

SOCIAL STUDIES:

SOCIALIZATION



result in positive and negative consequences throughout the life span.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
1. Student will play unattended.	<ol style="list-style-type: none">1. Given specified conditions, observe to see if the student busies him/herself by handling toys, babbling, touching, mouthing, or looking at self or environment without adult supervision. If correct response occurs, reward. If incorrect, proceed to step 2.2. When the student is unattended and does not involve him/herself in playing, play with the student for 15 minutes by interesting him/her in toy or other object.3. Repeat the process and reduce the amount of time the student is playing alone without an adult in attendance.4. Continue the procedure until final criterion is met.5. Using a variable time schedule, reward students who play unattended appropriately.

RESOURCES/MATERIALS



T.E.K.S. 115.3 (1.2)

The student understands that safe, unsafe and/or harmful behaviors result in positive and negative consequences throughout the life span.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
2. Student will imitate play activity.	<ol style="list-style-type: none">1. Sit with the student on the floor (about two feet apart), while initiating play activity with a toy. Say, “(Name), do this.”, making sure the student has the same toy in his/her hand and is ready and able to imitate the action. If the student imitates, reward. If incorrect response, proceed to step 2.2. After correct positioning, play with the toy and say, “(Name), do this.” Give 100% physical prompt by guiding the student’s hand to the toy and going through the correct motions.3. After correct positioning, play with the toy and ask the student to imitate. Give 50% physical prompt by guiding the student’s hand to the toy and go through half of the motions necessary.4. Repeat the process until the student initiates imitative manipulative action unassisted after verbal request.5. Continue procedure until final criterion is met.

RESOURCES/MATERIALS

A variety of toys



T.E.K.S. 115.3 (1.2)

The student understands that safe, unsafe and/or harmful behaviors result in positive and negative consequences throughout the life span.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
3. Student will engage in solitary play in the presence of other students.	<ol style="list-style-type: none">1. Obtain a favorite toy that the student enjoys.2. Enter the play area with the student and stimulate play with the object.3. Verbally encourage the student to play with the object.4. Slowly, but systematically, move away from the student , but continue to verbally coach.5. The teacher should remove him/herself from the play area and gradually, but systematically, reduce verbal reinforcement. Work toward increasing the period of time between positive verbal statements.6. If necessary, edible rewards might be required. In this case, pair an edible reward with each application of verbal reinforcement suggested in steps 1 through 5. Also use positive physical contact, if possible.

RESOURCES/MATERIALS

Toy



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

- | | |
|--|--|
| 4. Student will respond to his/her name. | <ol style="list-style-type: none">1. Give the student an item to examine. While the student is engaged in examining the item, call the student's name.2. If the student does not respond within five seconds, place a hand on the student's cheek and turn his/her face.3. Repeat steps 1 and 2, reducing the prompt to turning his/her head halfway.4. Repeat steps 1 and 2, reducing the prompt to a tap on the cheek to elicit turning his/her head.5. Repeat steps 1 and 2 until the student responds independent of prompt. |
|--|--|

Alternative:

1. Utilize the student's name in a variety of circle activities (music, helper chart, finger plays, etc.). It is important for students to understand that their name is unique to them.
2. Use cards with students' names on them to mark the helper chart, denote their place mat, etc. Even the lowest functioning student can learn to "read" his name.
3. Play "Mother May I". Use each student's name before assigning a task.
4. Substitute a student's name in songs, i.e., "Old McDonald had a Farm".
5. Teach capable students to sing the "Name Game".

RESOURCES/MATERIALS

Cards with student's name



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

5. Student will respond to and make greetings/salutations.

1. Say, “(Name), Hi, how are you?” If the student does not look within ten seconds, turn his/her face by placing a hand on the cheek and turning the head.
2. Repeat step 1 until the student looks without prompt. When the student turns to look, tell him/her to say, “Hi”. If the student does not respond, turn away. Wait several seconds and repeat the procedure.
3. Repeat step 2, reducing the prompt for saying, “Hi”, to saying the initial sound “h”.
4. Repeat until the student looks and responds without prompting.

NOTE:

1. *It is a good idea to greet each student every morning and to require an appropriate response.*
2. *When a student consistently greets the teacher, spontaneously have other adults come into the room for the student to greet.*
3. *Follow the same procedure at the end of the day.*
4. *Have the class host a small party for another class to practice appropriate greetings and salutations.*

RESOURCES/MATERIALS

Adaptation:

Teach signs to non-verbal students or use augmentative communication systems when appropriate.



