

CORE SKILLS ACTIVITY SHEETS

1. Nonverbal Social Interaction Skills: Joint Attention
2. Nonverbal Social Interaction Skills: Nonverbal Gestures
3. Imitation Skills: Social Awareness
4. Imitation Skills: Motor Imitation
5. Imitation Skills: Verbal Imitation
6. Organization Skills: Organizes Materials
7. Organization Skills: Organizes Choices
8. Organization Skills: Organizes Time
9. Self-Regulation Skills: Transitions
10. Self-Regulation Skills: Emotional Regulation

SOCIAL SKILLS ACTIVITY SHEETS

1. Play and Leisure Skills: Solitary Play and Leisure
2. Play and Leisure Skills: Social Play and Leisure—Structured
3. Play and Leisure Skills: Social Play and Leisure—Unstructured
4. Group Skills: Attends in Group
5. Group Skills: Takes Turns in Group
6. Group Skills: Follows Group Directions
7. Social Perspective-Taking Skills: Emotional Understanding
8. Social Perspective-Taking Skills: Friendships

COMMUNICATION SKILLS ACTIVITY SHEETS

1. Basic Communication Skills: Makes Requests
2. Basic Communication Skills: Basic Responses
3. Basic Communication Skills: Answers Questions
4. Basic Communication Skills: Comments
5. Basic Communication Skills: Asks Questions
6. Socioemotional Skills: Expresses Basic Feelings
7. Socioemotional Skills: Expresses Complex Feelings
8. Socioemotional Skills: Prosocial Statements
9. Basic Conversational Skills: Verbal Reciprocity
10. Basic Conversational Skills: Verbal Topics
11. Basic Conversational Skills: Nonverbal Conversation

CORE SKILLS ACTIVITY SHEETS

1. Nonverbal Social Interaction Skills: Joint Attention

▲ GOAL: INCREASE JOINT ATTENTION

▲ **SAMPLE OBJECTIVE:** During a familiar activity, learner will spontaneously alternate eye gaze between partner and object and back to partner for 1 or more minutes in 80% of observations.

▲ **SAMPLE ACTIVITY:** One-to-one with adult

Contexts: Motivating and familiar play and leisure activities

Materials: Preferred objects (e.g., train, train tracks, train conductor puppet)

Procedures:

1. Position yourself at learner's eye level.
2. Call learner's name to get him or her to look at you.
3. During a natural pause in familiar activity, pick up motivating item (e.g., train) with which learner is engaged.
4. Place item in front of learner's face, and then lead it to your face.
5. Wait for learner to visually track the object and transfer his or her eye gaze and look at you.
6. Reinforce learner's behavior by handing him or her the item when he or she looks at you.
7. To continue the interaction, make a reinforcing sound (e.g., "choo choo," finger snap, clap, whistle). Catch learner's eye gaze when he or she turns toward noise.
8. To expand the interaction, place your finger in front of learner's face and then point to an object of interest (e.g., train conductor puppet).
 - Use an animated verbal direction (e.g., "Look!").
 - Prompt learner to orient to object and then label object (e.g., say, "That is a train conductor").
 - Reinforce learner after he or she looks at object and then back at you by giving learner the desirable item.

▲ **SAMPLE ACTIVITY:** Small group with one or more peers

Contexts: Structured play and leisure games

Materials: Preferred objects to hide and give as prizes (e.g., candy, baseball cards)

Procedures:

1. Tell learner and peer(s) you are going to play an I Spy game. Show learner and peer(s) motivating objects that are prizes to win during the game.
2. Explain they will have to follow your eyes to find the prize. Point at your eyes as you say this.
3. Have them cover their eyes or turn away.
4. Hide the motivating object.
5. Have them open their eyes.
6. In an exaggerated manner, look with your eyes where the object is hidden while saying, "I spy with my eyes a prize."
7. Encourage them to follow your eye gaze to where the object is hidden.
8. Require them to make eye contact with you to provide a guess as to where the object is hidden.
9. Praise those who follow your eye gaze and guess the location of the object correctly.
10. Give the object to one person who describes or points to the spot where the object is hidden.
11. Have winner show the object to each peer while making eye contact with him or her.
12. Alternate turns to hide and find prizes so that everyone wins multiple times.

WAYS TO GENERALIZE SKILLS

- Look at shared objects and make eye contact with peers during Show-and-Tell.
- Look at snack and make eye contact with teacher to receive food during snack time.
- Say name to get partner's attention and make eye contact before tossing or kicking a ball back and forth during a reciprocal turn-taking activity.
- Make eye contact with peer after completing a video game level.
- Hand item to cashier and make eye contact while paying for a purchase at the store.

CORE SKILLS ACTIVITY SHEETS

2. Nonverbal Social Interaction Skills: Nonverbal Gestures

▲ GOAL: INCREASE NONVERBAL GESTURES

▲ **SAMPLE OBJECTIVE:** During a structured interaction, learner will spontaneously use two conventional gestures (e.g., point to request, greet, wave goodbye, shake head *no*) in three of four observed opportunities.

▲ **SAMPLE ACTIVITIES:** One-to-one with adult

Contexts: Motivating play and leisure activities

Materials: Preferred and nonpreferred objects

Procedures:

Activity Idea 1: Start activity by waving hello to learner. Encourage learner to wave hello back to you. Give learner a choice of two objects, one highly motivating (e.g., Lego) and one not as desirable (e.g., block). Have learner point to which one he or she wants. If learner points at the nonpreferred item, give it to him or her. If learner selects the preferred item, engage in a motivating activity with the object. For example, hand learner each Lego as he or she works on building a tower.

Activity Idea 2: While completing a Lego activity (or other motivating activity depending on learner's interests and preferences), stop the activity at various points and wait for learner to look at you, and then hold up two different colors of Legos. Have learner point at one of the Legos to receive it.

Activity Idea 3: Encourage learner to point by pretending to lose the motivating object.

1. Put motivating object in a location, such as on your head.
2. Exaggerate, and in an animated tone, ask learner, "Where's the Lego?"
3. Have learner point at object, and give it to him or her when he or she points at it.
4. To provide another way to make a choice, have learner point at a visual board with *No*, *Yes*, or *I don't know* listed as choices.
5. To expand the activity, ask learner a simple question. Prompt learner to shake his or her head back and forth to indicate *no*, nod head up and down to indicate *yes*, or shrug to indicate that he or she doesn't know the answer. Teach gestures to go with each choice.
6. End the activity by waving goodbye to learner.
7. Encourage learner to wave goodbye to you.

▲ **SAMPLE ACTIVITY:** Small group with one or more peers

Contexts: Snack time activities

Materials: Preferred food items

Procedures:

1. Sing a modified version of "If You're Happy and You Know It" called "If you like it and you want it, point at it."
2. Give a choice of two snack items, one highly preferred (e.g., goldfish-shaped cracker) and one not as desirable (e.g., raisin).
3. Model singing the song and pointing to a desired snack item.
4. Sing the song and have peer model point to which one he or she wants.
5. Prompt learner to imitate action as needed.
6. Give learner the food item when he or she points to it.
7. Repeat singing and pointing activity every time anyone wants more of a snack item.

WAYS TO GENERALIZE SKILLS

- Have learner point to request paint during art activity. Set up art materials for learner and peer. Model pointing to different sections of the paper. Request learner to paint in those spots. Then, switch and have learner direct peer to paint by pointing. Keep interaction fast paced and somewhat silly, using exaggerated intonation and the simple verbal direction "Here!" while pointing. Alter vocal pitch to keep learner engaged.
- Teach learner to point to request an out-of-reach item by structuring a scenario within a natural setting. For example, blow bubbles and then place bubble container on a high shelf that is in sight but out of reach. Learner will need to request help to get the bubbles by pointing to the object.

CORE SKILLS ACTIVITY SHEETS

3. Imitation Skills: Social Awareness**▲ GOAL: INCREASE SOCIAL AWARENESS**

▲ SAMPLE OBJECTIVE: During a familiar and motivating activity, learner will remain in proximity and watch others for a minimum of 5 minutes in 80% of observations.

▲ SAMPLE ACTIVITY: One-to-one with adult

Contexts: Motivating play and leisure activities

Materials: Preferred objects (e.g., farm animals, barn, train, tracks), visual timer, and divider

Procedures:

1. Set up environment to keep learner in proximity and watching. For example, use dividers to remove distractions and indicate area in which the activity is taking place. If learner has difficulty sitting on the floor, allow him or her to sit on a chair in close proximity.
2. Set up familiar motivating activities based on learner's interests. For example, if learner likes animals, then focus activity on an animal theme.
3. Set timer to show learner expected time he or she must remain in location.
4. Follow learner's lead playing with animals and barn until shared attention established.
5. Use exaggerated or animated tone of voice to make sounds for the farm animals (e.g., moo) to help maintain learner's attention during activity.
6. Build on learner's actions and use familiar cues to prompt him or her to imitate novel actions relevant to the context. For example, if learner has mastered putting cows in the barn, expand and have him or her milk the cows. For learner who likes trains, set up two boxes of materials so that both you and learner can build your own track and play parallel to each other. Begin singing a song about trains to prompt learner to imitate putting the track together.
7. To maintain learner's attention during activity, use an exaggerated or animated tone of voice or make interesting movements.
8. To sustain imitation and interaction, scaffold play. If learner has mastered pushing trains around the track, expand and have him or her imitate stopping the train at a station. Model your train stopping to pick up passengers first. Prompt individual to imitate the action before returning to the familiar activity. Alternate imitating learner's train play with your own.

▲ SAMPLE ACTIVITY: Small group with one or more peers

Contexts: Structured play and leisure games

Materials: Preferred objects and carpet square

Procedures:

1. Place carpet square on the floor so that learner knows where he or she is supposed to be and to help learner remain in proximity to peer(s).
2. Play a game, Copy the Action, where one imitates peer and then adds something to the sequence.
3. Have learner watch peer model the first action.
4. Have learner imitate peer's action.
5. Add a second action.
6. Add a third action to the initial and second actions.
7. Continue the activity until someone is unable to imitate all of the actions in order.

WAYS TO GENERALIZE SKILLS

- Have learner add in novel words (e.g., weather variations) during consistent daily routines in which the group identifies weather.
- Have learner remain seated with a group and fill in a repeated phrase from a familiar book read by the librarian at the library.
- Have learner remain in proximity to others and watch a band concert in the community, imitating clapping at end of songs.

CORE SKILLS ACTIVITY SHEETS

4. Imitation Skills: Motor Imitation

▲ GOAL: INCREASE MOTOR IMITATION

▲ SAMPLE OBJECTIVE: After an action has been modeled, learner will imitate a single action in three of four opportunities.

▲ SAMPLE ACTIVITY: One-to-one with adult

Contexts: Meal and classroom activities

Materials: Cafeteria meal tray and visual supports

Procedures:

1. Embed imitation sequences within the context of natural, familiar, and routine activities.
2. Conduct a task analysis to identify a routine step by step.
3. Teach routines one action at a time. For example, teach learner to imitate you picking up the lunch tray.
4. When teaching action sequences, clear the area and set out only the materials relevant to the targeted activity.
5. Once the action sequence is mastered, set up the area for learner and leave him or her to perform independently. Allow the materials to act as the prompt for completing the routine.
6. Teach ways for learner to get help when it is needed through actions that involve motor movements, such as raising a hand in an academic setting. Model hand raising at appropriate times and have learner imitate this action to gain help.

▲ SAMPLE ACTIVITIES: Small group with one or more peers

Contexts: Motivating play and leisure activities—Story or music

Materials: Preferred objects (e.g., books, props)

Procedures:

Activity Idea 1: Engage the group in familiar books or songs. Isolate a single action from a story or song, then give each person in the group the action to perform. Have the group imitate the action at the appropriate point in the story or song.

Activity Idea 2: Sing "If You're Happy and You Know It" or play a game such as Simon Says in which actions are imitated.

Activity Idea 3: Play a pretend game and provide multiple pictures of animals or occupations from a book or flash cards. Have group members imitate one body action for each animal or occupation. Model a second action once learner has repeatedly executed a mastered single play action. The new action should logically follow the first action in sequence. For example, have a peer model pretend to be a parent. First rock the baby doll and then put the doll to bed. Have learner imitate.

Activity Idea 4: Make a fun game and prompt the group to follow a two-step sequence, attaching simple verbal directions to cue the target actions (e.g., "Jump up, jump down"; "Put in, take out"). Use an exaggerated or animated sing-song manner during modeling.

WAYS TO GENERALIZE SKILLS

- Have learner imitate actions after watching a video modeling sequence in a community setting.
- Have learner imitate simple steps from a visual cookbook during cooking activities.
- Have learner imitate actions from a storybook during reading theater activity.
- Have learner imitate physical movements while moving through an obstacle course.
- Have learner imitate a familiar motion in classroom. For example, teacher signals silence by raising two fingers. Students stop talking and imitate teacher, raising two fingers silently.

CORE SKILLS ACTIVITY SHEETS

5. Imitation Skills: Verbal Imitation

▲ GOAL: INCREASE VERBAL IMITATION

▲ **SAMPLE OBJECTIVE:** After a verbal model, learner will imitate vocalizations/sound effects and/or one or more spoken words during three of four opportunities.

▲ **SAMPLE ACTIVITIES: One-to-one with adult**

Contexts: Structured and motivating communication activities

Materials: Preferred objects

Procedures:

Activity Idea 1: Get learner's attention and imitate "ooo" if he vocalizes "ooo." Add another sound such as "eee" once turn taking is established. Prompt learner to imitate "ooo eee."

Activity Idea 2: Show a desired item and label item during a familiar activity. Couple your labeling with a sign or pictographic representation that says, Say _____, with a picture of the expected response. Prompt learner to verbally imitate the label using the visual as a cue. First, fade the Say pictograph and then the picture. Provide reinforcement by giving learner time with desired item when he or she verbally imitates the label.

