settings.

## **Rational**

Social skills are learned behaviors that are necessary for students to get along with others successfully in their environment at home, school, work, and in community settings. Social skills encompass a broad spectrum of abilities including: conflict management, peer relationships, classroom processes, expression of feelings and self-management, communication skills, problem solving /decision making, and community conduct. Social ability can have a positive or negative impact on many different aspects of a student's life such as; friendships, family interactions, school and academics, employment and recreation and leisure activities. Students who are socially competent have a greater ability to maintain positive relationships with peers and adults in their environment, while students with poor social skills development have a high probability of being frustrated, ignored, and bullied or excluded by peers.

**Conflict management** and resolution are skills that are vital to academic, work, and social success as well as fulfillment as an independent person. Conflict management skills develop early and are often based on a young child's ability to read the non-verbal cues – facial expressions, body language, voice tone, voice volume, etc. - that accompany the language of socialization. Conflict management and resolution also require complex and specific communication with a broad range of audiences. Students displaying moderate to severe communication needs can require direct instruction in observing and correctly interpreting these cues and using effective communication to identify conflict and strategies for conflict management. This instruction may include visual or verbal prompts, role-playing, realistic practice opportunities, and guided reflection. Curriculum guides that include goal areas and leveled skill objectives have been developed to offer teachers, parents, specialists, and students a range and basic sequence of teachable skills to foster student growth in the area of conflict management and prepare students for situations they will encounter in school, work, and community settings.

**Peer relationships** are a critical component of social skills. Skills encompassed in peer relationships allow for the development of lifelong friendships with others, allow for collaboration with groups, and participation in family functions. "Social competence has been repeatedly demonstrated to be a critical variable in predicting success in future life." (Denham, S., et al. 2001). Peer rejection is often associated with poor school performance, poor self-esteem, aggression, hyperactivity, impulsivity and inattentiveness (Crick & Nelson, 2002).

**Classroom skills** are essential within the inclusion classroom for gains in student development and academic progress. These skills range from being able to sharpen a pencil to organizing materials needed to make a smooth transition between classes. Students need to understand the school rules, expectations, and routines and how these work within the classroom in order to have a positive experience. There are various goals that the general education teacher and special education teacher can develop together as behavior goals that will enable our students with communication needs to function with greater independence within the classroom. These goals can be designed to increase the student's social awareness and enhance their academic achievement.

**Feelings and self awareness** are complex concepts that can be overwhelming and confusing as any student matures. Individuals with communication deficits often have difficulty identifying, quantifying, labeling, expressing and controlling their emotions. Because feelings are not logical and do not adhere to straightforward, consistent definitions and rules, our students may find them difficult to understand and respond to. The abstract nature of these concepts requires that instruction be thoughtful and concrete to improve comprehension, understanding and application to real life situations. In addition, lack of self-awareness can create problems for students with communication needs as they attempt to relate to others and make their own needs and unique characteristics known. As students are able to gain awareness of their personal preferences, strengths, and needs and the skills to convey those to others in their environment, they can increase their social competency across settings. Concurrently, understanding how their actions or responses may impact others is crucial to success and acceptance in group situations. Goals and objectives have been developed which address the need for students to develop skills in these areas using strategies such as incidental teaching, structured learning, modeling, rehearsal and visual cues to make abstract concepts more concrete. Opportunities to practice skill in a variety of situations are important to generalization and internalization of content.

**Conversation skills** are typically developed throughout childhood by simply observing and interacting with a wide range of people in different situations and environments, many children with communication deficits lag behind in the process. For a variety of reasons, they do not develop the social skills necessary to communicate effectively during conversations with their peers and adults. The reasons for deficits in conversational skills can include significant delays in receptive, expressive, and pragmatic language; temperamental factors such as shyness; and behavioral challenges. Problems in conversational skills may be evidenced in the student's inability to use greetings appropriately, initiate and maintain topics, ask and answer questions correctly, show humor, and even use the jargon of his/her peers. The ability to read and interpret nonverbal messages during conversations (e.g. eye contact, gestures, facial expressions, body posture and proximity, movement, tone and clarity of voice) is crucial in developing appropriate social skills and is often an additional concern. Goals and objectives have been provided to teachers and staff as a framework to facilitate the development of reasonable conversational skills for most daily functioning within the school environment. Opportunities for practicing conversational skills can be integrated into all aspects of each student's educational program

**Problem solving** is a critical skill and an essential component of any social skills curriculum. Children with disabilities and particularly those with social skills deficits, tend to find themselves in many problem situations. Students must know how to deal with problems in school or in the community when they arise, better still; they need to know how to behave in a manner that allows them to avoid recurring and potential problems.