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
6. Student will say “please” and “thank you” at appropriate times.	<ol style="list-style-type: none">1. Incorporate “please” and “thank you” into the daily routine. Monitor students and model appropriate response.2. Require “please” and “thank you” during snack time, in the lunch line, etc.3. Reward for appropriate response without prompt. <p><i>Adaptation:</i></p> <p><i>Sign language or augmentative communication system as needed.</i></p>
<hr/> RESOURCES/MATERIALS <hr/>	



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
7. Student will engage in parallel play.	<ol style="list-style-type: none"><li data-bbox="779 472 1391 714">1. Place the student within three feet of another student with blocks beside each. Say, “(Name), play with these blocks.” If the students do not initiate playing with the blocks within ten seconds, model block-building for them. Set a timer for 15 seconds. When the time is up, praise the student who is playing with the blocks.<li data-bbox="779 714 1391 777">2. Repeat step 1 with a criterion ranging from 30 seconds to six minutes.<li data-bbox="779 777 1391 833">3. Repeat until the students play beside each other for ten minutes.

RESOURCES/MATERIALS

Blocks



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
8. Student will share a toy with a peer.	<ol style="list-style-type: none">1. Place a student with a peer who is able to model sharing. Give the peer a toy or item, then ask the peer to give the item to the student. Praise the peer for sharing. When the student has looked at an item for 15 seconds, say, “(Name), give the (item) to (peer’s name).” If there is no response within 15 seconds, repeat the verbal prompt while moving the student’s hand with the item toward the peer. When the peer has had the item for 15 seconds, say, “(Name), give (item) back to (student’s name).”2. Repeat step 1, gradually reducing the physical prompt until the student independently hands the toy to his peer.3. Set the timer for variable intervals ranging from 30 seconds to two minutes. As time expires, ask the student playing with the item to give it to the peer. Continue until the student is able to give the item to the peer with a verbal request only.4. As skills develop, provide a time to share during the school week. Have students select a toy or snack they enjoy and choose a person with whom to share it.

NOTE:

Remember that sharing is a skill that must be taught. It is not a part of normal development.

RESOURCES/MATERIALS

Toy



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

- | | |
|------------------------------------|--|
| 9. Student will wait his/her turn. | <ol style="list-style-type: none">1. Specify the order in which the students will take turns. Specify the duration of a turn, for example, 10 swings, or until the student can count to 20. Require that both the student taking the turn and the student who is waiting, count out the turn. Monitor the taking of turns with verbal prompts as needed.2. Set up turns and specify duration of a turn, but do not verbally prompt students as to the end of one turn.3. Set up turns, but do not specify duration of turn or monitor the count of the turn.4. Remain in physical proximity, but do not specify order in which turns are to be taken.5. Play board games that require turn taking. |
|------------------------------------|--|

NOTE:

Waiting one's turn can be incorporated into the daily routine easily (e.g., restroom, lunch line, snack time, etc.).

RESOURCES/MATERIALS



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
10. Student will initiate peer contact.	<ol style="list-style-type: none"><li data-bbox="812 470 1372 682">1. Observe the student during a free-time situation with four or more other students. Encourage the student to offer a toy to another student. Wait ten seconds for the student to begin to comply, then physically guide him/her in offering the toy to another student. Verbally praise both students.<li data-bbox="812 684 1372 772">2. Follow step 1, rewarding the student when the toy is offered with verbal instruction only.<li data-bbox="812 774 1372 896">3. Instruct the student to offer the toy to another at the beginning of a free-time situation. Reward the student immediately after the toy has been offered.

