

In all, there are a total of 404 goals in the SEIS Teacher-Generated goal bank, although not all are a social skill format like these. There are 128 ERMHS Counseling goals, 53 ERMHS Social Skill goals, 87 Tier 2 Social Skill goals, 49 Tier 3 ERMHS goals, and 87 Transition goals.

To access these goals in the RC SELPA SEIS program: Log in to SEIS. Go to the Future student IEP. Go to the Goal page. Click on "Create new goal." Click on "Choose Goal." Scroll to the bottom of the list and find "Teacher Generated Goals" and select/click. Click one time in the left-hand box to see the scroll down menu. Choose the category of the goal you want to review. Click on the box to the left of the goal you want to use, then click on "Copy to Goal Page." Then fill in the rest of the information for that goal. (These steps should work for all other SEIS users)

It is recommended to not use %ages in behavioral, counseling, or transition goals because using a percentage presumes we are taking data 100% of the time; which we are not. We do not collect data sheets on all students all day long. It is simpler to use the number of instances we want the student to successfully use the skill as the means to achieve the goal and report on progress. Many skills may be used in transition planning for students because the skills carry over into generalized, independent living and job related skill building that is useful for students.

This is a list of over 160 skills, written as social skills, based on the Boys Town model. These are templates and can be modified to fit the needs of each student, as they pertain to their needs. Each skill is color coded so you know where in the SEIS goal bank they are listed. Some are listed more than once because they fit into more than one area.

Green is Tier 2 (T2) Blue is ERMHS Counseling Red is Transition

There are four categories of skills: Basic, Intermediate, Advanced, and Complex. Each goal bank has skills listed in alphabetical order according to skill category, except that the Counseling and Transition goals have a few up front that were already populated and are not alphabetized until you reach the new goals. Then the goals are listed by skill level: Basic, Intermediate, Advanced, and Complex. Steps for each skill can be reduced to meet the student's level of ability; except the steps for teaching and modeling which must remain so you know how the student will learn the skill.

There are 16 Core Skills that our children need to learn to be successful. They are:

- Following Instructions
- Accepting Criticism
- Accepting No for an Answer
- Staying Calm- Controlling anger
- Disagreeing with Others
- Asking for Help
- Asking Permission
- Getting Along with Others
- Apologizing
- Having a Conversation
- Giving Compliments
- Accepting Compliments
- Listening to Others
- Being Honest
- Showing Sensitivity to Others
- Introducing Yourself

The following are goal templates with the core 16-related social skills listed first; in order. They can be modified to delete some steps when working with a low functioning student; perhaps the student can learn how to look at the teacher and raise their hand, and that is the complete goal for that child. Otherwise it is important to keep all the steps of the social skill in place along with the practicing and modeling aspect of the goal because that step is what helps the student learn the new skill.

These skills are listed first in the Tier 2 Social Skills Goals area of SEIS.

Following Directions –T2 (Intermediate): (Student) will be taught the social skill steps of "**Following Directions**" as modeled and/or practiced with teacher or aide. The steps include: 1. Make eye contact with the person. 2. Look for written directions that may add to the request. 3. Just say "okay." Nod your head to indicate compliance. 4. Smile or appear pleasant...even if you feel differently. 5. Ask questions if you don't understand. 6. Ask for steps, if you need the task broken down. 7. You may restate the directions to be sure of the request. 8. Do the task as soon as possible. 9. Check back with the person when you have finished. 10. Thank the teacher if she took extra time to clarify the directions. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Following Instructions –T2 (Intermediate): (simple) STUDENT will be taught the social skill steps of "Following Instructions" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Say "OKAY." 3. Do what you've been asked right away without arguing. 4. Check back with the person to make sure you did what was asked of you. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Accepting Criticism or Consequence –T2 (Intermediate): (Student) will be taught the social skill steps of "**Accepting Criticism or Consequence**" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person 2. Say 'Okay' 3. Don't argue. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Accepting "NO" –T2 (Basic): Student will be taught the social skill steps of "**Accepting No**" for an answer" as modeled and/or practiced with teacher/aide. The steps are: 1. Look at the person and use their name. 2. Ask yourself if this is a good time to make a request. 3. When the answer is "no" to a request, just say "OK" 4. Listen for the person's reasons. 5. Stay calm and keep a neutral expression. 6. If you disagree, wait for another time to express your point of view. 7. Thank the person for considering your request. Sound sincere. The student will learn all steps of this skill and use it successfully in 8 of 10 trials as measured by teacher records and observations.

Controlling Anger –T2 –Counseling (Basic): (Student) will be taught the social skill steps of "**Controlling Anger**" as modeled and/or practiced with teacher or aide. The steps include: 1. If a person is talking to you, continue listening. 2. Monitor your feelings and your breathing. 3. Tell yourself to relax tense body parts. 4. Try to speak in a neutral tone. 5. Ask for time by yourself if you are really upset. 6. Brainstorm the reasons why you are upset. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Disagreeing Appropriately –T2 –Counseling (Basic): (Student) will be taught the social skill steps of "**Disagreeing Appropriately**" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person 2. Use a pleasant voice 3. Tell why you feel differently 4. Give a reason 5. Listen to the other person. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Asking for Help –T2 (Intermediate): Student will be taught the social skill for "**Asking for Help**" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person 2. Ask the person if they have time to help you 3. Clearly explain the kind of help that you need 4. Thank the person for helping. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Getting Teacher's Attention –T2 (Intermediate): (Student) will be taught the social skill steps of "**Getting the Teacher's Attention**" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the teacher. 2. Raise your hand and stay calm. 3. Wait until the teacher says your name. 4. Ask your question. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Asking Questions –T2 (Intermediate): (Student) will be taught the social skill steps of "Asking Questions or for Clarification" as modeled and/or practiced with teacher or aide. The steps include: 1- looking at the person/teacher/aide, 2- ask if he or she has time to talk. Don't interrupt, 3- use a pleasant or neutral tone of voice, 4- specifically state what you are confused about, begin with "I was wondering if, or "could I ask about?", 5- listen to the other person's reply and acknowledge the answer, 6- thank the person for their time and help. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Asking Permission –T2 (Intermediate): (Student) will be taught the social skill steps of "Asking Permission" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person 2. Use a calm and pleasant voice 3. Say 'May I...'. 4. Accept the answer calmly. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Cooperating with others –T2 –Counseling -Transition: (Student) will be taught the social skill steps of "Cooperating with others" as modeled and/or practiced with teacher or aide. The steps include: 1. Discuss mutual goals or tasks with others. 2. Know what you must do to help accomplish those goals. 3. Give and accept constructive criticism appropriately with peers. 4. Follow rules if you are playing a game and share resources with others. 5. Praise peers' efforts and cooperation. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Sharing Something –T2 (Basic): (Student) will be taught the social skill steps of "Sharing Something" as modeled and/or practiced with teacher or aide. The steps include: 1. Let the other person use the item first 2. Ask if you can use it later 3. When you get to use it, offer it back to the other person after you have used it The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Apologizing –T2 (Intermediate): (Student) will be taught the social skill steps of "Apologizing" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person and address him by his name. 2. Use a sincere and pleasant voice. 3. Say, "I am sorry for _____." 4. State the reason why you are sorry for your action. 5. State what you can do the next time. 6. Wait for the person to say..... "Thanks for the apology." or "That's okay. I accept your apology." or "Thanks. I need more time." The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Making an Apology –T2 –Counseling (Intermediate): (Student) will be taught the social skill steps of "Making an Apology" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person 2. Use a serious, sincere voice 3. Say "I'm sorry for..." or "I want to apologize for..." 4. Explain how you plan to do better in the future 5. Say 'Thanks for listening'. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Having a Conversation –T2 (Basic): Student will be taught the social skill of "Having a Conversation" as modeled and/or practiced with teacher/aide. The steps to follow are: 1. Look at the person 2. Use a pleasant voice 3. Listen to what the other person says 4. When there is a break in the conversation, ask a question or share your thoughts. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Giving Compliments –T2 (Intermediate): (Student) will be taught the social skill steps of "Giving Compliments" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person and use their name. 2. Choose something that is appropriate to compliment. 3. Use a sincere tone of voice. 4. State the reason for the compliment. "I like the way you played the game because you used an awesome strategy." 5. Did the speaker close the conversation by saying "You're welcome" in response to the listener's "Thank you?" The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Accepting a Compliment –T2 (Intermediate): (Student) will be taught the social skill steps of "Accepting a Compliment" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person 2. Use a pleasant voice 3. Say 'Thank you'. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Listening to Others –T2 (Intermediate): (Student) will be taught the social skill steps of "Listening to Others" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person who is talking and remain quiet. 2. Wait until the person is through talking before you speak. 3. Show that you heard them by nodding your head, saying 'Okay', 'That's interesting', etc. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

-Controlling the impulse to lie –T2 –Counseling -Transition: (Student) will be taught the social skill steps of "Controlling the impulse to lie" as modeled and/or practiced with teacher or aide. The steps include: 1. Identify untrue statements before you say them. 2. Stop talking and pause. 3. Answer all questions factually and make only truthful statements. 4. Consider the long-term consequences of lying to others. 5. Apologize for any untrue statements that you previously made. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Controlling the impulse to steal –T2 –Counseling -Transition: (Student) will be taught the social skill steps of "Controlling the impulse to steal" as modeled and/or practiced with teacher or aide. The steps include: 1. Identify and avoid situations in which you are likely to steal. 2. Before you steal, stop your behaviors immediately. 3. Instruct yourself to leave the area without stealing. 4. Consider the long-term consequences of stealing. 5. Self-report any previous stealing. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Showing Empathy –T2 –Counseling (Advanced): (Student) will be taught the social skill steps of "Showing Empathy" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person and say their name. 2. Listen actively. Demonstrate comprehension by restatement. 3. Touching, such as a hand on their shoulder may be appropriate. 4. State "I can't imagine how bad that feels, but it must be really awful." 5. Or state, "I kind of know how you feel. I felt (say how) when that happened to me. Be specific. 6. A card or a hug may be appropriate. 7. Use a tone of voice that matches how the other person feels. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Introducing Yourself/Greeting Others –T2: The student will be taught the social skill of "Introducing Yourself/Greeting Others" as modeled and/or practiced with teacher/aide. The steps are: 1. Look at the person and smile 2. Use a pleasant voice 3. Say "Hi, my name is..." 4. Shake the person's hand, if appropriate. 5. When you leave, or they leave, say "It was nice to meet you." The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

THE FOLLOWING GOALS ARE CONSIDERED INTERMEDIATE SKILLS:

Accepting Apologies –T2 –Counseling (Intermediate): (Student) will be taught the social skill steps of "Accepting an Apology" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person who is apologizing. 2. Make a judgment about their sincerity by facial expression, tone of voice, gaze & posture? 3. Listen to what they are saying to you. 4. Try to understand their point of view. Nod that you understand. 5. Thank them for explaining the situation 6. Stand about an arm's length away. 7. Thank them for the apology. "I see what happened" or "I accept your apology." The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Accepting Consequences –T2 –Counseling (Intermediate): (Student) will be taught the social skill steps of "Accepting Consequences" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person 2. Say "OK" 3. Don't argue 4. If given instructions or suggestions on how to correct the situation, follow them. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Accepting Discipline –T2 –Counseling (Intermediate): (Student) will be taught the social skill steps of "Accepting Disciplinary Actions" as modeled and/or practiced with teacher or aide. The steps include: 1. Have a positive attitude. Consider this an opportunity to show you can grow. 2. Look directly at the adult who is giving you discipline. 3. Listen carefully. Take notes. 4. Keep paying courteous attention. Keep good eye contact. 5. As hard as it may be, agree with the person. (Arguing will not work.) 6. Restate what you have heard. 7. Restate any suggestions for improvement. 8. If you can, think of your own ideas of

ways you could improve. "Yes, I have been late. I'm going to get a louder alarm clock so that I can get up on time." 9. Accepting criticism or discipline shows that you are valuable. You have the ability to make changes. 10. Praise yourself for remaining positive. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Asking a Favor/Making a request –T2 (Intermediate): (Student) will be taught the social skill steps of "Asking for a Favor/making a request" as modeled and/or practiced with teacher or aide. The steps include: 1. Choose the right time and situation. 2. Ask the person for permission to talk to them, like "Dad, are you free to talk right now?" 3. Look at the person directly and use their first name. 4. Use a voice that sounds like you're happy and the person is going to make you even happier. 5. Ask yourself if the request is reasonable. 6. Start your request with language like "Would you..." or "Would it be all right of..." 7. Be prepared to accept "no" for an answer. 8. Thank the person whether or not that granted you the favor. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Being on Time (Promptness) Transition –T2 (Intermediate): (Student) will be taught the social skill steps of "Being on time" as modeled and/or practiced with teacher or aide. The steps include: 1. Know exactly what time you need to be where you are going, and how long it will take to get there. 2. Leave with plenty of time to spare (leave earlier than you think you should by 5 or 10 minutes). Go directly to your destination with no diversions. 4. When you arrive, check in with someone in authority or with the person you are meeting. 5. If you are late, apologize sincerely for not being on time. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Being on Time/Checking in/or Checking back –T2 -Transition (Intermediate): (Student) will be taught the social skill steps of "Being on time" as modeled and/or practiced with teacher or aide. The steps include: 1. Promptly return or complete the task. 2. Immediately find the appropriate person to check with. 3. Check in by pleasantly saying "Here I am..." or "I'm back from..." 4. Truthfully answer any questions about your Activities or where you have been. 5. End by saying "Is there anything else?" The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Choosing appropriate words to say –Counseling (Intermediate): (Student) will be taught the social skill steps of "Choosing appropriate words to say" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the situation and the people around you. 2. Know the meanings of words you are about to say. 3. Refrain from using words that will offend people around you or that they will not understand. 4. Avoid using slang, profanity, or words that could have a sexual meaning. 5. Decide what thought you want to put into words and then say the words. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Completing Homework –T2 (Intermediate): (Student) will be taught the social skill steps of "Completing Homework" as modeled and/or practiced with teacher or aide. The steps include: 1. Find out what the day's homework is for each subject 2. Remember to bring home necessary books or materials in order to complete your assignments 3. Get started on homework promptly, or at the designated time 4. Complete all assignments accurately and neatly 5. Carefully store completed homework until the next school day 6. Hand in your homework when the teacher asks for it, or at the start of each class. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Completing tasks –T2 -Transition (Intermediate): (Student) will be taught the social skill steps of "Completing Tasks" as modeled and/or practiced with teacher or aide. The steps include: 1. Listen carefully to instructions or directions for tasks. 2. Assemble the necessary tools or materials needed for the task. 3. Begin working carefully and neatly. 4. Remain focused on the task until it is completed. 5. Examine the product of your work to make sure it is complete. 6. Check back with the person who assigned the task. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Complying with reasonable requests –T2 -Transition (Intermediate): (Student) will be taught the social skill steps of "Complying with reasonable requests" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person making the request. 2. Use a pleasant or neutral tone of voice. 3. Acknowledge the request by saying "Okay" or "Sure." 4. Promptly complete the requested activity. 5. If you are unable to do so, politely tell the person that you cannot do what he or she requested. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Conflict Resolution –T2 (Intermediate): (Student) will be taught the social skill steps of "Conflict Resolution" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person using a pleasant expression. 2. Listen actively to what he has to say. 3. Express your point of view factually. 4. Brainstorm some solutions together. Look at the consequences of each choice. Is it probable that the problem would be better or worse with that solution? Work together to find a solution acceptable to both parties. Find a way both parties can "win" some of what they want. 5. Choose a solution 6. Make an agreement and keep your word. Who will do what? When will they do it and for how long? You can also build in agreed upon consequences, if either party breaks the agreement. The student will learn this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Contributing to discussions (Joining in a conversation) –T2 (Intermediate): (Student) will be taught the social skill steps of "Contributing to a conversation/discussion" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the people who are talking. 2. Wait for a point when no one else is talking. 3. Make a short, appropriate comment that relates to the topic being discussed. 4. Choose words that will not be offensive or confusing to others. 5. Give other people a chance to participate. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Correcting another person (or Giving criticism) –Counseling (Intermediate): (Student) will be taught the social skill steps of "Correcting another person" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Remain calm and use a pleasant voice tone. 3. Begin with a positive statement, some praise, or by saying "I understand...." 4. Be specific about the behaviors you are criticizing. 5. Offer a rationale for why this is a problem. 6. Listen to the other person's explanation. Avoid any sarcasm, name-calling, or "put-down" statements. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Doing good quality work –T2 –Transition (Intermediate): (Student) will be taught the social skill steps of "Doing good quality work" as modeled and/or practiced with teacher or aide. The steps include: 1. Find out the exact expectations or instructions for tasks. 2. Assemble the necessary tools or materials. 3. Carefully begin working. Focus your attention on the task. 4. Continue working until the task is completed or criteria are met. 5. Examine the results of your work to make sure it was done correctly. 6. Correct any deficiencies, if necessary. Perhaps, check back with the person who assigned the task. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Following rules –T2 –Transition (Intermediate): (Student) will be taught the social skill steps of "Following rules" as modeled and/or practiced with teacher or aide. The steps include: 1. Learn what rules apply to the current situation. 2. Adjust your behavior so that you are following those rules exactly. 3. Don't "bend" rules, even just a little. 4. If you have questions, find the appropriate adult to ask about the rules in question. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Following written instructions –T2 –Transition (Intermediate): (Student) will be taught the social skill steps of "Following written instructions: Following written instructions" as modeled and/or practiced with teacher or aide. The steps include: 1. Read the written instructions for the task one time completely. 2. Do what each instruction tells you to in the exact order in which it is written. 3. Don't change written instructions or skip any without permission. 4. If you have any questions, find the appropriate adult to ask about the instructions in question. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Getting another person's attention –T2 –Transition (Intermediate): (Student) will be taught the social skill steps of "Getting another person's attention" as modeled and/or practiced with teacher or aide. The steps include: 1. Wait until the other

person is finished speaking or is available to you. 2. Look at the other person. 3. Get that person's attention by saying "Excuse me...." 4. Wait until he or she acknowledges you. Say what you want to say. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Ignoring Distractions –T2 –Counseling (Intermediate): (Student) will be taught the social skill steps of "Ignoring Distractions by Others" as modeled and/or practiced with teacher or aide. The steps include: 1. Try not to look at the people who are being distracting 2. Stay focused on your task or work 3. Do not respond to questions, teasing, or giggling 4. If necessary, report this behavior to a nearby adult or authority figure. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Initiating a conversation –T2 (Intermediate): (Student) will be taught the social skill steps of "Initiating a conversation" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person or people you are talking with. 2. Wait until no one else is talking about another topic. 3. Use a calm, pleasant voice tone. 4. Ask a question of the other person or begin talking about a new conversation topic. 5. Make sure new conversation topics are about appropriate activities and will not offend other people. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Interrupting appropriately –T2 –Counseling- Transition (Intermediate): (Student) will be taught the social skill steps of "Interrupting appropriately" as modeled and/or practiced with teacher or aide. The steps include: 1. If you must interrupt a person's conversation or phone call, stand where you can be seen. 2. Wait for that person to acknowledge you or signal for you to come back later. 3. When it's time for you to speak, begin with "Excuse me for interrupting, but...." 4. Be specific and to the point with your request or information. 5. Thank the person for his or her time. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Introducing others –T2 –Transition (Intermediate): (Student) will be taught the social skill steps of "Introducing others" as modeled and/or practiced with teacher or aide. The steps include: 1. Position yourself near or between the people you are introducing. 2. Use a clear, enthusiastic voice tone. 3. Introduce two people by saying each person's first and last names. For example, say "Bill, I'd like you to meet Jeff Thompson. Jeff, this is Bill Smith." 4. Allow time for each person to shake hands, greet each other, etc. 5. You also may provide more information about each person to the other (their jobs, schools, where they are from, etc.). The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Maintaining a conversation –Counseling (Intermediate): (Student) will be taught the social skill steps of "Maintaining a conversation" as modeled and/or practiced with teacher or aide. The steps include: 1. Continue looking at whomever is speaking. 2. Maintain a relaxed, but attentive, posture. Nod your head to show ongoing acknowledgment. 3. Ask follow-up questions that pertain to what the other person just said and show attentiveness. 4. Avoid fidgeting, looking away, or yawning. 5. Don't interrupt the other person. If interruptions occur, say "Excuse me" and let the other person speak. 6. Tell your own stories that pertain to the current topic, but be careful not to dominate the conversation or exaggerate. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Maintaining an appropriate appearance –Transition (Intermediate): (Student) will be taught the social skill steps of "Maintaining an appropriate appearance" as modeled and/or practiced with teacher or aide. The steps include: 1. Use appropriate daily hygiene skills. 2. Comb your hair. 3. Choose clean clothing that will match your day's activities. 4. Use a moderate amount of make-up, perfume, or cologne. 5. Ask for advice if you are unsure what is proper. 6. Maintain your appearance throughout the day (hair combed, shirt tucked in, etc.). The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Maintaining personal hygiene –Transition (Intermediate): (Student) will be taught the social skill steps of "Maintaining personal hygiene" as modeled and/or practiced with teacher or aide. The steps include: 1. Bathe or shower daily. 2. Brush your teeth in the morning and at bedtime. 3. Brush or comb your hair. 4. Put on clean clothes daily. 5. Wash your hands before meals and after using the bathroom. 6. Put dirty clothes in the hamper. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Making positive self-statements –Counseling (Intermediate): (Student) will be taught the social skill steps of "Making positive self-statements" as modeled and/or practiced with teacher or aide. The steps include: 1. Make positive statements about actual accomplishments. 2. Don't lie or exaggerate. 3. Begin by saying in a pleasant tone of voice "I'm proud of..." or "I think I did well at..." 4. Don't brag about yourself or put down other people's efforts. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Making positive statements about others –Counseling –Transition (Intermediate): (Student) will be taught the social skill steps of "Making positive statements about others" as modeled and/or practiced with teacher or aide. The steps include: 1. Try to notice or find out positive things or events about others. 2. Use a clear, enthusiastic tone of voice. 3. Praise a specific trait or ability of the other person, or congratulate him or her on a recent accomplishment. 4. Don't say anything that would invalidate your compliment, such as "It's about time..." The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Offering assistance or help –Transition (Intermediate): (Student) will be taught the social skill steps of "Offering assistance or help" as modeled and/or practiced with teacher or aide. The steps include: 1. Ask the other person if he or she needs help. 2. Listen to what the person needs. 3. Offer to help in ways that you can. 4. Do what you agree to do for that person. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Participating in activities –T2 –Counseling (Intermediate): (Student) will be taught the social skill steps of "Participating in activities" as modeled and/or practiced with teacher or aide. The steps include: 1. Appropriately request to be a part of an activity. 2. Cooperate with others in the group, such as allowing others to take their turns. 3. Use a pleasant voice when talking to others. 4. Remember to accept losing or winning appropriately. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Refraining from possessing contraband or drugs –Counseling –Transition (Intermediate): (Student) will be taught the social skill steps of "Refraining from possessing contraband or drugs" as modeled and/or practiced with teacher or aide. The steps include: 1. Refuse to accept drugs or contraband from strangers, acquaintances, or peers. 2. Examine your own possessions and decide whether they are appropriate to have (legally, morally, rightfully yours). 3. Turn in drugs or contraband to the appropriate adult or authority figure. 4. Self-report your involvement; peer report, if necessary. 5. Honestly answer any questions that are asked. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Reporting emergencies –T2 –Transition (Intermediate): (Student) will be taught the social skill steps of "Reporting emergencies" as modeled and/or practiced with teacher or aide. The steps include: 1. Identify exactly what the emergency is. 2. Immediately find a responsible adult or police officer, or call 911. 3. Specifically state who and where you are. 4. Specifically describe the emergency situation. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Reporting Inappropriate Behavior –T2 (Intermediate): (Student) will be taught the social skill steps of "Reporting Inappropriate Behavior" as modeled and/or practiced with teacher or aide. The steps include: 1. Find a grownup person you trust. Tell them you trust them. 2. Look at the person and address him by his/her name. 3. Tell the person the facts about what happened. "Only the facts" 4. Give a reason why you're reporting the information. 5. Report if there was anyone else who saw the incident. 6. Answer questions with honest answers. 7. Thank the person for listening. 8. Write down what you said. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Resisting peer pressure –T2 –Counseling –Transition (Intermediate): (Student) will be taught the social skill steps of "Resisting peer pressure" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Use a calm, assertive voice tone. 3. State clearly that you do not want to engage in the inappropriate activity. 4. Suggest an alternative activity. Give a reason. 5. If the person persists, continue to say "No." 6. If the peer will not accept your "No" answer, ask him or her to leave or remove yourself from the situation. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Saying good-bye to guests –T2 (Intermediate): (Student) will be taught the social skill steps of "Saying good-bye to guests" as modeled and/or practiced with teacher or aide. The steps include: 1. Stand up and accompany guests to the door. 2. Look at the person. 3. Use a pleasant voice tone. 4. Extend your hand and shake hands firmly. 5. Say "Good-bye, thank you for visiting" or "Goodbye (name), it was nice to meet you." 6. Ask the guests to return in the future. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Saying "No" assertively –T2 –Counseling –Transition (Intermediate): (Student) will be taught the social skill steps of "Saying "No" assertively" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Use a clear, firm voice tone. 3. Say "No, I don't want...." 4. Request that the person leave you alone. 5. Remain calm, but serious. 6. If necessary, remove yourself from the situation. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Seeking positive attention –T2 –Transition (Intermediate): (Student) will be taught the social skill steps of "Seeking positive attention" as modeled and/or practiced with teacher or aide. The steps include: 1. Wait until the adult or authority figure has time to attend to you. 2. Look at the person. 3. Wait for acknowledgment. 4. Appropriately ask for time to talk. 5. Discuss positive events or activities. 6. Do not seek attention by whining, pouting, or begging. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Showing appreciation –Transition (Intermediate): (Student) will be taught the social skill steps of "Showing Appreciation" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Use a pleasant, sincere voice tone. 3. Say "Thank you for..." and specifically describe what the person did that you appreciate. 4. If appropriate, give a reason for why it was so beneficial. 5. Offer future help or favors on your part. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Showing interest –T2 (Intermediate): (Student) will be taught the social skill steps of "Showing interest" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person who is talking. 2. Give quiet acknowledgments, such as nodding your head or saying "Uh huh." 3. Acknowledge specifically by saying "That's interesting...." 4. Ask follow-up questions for more information. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Showing Respect –T2 (Intermediate): (Student) will be taught the social skill steps of "Showing Respect" as modeled and/or practiced with teacher or aide. The student will follow a request to stop a behavior that is destructive to the feelings or property of others. The steps include: 1. Obey a request to stop a negative behavior. 2. Refrain from teasing, threatening or making fun of others. 3. Allow others to have their privacy and personal space. 4. Ask permission before using another person's property. 4. Do not damage others property. 5. Follow posted rules, such as "no skateboarding" or "no radios on the bus." 6. Avoid talking loudly in public places. 7. Dress appropriately. 8. Consider the comfort of others. The student will learn all steps to these skills and use them in 8 of 10 trials successfully as measured by teacher records and observations.

Staying on task –T2 (Intermediate): (Student) will be taught the social skill steps of "Staying on task" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at your task or assignment. 2. Think about the steps needed to complete the task. 3. Focus all of your attention on your task. 4. Stop working on your task only with permission from the nearby adult who gave you the task. 5. Ignore distractions and interruptions by others. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Trying new tasks –T2 -Transition: (Intermediate) (Student) will be taught the social skill steps of "Trying new tasks" as modeled and/or practiced with teacher or aide. The steps include: 1. Identify a new task or activity you've never done before. 2. Request permission from the appropriate person. 3. Think of all the steps needed for the new task. 4. Breathe deeply and try your best. 5. Ask for help, advice, or feedback if the task is difficult. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using Appropriate Voice Tone –T2 –Counseling (Intermediate): (Student) will be taught the social skill steps of "Using Appropriate Voice Tone" as modeled and/or practiced with teacher or aide. The steps include: 1. Listen to the level of the voices around you. 2. Change your voice to match. 3. Watch and listen for visual or verbal cues and adjust your voice as needed.

The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using anger control strategies –T2 –Counseling –Transition (Intermediate): (Student) will be taught the social skill steps of "Using anger control strategies" as modeled and/or practiced with teacher or aide. The steps include: 1. If a person is talking to you, continue listening and acknowledging what he or she is saying. 2. Monitor your body's feelings and how quickly you are breathing. 3. Breathe slowly and deeply. 4. Give yourself instructions to continue breathing deeply and relax your tense body areas. 5. If appropriate, calmly ask the other person for a few minutes to be by yourself. 6. While you are alone, continue to monitor your feelings and instruct yourself to relax. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using structured problem-solving (SODAS) –T2 –Counseling –Transition (Intermediate): (Student) will be taught the social skill steps of "Using structured problem-solving (SODAS)" as modeled and/or practiced with teacher or aide. The steps include: 1. Define the problem Situation. 2. Generate two or more Options. 3. Look at each option's potential Disadvantages. 4. Look at each option's potential Advantages. 5. Decide on the best Solution. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using table etiquette -Transition(Intermediate): (Student) will be taught the social skill steps of "Using table etiquette" as modeled and/or practiced with teacher or aide. The steps include: 1. Sit quietly at the table with your hands in your lap. 2. Place your napkin in your lap. 3. Offer food and beverages to guests first. 4. When requesting food, remember to say "Please" and "Thank you." 5. Engage in appropriate mealtime conversation topics. 6. Avoid belching, taking large bites of food, talking with your mouth full, or grabbing food with your fingers. 7. When you've finished eating, ask permission to be excused and offer to clear your guests' plates. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Volunteering –Transition (Intermediate): (Student) will be taught the social skill steps of "Volunteering" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Use a clear, enthusiastic voice tone. 3. Ask to volunteer for a specific activity or task. 4. Thank the person and check back when the task is completed. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Waiting Your Turn –T2 (Intermediate): (Student) will be taught the social skill steps of "Waiting Your Turn" as modeled and/or practiced with teacher or aide. The steps include: 1. Sit or stand quietly. 2. Keep your arms and legs still. 3. Avoid sighing or whining about having to wait. 4. Join in the activity when invited or directed. 5. Thank someone who gives you a turn. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

THE FOLLOWING ARE CONSIDERED "ADVANCED" SOCIAL SKILLS

Accepting Defeat of Loss (Advanced) –T2 –Counseling (Advanced): (Student) will be taught the social skill steps of "Accepting a Defeat or Loss Graciously" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person who is informing you of the defeat or loss. 2. Remain calm and smile. 3. Say, "Congratulations. That was a good game" (Maybe shake their hand). 4. Reward yourself for trying your hardest. 5. Think of ways you might improve your performance the next time. 6. Remember that every game has a winner and a loser. 7. Keep in my mind the expression, "Win some, lose some." The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Accepting help or assistance –Transition (Advanced): (Student) will be taught the social skill steps of "Accepting help or assistance" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person offering help. 2. Sincerely thank him or her for helping. If help is not needed, politely decline the person's assistance. 3. If help is needed, accept the help or advice and again thank the person. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Advocating for oneself –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “**Advocating for oneself**” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify a situation in which you should advocate for yourself. 2. Remember to remain calm and use a pleasant or neutral voice tone. 3. Describe your point of view or the outcome you desire. 4. Give rationales for advocating for yourself. 5. Thank the person for listening. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Analyzing social situations –Transition (Advanced): (Student) will be taught the social skill steps of “**Analyzing social situations**” as modeled and/or practiced with teacher or aide. The steps include: 1. Think about the people you are getting ready to encounter. 2. Look at the situation that is occurring. 3. Think about appropriate behaviors you have learned in the past. 4. Choose the behaviors that seem the most appropriate for the situation and people you are dealing with. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Being prepared for class –T2 (Advanced): (Student) will be taught the social skill steps of “**Being prepared for class**” as modeled and/or practiced with teacher or aide. The steps include: 1. Gather all necessary books, papers, homework, and writing implements. 2. Be on time for class. 3. Present homework and assignments when the teacher asks for them. 4. Write down assignments and homework to complete. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Borrowing from others –Transition (Advanced): (Student) will be taught the social skill steps of “**Borrowing from others**” as modeled and/or practiced with teacher or aide. The steps include: 1. Appropriately ask to borrow something from another person. 2. Accept “No” if the person declines. 3. If the person agrees, find out when you need to return the possession you are borrowing. 4. Care for others’ property while you have it and promptly return it when you are finished. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Caring for others’ property –Transition (Advanced): (Student) will be taught the social skill steps of “**Caring for others’ property**” as modeled and/or practiced with teacher or aide. The steps include: 1. Use others’ property only with their permission. 2. Make an appropriate request if you want to use something that belongs to another person. 3. Use others’ property only as it is supposed to be used or according to instructions. 4. Take care of others’ property as if it was your own. 5. If something gets broken, apologize and offer to replace it. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Caring for own belongings –Transition (Advanced): (Student) will be taught the social skill steps of “**Caring for own belongings**” as modeled and/or practiced with teacher or aide. The steps include: 1. Use your own property as it is supposed to be used or according to instructions. 2. Avoid needlessly tearing, writing on, or breaking your possessions. 3. When you’re done, return possessions to the appropriate place. 4. If something gets broken, tell an adult. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Choosing appropriate clothing –Transition (Advanced): (Student) will be taught the social skill steps of “**Choosing appropriate clothing**” as modeled and/or practiced with teacher or aide. The steps include: 1. Think about what situations and activities will occur during the day. 2. Choose clothing that suits the season. 3. Match colors and styles. 4. Do not wear clothing that is too revealing or associated with gang activities, alcohol, drugs, or cigarettes. 5. Care for your clothing throughout the day. Do not cut, tear, or write on clothing. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Choosing appropriate friends –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “**Choosing appropriate friends**” as modeled and/or practiced with teacher or aide. The steps include: 1. Think of the qualities and interests you would look for in a friend. 2. Look at the strengths and weaknesses of potential friends. 3. Match the characteristics of potential friends with activities and interests you would share. 4. Avoid peers who are involved with drugs, gangs, or breaking the law. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Communicating honestly –Counseling (Advanced): (Student) will be taught the social skill steps of “Communicating honestly” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Use a clear voice. Avoid stammering or hesitating. 3. Respond to questions factually and completely. 4. Do not leave out details or important facts. 5. Truthfully take responsibility for any inappropriate behaviors you displayed. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Complying with school dress code –T2 (Advanced): (Student) will be taught the social skill steps of “Complying with school dress code” as modeled and/or practiced with teacher or aide. The steps include: 1. Know the clothing limits of your school. 2. Choose clothing that matches those limits. 3. Do not tear or write on your clothing at school. 4. Do not change what you are wearing to school (add or subtract clothing) without telling the adults who are responsible for you. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Compromising with others –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “Compromising with others” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify disagreements before they get out of hand. 2. Suggest alternative activities that you and your peer could agree to do. 3. Listen to what your peer suggests. 4. Remain calm and continue to talk about a compromise. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Coping with anger and aggression from others –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “Coping with anger and aggression from others” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Remain calm and take deep breaths. 3. Use a neutral voice and facial expression; no laughing or smirking. 4. Avoid critical or sarcastic comments. 5. Listen to and acknowledge what the other person is saying. 6. If the other person becomes aggressive or abusive, leave the situation. 7. Report the incident to an adult. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Coping with change –Counseling (Advanced): (Student) will be taught the social skill steps of “Coping with change” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify exactly what is changing. 2. Ask questions for clarification. 3. Remain calm and relaxed. 4. Appropriately discuss your feelings about the change with a caring adult. 5. Avoid becoming unmotivated or depressed. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Coping with conflict –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “Coping with conflict” as modeled and/or practiced with teacher or aide. The steps include: 1. Remain calm and relaxed. 2. Listen to what the persons in conflict are saying. 3. Think of helpful options. 4. If appropriate, offer options to the people who are involved in the conflict. 5. If the situation becomes aggressive or dangerous, remove yourself. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Coping with sad feelings (or depression) –Counseling (Advanced): (Student) will be taught the social skill steps of “Coping with sad feelings (or depression)” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify what situations tend to make you sad. 2. Acknowledge sad feelings when they arise. 3. Report your feelings to a caring adult or peer. 4. Find alternative activities that you enjoy and participate in them. Get outside for fresh air and sunshine. 5. Avoid isolating yourself or withdrawing from friends and relatives. 6. Discuss sad feelings openly and frankly. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Dealing with an accusation –Counseling (Advanced): (Student) will be taught the social skill steps of “Dealing with an accusation” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person with a neutral facial expression. 2. Remain calm and monitor your feelings and behavior. 3. Listen carefully to what the other person is saying. 4. Acknowledge what the person is saying or that a problem exists. 5. Ask if this is the appropriate time to respond. Say “May I respond to what you are saying?” 6. If the person says “Yes,” respond truthfully and factually by either self-reporting, peer reporting, or honestly denying the accusation. 7. If the person says “No,” delay your appropriate disagreement to a later time and continue to listen and acknowledge. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Dealing with being left out –Counseling (Advanced): (Student) will be taught the social skill steps of “**Dealing with being left out**” as modeled and/or practiced with teacher or aide. The steps include: 1. Accurately identify that you have been left out or excluded. 2. Remain calm and monitor your own feelings and behavior. 3. Either find another positive activity to engage in or locate an adult to talk with. 4. Possibly discuss your feelings with those who initially left you out. Remember to give and accept criticism appropriately. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Dealing with failure –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “**Dealing with failure**” as modeled and/or practiced with teacher or aide. The steps include: 1. Accurately identify that you did not succeed in a particular activity. 2. Remain calm and relaxed. 3. Instruct yourself to control emotional behavior. 4. Find a caring adult and discuss your disappointment or other negative feelings. 5. Be willing to try again to be successful. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Dealing with fear –Counseling (Advanced): (Student) will be taught the social skill steps of “**Dealing with fear**” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify what is making you afraid. 2. Decide whether you are in danger or just feeling afraid or intimidated. 3. Remain calm and relaxed. Continue to breathe deeply. 4. Discuss with a caring adult what is causing your fear. 5. Instruct yourself to eventually conquer your fears. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Dealing with frustration –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “**Dealing with frustration**” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify feelings of frustration as they arise. 2. Determine the source of these feelings. 3. Breathe deeply and relax when frustrations arise. 4. Discuss frustrations with a caring adult or peer. 5. Find alternative activities that promote feelings of success. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Dealing with group pressure –Counseling (Advanced): (Student) will be taught the social skill steps of “**Dealing with group pressure**” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the group. 2. Remain calm, but serious. 3. Assertively say “No” to inappropriate group activities. 4. If possible, suggest an alternative activity. 5. Remove yourself if pressure continues. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Dealing with rejection –Counseling (Advanced): (Student) will be taught the social skill steps of “**Dealing with rejection**” as modeled and/or practiced with teacher or aide. The steps include: 1. Examine behaviors that may have led to being rejected. 2. Remain calm and relaxed. 3. Use a neutral tone of voice with the other person. 4. Possibly disagree appropriately or give appropriate criticism. 5. If rejection continues, remove yourself and engage in alternative activities. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Declining an Invitation –T2 (Advanced): (Student) will be taught the social skill steps of “**Declining an Invitation**” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person and use their name. 2. Listen to the invitation before you respond. 3. Say, “I am very sorry.” 4. Provide at least one good reason why you can't attend the event. 5. Thank the person for thinking of you. 6. Share that you would appreciate a similar invitation in the future. “I'm sorry that I can't attend this Saturday because I have dance practice. Please think of me the next time you're planning a party. I'd love to come.” 7. Thank the person again. 8. Ask a grown up person for clarity if you're not certain about the wording. Note: If you don't want to be invited to such an event, skip parts 6 & 7. It's a subtle way to let the person know you're not interested. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Expressing feelings appropriately –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “**Expressing feelings appropriately**” as modeled and/or practiced with teacher or aide. The steps include: 1. Remain calm and relaxed. 2. Look at the person you are talking to. 3. Describe the feelings you are currently having. 4. Avoid profanity and statements of blame. 5. Take responsibility for feelings you are having. 6. Thank the person for listening. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Expressing pride in accomplishments –T2 (Advanced): (Student) will be taught the social skill steps of “**Expressing pride in accomplishments**” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person you are talking to. 2. Use an enthusiastic voice tone. 3. Describe accomplishments and your pride in them. 4. Be careful not to brag, boast, or put down others. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Following safety rules –T2 –Transition (Advanced): (Student) will be taught the social skill steps of “**Following safety rules**” as modeled and/or practiced with teacher or aide. The steps include: 1. Learn the rules that apply to different situations. 2. Adjust behaviors according to directives in rules. 3. Do not “bend “ or test safety rules. 4. Report others who break safety rules, for their own good. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Following through on agreements and contracts –Transition (Advanced): (Student) will be taught the social skill steps of “**Following through on agreements and contracts**” as modeled and/or practiced with teacher or aide. The steps include: 1. Avoid making commitments you cannot keep. 2. Know exactly what is involved in any agreements you make. 3. Do exactly what you committed to do, promptly and completely. 4. If you cannot follow through, apologize and offer to compensate. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Handling Embarrassment –Counseling (Advanced): (Student) will be taught the social skill steps of “**Handling Embarrassing Moments**” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify the reason why you are feeling embarrassed. 2. Think if you can correct the problem. 3. Use humor. 4. Reflect on times past when you were really embarrassed at the time, but later thought what happened was funny. Think of the TV show, America's Funniest Home Videos 5. Ignore teasing. 6. Feel assured that embarrassing moments pass. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Helping Others –T2 (Advanced): (Student) will be taught the social skill steps of “**Helping Others**” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person's facial expression or body language. Does it seem like they need help? 2. Does the person look friendly? Is it safe to talk with them? 3. Avoid any physical contact with the person. Instead help them with the object they are struggling with. 4. Approach the person using the word "May." "May I help you with that?" 5. Use words to give advice or problem solve. 6. When the person thanks you, just say "it was my pleasure" or "no problem." The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Keeping property in its place –T2 (Advanced): (Student) will be taught the social skill steps of “**Keeping property in its place**” as modeled and/or practiced with teacher or aide. The steps include: 1. Know where property is usually kept or belongs. 2. Ask the appropriate person for permission to remove property. 3. Take care of property you are responsible for. 4. Return the property to its place in its original condition. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Lending to others –T2 –Transition (Advanced): (Student) will be taught the social skill steps of “**Lending to others**” as modeled and/or practiced with teacher or aide. The steps include: 1. If possible, respond to requests of others by saying “Yes.” 2. Lend only your property or things for which you are responsible. 3. Specify when you would like your property returned. 4. Thank the other person for returning your property. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Making decisions –T2 –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “**Making decisions**” as modeled and/or practiced with teacher or aide. The steps include: 1. Accurately identify what decision you must make. 2. Examine what your choices currently appear to be. 3. Generate other choices, if possible. 4. Look at the potential consequences (positive and negative) of each choice. 5. Pick the first- and second-best choices based on the potential outcomes. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Making new friends –T2 –Counseling (Advanced): (Student) will be taught the social skill steps of "Making new friends" as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the potential new friend. 2. Use a pleasant voice and introduce yourself. 3. Share some of your interests and hobbies. 4. Listen to the other person's name and areas of interest. 5. Plan appropriate activities with permission. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Managing time –T2 –Transition (Advanced): (Student) will be taught the social skill steps of "Managing time" as modeled and/or practiced with teacher or aide. The steps include: 1. List all tasks for a particular day or week. 2. Estimate the time needed to complete each task. 3. Plan for delays, setbacks, and problems. 4. Implement a daily schedule that includes planned tasks. 5. Evaluate your time-management plan for effectiveness. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Negotiating with others –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of "Negotiating with others" as modeled and/or practiced with teacher or aide. The steps include: 1. Calmly explain your viewpoint to the other person. 2. Listen to the other person's ideas. 3. Offer an alternative or compromise that is mutually beneficial. 4. Give rationales for opinions. 5. Together choose the best alternative. 6. Thank the person for listening. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Organizing tasks and activities –T2 –Transition (Advanced): (Student) will be taught the social skill steps of "Organizing tasks and activities" as modeled and/or practiced with teacher or aide. The steps include: 1. List all tasks you are required to do. 2. Prioritize tasks based on importance and your abilities and time. 3. Complete tasks in the order of priority. 4. Manage your time well and avoid putting off tasks until the last minute. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Passing in the Hallway –T2 (Advanced): (Student) will be taught the social skill steps of "Passing a Person in the Hallway" as modeled and/or practiced with teacher or aide. The steps include: 1. Think of yourself as driving a car. Pass to the person's left. 2. Leave room between you so you don't make physical contact. 3. If someone is in your way, say, "excuse me" and ask, "May I get by?" 4. If you accidentally make contact, say, "Excuse me." 5. If the person is familiar, make eye contact and greet them. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Persevering on tasks and projects –T2 –Transition (Advanced): (Student) will be taught the social skill steps of "Persevering on tasks and projects" as modeled and/or practiced with teacher or aide. The steps include: 1. Know exactly what must be done in order to complete a task or project. 2. Get started promptly without procrastinating. 3. Break the project down into smaller parts, if possible. 4. Remain on task until finished. 5. Deal appropriately with frustrations or disappointments. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Planning meals –Transition (Advanced): (Student) will be taught the social skill steps of "Planning meals" as modeled and/or practiced with teacher or aide. The steps include: 1. Know what food is available or make a grocery list. 2. Plan meals based on the four food groups. 3. If necessary, ask for suggestions or feedback from roommates. 4. Monitor the contents of foods you buy. Avoid foods that are high in fats and carbohydrates. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Preparing for a stressful conversation –Counseling (Advanced): (Student) will be taught the social skill steps of "Preparing for a stressful conversation" as modeled and/or practiced with teacher or aide. The steps include: 1. Remember and practice relaxation strategies. 2. Instruct yourself to continue breathing deeply. 3. Remember to keep looking at the person and express your feelings appropriately. 4. Review skills such as Accepting Criticism, Disagreeing Appropriately, and Solving Problems. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Preventing trouble with others –Counseling (Advanced): (Student) will be taught the social skill steps of “Preventing trouble with others” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify situations that commonly result in conflicts. 2. Review the skills that are necessary to handle those specific situations. 3. Approach situations with a positive voice, a smile, and a willingness to compromise. 4. Ask for advice from a caring adult. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Problem-solving a disagreement –T2 –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “Problem-solving a disagreement” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Remain calm. Use a pleasant voice. 3. Identify options for solving the disagreement. 4. Consider the potential consequences. 5. Choose the best solution for the situation. 6. Be open to the other person’s views. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Relaxation Techniques –Counseling (Advanced) (in counseling goals): (Student) will be taught the social skill steps of “Relaxation Techniques” as modeled and/or practiced with teacher or aide. The steps include: 1. Breathe deeply. 2. Tighten, then relax tense body parts. 3. Visualize a pleasant or favorite place or time. 4. Tell yourself to remain calm. 5. Get some physical exercise, like walking. (Not all these steps need to be used) The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Responding to complaints –Transition (Advanced): (Student) will be taught the social skill steps of “Responding to complaints” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Remain calm. 3. Listen closely to the person’s complaint. 4. Express empathy and acknowledge the problem. 5. If appropriate, apologize and attempt to correct the problem. 6. Delay disagreements until later. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Responding to others’ feelings –T2 –Counseling (Advanced): (Student) will be taught the social skill steps of “Responding to others’ feelings” as modeled and/or practiced with teacher or aide. The steps include: 1. Listen closely to the other person. 2. Acknowledge what he or she is saying and feeling. 3. Express concern and empathy. 4. Offer to help or provide advice, if the other person wants it. 5. Encourage the person to seek additional help, if necessary. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Responding to teasing –T2 –Counseling (Advanced): (Student) will be taught the social skill steps of “Responding to teasing” as modeled and/or practiced with teacher or aide. The steps include: 1. Remain calm, but serious. 2. Assertively ask the person to stop teasing. 3. If the teasing doesn’t stop, ignore the other person or remove yourself. 4. If the teasing stops, thank the other person for stopping and explain how teasing makes you feel. 5. Report continued teasing or hazing to an adult. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Responding to written requests –T2 –Transition (Advanced): (Student) will be taught the social skill steps of “Responding to written requests” as modeled and/or practiced with teacher or aide. The steps include: 1. Read the request completely. 2. Ask for clarification, if needed. 3. Perform the requests promptly and thoroughly. 4. Check back when the task is completed. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Self-correcting own behaviors –Counseling (Advanced): (Student) will be taught the social skill steps of “Self-correcting own behaviors” as modeled and/or practiced with teacher or aide. The steps include: 1. Monitor your behaviors during difficult or stressful circumstances. 2. Notice the effects your behaviors have on other people. Notice their response to what you say. 3. Instruct yourself to correct behaviors that appear to make others uncomfortable. 4. Use new behaviors and note their effects. 5. Continue to make adjustments, as necessary. 6. Reward yourself for correcting your own behaviors. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Self-reporting own behaviors –Counseling (Advanced): (Student) will be taught the social skill steps of “Self-reporting own behaviors” as modeled and/or practiced with teacher or aide. The steps include: 1. Find the appropriate person to report to. 2. Look at the person. 3. Remain calm and use a neutral voice tone. 4. Truthfully and completely describe the behaviors you are reporting. 5. Honestly answer questions that are asked. 6. Peer report, if necessary. 7. Avoid making excuses or rationalizing behaviors. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Setting appropriate boundaries –T2 –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “Setting appropriate boundaries” as modeled and/or practiced with teacher or aide. The steps include: 1. Imagine a series of circles radiating out from you. Each represents a boundary. 2. Picture people you encounter in one of the circles, depending on the level of closeness with which you and another person are comfortable. 3. Disclose personal information only to those in the closest boundaries. 4. Touch others only in ways that are appropriate to your boundaries. Also, respect the boundaries of others. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Sportsmanship –Counseling (Advanced): (Student) will be taught the social skill steps of “Sportsmanship” as modeled and/or practiced with teacher or aide. The steps include: 1. Read the rules to know the rules of any game or sport. 2. Make sure everyone else knows the rules and is willing to follow them. 3. Keep in mind everyone makes mistakes. 4. Sometimes chance plays a big part in determining the winner of a game. 5. Accept winning without bragging. 6. Accept losing without grumbling. 7. Thank all the players for trying their best and being willing to play the game with you. 8. Expression: “It’s not important who won or lost the game, it’s how the game was played.” The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Suggesting an activity –T2 (Advanced): (Student) will be taught the social skill steps of “Suggesting an activity” as modeled and/or practiced with teacher or aide. The steps include: 1. Get the other person’s attention. 2. Suggest a specific activity or project to engage in. 3. Give rationales for your ideas. 4. Listen to the other person’s opinions. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using appropriate humor –Counseling (Advanced): (Student) will be taught the social skill steps of “Using appropriate humor” as modeled and/or practiced with teacher or aide. The steps include: 1. Use humor only under appropriate circumstances. 2. Avoid humor that makes fun of groups in society, handicapped people, or individuals in your peer group. 3. Avoid sexually oriented jokes and profanity. 4. If humor offends others, promptly and sincerely apologize. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using appropriate language –T2 –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “Using appropriate language” as modeled and/or practiced with teacher or aide. The steps include: 1. Choose words that accurately reflect your thoughts and feelings. 2. Avoid making blaming statements. 3. Know the meaning of words and phrases you choose. 4. Avoid profanity, slang, or terms that others may find offensive. 5. Frequently ask if you are being clear and understood. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using relaxation strategies –Counseling (Advanced): (Student) will be taught the social skill steps of “Using relaxation strategies” as modeled and/or practiced with teacher or aide. The steps include: 1. Breathe deeply and completely. 2. Tighten and relax any tense body areas. 3. Instruct yourself to remain calm. 4. Visualize a relaxing scene (e.g., mountains, walking along a beach, etc.). 5. At the first sign of increasing stress, say to yourself “3, 2, 1, relax” and continue breathing deeply. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using self-talk or self-instruction –Counseling (Advanced): (Student) will be taught the social skill steps of “Using self-talk or self-instruction” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at what is happening around you. 2. Stop ongoing behaviors that are causing problems. 3. Think of the best alternative behavior to engage in. 4. Instruct yourself to engage in the appropriate alternative behavior. 5. Reward yourself for using self-talk or self-instruction. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using spontaneous problem-solving –T2 –Counseling –Transition (Advanced): (Student) will be taught the social skill steps of “Using spontaneous problem-solving” as modeled and/or practiced with teacher or aide. The steps include: 1. Stop ongoing problem behaviors and relax. 2. Define the immediate problem situation you face. 3. Think of alternative actions and strategies. 4. Think of the possible consequences for each option. 5. Choose the best strategy for avoiding trouble and improving the situation. 6. Use the best strategy and assess the outcome. 7. Reward yourself for solving a problem. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using study skills –T2 –Transition (Advanced): (Student) will be taught the social skill steps of “Using study skills” as modeled and/or practiced with teacher or aide. The steps include: 1. Gather the necessary books and materials. 2. Focus your attention on the required academic work. 3. Make notes of important facts. 4. Repeat important points to yourself several times. 5. Remain on task, free from distractions (no radio or TV on). 6. Reward yourself for completing your work when appropriate (radio, tv, game). The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Working independently –T2 –Transition (Advanced): (Student) will be taught the social skill steps of “Working independently” as modeled and/or practiced with teacher or aide. The steps include: 1. Start on tasks promptly without procrastinating. 2. Remain on task without being reminded. 3. Continue working unprompted until the task is completed. 4. Check back with the person who assigned the task. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