Activity Idea 3: Have learner build a block tower if he or she loves blocks. Add a simple sound effect to the action (e.g., "crash") when learner knocks the tower down. Model other words needed for the activity. Prompt learner to imitate the words.

Activity Idea 4: Engage in reinforcing motor play in which the imitated word elicits an immediate, reinforcing action. For example, say "up" and then lift learner up when he or she imitates you.

Activity Idea 5: Label actions using simple verb phrases while learner is reading a book or watching a video. Imitate action with learner using the same language. Have learner imitate the words.

Activity Idea 6: Imitate action words such as "swing" or a comparable phrase on the playground. Push learner on the swing when he or she imitates the phrase or an approximation of it.

▲ **SAMPLE ACTIVITIES: Small group with one or more peers**

Contexts: Motivating and meaningful communication activities

Materials: Preferred objects (e.g., bubbles), treasure chest, or grab bag

Procedures:

Activity Idea 1: Have group blow bubbles. Say "pop" as you pop the bubbles. Have group imitate the sound while popping bubbles.

Activity Idea 2: Read favorite books or sing simple songs with repeated sound effects to imitate, such as "Old MacDonald Had a Farm."

Activity Idea 3: Set up a treasure chest or grab bag filled with familiar and novel items that have associated actions. Go around and have each individual pick an item (e.g., ball). Tell the group "It's a ball." Model the action associated with the object (e.g., bounce the ball). Have entire group name the object and imitate the action.

Activity Idea 4: Play a familiar game such as Duck, Duck, Goose with a group of peers. Provide a new prompt for each time around the circle. Prompt learner to play the game and imitate new words when it is his or her turn. For example, "duck, duck, grey duck" or "peanut butter, peanut butter, jelly."

WAYS TO GENERALIZE SKILLS

- Find natural situations and have learner imitate a word learned in a familiar context in a novel setting.
- Use favorite songs that allow for imitation at intermittent parts and have learner fill in the blank, such as "Happy birthday to _____." Have learner imitate the word *you*.

CORE SKILLS ACTIVITY SHEETS

6. Organization Skills: Organizes Materials

▲ GOAL: INCREASE ORGANIZATION OF MATERIALS

▲ SAMPLE OBJECTIVE: Provided with visual supports, learner will organize own materials during three of four observations.

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Contexts: Routine activities in which frequent prompts are required to organize materials

Materials: Organizational tools (e.g., bins, folders) and visual supports (e.g., labels, photos, checklists)

Procedures:

- Define spatial boundaries in classroom by 1) reducing clutter; 2) establishing predictable locations for items (e.g., label designated bins, folders, lockers, drawers); 3) separating large spaces into smaller, defined areas, and 4) taking out a single item or piece of technology or completing one activity at a time.
- Teach learner to store personal belongings and supplies in designated locations and storage items that include learner's photo and/or name.
- Have learner look at a checklist before activities that includes pictures of the items he or she will need for next task (e.g., paper to write on, pen to write with).
- Have learner locate all required materials.
- Teach learner how to keep materials in order. For example, use a visual within the desk that shows where everything should be (e.g., photograph).
- Make learner responsible for acquiring and keeping track of own belongings (e.g., coat comes in with learner from recess).
- Have learner clean up and place all materials back in correct location (e.g., labeled shelf) at the end of an activity.

▲ ACTIVITY SUPPORTS AND STRATEGIES: Group with one or more peers

Contexts: Routine activities in which frequent prompts are required to organize materials

Materials: Organizational tools, visual supports (e.g., masking tape, stop signs), and carpet square

Procedures:

- Segregate floor space by assigning each individual a carpet square that designates where to sit on the floor.
- Play a modified game of musical chairs. When the music stops, whichever chair learners are facing becomes their designated seat for group time.
- Label shelves, bins, boxes, and drawers used by everyone in the group with representational labels (e.g., pictures, written labels) to identify the items contained in those spaces.
- Section off areas by marking boundaries on the floor with colored masking tape.
- Color-code objects that belong in a respective area. Mark bins, folders, shelves, closets, or drawers with colors that correspond to the color-coded items and designate where they should be placed.
- Cover items not in use or use stop signs to represent items that are not a choice.

WAYS TO GENERALIZE SKILLS

- Have learner use an individualized place mat (e.g., specific color, written name or photograph on it) with an outline of a place setting during meals to keep track of placement of food and items.
- Have learner complete assigned to-do task during a group activity in the community. For example, one person gets books, one person gets paper, and one person gets pencils.
- Have learner locate and select a game before playing a turn-taking game with peer. Have learner keep all game materials on the table. At the end of game, have learner put game away in the correct box and on the correct shelf.

CORE SKILLS ACTIVITY SHEETS

7. Organization Skills: Organizes Choices

▲ GOAL: INCREASE ORGANIZATION OF CHOICES

▲ SAMPLE OBJECTIVE: At the beginning of a familiar routine when provided with two choices, learner will make a preference choice in 80% of opportunities.

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Contexts: Motivating and meaningful activities that require choice making

Materials: Two objects (i.e., one preferred and one nonpreferred) and visual supports (e.g., photo, pictographic, written)

Procedures:

- Present learner with one preferred and one nonpreferred object. Clearly establish choices by not adding to choices once they have been presented. For example, line up choices on a shelf. Cover the rest of the shelving with a sheet to block other items from view or place stop signs or an X on items that are not a choice.
- To provide another way to make a choice, use choice boards or pictographic or photographic representations of the choice items labeled with the written word. Visually present choices in a linear or circular pattern. Place choice boards on doors or in drawers, cabinets, or containers, or embed them within technology.
- Ask whether learner wants object 1 or object 2.
- Prompt learner to make a choice and point to or touch the object he or she desires as needed.
- To continue choice-making activity, have learner choose the activity he or she desires when using a token economy or other reinforcement system.
- To expand choice making, present learner with a choice of two activities that must be completed. Have learner prioritize and choose the order in which he or she will complete the activities.
- Use a *first...then...* chart paired with a verbal "First...then..." so learner can see and hear the choices that are available.

▲ ACTIVITY SUPPORTS AND STRATEGIES: Small group with one or more peers

Contexts: Motivating and meaningful activities that require choice making

Materials: Motivating and preferred objects, visual supports, turn-taking game, photographs, and game cards

Procedures:

- Create a board with photographs of all peers in the group. Have learner choose peer partner from the photographic choices prior to transition or any activity conducive to partnering. Move the peer's photograph to the *taken* or *not a choice* section of the board once learner has chosen a partner.
- Present learner with two choices of games before a turn-taking game with peer.
- Play a game called "Would You Rather?" Show learner and peers pictures on cards and ask *would you rather* questions (e.g., "In summer, would you rather wear a sweater or a t-shirt?").

WAYS TO GENERALIZE SKILLS

- Hand each member in a group a key with his or her name and photograph on it. Direct individuals to make a choice with the key. For instance, the group members choose a free-time activity or area by placing a key on a hook in the area to indicate their choice. Another option is to have keys represent available areas/activities and have individuals choose from a field of keys on a choice board. In either case, have a set number of hooks in each space for keys. When all of the hooks in an area are full, the space is full and no longer a choice.
- Have learner choose a preferred food item from the menu at a restaurant.
- Have learner choose the brand when purchasing a food item (e.g., peanut butter) at the grocery store.

CORE SKILLS ACTIVITY SHEETS

8. Organization Skills: Organizes Time

▲ GOAL: INCREASE ORGANIZATION OF TIME

▲ SAMPLE OBJECTIVE: After receiving instructions, learner will initiate, attend to, and complete a familiar activity in an allotted period of time during three of four observations.

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Contexts: Familiar, mastered, and motivating closed-ended activities with consistent routines

Materials: Motivating objects, digital clock, note cards, cut-up letters/puzzle, and manipulatives

Procedures:

- Establish consistent and predictable routines around familiar activities.
- Provide clear verbal directions along with visual supports for the activity.
- Have learner write down or verbalize the sequential steps (e.g., "First...then...").
- Have learner mark off each completed step on a checklist to note progress.
- Define termination point or what needs to be done before activity is completed (e.g., complete five math problems).
- Use highly motivating activities to keep learner engaged (e.g., stickers of special interest on worksheet).
- Clarify length of time in which learner is expected to get started and remain engaged.
- Define time as a series of events rather than temporal units (e.g., minute).
- Use a digital clock and have learner create time note cards. Teach him or her that when the time on the card matches the time on the clock, it is time to begin or end an activity.
- Have learner pull off a number (e.g., 3-2-1-done), add a letter to his or her name, or assemble a puzzle piece by piece to mark the passage of a specific time period (e.g., 5 minutes). When all numbers have been taken off, the name is spelled, or the puzzle is completed, the task is complete.
- Use a visual card that reads *wait* when it is not learner's turn or he or she needs to wait. Give motivating reinforcement for every minute engaged or waiting.
- Allow learner to hold or engage in activity with an object (e.g., toy or manipulative) when expected to wait.

▲ ACTIVITY SUPPORTS AND STRATEGIES: Small group with one or more peers

Contexts: Familiar and mastered activities (start with closed-ended) with consistent routines

Materials: Visual supports (e.g., schedule, checklist), visual/auditory timer, chalk/white board, and carpet square

Procedures:

- Post a class schedule to visually reference.
- Provide a checklist of the steps it takes to accomplish an activity using technology, or write steps on chalk/white board.
- Use a task chart and cross off each item once it is completed so that group members are able to visually see how many things are left to complete.
- Give a cue to begin an activity.
- Set a visual and/or auditory timer during activities and wait time.
- Give a verbal and visual direction of what comes next in an activity.
- Partner learner and peer to complete activity together.
- Place a carpet square, a designated chair, or a circle on the floor to designate where to stand in line when learner is expected to wait.

WAYS TO GENERALIZE SKILLS

- Have learner complete a sequence of activities designated "1-2-3-done" independently following pictographs of each sequential step. Complete activities from folders or bins, with completed activities placed in a "done" location (e.g., basket).
- Have learner follow a sequence of events and expectations using a social script during an infrequent event e.g., holidays, vacations, doctor visits). Practice any parts of the event that can be rehearsed beforehand (e.g., mock trick-or-treating, playing doctor).

CORE SKILLS ACTIVITY SHEETS

9. Self-Regulation Skills: Transitions

▲ GOAL: INCREASE SUCCESSFUL TRANSITIONS

▲ SAMPLE OBJECTIVE: When directed, learner will stop activity and make a transition during three of four observed transitions.

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Contexts: Transition activities

Materials: Motivating and preferred transition objects, and visual supports (e.g., pictographs, written words, social narrative, *First...then...*)

Procedures:

- Clearly map out daily routine (e.g., sequence of activities) on a visual schedule using pictographs for nonreaders and written words for readers.
- Create a consistent transition routine where learner takes picture off or makes a check mark on schedule when activity is completed.
- Define what comes next to prepare for transition.
- Place photographs, coupled with verbal directions, into a *First...then...* format with the more motivating and desired activity second.
- Create a repertoire of activities, objects, or prompts that remains consistent despite inconsistency in sequence or routine. For example, activities may fluctuate, but breaks are always at the same time.
- Use consistent cues to forewarn transitions. Point at visual timer and say, "This activity will stop in 5 minutes." Hold up five fingers to reinforce what has been said.
- Find a motivating and/or comforting transition object that learner can carry between activities and places.
- Tell learner verbally and show visually to allow time to process unexpected changes that are known ahead of time (e.g., provide advance warning about a substitute teacher).
- Write a social narrative about spontaneously occurring situations that disrupt daily routines (e.g., fire drills, snow days, illness, late bus, Internet challenges).
- Come up with a phrase to say when unexpected changes occur (e.g., "Change is okay.")

▲ ACTIVITY SUPPORTS AND STRATEGIES: Small group with one or more peers

Contexts: Transition activities

Materials: Motivating and preferred transition objects, visual supports, and auditory stimulus

Procedures:

- Incorporate a transition routine between activities. For example, have group count or sing a song while they wait or transition to next activity.
- Have group members return to a fixed location and go through established sequence of actions before moving on to the next activity.
- Teach individuals to stay in designated wait area until it is their turn or time for transition.
- Cue with a consistent auditory stimulus (e.g., bell, "all done" song, whistle, check schedule) to signal end of activity.
- Regularly talk to group members and remind them that unexpected changes could occur.
- Practice what unexpected changes might look and feel like.

WAYS TO GENERALIZE SKILLS

- Provide learner a home transportation visual that contains a photograph of the family member who will be picking him up from school to prepare for transition from school to home.
- Provide learner photographs of destinations and places commonly visited when traveling to different destinations in the car.
- Provide learner an itinerary on paper or through technology during a community outing.

CORE SKILLS ACTIVITY SHEETS

10. Self-Regulation Skills: Emotional Regulation

▲ GOAL: INCREASE EMOTIONAL REGULATION

▲ SAMPLE OBJECTIVE: With the use of visual supports, learner will monitor stress level and engage in a calming activity, as an alternative to challenging behavior, in 80% of anxiety-provoking situations.

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Contexts: Frustrating, anxiety-provoking, or overstimulating sensory activities

Materials: Visual supports (e.g., pictographs, written words, social narratives), and sensory items

Procedures:

- Explain what stress looks like and feels like while learner is calm (e.g., state of equilibrium).
- Teach learner to monitor frustration level and identify increasing anxiety by using a visual support (e.g., curve, scale, zone, thermometer).
- Model and label self-regulation techniques (e.g., "I am feeling frustrated, so I am stretching").
- Have a phrase to check in with learner (e.g., "Where are you on a scale of 1 to 3 with a 1 being calm and a 3 being frustrated?" "Is your anxiety running low, just right, or high?").
- Have learner experiment with a variety of techniques and create a list of identified calming strategies that work for him or her (e.g., three to five deep breaths).
- Prompt learner to verbally request or use a break card to use quiet, spaces with calming items (e.g., sensory items, bean bag, rocking chair, pillows, swing).
- Use antecedent-based interventions and reduce environmental stimuli. For example, restrict bright fluorescent lighting and busy wall patterns, and use muted lighting and neutral colors.
- Allow learner to wear headsets or listen to white noise or preferred music.
- Simplify auditory input and language and use a clear, neutral vocal tone.
- Revert to gestural or pictographic cues when learner is overstimulated.
- Clarify options and refrain from question-and-answer exchanges when learner appears disorganized.
- Rely on simple comments and short directives to focus learner.
- Intersperse gross motor and physical activities throughout day.
- Provide learner with tactile input (e.g., squeeze stress balls, rub fabric pieces).
- Use social narratives and social decision making visual supports to help learner understand anxiety-provoking activities and alternatives to challenging behaviors.

