

Worksheet: "I Can Choose My Own Rewards"

For each possible reward, put a checkmark under the column that most appropriately describes the way you feel about the item. For instance, if having a snack in class is not very important to you, put a checkmark in the "1" column. If it is somewhat important to you, put a checkmark in the "2" column. If it is very important to you, put a checkmark in the "3"

	1	2	3
Snack in class			
Free time			
Listen to music			
Read a favorite book or magazine			
Go to the library			
Take a walk outside			
Swing on the swing set			
Shoot hoops in the gym			
Chocolate			
Computer time			
Play a musical instrument			
Chew gum			
Watch a movie			
Drink a can of pop			
Play a video game			
Draw			
Write a story			

A Lesson Plan for Teaching Students to Refrain from Negative Words

IEP goal

"Matthew will be able to demonstrate the ability to refrain from the use of negative words with peers during recess in four out of five 15-minute monthly observations."

Supplies needed

- A window screen
- Student worksheet
- Plastic bugs
- A few sticks and leaves

Direct instruction

"Boys and girls, we all have been told that there are certain things that we should not say to someone. These things may hurt someone's feelings. Imagine the screen that you probably have in your window at home. If the window is open without a screen, bugs and debris can come into your home by crawling in or blowing in. But we like to have the breeze flowing into our house that comes when the windows are open." (*Demonstrate debris entering in.*)

"Boys and girls, our brains are like screens. We can let our good words and actions come out, but we should keep our not-so-good words and actions inside. The debris can be compared to our unkind words and the cool air is like our kind words." (*Compare the brain to a "filtering device."*)

Individual worksheet

The next activity involves a list of words or phrases that are both inappropriate and appropriate and two columns that read: "Screen Keeps In" and "Screen Allows Out." Preface having the students do the worksheet with a brief overview that includes general rules to follow with examples. For instance, "You should always avoid the following types of words":

- Curse words
- Self-deprecating words
- Threats
- Insults:
 - ❖ negative comments about someone’s belongings: “Your purse is ugly!”
 - ