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Social Interaction Teaching Plans

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STUDENT: Rodney

OBJECTIVE: Engage in reciprocal play interactions with peers and adults for at least 5 minutes at a time

DATA COLLECTION PROCEDURES:

❏ Percentage Data
☑ Level of Independence Data
❏ Individualized Rating System
❏ Frequency Data
❏ Yes/No Data

> EXPLANATION OF
> DATA COLLECTION PROCEDURES:
>
> **1. Maximum Prompting:**
> Needed continuous prompts to engage
>
> **2. Moderate Prompting:**
> Needed prompts throughout the 5 minutes, but not continuously
>
> **3. Minimal Prompting:**
> Needed 2–3 prompts during the 5 minutes
>
> **4. Independent:**
> Engaged for 5 minutes with no prompts

TEACHING PROCEDURES:

1. Begin the activity by **following** Rodney's **lead** (playing with what he is currently attending to) or initiating play with Rodney using materials he is not currently playing with.

2. As you begin interacting with Rodney, make a comment, ask a question, or give a direction, and use **time delay** (pause with an expectant look/body language) to encourage him to respond.

3. If he doesn't respond, use **prompting/fading procedures** to provide the necessary supports for him to engage. Consider the following example: Rodney is playing with trains and you join him and say, "I want a train to play with, too." If he doesn't respond, you can repeat the comment, use a gestural prompt such as putting

your hand out for a train, use a verbal prompt such as "Give me a train," or point to a train that you want. It is important, however, to fade out the prompts you are using so Rodney will learn to respond to comments, questions, and directions without the use of prompts.

4. Attempt to engage Rodney in as many back-and-forth exchanges as possible throughout the play routine. Think of this interaction as a rubber band that you are continually stretching to get it to be as long as possible without breaking.

5. Use **positive reinforcement** throughout this interaction when Rodney responds appropriately by giving smiles, high fives, specific positive praise, and allowing access to the materials Rodney wants during the play activity.

STUDENT: Felicia

OBJECTIVE: Greet at least one student when entering the classroom each morning

DATA COLLECTION PROCEDURES:

❏ Percentage Data
❏ Level of Independence Data
❏ Individualized Rating System
❏ Frequency Data
☑ Yes/No Data

> EXPLANATION OF
> DATA COLLECTION PROCEDURES:
>
> **Y** = Felicia independently greeted at least one peer
>
> **N** = Felicia needed prompting to greet a peer

TEACHING PROCEDURES:

1. Recruit a few peers in the classroom who are willing to provide **peer-mediated interventions** to teach Felicia how to greet other students.

2. Select one peer each morning to initiate a greeting with her. Encourage the peer to use whatever language is age-appropriate, such as "What's up, Felicia?" or "Hey, Felicia."

3. Instruct the peer to wait to initiate the greeting until the peer is in close proximity to Felicia. Encourage the peer to speak loud enough for Felicia to hear and to use **time delay** to encourage her to respond.

4. If Felicia responds, encourage the peer to **provide positive reinforcement** such as complimenting Felicia's outfit or making a positive conversational comment.

5. If Felicia doesn't respond, encourage the peer to repeat the greeting one or two more times. If still no response, use **prompting/fading procedures** to teach Felicia how to respond. This may include using visual prompts such as writing a greeting on a cue card that she can read, gestural prompts such as pointing to the peer that is greeting her, or verbal prompts such as saying, "Felicia, John said hello." Just be sure to fade out the intensity of your prompts to promote independence.

6. Once Felicia can respond to greetings from peers, teach the peers to use **time delay** to encourage Felicia to initiate the greeting. Use **cue cards** to **prompt** the student if necessary, but be sure to **fade out** the use of the cue cards to promote independence.

STUDENT: Jack

OBJECTIVE: Independently respond to peer initiations during recess in a positive manner (this may include making a positive comment to the peer, offering play materials to the peer, making eye contact and smiling at the peer, or asking the peer a question)

DATA COLLECTION PROCEDURES:

❏ Percentage Data
☑ Level of Independence Data
❏ Individualized Rating System
❏ Frequency Data
❏ Yes/No Data

> EXPLANATION OF
> DATA COLLECTION PROCEDURES:
>
> **1. Maximum Prompting:**
> Needed teacher prompting to respond
>
> **2. Moderate Prompting:**
> Needed peers to prompt him to respond
>
> **3. Minimal Prompting:**
> Needed peers to use time delay and/or repeat the initiation more than once
>
> **4. Independent:**
> Responded to the majority of peer initiations without assistance

TEACHING PROCEDURES:

1. Encourage a peer to join Jack in whatever he is engaging with **(follow the student's lead).** For example, if Jack is playing with the steering wheel on the play structure, encourage the peer to join him at the steering wheel.

2. Encourage the peer to initiate an interaction by either making a comment or asking a question to Jack. For example, the peer may say, "Can I play, too?" "I want to drive, too." "Can I have a turn?" or "Where are you going in your car?" Or the peer can simply approach Jack, make eye contact, smile, say "hi," and wait for him to respond in a positive manner.

3. If Jack does not respond in a positive manner, provide facilitation as necessary. First, encourage the peer to make another initiation and then use **time delay.** If Jack still does not respond in a positive manner, join the play. For example, you can respond to the peer as you would have liked Jack to respond by saying something such as, "Climb in the car; we're driving to the beach!"

4. Continue to facilitate the play between the peer and Jack by **modeling** appropriate responses for Jack and encouraging him to **imitate.** If Jack attempts to move away from the peer, use **positive redirection** and **prompting/fading procedures** to encourage Jack to engage in a play interaction with the peer.