THE FOLLOWING SKILLS ARE CONSIDERED THE COMPLEX SKILL GROUP

Asking for advice –Counseling (Complex): (Student) will be taught the social skill steps of “Asking for advice” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify a person who is qualified to give you advice. 2. Ask the person if he or she has time to talk. 3. Specifically describe the situation in which you need help. 4. Listen closely to the advice. 5. Thank the person for his or her time. 6. If the advice appears useful, implement the suggestions. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Assessing own abilities –Counseling (Complex): (Student) will be taught the social skill steps of “Assessing own abilities” as modeled and/or practiced with teacher or aide. The steps include: 1. Make a list of your strengths and weaknesses. 2. List situations in which you have been successful or have had problems. 3. Plan future activities in consideration of your abilities. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Being an appropriate role model –Counseling (Complex): (Student) will be taught the social skill steps of “Being an appropriate role model” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify a situation that requires you to appropriately model behavior for younger peers or siblings. 2. Engage in positive interactions with adults or peers. Initiate only appropriate conversation topics. 3. Refrain from inappropriate language, sexual behavior, delinquency, bullying, etc. 4. Correct peer behavior in a positive, constructive manner. 5. Remember that inappropriate role-modeling can negatively affect younger children. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Being a consumer –Transition (Complex): (Student) will be taught the social skill steps of “Being a consumer” as modeled and/or practiced with teacher or aide. The steps include: 1. Know the contents of food and beverages you buy. 2. Look for ways to save money through sales, buying store brands, using coupons, etc. 3. If a store sells you a defective product, return it and appropriately request a refund. 4. Keep track of receipts, warranties, etc. 5. Learn what rights consumers have. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Being assertive –Counseling (Complex): (Student) will be taught the social skill steps of “**Being assertive**” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Use a neutral, calm voice. 3. Remain relaxed and breathe deeply. 4. Clearly state your opinion or disagreement. Avoid emotional terms. 5. Listen to the other person. 6. Acknowledge his or her viewpoints and opinions. 7. Thank the person for listening. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Being patient –T2 –Counseling (Complex): (Student) will be taught the social skill steps of “**Being patient**” as modeled and/or practiced with teacher or aide. The steps include: 1. Sit or stand quietly. 2. Wait until your turn or until you are called on. 3. Avoid making loud complaints or becoming angry. 4. Disagree appropriately later on. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Budgeting and managing money –Transition (Complex): (Student) will be taught the social skill steps of “**Budgeting and managing money**” as modeled and/or practiced with teacher or aide. The steps include: 1. Assess your consistent weekly or monthly income. 2. List all of the bills or expenses you have to pay during that time period. 3. Estimate the costs of appropriate leisure time activities and entertainment. 4. Set aside 10% of your income for unexpected needs or to put into a savings account. 5. Stay within the budget you have developed. 6. Refrain from impulsively spending money or writing checks. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Clarifying values and beliefs –Counseling (Complex): (Student) will be taught the social skill steps of “**Clarifying values and beliefs**” as modeled and/or practiced with teacher or aide. The steps include: 1. Decide what behaviors you consider to be appropriate or inappropriate. 2. Learn how your behavior affects other people. 3. Decide what characteristics about yourself you value and don’t want to change. 4. Decide if you have characteristics that you do not value and would like to change. 5. Picture the type of person you want to be and how this would affect others. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Conflict Resolution –T2 –Counseling (Complex): (Student) will be taught the social skill steps of “**Conflict Resolution**” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person using a pleasant expression. 2. Listen actively to what he has to say. 3. Express your point of view factually. 4. Brainstorm some solutions together. Look at the consequences of each choice. Is it probable that the problem would be better or worse with that solution? Work together to find a solution acceptable to both parties. Find a way both parties can “win” some of what they want. 5. Choose a solution. 6. Make an agreement and keep your word. Who will do what? When will they do it and for how long? You can also build in agreed upon consequences, if either party breaks the agreement. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Differentiating friends from acquaintances –T2 (Complex): (Student) will be taught the social skill steps of “**Differentiating friends from acquaintances**” as modeled and/or practiced with teacher or aide. The steps are: 1. For each person you know, think about how long you have known him or her. 2. Identify the activities you may engage in with each friend or acquaintance. 3. Share personal information only with people you know as close friends. 4. Avoid compromising situations (e.g., accepting rides, dating, drinking) with people you have known for only a short time. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Expressing empathy and understanding for others –Counseling –Transition (Complex): (Student) will be taught the social skill steps of “**Expressing empathy and understanding for others**” as modeled and/or practiced with teacher or aide. The steps are: 1. Listen closely as the other person expresses his or her feelings. 2. Express empathy by saying, “I understand...” 3. Demonstrate concern through your words and actions. 4. Reflect back the other person’s words by saying, “It seems like you’re saying...” 5. Offer any help or assistance you can. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Expressing grief –Counseling (Complex): (Student) will be taught the social skill steps of “**Expressing grief**” as modeled and/or practiced with teacher or aide. The steps include: 1. Find an appropriate person to talk to. 2. Discuss your feelings of grief. 3. Feel free to cry or release hurt feelings as needed. 4. Ask for advice, if needed. 5. If needed, seek professional assistance. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Formulating strategies –Counseling –Transition (Complex): (Student) will be taught the social skill steps of “**Formulating strategies**” as modeled and/or practiced with teacher or aide. The steps include: 1. Decide on the goal or product. 2. Analyze the critical steps in accomplishing the goal. 3. List any alternative strategies. 4. Implement the best plan and follow through to completion. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Gathering information –T2 –Transition (Complex): (Student) will be taught the social skill steps of “**Gathering information**” as modeled and/or practiced with teacher or aide. The steps include: 1. Know your topic or what you need information about. 2. Go to the school or local library, or use appropriate online search engines. 3. Ask for help from library reference staff, if needed. 4. Assemble materials. 5. Write down or copy the information you need. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Identifying own feelings –T2 –Counseling (Complex): (Student) will be taught the social skill steps of “**Identifying own feelings**” as modeled and/or practiced with teacher or aide. The steps include: 1. Examine how you are currently feeling. 2. List how your feelings change with different situations and experiences. 3. Monitor your physical feelings and your emotions when you actually encounter these situations. 4. Correctly identify and label various feelings as they arise. 5. Communicate your feelings so they can be understood by others. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Interviewing for a job –Transition (Complex): (Student) will be taught the social skill steps of “**Interviewing for a job**” as modeled and/or practiced with teacher or aide. The steps include: 1. Dress neatly and appropriately for the interview. 2. Introduce yourself enthusiastically to the interviewer. 3. Answer all questions honestly and calmly without being longwinded. 4. Emphasize your strengths, as well as what you would still need to learn. 5. Ask any questions you have about the job at the conclusion of the interview. 6. Thank the person for his or her time. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Maintaining relationships –T2 –Counseling (Complex): (Student) will be taught the social skill steps of “**Maintaining relationships**” as modeled and/or practiced with teacher or aide. The steps include: 1. Frequently ask for feedback from others and be willing to accept it. 2. Express concern and appropriate affection. 3. Negotiate and compromise on activities. 4. Share attention with others and avoid possessive or exclusionary behaviors. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Making an appropriate complaint –T2 –Transition (Complex): (Student) will be taught the social skill steps of “**Making an appropriate complaint**” as modeled and/or practiced with teacher or aide. The steps include: 1. Look at the person. 2. Phrase your complaint as an objective problem, not a personal attack. 3. Remain calm and pleasant. 4. Be assertive, but avoid repeating your complaint over and over. 5. Thank the person for his or her cooperation. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Planning ahead –Counseling –Transition (Complex): (Student) will be taught the social skill steps of “**Planning ahead**” as modeled and/or practiced with teacher or aide. The steps include: 1. Know your eventual goal or outcome. 2. Identify the sequence in which tasks or objectives need to occur. 3. Make plans for completing tasks that account for demands on your time. 4. Keep future plans flexible so they can be adapted to changing circumstances. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Recognizing moods of others –Counseling (Complex): (Student) will be taught the social skill steps of “**Recognizing moods of others**” as modeled and/or practiced with teacher or aide. The steps include: 1. Notice the situation that is occurring. 2. Note the other person’s facial expression, voice tone, and gestures. 3. Think about what feelings you are experiencing when you demonstrate similar behaviors. 4. Assess the other person’s current mood or feelings. 5. If possible, check out your assessment with him or her. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Resigning from a job or project –Transition (Complex): (Student) will be taught the social skill steps of “**Resigning from a job or project**” as modeled and/or practiced with teacher or aide. The steps include: 1. Find out the required amount of notice to be given. 2. Inform your supervisor calmly and pleasantly of your intention to resign. 3. Give a positive reason. 4. Always give at least the minimum amount of notice required. 5. Avoid walking off a job or leaving under negative circumstances. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Resolving conflicts –Counseling –Transition (Complex): (Student) will be taught the social skill steps of “**Resolving conflicts**” as modeled and/or practiced with teacher or aide. The steps include: 1. Approach the situation calmly and rationally. 2. Listen to the other people involved. 3. Express your feelings appropriately and assertively. 4. Acknowledge other points of view. 5. Show that you are willing to negotiate and compromise. 6. Help arrive at a mutually beneficial resolution. 7. Thank the other person (or people) for cooperating. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Rewarding yourself –Transition (Complex): (Student) will be taught the social skill steps of “**Rewarding yourself**” as modeled and/or practiced with teacher or aide. The steps include: 1. Decide if what you have just done is praiseworthy. 2. If so, tell yourself you have done a good job and feel good about it. 3. Possibly give yourself an extra privilege or treat for a particular success. 4. Prompt yourself about your increasing competency and ability. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Seeking professional assistance –Counseling –Transition (Complex): (Student) will be taught the social skill steps of “**Seeking professional assistance**” as modeled and/or practiced with teacher or aide. The steps include: 1. Decide if you are having a serious problem or crisis. 2. Identify the type of professional that can help you. 3. Locate one through a referral from a professional you currently know or in the phone book. 4. Specifically describe your problem to the person you go to for help. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Setting goals –Counseling –Transition (Complex): (Student) will be taught the social skill steps of “**Setting goals**” as modeled and/or practiced with teacher or aide. The steps include: 1. Decide on your overall values and lifestyle desires. 2. List the resources you need to fulfill these lifestyle options. 3. Examine the intermediate steps in accomplishing your overall outcome. 4. Establish short- and long-term goals that will help you accomplish the steps necessary for the desired outcome. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Stopping negative or harmful thoughts –Counseling (Complex): (Student) will be taught the social skill steps of “**Stopping negative or harmful thoughts**” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify negative or repetitive thoughts you wish to avoid. 2. When these occur, consistently say to yourself, “Stop!” 3. Immediately visualize a more positive scene or relaxing thought. 4. Reward yourself for using strategies to stop your negative or harmful thoughts. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Taking risks appropriately –Counseling (Complex): (Student) will be taught the social skill steps of “**Taking risks appropriately**” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify new activities that hold reasonable risks. 2. Evaluate whether these risks could be dangerous or have negative consequences. 3. If appropriate, try the new activity and do your best. 4. Ask for a trustworthy adult’s advice if you are unsure. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Tolerating differences –Counseling (Complex): (Student) will be taught the social skill steps of “**Tolerating differences**” as modeled and/or practiced with teacher or aide. The steps include: 1. Examine the similarities between you and another person. 2. Take note of the differences. 3. Emphasize the shared interests, tastes, and activities between you and the other person. 4. Express appreciation and respect for the other person as an individual. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using community resources –Transition (Complex): (Student) will be taught the social skill steps of “Using community resources” as modeled and/or practiced with teacher or aide. The steps include: 1. Identify your exact needs. 2. Use information numbers and phone directories to contact government agencies and services. 3. Use online search engines or phone directories to locate and contact nonprofit agencies that can assist you. 4. Look in the newspaper listings under “community services” for additional resources. 5. Ask staff members at public libraries for help in identifying community resources. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using leisure time –Transition (Complex): (Student) will be taught the social skill steps of “Using leisure time” as modeled and/or practiced with teacher or aide. The steps include: 1. Engage in leisure activities when tasks are completed and with permission. 2. Choose activities that are age-appropriate, healthy, and productive. 3. Develop new interests and hobbies whenever possible. 4. Avoid delinquent or gang-related activities. 5. Limit your TV, computer, and videogame time. 6. Look at resources in the community for entertainment and fun. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using self-monitoring and self-reflection –Counseling (Complex): (Student) will be taught the social skill steps of “Using self-monitoring and self-reflection” as modeled and/or practiced with teacher or aide. The steps include: 1. Think about behaviors you are engaging in and the feelings you are having. 2. Correctly identify and label your behaviors and feelings. 3. Think about whether these are appropriate for the current situation. 4. Identify alternative behaviors or skills that would be more productive. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.

Using strategies to find a job –Transition (Complex): (Student) will be taught the social skill steps of “Using strategies to find a job” as modeled and/or practiced with teacher or aide. The steps include: 1. Decide on the types of jobs you are qualified for. 2. Look in the newspaper or go online to check current employment ads and professional websites. 3. Check the phone book for businesses where you can apply for a job. Start at their personnel offices. 4. Check with relatives and adults you know about businesses they may be familiar with. 5. Examine ads posted at local employment offices. The student will learn all steps of this skill and use it in 8 of 10 trials successfully as measured by teacher records and observations.