▲ ACTIVITY SUPPORTS AND STRATEGIES: Small group with one or more peers

Contexts: Frustrating, anxiety-provoking, or overstimulating activities

Materials: Preferred objects and visual supports (e.g., pictographs/written words)

Procedures:

- Have peer use a break card and/or request a break when frustrated.
- Have peer prompt learner to pick a calming strategy when feeling anxious. For example, during a turn-taking game with peer, when learner starts to feel frustrated, the peer will point to the break card or suggest a calming strategy such as "Let's stand up, stretch, and take a few deep breaths."
- Have peer accompany learner in engaging in calming strategy.

WAYS TO GENERALIZE SKILLS

- Have learner select a calming tool from a list of previously taught calming strategies when feeling anxious during a large-group activity.
- Have learner take some deep breaths when feeling frustrated during a community activity.

SOCIAL SKILLS ACTIVITY SHEETS

1. Play and Leisure Skills: Solitary Play and Leisure

▲ GOAL: INCREASE SOLITARY PLAY AND LEISURE

▲ SAMPLE OBJECTIVE: During structured activities, learner will independently use play and leisure materials in a functional manner in 80% of observations.

▲ SAMPLE ACTIVITIES: One-to-one with adult

Contexts: Solitary play and leisure activities

Materials: Select preferred objects and materials that can be used in a conventional manner. Match materials and objects to learner's exploratory style, interests, and sensory preferences.

- If exploratory style is visual, teach to play with Lite-Brite or hand-held computer game.
- If exploratory style is auditory, teach to play a musical instrument or listen to audio.
- If exploratory style is tactile, teach to make playdough cookies or fill clear plastic vases with colored sand.
- If exploratory style is kinesthetic, teach to jump on the trampoline or play Hopscotch.

Procedures:

Activity Idea 1: Identify motivators that are matched to learner's interests. Embed motivators within a novel object in an activity when learner is resistant:

- If interested in Disney characters, teach learner to look at Disney books.
- If interested in trains, teach learner to put train tracks together for the train.
- If interested in a movie, use puzzles that contain pictures of favorite characters.
- If interested in running, teach learner to roller skate.

Activity Idea 2: Select activities that provide the same sensory feedback as self-stimulatory behaviors:

- If learner throws objects, teach to play bean bag toss or throw a basketball into the hoop.
- If learner spins objects, teach to spin a See 'n Say or do spin art.
- If learner spins him- or herself, teach to follow an exercise video or dance to music videos.

Activity Idea 3: Play with trains using organized materials and a clear sequence of steps embedded in the activity.

1. Organize a box with a few trains and track pieces. Place only the pieces the learner is expected to use in the box.
2. Organize activity so that there is a clear end point (e.g., closed-ended). For example, pair activity with a song. Sing or play a song about trains, and time the activity so that it ends when the music ends.
3. Use modeling and prompting. For example, model connecting the train tracks. Repeat the sequence of steps until learner has mastered the steps.
4. Use tangible or social reinforcement intermittently to sustain attention. For example, slowly add more train track pieces to extend the track. When the track is together, hand learner his or her favorite train. Encourage learner to push the train around the track.
5. Systematically reduce prompts as learner's independence increases during play.
6. Encourage learner to continue the activity independently in his or her own way.

Activity Idea 4: Building with Legos

- Build a Lego model based on learner's interest. For instance, use learner's interest in a favorite baseball team and build a model of a baseball field.
- Use visual step-by-step directions.
- Fade adult assistance as independence increases.
- Increase length of time learner is expected to participate, using a visual timer to note the length of time he or she engages in activity.

Activity Idea 5: Have learner engage in a desirable art activity by coloring a picture of a boy or girl getting ready to go outside and play.

1. Color-code the outline of the mittens, coat, and boots in green, red, and black.
2. Prompt learner to follow the outline.
3. Gradually decrease the number of color-coded items to increase learner's flexibility and creativity.

▲ SAMPLE ACTIVITIES: Group with one or more peers

Solitary play and leisure activities can be accomplished near peers but do not require interaction with peers.

SOCIAL SKILLS ACTIVITY SHEETS

1. Play and Leisure Skills: Solitary Play and Leisure *(continued)*

WAYS TO GENERALIZE SKILLS

- Art: Have learner put together dot-to-dot puzzles, trace using stencils, draw pictures with colored pencils, or use cookie cutters to create playdough "pretend food."
- Constructive: Have learner play with pop beads, set up train tracks, build Lego models, hit nails with a toy hammer, build a block tower, or create structures with manipulatives.
- Dramatic: Have learner dress up using a script (e.g., choose character, gather clothing and accessories, dress in costume) or set table and wash dishes in kitchen area.
- Exploratory: Have learner put parts on Mr. Potato Head, find magnetic letters in rice table, scoop plastic fish into a bucket at water table, or use blocks as vehicles driving in sandbox.
- Games: Have learner play Lotto, ring toss, or Dominoes.
- Literacy: Have learner read or listen to books, act out a story using action figures, retell a favorite story into a recorder, or make words with magnetic letters.
- Manipulatives: Have learner put together puzzles, assemble a multipiece model car from a picture, build Lego models, make crafts by following a model, or make beaded jewelry.
- Music: Have learner listen to videos, follow a choreographed dance to a music video, use musical instruments to play along with a song, or listen to Disney songs.
- Physical: Have learner ride a bicycle, roller skate, exercise using a video, play Hopscotch, play golf, follow an obstacle course, throw a ball through a hoop, or play basketball.

SOCIAL SKILLS ACTIVITY SHEETS

2. Play and Leisure Skills: Social Play and Leisure—Structured

▲ GOAL: INCREASE SOCIAL PLAY AND LEISURE—STRUCTURED

▲ SAMPLE OBJECTIVE: During a structured small-group activity, learner will take turns with peers in three of four opportunities.

▲ SAMPLE ACTIVITIES: One-to-one with adult

Begin and teach structured social play and leisure activities in a one-to-one situation with an adult. When a specific skill is mastered with an adult, next teach the activity with one or two peers and the learner. When the skill is mastered with one or two partners, increase the number of peers and the group size.

▲ SAMPLE ACTIVITIES: Group with one or more peers

Contexts: Social structured play and leisure activities (e.g., computer station, turn-taking games, puzzles)

Materials: Computer, pictographs, board games, and two empty puzzle boards and with bin of pieces

Procedures:

Activity Idea 1: Use computer games to teach waiting and turn taking.

1. Arrange the technology station with two chairs. If using a computer, set up one mouse and two mouse pads.
2. Start the game on the technology being used.
3. Use a WAIT pictograph to indicate who is waiting to play. If using a computer, place the mouse on the pad of the person who will be going first and a WAIT pictograph on the pad of the other person.
4. Place a visual timer that has audio where both learner and peer can see it.
5. Set the timer for 5 minutes and have the first person begin playing.
6. If the other person is having a hard time waiting, use simple language to remind him or her "It's _____'s turn; you have to wait." Refer individual to the pictograph, or show him or her that the timer is moving.
7. When the bell rings, say, "_____'s turn is all done. Now it's _____'s turn."
8. Have individuals exchange pictographs, and reset timer for 5 minutes. If on a computer, have learner hand mouse to peer.
9. Leave and come back to reset timer once routine is familiar.
10. Prompt individuals to reset timer independently.
11. Adjust the time period to shorter or longer according to skill level.
12. Have a predetermined alternate method to clearly show termination of entire activity.

Activity Idea 2: Turn-taking game

1. If objective is predictable turn taking in a group game, arrange four chairs at a small table away from distractions.
2. Make three WAIT pictographs and one MY TURN pictograph.
3. Lay pictographs in front of each place at the table.
4. Use a visual of game's directions to serve as a reminder to group.
5. Set up the game and call the game players to the table.
6. Have players pick up a pictograph. The person with the MY TURN pictograph goes first.
7. He or she uses the visual directions to take a turn. The first player then swaps the MY TURN pictograph for the WAIT pictograph of the person sitting next to him.
8. Continue play until game is over.

Activity Idea 3: Puzzles

1. Place a chair on either side of a small table.
2. Put two empty puzzle boards in front of one chair and the puzzle pieces in front of the other chair.
3. Prompt learner to choose peer partner.
4. Encourage individual sitting in front of the puzzle pieces to give them to partner, one at a time, until the first puzzle is completed.
5. Have partner switch roles to complete second puzzle.

SOCIAL SKILLS ACTIVITY SHEETS

2. Play and Leisure Skills: Social Play and Leisure—Structured *(continued)*

WAYS TO GENERALIZE SKILLS

Based on learner's goals and objectives, promote generalization by selecting structured activities that

- Are already mastered by learner during solitary play and/or in a one-to-one setting
- Allow learner to play independently with his or her own set of materials beside an adult or peer
- Include parallel play that learner has demonstrated with shared materials
- Are closed-ended activities
- May or may not require sharing of materials
- Allow for, but do not require, observation and imitation
- Organize toys and materials to clarify when and how turn taking occurs
- Emphasize individual's ability to nonverbally respond to others
- Limit requirements for verbal interaction

Structured play and leisure ideas include:

- Art: Have learner decorate a picture with own materials, take predictable turns with peer using playdough, decorate art project on own paper while sharing markers, or add decoration to a large-group picture one at a time using a visual schedule of turns.
- Constructive: Have learner build with own blocks, take predictable turn pushing a train until it reaches destination and then allow peer to push train back, share Legos and then return them to marked bin when finished, roll car back and forth to peers in a group for predetermined time, or take turns with a group driving cars down a ramp.
- Dramatic: Have learner choose dress-up clothes for own bin, decorate cookie on own tray sharing frosting at a birthday party, use individual toy (e.g., farm animals) at a shared area (e.g., barn), wear dress-up items from shared bin, or play grocery store and when finished return items to designated location so another may use.
- Exploratory: Have learner use individual set of toys (e.g., bucket, shovel) at the water table or sand box, blow bubbles and then hand the bubble wand and mix to peer, wind up a mechanical toy and then hand it to peer to wind up, or blow bubbles with a large bubble wand from a bucket of mix shared with group.
- Games: Have learner play games such as Ring Around the Rosie or Hokey Pokey in unison; take turns playing games like KerPlunk, with four individuals pulling the sticks out one at a time; or take turns following the musical pattern of the game Simon, switching turns when one person makes a mistake and the game buzzes.
- Group time: Have learner respond with a group chorally to questions; recite a poem chorally; do finger plays in unison; use own calendar and number stamps to imitate what teacher is doing; sit on own chair or carpet rug square marked by color, photograph, or name; or share a microphone and say name before passing it to peer.
- Literacy: Have learner read own book, respond chorally during book reading, use own set of story props from container, partner with peer to turn pages, take turns retelling a story using a microphone, use own headphones with one audio book shared with peer, fill in blanks with a group when reading a familiar story, or take turns in a group using a talking stick or going in order of seating arrangement.
- Manipulatives: Have learner sit at a colored place mat and complete a puzzle, use own bin of manipulatives for a math activity, search for Mr. Potato Head body parts buried in shared rice table, or find individual puzzle pieces from a mix of pieces together in one shared bin.
- Music: Have learner sing or use musical instruments chorally; listen to audio or watch music videos together at same time; or use headsets to listen to music in a bin marked with color, photograph, or name.
- Physical: Have learner shoot baskets with own basketball, play Follow the Leader, participate in activities (e.g., swimming) with group in gym, push a partner on a swing for a predetermined number of pushes and then switch places, take turns with peer going down a slide, alternate shooting a basketball with peer, play catch with a baseball, play with a group in a ball pit, or take turns following steps for an obstacle course.

SOCIAL SKILLS ACTIVITY SHEETS

3. Play and Leisure Skills: Social Play and Leisure—Unstructured

▲ GOAL: INCREASE SOCIAL PLAY AND LEISURE—UNSTRUCTURED

▲ SAMPLE OBJECTIVE: During unstructured (open-ended) play and leisure activities, learner will play cooperatively with peer in three of four opportunities.

▲ SAMPLE ACTIVITIES: One-to-one with adult

Begin and teach structured social play and leisure activities in a one-to-one situation with an adult. When a specific skill is mastered with an adult, next teach the activity with one or two peers and the learner. When the skill is mastered with one or two partners, increase the number of peers and the group size.

▲ SAMPLE ACTIVITIES: Group with one or more peers

Contexts: Social unstructured play and leisure activities art activity, group game

Materials: Mural paper, paint, brushes, glitter, stickers, stencils, and visual supports

Procedures:

Activity Idea 1: Make a group mural

1. Tape a large piece of mural paper to a table.
2. Set out various art materials, such as paint, paintbrushes, markers, glitter, stickers, and stencils. Limit the number of each medium so the group is required to share and take turns.
3. Have bowls of warm water or wet paper towels readily available for individuals who do not like to get their hands messy.
4. Give a smock to every person.
5. Assign or give a few ideas for a theme for the mural (e.g., St. Patrick's Day, Spring, All About Me, The Farm).
6. Require group to share materials and work together to complete the mural.
7. Work on the mural until the predetermined end of activity (e.g., bell goes off, all materials used, paper filled) is reached.
8. Require group to work together to put away materials and clean up.