5. Be sure to provide **positive reinforcement** to the peer for all attempts to initiate positive interactions with the student.

STUDENT: Ethan

OBJECTIVE: Independently wait for a turn and take a turn during simple structured games/activities

DATA COLLECTION PROCEDURES:

❏ Percentage Data
☑ Level of Independence Data
❏ Individualized Rating System
❏ Frequency Data
❏ Yes/No Data

> EXPLANATION OF
> DATA COLLECTION PROCEDURES:
>
> **1. Maximum Prompting:**
> Needed physical prompts throughout
>
> **2. Moderate Prompting:**
> Needed verbal or gestural prompts to wait for a turn and take a turn
>
> **3. Minimal Prompting:**
> Able to take a turn, but needed prompts to wait and pay attention
>
> **4. Independent:**
> Waited and took turns without prompts

TEACHING PROCEDURES:

1. Start by setting up a highly structured game by choosing simple board games that have obvious starts and ends to each turn or using simple play activities. Examples of simple turn-taking activities include adding blocks to a tower, throwing bean bags into a box, or matching activities.

2. When first teaching this objective, play the game with Ethan and one other peer.

3. Start the turn-taking process by saying something such as, "My turn," and model what is expected. Then have the peer do the same.

4. If Ethan does not independently respond when it is his turn, use **least-to-most prompts.** You can prompt him by pushing a play object closer to him, giving him a play object, using a gestural prompt such as pointing to a play object, providing a verbal prompt such as "It's your turn, Ethan," or providing physical assistance if necessary. Be sure to fade out the prompts you are using until Ethan can respond independently.

5. Provide **positive reinforcement** after Ethan takes his turn.

6. If Ethan does not wait appropriately when you and the peer are taking a turn, use **least-to-most prompts** to keep him engaged. You can prompt him to pay attention by pointing, giving verbal

prompts, asking him questions, or giving him tasks to do between turns, such as giving the peer something.

7. Provide many **repetitions** of this turn-taking sequence to provide enough learning opportunities.

8. Once Ethan can wait and take turns with you and a peer, fade yourself out of the play until he can play with the peer without you. Once he can play independently with one peer, add another peer to the game.

STUDENT: Jackson

OBJECTIVE: Independently offer materials to a peer when a peer asks for something

DATA COLLECTION PROCEDURES:

❏ Percentage Data
☑ Level of Independence Data
❏ Individualized Rating System
❏ Frequency Data
❏ Yes/No Data

EXPLANATION OF
DATA COLLECTION PROCEDURES:

1. Maximum Prompting:
Needed physical prompts

2. Moderate Prompting:
Needed verbal or gestural prompts

3. Minimal Prompting:
Needed the peer to restate two or three times or needed to use time delay

4. Independent:
Offered the peer the item without prompting

TEACHING PROCEDURES:

Use **peer-mediated interventions** to teach the peer how to encourage Jackson to respond to requests to give materials independently. Use the following procedures:

1. The peer should approach Jackson and get in close proximity. The peer then asks Jackson for something that Jackson has in his work area.

2. If Jackson gives the peer the item, the peer should provide **positive reinforcement** such as saying, "Thanks so much, Jackson!" and smiling.

3. If Jackson does not give the peer the item, the peer should **use least-to-most prompts** to encourage Jackson to respond. First, the peer can just try to use **time delay** to give Jackson an opportunity to respond. If still no response, the peer can ask one or two more times. If still no response, the peer can ask again and put out his or her hand as a gestural prompt. At that point, if Jackson doesn't respond, you should provide more intense prompting to ensure a successful response. Do not allow the peer to provide physical prompts.

4. Once Jackson gives the peer the item, even with prompting, pro-vide **positive reinforcement.**

5. These procedures should be used across the school day within many different activities and with a variety of different peers to promote generalization.

STUDENT: Whitney

OBJECTIVE: Offer a compliment to a peer at least once during the school day

DATA COLLECTION PROCEDURES:

❏ Percentage Data

❏ Level of Independence Data

❏ Individualized Rating System

❏ Frequency Data

☑ Yes/No Data

> EXPLANATION OF DATA COLLECTION PROCEDURES:
>
> **Y** = Whitney complimented a peer at least once during the school day without teacher assistance or reminders.
>
> **N** = Whitney did not compliment a peer at least once during the school day or needed teacher assistance to do so.

TEACHING PROCEDURES:

1. Develop a **Social Story** that teaches Whitney what compliments are, how to give compliments, when to give compliments, and how her peers usually feel when they receive compliments.

2. Provide a lesson either as a whole-group or small-group using **direct instruction** teaching procedures:

    Introduction: Discuss importance of giving compliments. Ask students to talk about how they feel when they receive a compliment and how they feel when they give a compliment.

    Lesson Presentation: The Social Story can be used as part of the lesson presentation. Ask comprehension questions about the story using **prompting/fading procedures** to help Whitney respond if necessary.

    Guided Practice: Engage students in role play to demonstrate how to give compliments.

    Independent Practice: Engage the students in an activity such as an art project or writing task and tell them they must share their work with at least one peer during the activity. The students will practice giving compliments when peers share their work. Provide feedback when students give or attempt to give compliments.

    Closure/Generalization: Review Social Story, and continually remind students throughout the day to give compliments when opportunities arise. Provide **positive reinforcement** when students are observed giving compliments to peers.

3. Share the Social Story with Whitney each day until she is giving at least one compliment to a peer each day without prompting to do so.

4. It may be helpful for Whitney to use a **self-monitoring** tool to indicate whether or not she offered a compliment each day.