

Appendix I

Say “OK” Replacement Behavior for Arguing

The student is taught to say “OK” or another phrase indicating he will comply immediately each time a direction is given. If the says, “OK” and complies, he is given two checks or points on a point card or chart. If he says “OK”, but does not comply, one point is awarded; similarly, if he complies, but does not say “OK”, one point is awarded. This is an effective means for decreasing argumentative behavior, as the word or phrase spoken by the student serves as a *replacement* or *alternative* to arguing. In addition, when students indicate verbally that they will follow a direction, the likelihood that they will do so increases.

Averting Arguments with Delayed Discussion (‘Discuss Later’ Option)

The student or the entire class is provided with a process for *scheduling* a discussion with the teacher when there is a disagreement, and the conversation is postponed. The teacher sets aside a brief, fixed period (e.g., the last ten minutes of the school day, the ten minutes immediately following the end of the school day) so that students may schedule appointments for problem-solving. The discussion periods are limited in time to a few minutes and the discussion is structured with scripted questions. The process is taught ahead of time and involves the following three steps for students:

1. Write name and appointment time on appointment card and submit card in a designated container; cross out the time slot on a posted discussion schedule to indicate that the slot is filled
2. Meet with the teacher at the allocated time and place
3. Calmly discuss the issue and think of alternative solutions if the problem arises again

Appendix II

Time-and-Place Rules for Topic(s) of Interest





1. The topic may be discussed during breaks, recess, lunch, after school, and on the bus, or while walking to and from school
2. The topic may be discussed during meetings for special interest clubs
3. The topic may be included in academic assignments with prior teacher permission
4. The topic may be discussed with community mentors working in related fields
5. The topic may be included in special projects for science fairs, job fairs, or other activities promoting transition to adulthood and career exploration
6. The topic may not be discussed at any time during teacher instruction
7. The topic may not be discussed during independent seatwork time
8. Materials relating to the topic (books, catalogs, magazines, etc.) may be accessed in accordance with the time and place parameters listed above

Note: While it is not acceptable for students to interrupt instruction by talking about intense areas of interest, these interests may be channeled into productive activities. Many students can be motivated to complete more schoolwork by including topics of interest in assignments. In addition, many intense interests provide the impetus and opportunity to explore career options in related fields.

Appendix III

Steps for Handling Changes in Routine

Younger kids (include pictures or icons)

1. Stop 
2. Take a deep breath 
3. Count to 5 1 2 3 4 5
4. Say "OK" 
5. Follow the direction 

Older kids

1. Stop
2. Take a deep breath
3. Count to 5 to self
4. Look around (what are others doing?)
5. Ask a friend
6. Follow the direction

Note: This process should be modeled for, and then practiced by, kids for a few minutes each day. Kids should be given brief role-play opportunities that reflect common school and home scenarios involving changes in routine. They should be reinforced for participating in the teaching process, including role-playing, and for demonstrating the steps successfully when changes in routine occur.

Appendix IV

Embedded Exceptions to Class Rules

Class Rules

1. Follow teacher directions

2. Stay in your seat

Exception(s): Students may leave seat during independent work time without asking, to get a drink or sharpen pencil.

3. Raise your hand to talk

Exception(s): During instruction time when teacher asks the group a question and says, "Everyone", students may answer without raising hands.

4. Keep hands, feet, and objects to self

5. Do your work; stay focused on task or teacher

Rules for Our Home

1. Follow directions (do what parent says)

2. Help with the house (assigned jobs)

Exception(s):

3. Keep hands, feet and objects to self

Exception(s):

4. Use nice words (no name-calling, etc.)

5. Use words to fix problems

Appendix V

Social Skills Curriculum – Common Skill Deficits

a. Conversation skills

- Reciprocity
- Topic Maintenance
- Opening/Closing a Conversation
- Giving Compliments

b. Coping skills

- Taking “No” for an Answer
- Handling Teasing
- Handling Changes in Routine

c. Relationship-building skills

- Joining a Group
- Making Invitations
- Turn-taking

d. Classroom skills

- Attending Skills
- Hand-raising
- Teacher Pleasers
- Requesting Help

e. Resistance skills

- Saying “No”
- Leaving a Situation
- Giving a Reason

f. Problem-solving skills

- Identifying the Problem
- Listing Solutions
- Weighing Consequences
- Making a Decision
- Acting on It

g. Body language skills

- Physical Proximity
- Eye Contact
- Touching
- Posture

h. Employment social skills

- Asking Questions
- Taking Feedback
- Interview Skills
- Disagreeing Politely

i. Self-regulation skills

- Handling changes in routine
- Waiting skill and—teach a ‘menu’ of strategies to use while waiting
- Impulse control—stop, wait, weigh, choose
- Self-monitoring of rules-policing
- Self-monitoring of topic perseveration

Recommended Curricula

- ❑ Skillstreaming – 3 Levels (Arnold Goldstein)
- ❑ ACCEPTS (Hill Walker)
- ❑ Navigating the Social World (Jeannette McAfee)
- ❑ Social Skills Training (Jed Baker)
- ❑ Social Skills Picture Book, elementary (Jed Baker)
- ❑ Social Skills Picture Book, secondary (Jed Baker)
- ❑ Preparing for Life (Jed Baker)
- ❑ Social Stories (Carol Gray)

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