Activity Idea 2: Play a variation of Simon Says

1. Have group stand in a circle. Stand next to individuals who have weaker imitation skills or need help staying on task.
2. Have a do pictograph to silently point to.
3. Have a child stand in the middle of the circle.
4. Explain to the group that the person in the middle of the circle is going to say and perform an action and they are to copy that person.
5. Further explain that when the person in the middle performs the action, everyone is to clap and cheer for him or her.
6. Substitute that learner's own name for Simon and begin with "_____ says clap." Perform the action as you are saying it.
7. Begin clapping and praising learner in the center when he or she performs the action.
8. Repeat with new action.
9. Have person in the middle switch with another person.
10. Continue until the predetermined end of the activity (e.g., five actions) is reached.
11. Vary complexity of the task from positional to movement or go from a single action to a sequence or pattern.
12. Allow each child to take turns being leader.

WAYS TO GENERALIZE SKILLS

Based on learner's goals and objectives, promote generalization by selecting a range of cooperative activities that

- Are already mastered by learner during solitary play and/or in a one-to-one setting
- Include parallel play that has been demonstrated by learner with shared materials
- Are open-ended activities
- May require waiting, turn taking, and sharing of materials by everyone
- Allow learner to demonstrate the ability to observe and imitate
- Include a common focus on play and materials or engage learner in an activity with peers working toward a common goal
- Emphasize ability to nonverbally respond; may or may not have limited requirements for verbal interaction
- Require one or all of the following: Learner must understand what to DO, whom to WATCH, how to LISTEN, and how to respond verbally or nonverbally to others (SAY)

SOCIAL SKILLS ACTIVITY SHEETS

3. Play and Leisure Skills: Social Play and Leisure—UNSTRUCTURED *(continued)*

Cooperative play and leisure ideas:

- **Art:** Have learner use playdough to make “food” for a class party with group, or create an art project with peer using one large piece of paper and various shared art materials.
- **Constructive:** Have learner put train tracks together with peer, build a single car ramp from pieces with group, play Jenga game with group, or work at tool bench to build something with group.
- **Dramatic:** Have learner act out role with peer using previously mastered scripts (e.g., grocery store cashier, shopper), reenact a story using action figures with group, dress up as favorite characters and act out a familiar story with group, or put on a puppet show with group.
- **Exploratory:** Have learner take turns with peer pouring water over water wheel, participate in sand table scavenger hunt following treasure map to find hidden items with group, or scoop plastic fish from water table with own net and put into own bucket at water table with group.
- **Games:** Have learner play two-person games such as Connect Four or Tic-Tac-Toe or play group games such as Uno, Old Maid, Twenty Questions, Don’t Break the Ice, Ants in the Pants, Topple, Dominoes, and Lotto.
- **Group time:** Have learner sit with group in a circle to play game or play Hide-and-Seek, finding items teacher hid that he or she uses to complete morning activities (e.g., attendance, calendar).
- **Literacy:** Have learner play Scrabble Jr. word game with group, use props to tell a story with group, compile a yearbook with group, present report to class with peer, read shopping list at store and have peer collect items, or complete group cooking project using visual recipe.
- **Manipulatives:** Have learner work with peer to complete one floor puzzle, complete a giant floor puzzle with group, or share manipulatives to complete math problems with peers.
- **Music:** Have learner play Musical Chairs with a group, participate in a group Hot Potato game with a beanbag, or play an instrument as part of a marching band.
- **Physical:** Have learner kick a football held by peer, ride up and down on a seesaw with peer, participate in a group kickball game or relay races, work together with group to flap a parachute and keep balls on top of it, or take the attendance sheet to the office every morning with peer.

SOCIAL SKILLS ACTIVITY SHEETS

4. Group Skills: Attends in Group

▲ GOAL: INCREASE ATTENDING IN GROUP

▲ SAMPLE OBJECTIVES: During a language-based group activity, learner will attend in a group for 5 minutes in three of four opportunities.

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Group activities are accomplished with peers, but it is important to begin by teaching group activities in a one-to-one situation with an adult. When this is mastered, teach the activity with one to two peer(s) and learner. When this is mastered, increase number of peers to a small group. Attending during discussions is often challenging and requires the use of multiple organizational, social, communication, and behavioral supports.

▲ ACTIVITY SUPPORTS AND STRATEGIES: Group with one or more peers

Contexts: Meaningful language-based group activities

Materials: Visual supports

Procedures:

- When preparing learner for a group activity, consider the following questions and arrange for needed organizational, social, communication, and behavioral supports:
 - Has learner mastered the group activity in a one-to-one setting?
 - Does learner understand what to do and for how long in the group activity?
 - Does learner understand the language used in the group?
 - Does learner imitate peers in a group?

Organizational supports

- Organize space so learner clearly understands exactly where he or she needs to be.
- Organize materials so it is clear to learner exactly what he or she needs to use.
- Organize materials to clarify what is for personal use and what is shared.
- Organize materials to correspond with each step of specific activity.
- Organize activity so learner can clearly see what to do and for how long.
- Organize activity to clarify to learner when the activity is completed.
- Position learner so he or she can see the group leader (e.g., teacher).

Social supports

- Select a peer coach for learner to watch in order to see and remember what to do.
- Allow learner to be an active participant in the group (e.g., hand out or collect papers).

Communication supports

- Make a visual list of the group rules (e.g., watch, wait, listen, raise your hand, take turns).
- Provide a visual sequence of events for the activity.
- Use nonverbal attention-getting devices to refocus (e.g., whistling, a funny noise).
- Use a light pointer to keep learner focused on charts, pictures, or words.
- Use exaggerated facial expressions and rhythmic language when speaking.
- Use props to maintain attention (e.g., a funny hat, a clown nose).
- Instruct learner to look at whoever is wearing the colored ribbon or holding the "talking stick" or microphone.

Behavioral supports

- Plan antecedent-based modifications to address any restricted, repetitive, or challenging behaviors that could interfere with activity.
- When providing support during a language-based group activity, consider the following strategies:
 - Provide a group schedule of the activity. Place the schedule in the front of the room so the group leader can point (e.g., use a pointer) to relevant information as directions are given during a structured group lesson in a classroom.
 - Place an individual visual schedule of activity steps near learner.
 - Establish a predictable routine for the beginning and end of discussion. Use a special *It's new!* symbol to prepare learner for unfamiliar routines.
 - Ensure that the complexity of language matches learner's comprehension abilities during activities that require listening in a group to increase learner's attending.

SOCIAL SKILLS ACTIVITY SHEETS

4. Group Skills: Attends in Group *(continued)*

- Use pictures, graphics, and/or figures to highlight the information within the discussion or story. Present all language information visually if needed.
- Use routine group directions (i.e., "Everybody, _____") to get and maintain everyone's attention.
- Verbally label each step of the activity.
- Build up longer periods of participation, with the goal that learner participates during the entire activity. Allow learner to leave the group after participating for a short period if necessary.
- Create a video to preview new activities with learner and make an accompanying social script of the activity sequence. Show video to learner a number of times prior to the activity. Try to use the exact or similar language and vocabulary in the video that will be encountered in the group situation.
- Use cue cards to facilitate learner's communication during his or her turn.
- Have learner choose a relevant topic to share with group during class discussions. Make written or pictographic cue cards with learner to represent what he or she will say. Practice script several times in a one-to-one setting with learner.
- Make a visual chart of which peers will provide comments and in what order. Show the chart to learner before he or she joins the group. Reference the chart to help learner prepare for his or her turn.
- Have each commenter hold a talking stick while it is his or her turn to talk. Prompt learner to watch whoever is holding the talking stick.
- Have learner join a peer buddy in an activity. Have two to three peers wear a colorful ribbon on clothing. Learner can look for the buddies who are wearing ribbons and join them.

WAYS TO GENERALIZE SKILLS

- Have learner remain in proximity to group until completion of a meal.
- Use concrete means to clarify length and completion of the activity. For example, include a time board with removable numbers (e.g., meal is finished when all of the numbers are removed), a visual timer that rings when meal is finished, or other organizational supports to clarify time.

5. Group Skills: Takes Turns in Group

▲ GOAL: INCREASE TURN TAKING IN GROUP

▲ SAMPLE OBJECTIVE: During a group activity, learner will raise a hand to receive a turn in three of four opportunities.

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Group activities are accomplished with peers, but it is important to begin by teaching group activities in a one-to-one situation with an adult. When this is mastered, teach the activity with one to two peers and learner. When this is mastered, increase the number of peers to a small group.

▲ ACTIVITY SUPPORTS AND STRATEGIES: Group with one or more peers

Contexts: Motivating and meaningful group activities

Materials: Preferred objects and visual supports

Procedures:

1. When preparing learner for group activity, consider the following questions and arrange for needed organizational, social, communication, and behavioral supports:
 - Has learner mastered the group activity in a one-to-one setting?
 - Does learner understand what to do and for how long in the group activity?
 - Does learner observe peers in a group? Does learner imitate peers in a group?
 - Does learner understand the language used in the group?
 - Does learner follow group attention-getting directions?
 - Does the activity have an organized sequence of predictable steps?
 - Does learner watch others taking a turn? Does learner demonstrate turn taking with adult?
 - How can the activity be organized for more structure and organization?

Organizational supports

- Give learner a specific transition object to hold signifying he or she has to wait (e.g., in line).
- Use a timer to indicate the length of time to wait.
- Play music the entire time required for waiting.
- Designate a waiting chair for learner to sit in while waiting.
- Place footprints, numbers, or names on floor by door to assist with lining up.
- Give learner the role of door opener and/or holder.
- Have the group hold on to a rope when traveling in a line.
- Allow learner to be first or last in line.
- Pre-assign individual turns in order on a list.
- Base turn taking on the order in which the children are seated.
- Define the length of a turn by using a visual and/or an auditory timer.
- Define completion of a turn by the finished product (e.g., two ideas shared in discussion group, a paragraph read in a reading group, a turn on the swing to the count of 50).
- Define completion of a turn by a countdown (i.e., "10, 9, 8...").

Social supports

- Choose a peer coach for learner to watch and reference what to do.
- Assign a peer helper to assist learner.
- Have learner hold hand or be near one peer partner during a transition.
- Direct group to line up and place one hand on shoulder of peer in front of them.
- Pair learner with peer buddy during unstructured activities.
- Coach and provide reminders to peer models on how to help learner take turns.
- Coach and provide reminders to peer models on how to help learner understand what is said by using familiar routine phrases.

SOCIAL SKILLS ACTIVITY SHEETS

5. Group Skills: Takes Turns in Group *(continued)***Communication supports**

- Use a portable cue card that specifies “First... then...” (e.g., photo of next activity).
- Make a list or individual cue cards that specify group rules (e.g., watch, wait, listen, raise hand, take turns).
- Preview and review a social narrative about group rules.
- Generate a list of simple routine carrier phrases to use consistently in specified group situations, such as “It’s time to _____,” “Look up here,” “Clean up,” “Everybody...,” “Get ready,” “Boys and girls...,” or “It’s time to listen.”
- Pair transition phrases with exaggerated gestures and an animated tone of voice.
- Use a routine song to get group’s attention to line up or transition.
- Use a visual chart to specify whose turn it is and who is next.
- Have the individual hold a WAIT cue card when it is not his or her turn.
- Have the individual hold a MY TURN cue card when it is his or her turn.
- Write a social narrative about taking turns.

Behavioral supports

- Plan antecedent-based modifications to address any restricted, repetitive, or challenging behaviors that could interfere with activity.
2. When providing support during a group activity, consider the following strategies:
 - Provide a visual cue rule card that states the rule, *raise your hand to get a turn*. The teacher can wear a cue card around his or her neck or tape a cue card on each student’s desk.
 - Praise each child for raising his or her hand every time you call on a person and point to the pictograph of hand raising. Do not give attention to any individual who calls out without raising his or her hand, but point to the pictograph of hand raising. Have another adult or peer prompt learner to raise his or her hand, if needed. Immediately call on and praise learner while pointing to the pictograph when he or she raises a hand.
 - Make a visual time board with symbols for WAIT and one symbol for MY TURN during times when learner is required to sit or wait. Show learner, point, and say, “Wait, wait, wait, turn.”
 - Place the visual support in front of learner as he or she sits with group. Remove first WAIT symbol after a predetermined amount of time, and point and say, “Wait, wait, turn.” Repeat in this manner until all the waiting symbols are removed. Then allow learner to raise his or her hand for a turn. Initially keep time between the removal of pictographs very short. Gradually lengthen time between removal and time sitting with group.
 - Preview social script about rules and turn taking.

WAYS TO GENERALIZE SKILLS

- Use predictable, routine phrases (e.g., “It’s time to _____.”) learned in one-to-one situations during group activities that require random turn taking.
- Consistently use clear carrier phrases to get the group’s attention and direct actions across multiple group activities.
- Pair transitions within different types of group discussion with familiar nonverbal cues (e.g., clapping hands) or visual cues (e.g., a red flag).
- Use cue card to preview group activities that require raising one’s hand for a turn and those group activities that *do not* require raising hand for a turn (e.g., recess, assembly).

SOCIAL SKILLS ACTIVITY SHEETS

6. Group Skills: Follows Group Directions

▲ GOAL: INCREASE FOLLOWING DIRECTIONS IN GROUP

▲ SAMPLE OBJECTIVE: During a familiar group activity, learner will follow routine group directions in three of four opportunities.

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Group activities are accomplished with peers. Begin and teach group activities in a one-to-one situation with an adult. When this is mastered, teach the activity with one to two peers and learner. When this is mastered, increase the number of peers to a small group.

▲ ACTIVITY SUPPORTS AND STRATEGIES: Small group with one or more peers

Contexts: Motivating and meaningful group activities

Materials: Visual supports

Procedures:

1. When preparing learner for a group activity, consider the following questions and arrange for needed organizational, social, communication, and behavioral supports:
 - Does learner demonstrate attending skills (e.g., attend to the adult) in the group?
 - Does learner follow the directions (nonverbal and/or verbal) in a one-to-one situation?
 - Does learner understand the directions (nonverbal and/or verbal) used in the group?
 - Does learner follow the lead of peers when confused?
 - Is learner comfortable in the new setting?