**Community conduct skills** are fundamental for young people with disabilities, especially those with communication deficits, who can be challenged socially. Often,

these students are not adept at recognizing, and/or understanding social cues in a variety of settings - creating awkward moments, confusion, and embarrassment. This can, in some instances, facilitate and encourage inappropriate behaviors. A viable social skills curriculum enables the student to learn those skills needed to be successful in the community. Community conduct skills can be taught using direct instruction, role-playing, and modeling. Eventually, these skills can be generalized to the community setting as scaffolding is faded out and new behaviors are shaped and incorporated into the student's behavioral repertoire. Students with disabilities may face social skills challenges, but through instruction and practice, can acquire the behaviors needed to be successful in their interactions in community settings.

## **Index of Skills**

### **Conflict Management**

Identify a conflict that involves themselves and others	1.1
Use appropriate language to express their feelings	1.2
Respond with appropriate actions to conflict	1.3
Demonstrate increased awareness of possible conflicts and conflict resolutions	1.4

### **Peer Relationships**

Participate in appropriate play skills	2.1
Imitate the actions of others	2.2
Accept the answer “No”	2.3
Proximity	2.4
Respect personal space and boundaries	2.5
Demonstrate appropriate turn taking	2.6
Play a simple game	2.7
Follow directions for game or activity	2.8
Participate in game or group activity	2.9
Accept outcome of a game or activity	2.10
Remove self from group or activity appropriately	2.11
Gain attention appropriately	2.12
Seek adult assistance when confronted by peer pressure	2.13
Engage in appropriate unstructured group activities	2.14

### **School and Classroom Objectives**

Increase appropriate attention getting skills	3.1
Display productive school behavior	3.2
Follow directions given by teaching staff and other adults	3.3
Remain on task and work independently	3.4
Engage in appropriate structured group activities	3.5
Transition effectively between classes and other activities	3.6

Respect the property of others	3.7
Apply social skills in inclusive settings	3.8

**Feelings and Self-Awareness**

Show awareness of needs relative to disability	4.1
Assert own personal preference	4.2
Make others aware of their needs	4.3
Identify feelings/emotions in self and others	4.4
Identify feelings/emotions during situational occurrences	4.5
Demonstrate understanding of touch as it relates to others	4.6
Understand appropriate vs. inappropriate touch of self	4.7

**Conversational Skills**

Use appropriate greetings and farewells	5.1
Respond to a variety of questions	5.2
Take turns during language activities	5.3-5.5
Use appropriate words to describe feelings	5.6
Ask for assistance or clarification	5.7
Use appropriate eye contact	5.8
Introduce himself to a new peer or adult	5.9
Use appropriate interaction skills with peers	5.10
Convey personal information to staff	5.11
Answer questions appropriately	5.12
Make appropriate conversational comments to peers	5.13
Use appropriate reciprocal interactions	5.14
Join or leave ongoing communicative interaction	5.15
Converse using other media (email, phone) appropriately	5.16

**Problem Solving**

Identify a problem and seek assistance	6.1
Identify a solution	6.2
Predict outcomes to a problem	6.3