RESOURCES/MATERIALS

Toys
“What Do You Think?”, by Linda Schwartz



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
11. Student will engage in cooperative play.	<ol style="list-style-type: none">1. At the beginning of a free-play session, seat students in a circle so that they can clearly see and hear directions. Choose two students to model playing cooperatively with a toy.<ol style="list-style-type: none">a. Instruct them to sit facing one another and to play with the toy together.b. Physically guide the students through the motions, or model the desired activity.c. Reward the students for sharing, in front of the other students.d. Explain that everyone may receive the reward if they are “sharing” when the timer rings.e. Have the students choose a buddy and a toy and begin to play.f. Leave the area, and set the timer for four minute intervals.g. When the timer rings, enter the area and reward the students who are sharing a toy with another student at that moment.2. Gradually decrease the tangible reward by setting the timer for longer periods (e.g., 6, 8, 10 and 15 minutes). Fade out the tangible reward and indicate the students’ accomplishments in the form of verbal praise.3. Cooperative play includes the following concepts:<ol style="list-style-type: none">a. Encourage positive vocalizations toward other students.b. Share materials by simultaneously touching a toy or components of the same toy while within three feet of another student.c. Encourage students to offer, receive or exchange materials with another student during free-play situations involving 4 or more students.



Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

Adaptations:

Set up situations where the students must play with a peer.

1. Blocks.
2. Floor puzzles.
3. Play kitchen.
4. Video games.
5. Computer games.
6. Board games.

RESOURCES/MATERIALS

Toy
Rewards
"What do You Think?", by Linda Schwartz



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
12. Student will identify a friend.	<ol style="list-style-type: none">1. Ask the student, “(Name), who is your friend?” Show the student a picture of the friend and model the correct response. Instruct the student to repeat the response. Reward immediately.2. Ask the student, “(Name), who is your friend?”, and show the picture. Wait ten seconds and then model the response. Reward all responses given before the model.3. Repeat the procedure until the student can respond without any cues.4. Sing “Be My Friend”.5. Show the students a picture of a classmate and ask “Who is this?”. The student should respond by saying/singing the name or by pointing.

RESOURCES/MATERIALS

Palmer, Hap. “Be My Friend”,
Getting to Know Myself.
Picture of classmates
“What Do You Think?”, by Linda Schwartz



T.E.K.S. 115.3 (1.9)

The student knows healthy ways to communicate consideration and respect for self.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

13. Student will remain at the table throughout the meal.

1. Tell students that when they have finished eating, and have been excused, they will be involved in an enjoyable activity. Tell the students that they must remain at the table for the required amount of time before receiving the reward. Set the timer for five minutes and tell the student that they must remain at the table until the bell rings.
2. Continue to increase the length of time at each successive meal.

NOTE:

This concept can apply to snack time and/or lunch time.

RESOURCES/MATERIALS

Rewards



T.E.K.S. 113.3 (1.7

The student understands the concepts of goods and services.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
will identify ownership.	<p>14. Student</p> <ol style="list-style-type: none"><li data-bbox="617 409 1390 766">1. With four items arranged before the student, (two of which belong to the student), ask, “(Name), which ones are yours?” Allow the student five seconds to point to an item belonging to him/her. If the student independently points to or otherwise indicates a correct item, give verbal praise. If the response is incorrect, physically guide the student’s hand to a correct item and praise. Repeat until the student points to or otherwise indicates items belonging to him/her within five seconds of request.<li data-bbox="812 766 1390 861">2. Add two more items not belonging to the student. Repeat step 1 until the student correctly identifies his/her own items.<li data-bbox="812 861 1390 1108">3. Place two objects, one of which belongs to the student, before him/her and ask, while pointing to the object, “Whose is this?” Model the correct response, “Mine”. Repeat “Mine” every ten seconds until the student responds. Immediately give the student the object and praise. Use the same procedure for labeling the other object as “Yours”.

RESOURCES/MATERIALS

Personal items



Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
15. Student will answer the phone appropriately.	<ol style="list-style-type: none"> 1. Using two telephones, pick up the receiver and dial to make a ringing sound. Instruct the student, “(Name), answer the phone.” 2. Wait three seconds for the student to pick up the receiver and put it to his/her ear and mouth. If incorrect response, place the student’s hands on the receiver and guide to his/her ear and mouth. Repeat steps 1 and 2 until the student responds independently. Reward for each complete step. 3. With the student holding the receiver to his/her ear and mouth, speak into the other receiver and tell the student to say, “Hello”. Reward approximations of correct verbal response. When the student says “Hello” within three seconds of the cue, proceed to step 4. 4. Repeat steps 1 through 3 until the student independently picks up the receiver and says, “Hello” within three seconds without a verbal cue. 5. After the student answers correctly, say, “Hello, who am I speaking to?” If the student does not respond, prompt, “This is the (name) residence.” Praise the correct response or approximation. Repeat steps 4 and 5 until the student responds appropriately. 6. When the above response is elicited correctly, then say, “I would like to speak to (name of another student in the room).” If the student does not call the name of the person who is wanted to the phone, prompt, “(Name), telephone.” Reward an approximation of the correct response and again say, “I would like to speak to (name).” Prompt again and repeat until the student calls the correct person to the phone.



Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

7. Provide an opportunity for answering actual phone call (e.g., call the teachers lounge from the office and have the student answer).
8. After explaining the purpose to parents, call the student at home after school hours or on the weekend.

RESOURCES/MATERIALS

Tele-Trainer Combo,
EBSCO Curriculum Materials



T.E.K.S. 115.3 (1.10)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

- | | |
|---|---|
| 16. Student will exhibit sympathetic behavior and a concern for others. | <ol style="list-style-type: none">1. Discuss with the class what happens when someone gets hurt. Ask them how they feel when they get hurt.2. List examples of appropriate responses:<ol style="list-style-type: none">a. Give a hug or a pat on the back when someone is crying or sad.b. Tell a student who is sick, "I'm sorry you're sick." |
|---|---|

RESOURCES/MATERIALS



SOCIAL STUDIES:

SOCIALIZATION



T.E.K.S. 115.5 (3.9)

The student uses social skills in building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify ways personal behavior effects others.	1. Have students view a videotape of a variety of interpersonal interactions. 2. Have two students practice a behavior (i.e., one being cooperative the other, uncooperative, or friendly/unfriendly, etc.) followed by discussion of each participant's feelings during the situation. 3. Instruct students to list things that others do that influence their own feelings. 4. Discuss students' responsibilities in their school, work, home, and play situations and the consequences of their actions on others.

RESOURCES/MATERIALS

Videotape



T.E.K.S. 113.1 (K.11)

The student understands similarities and differences among people.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify ways that peers are alike and different.	<ol style="list-style-type: none">1. Describe one student while others listen and try to guess who is being described. Discuss why it is possible to guess the person. Explain that no two individuals are the same; each person is unique.2. Using fingerprint, have each student put a fingerprint on a class chart. Write the name of the student under each print.3. Think together about ways people are all alike. Examples include:<ol style="list-style-type: none">a. We need to have food.b. We need sleep.c. We need love.d. We like to move about.e. We see, hear, smell, taste and feel.4. Have students sit in a circle and talk about the ways classmates are alike and different. Consider the following and make a poster listing likenesses and differences:<ol style="list-style-type: none">a. Family size.b. Location of home.c. Favorite foods.d. Favorite games.e. Other.

RESOURCES/MATERIALS

Fingerprint



T.E.K.S. 113.1 (K.11)

The student understands similarities and differences among people.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
3. Student will make and maintain friendships.	<ol style="list-style-type: none">1. Help students identify the necessary components of a friendship. These can include openness, sincerity, understanding, love, friendliness, willingness to help, etc.2. Discuss developing friendships based on mutual interests and individual personal qualities.3. Explain that mutual respect and equality are important components of friendship. Discuss the concept of "To have a friend is to be a friend".4. Have situations printed on 3" x 5" cards involving interactions between friends. Include problems, the need for support, sharing accomplishments, etc. Some examples are:<ol style="list-style-type: none">a. Your best friend has just broken up with a girlfriend/boyfriend.b. Your best friend just learned that his/her parents are getting a divorce.c. Your best friend just won a school contest.d. Your best friend made the athletic team and you didn't.e. Your best friend was not invited to a special party, but you were. <p>Have the class discuss the situations and suggest alternative responses, if necessary. Discuss the importance of rights and responsibilities involved in friendship.</p>

RESOURCES/MATERIALS

Index cards



T.E.K.S. 115.4 (2.9)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
4. Student will recognize and handle peer pressure.	<ol style="list-style-type: none"><li data-bbox="779 430 1378 703">1. Discuss how students are pressured by their friends to behave in a certain manner. Discuss how this peer influence affects appearance, dress, grades, selection of friends and classroom behavior. Ask students how it feels to know their friends expect them to act one way when they would rather behave in a different manner.<li data-bbox="779 703 1378 926">2. As situations develop among students in the classroom, during Community Based Instruction or in job-training environments, use each situation as a learning experience. Discuss the situation with the students involved and develop a practical solution to the problem.