Organizational supports

- Provide visual cue (e.g., turn the lights on and off).
- Provide auditory cue (e.g., ring a timer or bell, clap or snap to a rhythmic beat).
- Provide gestural cue (e.g., have group raise their hands or put a finger to their lips).
- Use activity schedules that depict the sequence of events.
- Organize materials to clarify what is needed for each step of the activity.
- Allow learner to carry an object that he associates with comfort.
- Use a video to preview novel contexts.

Social supports

- Provide peer coach for learner to watch in order to reference what to do.
- Assign peer partner to assist learner.
- Have learner practice responding to the carrier phrase in an activity with peer.

Communication supports

- Use similar nonverbal group and attention-getting group directions throughout the day.
- Use exaggerated gestures and an animated tone of voice.
- Increase the use of explicit nonverbal gestural cues.
- Make a visual list of the group rules (e.g., watch, wait, listen). Cue the group as needed.
- Provide individual cue cards that specify the group rules.
- Preview and review a social narrative or story about group rules and following directions.
- Before giving directions, use a list of simple routine carrier phrases to use consistently in specified group situations, such as "It's time to _____," "Look up here," "Clean up," "Everybody...," "Get ready," "Boys and girls...," or "It's time to listen."
- Count before giving a direction (e.g., count to 3).
- Limit the complexity of verbal directions.
- Wait a few seconds before repeating directions.

SOCIAL SKILLS ACTIVITY SHEETS

6. Group Skills: Follows Group Directions *(continued)***Behavioral supports**

- Plan antecedent-based modifications to address any restricted, repetitive, or challenging behaviors that could interfere with activity.
2. When providing support during a group activity, consider the following strategies:
- Design a social narrative or story about following group directions. The story should describe one or more types of nonverbal directions and explain what to do. For example, it is time to stop and look at the teacher when the lights flick on and off. Read the story to the class several times a day.
 - Silently flick the lights whenever it is time to give group directions. Wait for all of the group to stop what they are doing and look at you before giving any verbal directions. Have another adult silently stop peers and point them in your direction if the group does not stop. Fade the silent, physical prompting as soon as possible.
 - Use predictable, routine phrases that learner understands in one-to-one situations to get learner's attention and increase learner's ability to follow group directions. Use these phrases consistently during the group activity. For example, clearly state "It's time to line up," "Everybody, stand up," "Come here," or "Boys and girls, _____."
 - Teach group directions in a fun game. Begin by playing Simon Says as a structured small-group game. Then use it in the classroom at random times, saying, "Simon says, 'Put your hands on your head.'" Praise those who follow the direction, and prompt those who do not. Once the group begin responding consistently, use "Simon says" as a means to get the group's attention in natural contexts, such as "Simon says, 'Go to the reading area.'" Use silent prompting by another adult when necessary.
 - Pair routine verbal directions with nonverbal cues (e.g., clapping hands) or visual cues (e.g., a red flag).
 - Create an activity schedule or chart that depicts the sequence of steps to be completed to increase learner's ability to follow verbal directions during a familiar group activity. Place one activity schedule at the front of the room for the entire group, and give a second copy to learner. Prompt learner to refer to the activity schedule if unclear about the teacher's instructions during the activity.

WAYS TO GENERALIZE SKILLS

Note that new activities are often challenging for individuals with autism and require the use of multiple organizational, social, communication, and behavioral supports. To teach a learner with autism to follow directions in novel group settings or activities, consider the following supports and strategies:

- Have learner follow verbal directions by referencing a peer buddy who is wearing a colored ribbon (i.e., a concrete cue) during a novel group activity. Teach learner to first look for and imitate his or her peer. Prompt learner to do what the peer does.
- Use familiar verbal directions when learner is in a new setting. In each new group activity, begin group instructions with carrier phrases such as "Everyone, _____."
- Be sure learner has had ample practice listening for routine phrases in familiar contexts.
- Prompt learner nonverbally with cue cards that list the group rules for following routine phrases and imitating peer. Use the cue cards every time learner needs support during the novel activity.

7. Social Perspective-Taking Skills: Emotional Understanding

▲ GOAL: INCREASE EMOTIONAL UNDERSTANDING

▲ **SAMPLE OBJECTIVE:** When shown images of various facial expressions, learner will identify common emotions in others in three of four opportunities.

▲ **SAMPLE ACTIVITIES:** One-to-one with adult

Contexts: Social play and leisure activities

Materials: Preferred technology, mirror, flash cards, and video scenarios

Procedures:

Activity Idea 1: Assess emotions (e.g., happy/joy, sad, mad/angry, fear/afraid/nervous, excited, disgusted, surprised, tired, unfriendly, kind, sorry, proud, jealous, joking, calm/relaxed, confused, ashamed) learner can currently identify and target emotions to teach. Then have learner do an emotional recognition activity utilizing technology or flash cards.

Activity Idea 2: Sit next to learner in front of a mirror. Make facial expressions and label the emotions. Draw his or her attention to your face. You may need to bring his or her hands to your face, add a sound, or use a picture cue. Make a sad face. Prompt learner to make the same face. Once he or she makes the face, then switch your face to a happy face. Switch back and forth between happy and sad faces, prompting as needed. Continue adding novel emotions as skills are mastered.

Activity Idea 3: Teach the facial expressions of *mad* and *sad* by adding motor movements to the facial expression. Show a mad face to learner and add on the motor movement of stomping feet. Once he or she imitates the same movement and facial expression, switch to *sad* with head looking down. For emotions like excited, jump up and down.

Activity Idea 4: Show video clips that illustrate common emotions. Pause the clip and have learner identify the emotion. Or, watch a video that learner enjoys. Pause the video throughout to focus on a character's face as he or she experiences different emotions. Point out the different facial features that show each emotion.

Activity Idea 5: Find pictures of a preferred cartoon character showing different emotions. Point out the specific differences in the character's face to learner and explain what emotion the cartoon is feeling. Start to link emotions to feelings through modeling.

Activity Idea 6: Model emotions and think out loud to define the emotion for learner. Say, "Today I feel tired because I did not sleep well." Use other examples with different emotions.

Activity Idea 7: Reference others to teach emotions. "John looks sad because he fell down and hurt his knee." Encourage learner to ask John if he needs help.

Activity Idea 8: Provide scenarios and have learner identify feelings and how to respond to individuals experiencing an array of emotions.

Activity Idea 9: Take pictures of a familiar person in learner's life (e.g., teacher, peer, sibling, parent) showing different emotions. Talk about the different expressions and how each aspect of the face shows a specific emotion.

Activity Idea 10: Play a game with learner with pictures of familiar people showing different emotions. Have a staff member model making the same facial expressions as the cards. Have learner find the matching card to the staff member's face.

Activity Idea 11: Create pictures of different items such as spiders, snakes, ice cream cones, lightning, books, and trains as well as different emotion pictures that learner can already correctly identify. Work with learner to pair up the item pictures with the emotion pictures. As learner improves his or her abilities at this activity, add a verbal component, teaching learner to respond to the phrase, "If this happens, then I feel like ____."

Activity Idea 12: Create a game board with question mark squares. When learner lands on a question mark place, he or she picks up a card. The card has a scenario on it, such as *How do you feel when you fall down and scrape your knee?* Encourage learner to say, "When I fall down and scrape my knee, I feel sad."

Activity Idea 13: Do a simple task that learner enjoys doing, but do it poorly and ask for help. For example, try to put a train on the tracks, but instead pretend you can't and demonstrate on your face that you are feeling frustrated. Turn to learner and ask for help. After doing this activity a few times, move on to a different task that might be less preferred or a little bit more difficult. If learner does not offer to help, have a different staff member prompt learner by saying, "I wonder what we could do for ...? She seems frustrated."

Activity Idea 14: Create a story together about different things happening to people that make a person feel sad, happy, angry, hurt, and sick. Have learner be the hero of the story and respond to the person's feeling to help him or her feel better.

Activity Idea 15: Create picture cards of different ways people feel and different things learner could do to make a person feel better. Have him or her match the two sets of pictures.

SOCIAL SKILLS ACTIVITY SHEETS

7. Social Perspective-Taking Skills: Emotional Understanding *(continued)*▲ **SAMPLE ACTIVITIES: Small group with one or more peers**

Contexts: Motivating and meaningful group activities and games

Materials: Video, worksheet, photographs, and board game

Procedures:

Activity Idea 1: Have all students check in at the beginning of an activity by putting their name on what emotion they are experiencing on the emotion poster on the wall. Go around in a circle and have all children verbally state why they are experiencing the emotion they selected.

Activity Idea 2: Read a story in which the characters experience a variety of emotions. Stop throughout the story and identify the emotions.

Activity Idea 3: Pair learner with peer and have partners complete an emotion worksheet collaboratively.

Activity Idea 4: Have learner and peers brainstorm a list of 10 times a peer might need their help and what they could do to help.

Activity Idea 5: Have learner and peers complete a "match the scenario to the emotion" activity.

Activity Idea 6: Allow participants to play a turn-taking Feelings board game.

Activity Idea 7: Create cards for a game of Go Fish with different emotional expressions on the cards. Instead of asking for a specific card, the group needs to make the face of the card they want. For example, if an individual is asking learner for a sad face card, he or she must make a sad face.

Activity Idea 8: Play a game similar to Follow the Leader. Make different emotional faces instead of doing motor movements. Have the group make the same face as the leader. Switch leaders so different individuals receive a turn.

Activity Idea 9: Create masks of different cartoon characters showing a variety of emotions. Play a game where learner takes turns with peers putting on different masks and labeling the emotions.

Activity Idea 10: Create a modified Bingo board made with different pictures of characters' emotions that will occur during a movie. Have the group mark off the emotions on their board as the video plays.

Activity Idea 11: Play a modified Charades game with a group. Have each participant come up one at a time and show a different emotional face. Encourage the group to name the emotion.

Activity Idea 12: Play a game in which a team needs to move water from one large container to another using small cups. Have one person start the activity on his or her own. Have the person show through an emotion that he or she would like help to be able to move the water faster.

Activity Idea 13: Explain to learner and peers that they are going to be detectives today at school. Explain that their job is to watch others and see when they need help. Talk about what a person's face looks like when he or she is frustrated and discuss specific times when a person might need help (e.g., lifting something heavy, opening a door, putting something together). Throughout the day, prompt peers to help one another by using a secret word/hand motion or saying "be a detective." Fade the prompt as learner grows in his or her ability to help others.

Activity Idea 14: Create a role-playing game where one person acts out a scenario in which he or she would feel sad, happy, angry, hurt, or sick. Have learner with autism act out how to respond to that person's feelings.

WAYS TO GENERALIZE SKILLS

- Generalize skills learned in the one-to-one setting in a small-group environment. For example, if learner can tell you that a loud noise makes him or her feel scared, see if learner can give the same information when a loud noise happens in a group setting.
- Have learner identify peer's feelings (e.g., "Clara is smiling because she's happy to see her mother.") when peer is experiencing various emotions.
- Have learner use perspective taking (e.g., "Look at Joe's face; he doesn't like that.") skills to identify the other person's emotions when someone does not like something.
- Talk about different things that are happening and how a variety of events make peers feel throughout the day. For example, "When your friend lost the game, how did he feel?"
- Consistently acknowledge feelings (e.g., "You pushed that away because you don't like it") when learner is experiencing an emotion.

8. Social Perspective-Taking Skills: Friendships

▲ GOAL: INCREASE FRIENDSHIP SKILLS

▲ **SAMPLE OBJECTIVE:** When prompted, learner will invite peer to join his/her activity in three of four opportunities.

▲ **SAMPLE ACTIVITIES:** One-to-one with adult

Begin and teach specific skills in one-to-one interactions with an adult. When the skill is mastered during various social play and leisure activities with adults, practice the skill during the same activities with one or two peers and the learners. When the skill is mastered with one or two peer partners, increase the number of peers engaged in each play and leisure activity. Social relationships and friendships are meant to emerge from shared, mutually enjoyed activities.

▲ **SAMPLE ACTIVITIES:** Small group with one or more peers

Contexts: Motivating and meaningful social play and leisure activities

Materials: Preferred objects, visual supports

Procedures:

Activity Idea 1: Play a greeting game where everyone in the group takes a turn going around the circle and says "Hello." Every time peer successfully greets everyone, cheer for the person. After learner has watched one or two other people take a turn, then have him or her go around the circle greeting peers.

Activity Idea 2: Provide activities that are motivating to learner during a free play time period. Have learner watch the other peers begin to play and then ask learner, "Where would you like to play?" Have learner go to the activity area chosen and prompt learner to ask peer to play by using words, a picture card, or a sign. Continue to prompt learner to allow peers to join. Prompt learner to verbally say, "Yes," shake his or her head yes, motion for the peer to join, or give a picture card to the peer. Fade prompts as learner becomes more successful. Add new activities and help learner begin to generalize the skill when he or she has mastered allowing peers to join in one activity.

Activity Idea 3: Start a game of Tag with a group. Have learner watch the group play for a while and then encourage him or her to join the game. Prompt learner to ask, "Can I play?" and then prompt him or her to join the game. Fade prompts as learner becomes more independent in joining in the game.

Activity Idea 4: Set up an activity in which learner and peer build with Legos or blocks. Have learner with autism place a block and then have peer place a block. Establish a turn-taking routine between the two of them.

Activity Idea 5: Have learner draw a picture together with peer. Encourage them to talk to each other about what they are drawing.

Activity Idea 6: Have learner and peer write a story together. They can take turns coming up with what happens on each page or for each sentence, whatever works best for the activity.

Activity Idea 7: Teach learner who inappropriately touches or seeks sensory input to ask peers for a high five. Have peer give learner with autism a high five when learner asks, "Can I have a high five?"