Maintain self-control when dealing with a problem 6.4

**Community Conduct**

Say “thank you” 7.1

Identify feelings of others through body language 7.2

Use body language to communicate in an appropriate manner 7.3

Greet others and respond to greetings of others appropriately 7.4

Identify vocal inflections 7.5

Use vocal inflections to express feelings 7.6

Introduce self to others 7.7

Introduce others 7.8

Interact with others while respecting personal boundaries 7.9

Behave appropriately in a given situation 7.10

Identify appropriate from inappropriate touch 7.11

Demonstrate the ability to “join in” 7.12

Demonstrate the ability to interrupt appropriately 7.13

Demonstrate the ability to offer assistance 7.14

**Curriculum Materials  
And  
Resources**

## **Recommended Resources**

<u><b>Type of Material</b></u>	<u><b>Title</b></u>
<b>Books</b>	<p><u>Al's Pals</u> WingSpan, LLC</p> <p><u>Comic Strip Conversations</u> by Carol Gray</p> <p><u>This is Aspergers Syndrome</u> by Elise Gognon &amp; Brenda Smith Miles</p> <p><u>Practical Strategies for Working with Students with Asperger's Syndrome and High Functioning Autism Resource Handbook</u> by Kathy Morris (BER)</p> <p><u>Navigating The Social World</u> by Jeanette McAfee, M.D.</p> <p><u>Skills and Attitudes of Responsibilities (SOAR) LCPS Curriculum Supplement (MES)</u></p> <p><u>The New Social Story Book</u> by Carol Gray</p> <p><u>The Resource Handbook</u></p> <p><u>The Assessment of Basic Language Skills and Learning Skill</u> by James W. Partington, Ph.D., BCBA</p> <p><u>Behavioral Intervention for Young Children with Autism</u> by Catherine Maurice, Gina Green, and Stephen C. Luce</p> <p><u>Skill Streaming for the Elementary School Child</u> by Ellen McGinnis and Arnold P. Goldstein</p> <p><u>Think Social: A Social Thinking Curriculum for School Age Students</u> by Michelle Warner</p> <p><u>Social Stories</u> by Carol Gray</p> <p><u>Social Skills Stories Picture Book</u> by Jed Baker</p> <p><u>Social Skills Stories: Functional Picture Stories for Reader and Nonreaders K-12</u> by Anne Marie Johnson and Jackie L. Susnik</p> <p><u>ASL Manual</u></p> <p><u>ASP Manual</u></p> <p><u>Other Social Stories</u> by Carol Gray</p> <p><u>The Speech and Language Intervention Manual</u> by Jacqueline S. Hagaan, M.A., CCC-SLP; Steven B. McDonald, M.A., CCC-SLP; Jacqueline Meyer, MHS, CCC-Sp/L</p> <p><u>Think, Feeling, Behaving Grades 1-6 and Grades 7-12</u> by Ann Vernon</p> <p><u>The Tough Kids Social Skills Book</u> by Sopris West</p>
<b>Videos and Games</b>	<p>Stop Bulling Now</p> <p>"WH" Bingo</p> <p>"WH" Fun Decks</p> <p>Secret Square Game</p>

<b>Web Sources</b>	<p><a href="http://www.bridges4kids.com">www.bridges4kids.com</a> <a href="http://www.superduperine.com/S">www.superduperine.com/S</a> <a href="http://www.superduperinc.com/S_Pages/sp21.htm">http://www.superduperinc.com/S_Pages/sp21.htm</a> <a href="http://www.ctherapy.com">www.ctherapy.com</a> <a href="http://www.iidc.indiana.edu/cedir/kidsweb/">www.iidc.indiana.edu/cedir/kidsweb/</a> <a href="http://stopbullyingnow.hrsa.gov/index.asp?area=main">http://stopbullyingnow.hrsa.gov/index.asp?area=main</a> <a href="http://www.polyxo.com/socialstories/">http://www.polyxo.com/socialstories/</a> <a href="http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/Socialskills/survey3.htm">http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/Socialskills/survey3.htm</a> <a href="http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/Socialskills/survey7.htm">http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/Socialskills/survey7.htm</a> <a href="http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/SocialSkills/0160.htm">http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/SocialSkills/0160.htm</a> <a href="http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/Socialskills/0173.htm">http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/Socialskills/0173.htm</a> <a href="http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/Socialskills/0178.htm">http://pbiscompendium.ssd.k12.mo.us/ResourcesSchools/SSD/Socialskills/0178.htm</a></p>
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