RESOURCES/MATERIALS



T.E.K.S. 115.4 (2.9)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
5. Student will listen and respond appropriately.	<ol style="list-style-type: none">1. Conduct a class discussion on the do's and don'ts of a good listener. Items to include are: Do's: Eye contact, hands to self, patience, wait turn to talk, no talking/interrupting, facial expressions (looking interested). Don'ts: No eye contact, hands bothering others/things, no patience (not waiting turn to talk, interrupting), facial expressions (looking bored).2. Discuss the importance of listening and the consequences of both listening and not listening.3. With the class, compile a list of occupations in which doing a job depends on good listening skills (other than receiving instructions from the supervisor). Write each response on the board. Some examples are:<ol style="list-style-type: none">a. Reporter.b. Teacher.c. Sales Clerk.d. Waiter/Waitress.e. Doctor/Nurse.f. Policeman.g. Telephone Operator.h. Secretary.i. Counselor.j. Receptionist.4. Discuss what might happen if someone who had one of these jobs was not a good listener.
----- RESOURCES/MATERIALS ----- Community worker Flashcards Community Worker Bingo	5. Using teacher prepared flashcards, have students play a group game in which they determine who is giving a direction and give an adequate response to this direction. The flashcards can contain possible directions given by various community persons (e.g., police officer, grocery clerk, teacher, fast food employee).



SOCIAL STUDIES:

SOCIALIZATION



T.E.K.S. 115.22 (6.10)

The student describes healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
1. Student will identify appropriate relationships with members of the opposite sex.	<ol style="list-style-type: none">1. Identify behaviors that are appropriate to members of each sex.<ol style="list-style-type: none">a. Make a list of expectations for each sex.b. Have students watch videotapes depicting appropriate forms of behavior for people of the opposite sex.c. Discuss with students how to share the responsibilities of a dating relationship and mutual agreement in going out, activities, decision making, etc.d. Allow students to observe members of the opposite sex in situations other than dating. Discuss having friends of opposite sex with whom they do not have to be romantically involved.e. Discuss flexibility toward a sex role (e.g., males do not always have to ask out the female, or always pay, or supply all ideas of dating activities).f. Discuss sexual stereotyping that often prohibits members of the opposite sex from sharing involvement.g. Emphasize the importance of good manners with members of the opposite sex.2. Assist students in identifying the qualities of an individual who would be desirable as a dating partner.<ol style="list-style-type: none">a. Ask students to describe an ideal person who exhibits the desirable attributes for a date.b. Discuss the difference between ideal and realistic when examining factors for selecting a potential dating partner.



Area: Socialization

OBJECTIVE

TEACHING ACTIVITIES

(Continued)

- c. Practice using the telephone to ask someone for a date. Remind students to include all necessary information: who, what, where, when, and why. If students are reluctant to participate in this type of activity, try using assignment cards which will add humor and ease any discomfort.

Your name:	Wonder Woman
You are calling:	Superman
You are inviting:	Him to visit your home to read comics
When:	Sunday at 3:00
Where:	Your house
Why:	To practice reading

RESOURCES/MATERIALS



T.E.K.S. 115.32 (B-13)

The student analyzes, designs and evaluates communication skills for building and maintaining healthy relationships throughout the life span.

Area: Socialization

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify factors involved in dating.	1. Instruct students in the following concepts: a. The purpose of dating is to get to know people and learn what they are like. b. Dating will help students learn more about themselves by the way they interact with others. c. It helps students gain information to choose a marriage partner later. d. Dating can help them mature as they learn to be responsible (i.e., get in on time) and be respectful of themselves and others. e. Dating years should be the time to learn the skills of verbal communication that will be needed forever. 2. List the advantages of group/double dating: a. Students will be less likely to get serious about someone. b. Dating is more fun in groups because the conversation can be more interesting. c. There is more security being with others of the same sex. d. There is usually a lot more laughter. 3. Distinguish between “love”, “infatuation”, and “friendship”. a. “Infatuation” is not bad, just do not start thinking it is love. b. Infatuation is being “in love with love”, feeling possessive or selfish, immature, tense, having a “crush”, sometimes short- lived. c. Love is a growing relationship, is self-giving, allows freedom, grows deeper with time, and is comfortable. 4. Discuss where the students might go on a date. (Their suggestions may include school functions, such as athletic events, dances, plays, movies, concerts, church social events, or their own homes.)
RESOURCES/MATERIALS	