WAYS TO GENERALIZE SKILLS

- Encourage learner to allow peer to join in play during a variety of activities that he or she enjoys (perhaps not one that is a specific interest and would be hard to share with others).

COMMUNICATION SKILLS ACTIVITY SHEETS

1. Basic Communication Skills: Makes Requests

▲ GOAL: INCREASE REQUESTS

▲ SAMPLE OBJECTIVE: When finished, learner will make a request to be done by means of _____ (specify means of communication) in 80% of targeted opportunities.

▲ SAMPLE MEANS OF COMMUNICATION

- Communicative gestures: Physical proximity, looking at person/object, reaching, moving person/object (e.g., toward, away, pull, push), reaching for object, or pointing (e.g., contact or distal)
- Emerging: Vocalization, speech, signs, photographs, pictographs, voice output system, or written language to convey simple message (e.g., done, give, want)
- Verbal: Speech, sign language, photographs, pictographs, voice output system, or written language to convey a multiword message (e.g., I am done; I want _____)

▲ SAMPLE ACTIVITY: One-to-one with adult

Contexts: Activities that include motivation to request

Materials: Preferred objects, beads, containers, string, mat, marbles, visual supports (e.g., *I am done. I want _____*), and augmentative and alternative communication (AAC) as needed

Procedures:

1. Organize materials. Place four beads into a container. Place one bead and one string on the left side of the table and have a place to put the finished product on the right. Place a visual icon for "I want _____" and "finished" in the workspace. Use a placemat to mark the work area.
2. Model stringing a bead. Prompt learner to string his or her first bead. Then have learner make a request for the container of beads.
3. Maintain close proximity by sitting across from learner with your own set of materials. When five beads are on your string, say, "I'm all done." String beads, timing your completion to be simultaneous with learner's completion.
4. Point to the visual icon, prompting learner as needed to imitate/communicate a request to be finished. Decrease the number of prompts as appropriate.
5. Respond verbally to his or her communication that learner is finished: "That's terrific. You want to be all done." Gradually fade verbal model, using visual icon to prompt communication.
6. Gradually stop and wait for learner to communicate all done when the string of beads is finished. Reward any means of communication.
7. Repeat the procedure for other types of activities. Repeat the sequence many times in the same manner.
8. To expand on this skill, allow learner to place a marble in a run and watch it go down for reinforcement. Use exaggerated facial expressions, sound effects, tone of voice, and animation to make interaction fun. Emphasize the words you want the individual to learn (e.g., say "more" instead of "more marble"). Verbally say "more" and sign MORE every time you place the marble down the run. Have learner request item before giving him or her another marble.

▲ SAMPLE ACTIVITY: Group activity with one or more peers

Contexts: Recess and free-time play and leisure activities that include motivation to request

Materials: Visual support (icon "all done") and AAC as needed

Procedures:

1. Play Simon Says with peers. Have learner, peer, and adult take turns as the lead. Use a timer or sound signal to indicate that the leader's turn is finished.
2. Model saying, "I'm all done" to signal that it is the next person's turn. Pair spoken language with signed, gestural, or pictographic cues as needed.
3. Wait and watch for learner to communicate "All done" after his or her turn.
4. Rotate the Simon Says leader so that learner has multiple opportunities to practice the skill. Reward communication through group applause. Have peer prompt learner if he or she does not respond as appropriate.
5. Repeat sequence many times in same manner.
6. Decrease the number of prompts over time.

COMMUNICATION SKILLS ACTIVITY SHEETS

1. Basic Communication Skills: Makes Requests *(continued)*

WAYS TO GENERALIZE SKILLS

- Have learner request to end activity during daily living skill (e.g., brushing teeth, eating meal, end of haircut).
- Have learner request time on the computer at completion of task (e.g., read last page of a book).
- Have learner request more pushes when swinging on a swing at the playground.
- Have learner request help during an academic task or a nonpreferred activity (e.g., math worksheet).
- Have learner request a preferred food or drink when eating at a restaurant.
- Have learner request a stamp to mail a postcard on vacation.
- Have learner request help plugging in the computer when wanting to use a computer.

COMMUNICATION SKILLS ACTIVITY SHEETS

2. Basic Communication Skills: Basic Responses

▲ GOAL: INCREASE BASIC RESPONSES

▲ SAMPLE OBJECTIVE: When presented with an object that learner does not want, learner will spontaneously communicate “no” by means of _____ (specify means of communication) in 80% of presented opportunities.

▲ SAMPLE MEANS OF COMMUNICATION

- Communicative gestures: Physical proximity, looking at person/object, reaching, moving person/object (e.g., toward, away, pull, push), giving objects, pointing (e.g., contact), shaking/nodding head, or waving
- Emerging: Vocalization, speech, signs, photographs, pictographs, voice output system, or written language to convey a simple message (e.g., *huh, yeah, no, sure, okay*)
- Verbal: Speech, sign language, photographs, pictographs, voice output system, or written language to convey a multiword message (e.g., *What’s up? I want, I don’t want*)

▲ SAMPLE ACTIVITY: One-to-one with adult

Contexts: Natural and structured interaction opportunities that include motivation to respond

Materials: Motivating objects (e.g., favorite books), visual supports, and augmentative and alternative communication (AAC) as needed

Procedures:

1. Place learner’s favorite books on a shelf that is within sight but out of reach.
2. Say learner’s name and prompt if he or she does not respond verbally. Ask, “What do you want?” Pair spoken language with signed, gestural, or pictographic cues as needed.
3. Wait for learner to request a book.
4. Respond immediately to the request, but hand learner a completely irrelevant and uninteresting book.
5. Wait and watch for learner to refuse the book.
6. Prompt learner as appropriate to refuse the book if he or she does not respond. Exaggerate the refusal with facial expressions and tone of voice.
7. Immediately give the preferred book to learner when he or she refuses.
8. Repeat sequence many times in same manner.
9. Decrease the number of prompts as appropriate.

▲ SAMPLE ACTIVITY: Group with one or more peers

Contexts: Natural and structured interaction opportunities that include motivation to respond

Materials: Preferred games (e.g., Lotto board), visual supports, and AAC as needed

Procedures:

1. Play Lotto game with a small group. Use Lotto boards that are motivating for the targeted learner (e.g., animals, vehicles).
2. Call learner’s name. Wait and watch for learner to respond.
3. If learner does not respond, have peer prompt as appropriate.
4. Ask, “What do you want?”
5. Have peer respond immediately and provide learner the correct picture from the Lotto game once learner makes a choice.
6. Next, have peer provide a picture that learner did not ask for that is completely unrelated to anything on his or her board. Wait and watch for learner to refuse the card. Have peer prompt if learner does not respond.
7. Once learner communicates refusal, take the incorrect picture back and immediately hand learner a correct picture.
8. Keep the game fun by exaggerating facial expressions and tone of voice.
9. Monitor learner’s level of frustration and be sure to alternate presenting incorrect cards with cards that match his board.
10. Repeat sequence many times in the same manner.
11. Decrease the number of prompts as appropriate.

COMMUNICATION SKILLS ACTIVITY SHEETS

2. Basic Communication Skills: Basic Responses *(continued)*

WAYS TO GENERALIZE SKILLS

- Have learner respond to a greeting in the community at a shopping mall when his or her name is called.
- Have learner refuse when handed a spoon when he or she is waiting for a drink.
- Have learner refuse when handed the wrong jacket or backpack at the end of the school day.
- Have learner refuse when handed an object that is not related to his preference.
- Have learner respond with favorite song choice when asked to request music.
- Have learner agree to walk to school when his or her bicycle has a flat tire.

COMMUNICATION SKILLS ACTIVITY SHEETS

3. Basic Communication Skills: Answers Questions

▲ GOAL: INCREASE ANSWERING QUESTIONS

▲ SAMPLE OBJECTIVE: When adult asks a question (*What is your name? Where do you live? How old are you?*), learner will answer by means of _____ (specify means of communication) during three of four opportunities.

▲ SAMPLE MEANS OF COMMUNICATION

- Communicative gestures: Hand person card with personal information
- Emerging: Vocalization, speech, signs, photographs, pictographs, voice output system, or written language to respond to questions
- Verbal: Speech, signs, photographs, pictographs, voice output system, or written language to convey a multiword message such as *I live on (street name) street*

▲ SAMPLE ACTIVITY: One-to-one with adult

Contexts: Structured and natural opportunities where learner is motivated to respond and answer questions

Materials: Visual supports (e.g., cards posing questions and answers such as *What is your name? Where do you live? Yes, No;* color cards with one color for questions and one for correct responses), augmentative and alternative communication (AAC) as needed

Procedures:

1. Allow learner to choose motivating reinforcement.
2. Set up a 1-2-3-done board that lets learner know he or she needs to answer three questions before being reinforced. Increase or decrease this number as is appropriate for learner with autism.
3. Ask learner a question. Pair spoken language with signed, gestural, or pictographic cues as needed.
4. Wait and watch for learner to respond.
5. Prompt learner as appropriate to answer the personal questions if he or she does not respond. Decrease the number of prompts as appropriate.
6. Repeat many times in the same manner. Watch level of frustration.
7. Provide breaks that are motivating.
8. Use a visual with *who, what, when, where, and why* on it. Allow learner to point at and choose the type of question.
9. Mark off the question type after it is chosen and require another type of question next.

▲ SAMPLE ACTIVITY: Group with one or more peers

Contexts: Social and group opportunities where learner is motivated to respond and answer questions

Materials: Video of a basic interview, pretend microphone, props, visual supports, and AAC as needed

Procedures:

Have learner with autism and peer participate in an interview. Begin by watching a video of a basic interview. Point out that one person asks questions and the other person answers them. Use color-coded question and response cards. Give peer the question cards and learner the appropriate response cards. Have peer ask questions of learner with autism:

1. Have peer start by saying learner's name.
2. Have learner respond.
3. Have peer greet learner.
4. Have learner respond to the greeting.
5. Have peer ask the first question: "What's your name?"
6. Provide a variety of questions such as basic *yes/no* questions as well as *who, what, when, where, and why* questions. Ask questions where learner must agree or disagree and state likes and dislikes.
7. Wait and watch for learner to answer questions.
8. Prompt learner to answer the questions if he or she does not respond. Decrease the number of prompts as appropriate.
9. Repeat many times in the same manner. Have learner with autism practice as many times as needed, decreasing prompts when appropriate.
10. Reinforce learner with tokens for appropriate responses. Have learner pick a motivating activity to engage in after he or she answers or asks a designated number of questions.
11. During the interview, pair spoken language with signs, gestures, or pictographs as needed.
12. To make the game fun, have participants hold a pretend microphone and involve interesting props.
13. Record a video of the interview between the learner and peer, then have them watch themselves.

(page 1 of 2)

COMMUNICATION SKILLS ACTIVITY SHEETS

3. Basic Communication Skills: Answers Questions *(continued)*

WAYS TO GENERALIZE SKILLS

- Have learner respond to questions from a variety of school staff across the school day (e.g., teachers, nurse, bus driver, cafeteria lunch staff).
- Have learner respond to a question from a police officer.
- Have learner respond "yes" when offered a preferred item such as candy for reinforcement.
- Have learner respond to personal questions while talking on the phone to grandma (e.g., *who, what, when*).
- Have learner answer where he or she is going and with whom at the end of the school day.
- Have learner respond with answer when asked, "When is your piano recital?"
- Have learner respond, "It might rain" when asked, "Why did you bring a raincoat today?"

COMMUNICATION SKILLS ACTIVITY SHEETS

4. Basic Communication Skills: Comments

▲ GOAL: INCREASE COMMENTING

▲ **SAMPLE OBJECTIVE:** Using a visual depicting multiple activities, learner will comment about recently completed activities (e.g., *I ate a burger for lunch*) in 80% of presented opportunities.

▲ **SAMPLE MEANS OF COMMUNICATION**

- Communicative gestures: Physical proximity, looking at person, shaking/nodding head, waving, shrugging, pointing (e.g., contact or distal), reaching, touching self, or moving people/objects (e.g., toward, away, pull, push)
- Emerging: Vocalization, speech, signs, photographs, pictographs, voice output system, or written language to convey a simple message (e.g., *uh-oh, mine, in, color, event name*)
- Verbal: Speech, sign language, photographs, pictographs, voice output system, or written language to convey a multiword message (e.g., *I played with blocks, I ate breakfast with Dad*)

▲ **SAMPLE ACTIVITIES: One-to-one with adult**

Contexts: Classroom and daily school activities that include motivation to comment

Materials: Summary sheet with a yes and a no beside each daily activity or augmentative and alternative communication (AAC) as needed

Procedures:

Activity Idea 1: Walk and say, "We are walking." Ask learner, "What are we doing?" Prompt learner to describe his or her actions. Jump and say, "I am jumping." Prompt learner to jump, and wait for learner to describe his or her actions.

Activity Idea 2: Point at learner's coat and ask, "What are you wearing?" Pair spoken language with signed, gestural, or pictographic cues as needed. Wait and watch for learner to respond, "coat." Ask, "Whose coat is that?" Wait and watch for learner to respond, "mine." Model language as you take off your coat: "I am taking off my coat." Wait for learner to describe the action. Prompt him or her as necessary. Drop your coat on the floor. Wait to give learner time to comment. Say, "oops" to direct attention to your coat on the floor as needed. Prompt learner to comment as necessary.

Activity Idea 3: Go over a familiar daily schedule. Announce unexpected changes when these events occur. Say, "Uh-oh, music teacher is sick" and place "uh-oh" card on schedule where music is scheduled. Have learner say, "Uh-oh." Prompt as necessary.

Activity Idea 4: Have learner complete a summary sheet at the end of day. Have learner identify each activity and indicate (circle yes or no) whether he or she participated in it that day. Have learner describe the activity or event (e.g., with whom he or she played, what he or she made) in the space provided, using some visual multiple-choice options if the answer is yes. Prompt as necessary. Send copy of sheet home so learner can tell his or her family about the day's events. Repeat daily in same manner, decreasing prompts as appropriate.

▲ **SAMPLE ACTIVITIES: Group with one or more peers**

Contexts: Classroom and daily school activities that include motivation to comment

Materials: Variety of motivating games, visual supports, or AAC as needed

Procedures:

Activity Idea 1: Label chairs with names. Have each learner find his or her chair, sit down, and say, "This is mine."

Activity Idea 2: Show group a funny video. Model making comments on unexpected funny moments (e.g., "Oops").

Activity Idea 3: Have each learner choose a partner and then have the pair ask each other a set of questions listed on the wall (e.g., "What did you do this weekend? Did you go anywhere? Where did you go? Whom were you with?"). Provide a visual that shows multiple choice options to answer questions.

Activity Idea 4: Take a picture or video of learner and his or her peers completing a variety of actions. Show learners the photograph or video. Have each person comment on what peers are doing in the video. Prompt as necessary by asking, "What did _____ do?" after the performance of each action. Pair spoken language with signed, gestural, or pictographic cues as needed. Wait for learners to describe action: "(Name) is (action)" and "(Name) is under (item)." Decrease number of prompts as appropriate.

COMMUNICATION SKILLS ACTIVITY SHEETS

4. Basic Communication Skills: Comments *(continued)*

WAYS TO GENERALIZE SKILLS

- Have learner comment “oh-no” when handed the wrong lunch.
- Have learner name food items on grocery list when going to the grocery store.
- Have learner respond, “That is mine” when someone holds up an item and asks, “Who does this belong to?”
- Have learner relate what has been done at home during group meetings with time for sharing news.
- Have learner name familiar people and describe past events using photographs of family members and favorite activities (e.g., going to the park) in a photograph album.
- Have learner describe the actions that were just completed using sequence strips for the activity.
- Have learner describe how a food item (e.g., cookies) was made using a recipe from a cookbook.
- Have learner provide location clues to give peers an idea of where to go next during a treasure hunt at a birthday party.

COMMUNICATION SKILLS ACTIVITY SHEETS

5. Basic Communication Skills: Asks Questions

▲ GOAL: INCREASE ASKING QUESTIONS

▲ SAMPLE OBJECTIVE: When presented with a photo or picture of someone he or she does not know, learner will ask, "Who is that?" in 80% of the targeted opportunities.

▲ SAMPLE MEANS OF COMMUNICATION

- Communicative gestures: Physical proximity or looking at person
- Emergent: Vocalization or speech, signs, photographs, pictographs, voice output system, or written language to convey a simple message (e.g., *What? Who? Where? When? Why?*)
- Verbal: Speech, sign language, photographs, pictographs, voice output system, or written language to convey a multiword message (e.g., *What is _____? Who is _____? Where is _____? When is _____? Why does _____?*)

▲ SAMPLE ACTIVITIES: One-to-one with adult

Contexts: Social play and leisure activities where learner is motivated to request information

Materials: Motivating objects (e.g., walkie-talkies, books, toys), another adult, visual supports, and augmentative and alternative communication (AAC) as needed

Procedures:

Activity Idea 1: Use walkie-talkies and model asking, "Who is it?" Put learner in a location where he or she is unable to see adult. Use walkie-talkies and wait for learner to ask the question.

Activity Idea 2: Read a book with learner and frequently ask, "What is (character) doing?" Point to the picture and stop. Wait and watch for learner to ask the *what* question.

Activity Idea 3: Place motivating objects in a bag. Take out an object or toy and ask a yes-or-no question such as, "Is this Thomas the train?" Then, have learner take an object out of the bag. Wait for him or her to request information and ask a yes-or-no question.

Activity Idea 4: Hide preferred objects in different locations. For instance, put the object in your pocket. Say, "Where's the (object)?" Continue playing the game, hiding the object farther away. Wait for learner to ask, "Where is it?"

▲ SAMPLE ACTIVITIES: Group with one or more peers

Contexts: Play and leisure activities where learner is motivated to request information

Materials: Music; a large jar, pretend cookies or other fun objects, accompanying visual supports as appropriate

Procedures:

Activity Idea 1: Write the names of all group members on sticky tags. Attach the tags on the forearm of each person. Play music and have group members move around. Have them stop when the music stops, tap a peer's forearm gently, and say the name on the tag. This can teach the skill of saying another person's name to get his or her attention and request information.

Activity Idea 2: Give each group member a pretend cookie. Position one peer in the middle of a circle, blindfolded and sitting with his cookie behind him. Have another peer sneak up, take the blindfolded peer's cookie, and hide it in the cookie jar. Lead the group in singing "Who Put the Cookie in the Cookie Jar?" Have peer in the center guess who took his or her cookie. Have a peer prompt learner as appropriate to ask peers "Who put the cookie in the cookie jar?" Repeat the sequence many times in the same manner.

Activity Idea 3: Have one peer face away from the group with his or her eyes closed. Sing "If You're Happy and You Know It." Have another peer demonstrate an action. Have the child with the closed eyes ask, "What's he doing?" The group then gives him or her clues. Have the child guess the action, and when he or she turns around have everyone doing the action.

WAYS TO GENERALIZE SKILLS

- Have learner say person's name when talking on the phone and ask a question.
- Have learner ask, "Who is absent?" during attendance.
- Have learner ask, "What is it?" before lifting flap when reading books with flaps.
- Have learner ask *What?* questions during a roving reporter class project.
- Have learner ask, "Can I have more water?" when server comes to the table.
- Have learner ask, "Do you have any (name of card)?" while playing card game such as Go Fish.
- Have learner ask *Where?* questions when playing Where Is Thumbkin?
- Have learner ask *When?* question when someone says he or she has a birthday coming up.
- Have learner ask *Why?* question when someone says he or she needs a vacation.

COMMUNICATION SKILLS ACTIVITY SHEETS

6. Socioemotional Skills: Expresses Basic Feelings

▲ GOAL: INCREASE EXPRESSION OF BASIC FEELINGS

▲ SAMPLE OBJECTIVE: When learner is feeling discomfort, he or she will communicate the need to “relax” verbally or through use of a communication card in 80% of targeted opportunities.

▲ SAMPLE MEANS OF COMMUNICATION

- Communicative gestures: Physical proximity, looking at person, moving persons/objects
- Emerging: Vocalizations, speech, signs, photographs, pictographs, voice output system, or written language to convey a simple message (e.g., *break, relax, mad, happy*)
- Verbal: Speech, signs, photographs, pictographs, voice output system, or written language to convey a multiword message (e.g., *I need a break, I need a deep breath, I am mad, I am sad*)

▲ ACTIVITY SUPPORTS AND STRATEGIES: One-to-one with adult

Contexts: Stressful social environments in which learner demonstrates a high level of discomfort or frustration

Materials: A relaxation procedure (e.g., visualization, deep breathing, counting, stretching), visual supports (cue card that signifies relaxation procedure), augmentative and alternative communication (AAC) as needed

Procedures:

- Include a relaxation time in the daily schedule of activities. Teach relaxation procedure when individual is calm, then generalize to times when he or she is upset. Use a cue card to prompt use of a particular procedure to relax.
- Make a social narrative or book for learner with autism depicting stressful activities. While looking at the book, pair stressful activities with the cue card for relaxation. Use simple language accompanied by pictures, such as “When work makes me upset, I can shake my hands and take a deep breath.” Read frequently throughout the day. Be sure to use the same language from the book during times when learner is actually upset.
- Use visual imagery to teach relaxation and self-control strategies to cope with a stressful situation. Depict a stressful situation as a picture sequence paired with a simple verbal script. Ensure that relaxation procedures conclude with desired behaviors and positive outcomes.
- Review relaxation procedure multiple times daily. Have individual rehearse before, during, and after actual stressful situations. Goal is for learner to demonstrate desired behaviors in natural settings using visual and verbal images as cues.

▲ SAMPLE ACTIVITIES: Group with one or more peers

Contexts: Physical games and activities where there is motivation to communicate basic emotions

Materials: Yoga video, mirror, visual supports (e.g., cue cards), and AAC as needed

Procedures:

Activity Idea 1: Encourage learner with autism and peer to experiment with making different faces in the mirror. For example, model making a mad face and saying, “I’m mad!” Have them take turns making faces in the mirror, allowing them to decide which faces to make. Wait for learner to express basic feelings in the mirror. Leave a mirror out so learner can experiment with making various faces throughout the day.

Activity Idea 2: Color-code activities on students’ daily schedule by the feeling each might evoke. For example, color-code preferred activities, such as snack time and recess, in yellow and label them, “Makes me feel happy!”

Activity Idea 3: Watch a yoga video with the group. Practice two or more of the yoga postures. Pair a cue card, “relax,” with the yoga positions. Review the relaxation procedure with the group multiple times daily. Rehearse yoga positions before, during, and after actual stressful situations once the procedure is familiar. The goal is for learner to demonstrate desired behaviors in natural settings using visual and verbal images as cues.

WAYS TO GENERALIZE SKILLS

- Have learner request a break when feeling discomfort (e.g., smells bad) at the zoo.
- Have learner request a calming activity when frustrated because a peer wins a game or takes an item away.
- Have learner indicate a need for a relaxation procedure when feeling overwhelmed by the sensory environment.
- Have learner request a hug when feeling sad about grandmother being sick.
- Have learner express anger when a peer pushes him or her.
- Have learner say, “She looks happy” when neighbor is smiling.
- Have learner express, “He is sad” when person on television is crying.

COMMUNICATION SKILLS ACTIVITY SHEETS

7. Socioemotional Skills: Express Complex Feelings

▲ GOAL: INCREASE EXPRESSION OF COMPLEX FEELINGS

▲ SAMPLE OBJECTIVE: In a situation that triggers an emotion, learner will spontaneously communicate emotion (e.g., "I am scared," "I don't like this") verbally or through use of a communication card in 80% of targeted opportunities.

▲ SAMPLE MEANS OF COMMUNICATION

- Communicative gestures: Physical proximity and looking at person
- Emerging: Vocalizations, speech, signs, photographs, pictographs, voice output system, or written language to convey a simple message (e.g., *like, yuck, calm, sleepy, proud, scared*)
- Verbal: Speech, signs, photographs, pictographs, voice output system, or written language to convey a multiword message (e.g., *I like gym, I feel calm, My stomach hurts, I did it myself, That noise makes me nervous, I don't know the answer*)

▲ SAMPLE ACTIVITIES: One-to-one with adult

Contexts: Activities where emotions are experienced and learner is motivated to communicate

Materials: Audio of thunder or frightening noise, scary book, flashlight, blanket, visual supports, and augmentative and alternative communication (AAC) as needed

Procedures:

Activity Idea 1: Play scary noise softly (e.g., Halloween music, thunder). Demonstrate how learner can lower the sound or make it louder and that he or she has control of the audio. Each time learner raises the volume, say, "I'm scared because that creepy music makes me nervous."

Activity Idea 2: Turn off the lights and pull down the shades to make the room dark, and read a scary book (e.g., ghost story). Use the flashlight and blanket to make the interaction fun. Say "I am afraid." Continue to read the story and talk about things that make people afraid or nervous. Wait and watch for learner to express fear or nervousness.

Activity Idea 3: Make a social narrative or story for the emotion you are targeting. Use photographs of learner experiencing or acting out various emotions. Put one photograph on a page and write text—for example, "I feel scared/proud/happy when I (complete activity)." Continue on each page with a new photograph and a new caption. Read the book as frequently as possible.

Activity Idea 4: Wait to see if learner expresses feelings when an experience occurs. Prompt learner if he or she does not. Help learner make concrete associations (e.g., swinging is done, so you are mad).

▲ SAMPLE ACTIVITIES: Group with one or more peers

Contexts: Activities where emotions are experienced and learner is motivated to communicate

Materials: Books about emotions, visual supports, and AAC as needed

Procedures:

Activity Idea 1: Read a book about emotions to the group. Ask each group member to label how he or she feels and place the corresponding picture on a numeric scale (e.g., 5-point scale) or color chart (e.g., red, yellow, green, blue). Pair spoken language with signed, gestural, or pictographic cues as needed. Model for learner: "I put my picture on blue because I am feeling sad." Have a peer prompt learner if he or she does not express a feeling.

Activity Idea 2: Make a video in the class capturing different emotions. Watch the video with the volume turned off, and label the emotions verbally or with visuals. Model answers at the beginning, but then stop labeling the emotions and wait for learner to label them. Have peer prompt learner if he or she does not respond.

Activity Idea 3: Use a variety of pictures depicting things with which group members are familiar. Label two boxes with *I like* and *I don't like*. Show pictures one at a time. Allow learner and peers to label each picture and put the pictures in the appropriate box.

WAYS TO GENERALIZE SKILLS

- Have learner send a card signed with love on relative's birthday (e.g., shows affection).
- Have learner state that he or she feels calm about the change when a teacher is absent from school.
- Have learner state that he or she is hurt after tripping and falling.
- Have learner point out feelings when a child is holding a teddy bear (e.g., "He's holding teddy because he likes it. Me too!").
- Have learner show his or her medal and demonstrate pride after finishing a track meet (e.g., "I ran fast.").
- Have learner acknowledge feeling scared during a thunderstorm (e.g., "That noise is loud.").
- Have learner declare, "I don't know what to do" when given a confusing worksheet.

COMMUNICATION SKILLS ACTIVITY SHEETS

8. Socioemotional Skills: Prosocial Statements

▲ GOAL: INCREASE PROSOCIAL STATEMENTS

▲ SAMPLE OBJECTIVE: During a structured play activity, learner will spontaneously ask a peer to play in 80% of the opportunities.

▲ SAMPLE MEANS OF COMMUNICATION

- Communicative gestures: Physical proximity, looking at person, moving person/object (e.g., toward, away, pull, push), reaching, shaking/nodding head, or hugging
- Emerging: Vocalizations or speech, signs, photographs, pictographs, voice output system, or written language to convey a simple message (e.g., more, hi, high five, play, here, please, no, sorry)
- Verbal: Speech, signs, photographs, pictographs, voice output system, or written language to convey a multiword message, (e.g., *I want more, I need a hug, Will you play with me?, May I have a cookie?, Do you want a cookie?, That's mine.*)

▲ SAMPLE ACTIVITIES: One-to-one with adult

Contexts: Social play and leisure activities that include motivation to use prosocial communication

Materials: Visual supports and augmentative and alternative communication (AAC) as needed

Procedures:

Activity Idea 1: Sit opposite learner and hold hands. Rock back and forth, singing "Row, Row, Row Your Boat." Experiment with rate of movement and song to determine what learner enjoys. Stop rocking and wait for a request that you play more of the game. Maximize use of verbal modeling and limit use of verbal prompts in the form of questions.

Activity Idea 2: Write a social narrative or story that describes situations in which learner can ask others to play. Include audio and illustrations in story as needed. Use concrete and simple language that mirrors language comprehension level of learner. Read the story as part of a daily routine. Send a copy of the story home and encourage the parents to read the story as well.

Activity Idea 3: Use video modeling and record learner asking peer to play. Show learner the video before play and leisure activities.

▲ SAMPLE ACTIVITIES: Group with one or more peers

Contexts: Social play and leisure activities that include motivation to use prosocial communication

Materials: Visual supports and AAC as needed

Procedures:

Activity Idea 1: Give peer something that is highly motivating to learner. Have learner gain peer's attention to retrieve the desired item.

Activity Idea 2: Send learner to an activity area that you know is a peer's favorite. When learner makes a choice to play, say "(Peer's name) is there; you can ask him or her to play." Wait to see whether learner asks peer to play. Prompt if learner does not respond. Continue to set up situations in which learner must ask peer to play. Repeat many times in the same manner. Decrease the number of prompts as appropriate.

Activity Idea 3: Play a game such as Duck, Duck, Goose. Teach learner to say, "Will you play?" Pair spoken language with signed, gestural, or pictographic cues as needed. Wait and watch for learner to ask peers to play. Prompt learner as appropriate if he or she does not respond. Repeat many times in the same manner. Decrease the number of prompts as appropriate.

WAYS TO GENERALIZE SKILLS

- Have learner initiate a social greeting to a cashier at the store.
- Have learner say, "Thank you for playing" after playing a game with a peer.
- Have learner ask to play with a peer on the playground at recess.
- Have learner say, "Don't do that" and "I didn't like that" when peers are throwing sand in the sandbox.
- Have learner say, "Thank you" when receiving an invitation for a birthday party.
- Have learner say, "Excuse me" when accidentally bumping into another person.

COMMUNICATION SKILLS ACTIVITY SHEETS

9. Basic Conversational Skills: Verbal Reciprocity

▲ GOAL: INCREASE VERBAL RECIPROCITY

▲ **SAMPLE OBJECTIVE:** Using visual supports (e.g., AAC, cue cards), learner will spontaneously use four conversational exchanges in highly predictable situations (e.g., telephone greeting, delivering message, arrival home from school) in 80% of targeted opportunities.

▲ **SAMPLE MEANS OF COMMUNICATION**

- Communicative gestures: Physical proximity, looking at person, reaching, shaking/nodding head, or hugging
- Emerging: Vocalization, speech, signs, photographs, pictographs, voice output system, or written language to convey simple messages (e.g., *hey, bye*)
- Verbal: Speech, signs, photographs, pictographs, voice output system, or written language to convey a multiword message (e.g., *I gotta go now, I see a [name of object], yesterday, I went swimming*)

▲ **SAMPLE ACTIVITIES: One-to-one with adult**

Contexts: Activities that provide motivation to engage in reciprocal back-and-forth verbal communication

Materials: Visual supports (e.g., cue cards) and AAC as needed

Procedures:

Activity Idea 1: Make cue cards of messages to initiate conversations, such as *Hi, How are you?*, or *Who is this?* Individualize with photographs, pictographs, or written text. Use cue cards to remind learner of what to say and/or to provide learner with an alternative means of communication. Preview and practice with the cue cards in naturally occurring adult–learner interactions around school and in community.

Activity Idea 2: Make a cue card with a telephone script, such as *Hello. Who are you calling to speak with?* Accompany the text with pictures. Attach the cue card with Velcro next to every telephone. When the telephone rings, prompt learner to get the cue card, pick up the telephone, and follow the script. Create a telephone conversation script with a person learner is motivated to speak to, give a copy of the script to that person, and keep one by the telephone. A basic script might read:

Friend or relative: Hi, (name).

Learner: Hi, (name). How are you?

Friend or relative: Great. How are you?

Learner: Good.

Friend or relative: Tell me one thing you did at school today.

Learner: I ate my lunch.

Prompt learner as needed if he or she does not respond or complete the telephone script. Repeat the sequence many times in the same manner. Have the designated relative or friend call the individual with autism frequently.

▲ **SAMPLE ACTIVITIES: Small group with one or more peers**

Contexts: Activities that provide motivation to engage in reciprocal back-and-forth verbal communication

Materials: Journals, visual supports (e.g., social narrative), and AAC as needed

Procedures:

Activity Idea 1: Create a social narrative that includes the whole class. Provide an example on each page, such as, “Katie says ‘Hi, how are you’ when she is talking to her friend”; “John says ‘Hi’ when he is talking to the librarian”; “Alex says ‘Excuse me’ when he delivers the attendance to the school office.” Read the social narrative aloud to the group daily. Use pictures of the group members on sticks to act out the story. Use the language in the social narrative during similar real-life situations.

Activity Idea 2: Create journals with a limited choice of responses for learner and peers who have difficulty with open-ended tasks. Pick a set time each day to complete journals with the help of an adult, if needed. Structure the journals with prompts such as “Today, I _____; Yesterday, I _____; Tomorrow, I want to _____.” Individualize journals using pictographs, photographs, or written text. Pair two partners with similar abilities to share entries once journals are completed. Prompt them to take turns sharing information in their journals. Once they are familiar with the format of their journals, have group members share the information without reading it so it is more of a conversational exchange. For example:

Peer: Today, I took the bus to school.

Learner: Today, my mom brought me.

Peer: Yesterday, I went swimming.

Learner: Yesterday, I went to the park.

Peer: Tomorrow, I want to play on my computer.

Learner: Tomorrow, I want to go to McDonalds.

COMMUNICATION SKILLS ACTIVITY SHEETS

9. Basic Conversational Skills: Verbal Reciprocity *(continued)*

WAYS TO GENERALIZE SKILLS

- Have learner gain peer's attention to say "hi" or "bye" during natural transitions.
- Have learner say "hi" and "bye" to the office staff when delivering a message to the school office.
- Have learner share information in a conversation about topics outside of special interests using a script.
- Have learner provide feedback that he or she is listening during conversation in a car (e.g., "Uh-huh," "Okay").

COMMUNICATION SKILLS ACTIVITY SHEETS

10. Basic Conversational Skills: Verbal Topics

▲ GOAL: INCREASE VERBAL TOPICS

▲ **SAMPLE OBJECTIVE:** Using communication supports, learner will spontaneously engage in a reciprocal conversation of four or more exchanges on two topics outside his or her interest area in 80% of the targeted opportunities.

▲ **SAMPLE MEANS OF COMMUNICATION**

- Communicative gestures: Physical proximity, looking at person, shaking/nodding head
- Emerging: Vocalization, speech, signs, photographs, pictographs, voice output system, or written language to convey a simple message
- Verbal: Speech, signs, photographs, pictographs, voice output system, or written language to convey a multiword message

▲ **SAMPLE ACTIVITIES: One-to-one with adult**

Contexts: Natural and structured interaction opportunities that include motivation to have a conversation

Materials: Photograph album, visual supports (e.g., cue cards to prompt ASK A QUESTION), and augmentative and alternative communication (AAC)

Procedures:

Activity Idea 1: Look at learner's photograph album, which includes recent events. Have him or her tell you one thing about each photo. Respond by making one comment or asking one question about each photo. Continue the turn-taking exchange. Next, show your own photo album. Point to each photo and describe each one. Wait for learner to ask you a question or make a comment about your photo. Prompt learner with cue cards if he or she does not respond. Continue to take turns, repeating many times in the same manner. Decrease the number of prompts as appropriate. Gradually elaborate on the conversation so that there are a number of exchanges for each photograph.

Activity Idea 2: Elicit novel conversation by using words from a word wall in the classroom. Maximize the use of verbal modeling and give learner time to respond. Prompt learner to take a turn if he or she does not respond. Repeat many times in the same manner. Decrease the number of prompts as appropriate. Provide structure to the conversation, modeling simple constructions such as:

People-Do-What

Model: "Kathy plays blocks."

Learner: "Dad reads newspaper."

People-Where-Do-Say

Model: "Ty on playground swinging says this is fun."

Learner: "Dad at office typing on computer says this is hard."

▲ **SAMPLE ACTIVITY: Small group with one or more peers**

Contexts: Natural and structured interaction opportunities that include motivation to have a conversation

Materials: Materials to make a conversation book (e.g., paper, pencils)

Procedures:

1. Make a book that organizes topics for conversations. Individualize the conversation book with photographs, pictographs, or written text. Make detailed lists of favorite topics (e.g., television, sports, foods). A page in the book might look like this:
 - Topic: Sports teams
 - Learner: I like _____ because _____.
 - Peer 1 name: She likes _____ because _____.
 - Peer 2 name: He likes _____ because _____.
2. Use the book to review the interests of peers prior to social situations. The book helps learner summarize conversational topics that are appropriate during interactions with peers. For example:
 - I can ask Peer 1 about _____.
 - Peer 1 and I can talk about _____.
 - I can ask Peer 2 about _____.
 - Peer 2 and I can talk about _____.

COMMUNICATION SKILLS ACTIVITY SHEETS

10. Basic Conversational Skills: Verbal Topics *(continued)*

WAYS TO GENERALIZE SKILLS

- Have learner choose age-appropriate conversation topics when talking to a younger child.
- Have learner change topics after talking about a topic for a period of time.
- Have learner take turns in conversation in order to not monopolize the conversation while talking on the school bus.
- Have learner participate in conversation on topics outside of own interest areas when engaging with a peer.
- Have learner ask for clarification when complex academic vocabulary is used in class.
- Have learner maintain conversation using appropriate topics when talking on the phone with a stranger.

COMMUNICATION SKILLS ACTIVITY SHEETS

11. Basic Conversational Skills: Nonverbal Conversation

▲ GOAL: INCREASE NONVERBAL CONVERSATION

▲ SAMPLE OBJECTIVE: When engaging in a conversation, learner will sit or stand 1–2 feet from communication partner in 80% of observed conversations.

▲ SAMPLE MEANS OF COMMUNICATION

- Communicative gestures: Physical proximity, facing toward speaker, looking at person, moving person's hand/face, reading emotions, nodding, or touching
- Emerging: Voice volume
- Verbal: Voice volume

▲ SAMPLE ACTIVITIES: One-to-one with adult

Contexts: Natural and structured interaction opportunities that include motivation to have a conversation

Materials: Video recorder and visual supports (e.g., cue cards)

Procedures:

Activity Idea 1: Watch a video highlighting familiar adults and peers exaggerating nonverbal cues (e.g., body language) both appropriately and inappropriately (e.g., standing 1-2 feet away or standing too close). Assist learner in identifying the nonverbal skills presented. Preview the video prior to social interactions and use a cue card as an instructional prompt.

Activity Idea 2: Create and review a social encyclopedia to help learner visualize a relationship between social behaviors.

Activity Idea 3: Role-play what types of touching are acceptable during a conversation. Exaggerate the interaction with animation and make it fun. Encourage learner to role-play these situations as well. Prompt learner to describe appropriate types of touching (e.g., "Tapping a shoulder gently is okay"). Repeat many times in the same manner. Decrease amount of prompts as appropriate.

Activity Idea 4: Make a cue card or a scale that reads, *1 = quiet whisper, 2 = just right inside voice, 3 = loud yell*. Audio record voice volumes and listen to them together. Once learner can identify whether his or her voice sounds just right on audio, use cue card to prompt appropriate voice modulation in natural contexts.

▲ SAMPLE ACTIVITIES: Small group with one or more peers

Contexts: Natural and structured interaction opportunities that include motivation to have a conversation

Materials: Hula hoops and sociobehavioral display clarifying desirable social behaviors

Procedures:

Activity Idea 1: Have learner and peers stand in their own hula hoops to provide a visual for the distance that they should stand from a communication partner.

Activity Idea 2: Play a game in which group members stand back-to-back with a partner. In an animated tone, say, "Ready? Go!" which signals each partner to turn around, look at his or her peer, and imitate each other's funny nonverbal behavior (facial expressions, gestures, body postures).

Activity Idea 3: Individualize a sociobehavioral display with photographs, pictographs, or written text. Use it to refocus attention during social situations. Clearly say the desired behaviors stated in positive, concrete, and concise terms on the display, such as:

- I will look at the person with whom I am talking.
- I can touch someone's arm gently.
- I will use my inside voice.
- First, I will start a conversation.
- Then, I will watch the other person.
- That person will look at me and smile or nod if he wants to talk to me.
- If the other person wants to talk, I can keep talking.

COMMUNICATION SKILLS ACTIVITY SHEETS

11. Basic Conversational Skills: Nonverbal Skills *(continued)*

WAYS TO GENERALIZE SKILLS

- Have learner take one step back from conversational partner when provided a gestural cue that signals “not too close.”
- Have learner identify which individuals are spaced correctly for a conversation using photos of people who are standing and talking.
- Have learner attend and orient to speaker when a community member asks a question.
- Have learner discriminate appropriate and inappropriate touching during a conversation while watching a video.
- Have learner modulate volume of voice appropriately for the setting when at the library.
- Have learner wait for confirmation (e.g., nod, smile) before continuing message after conversation is initiated.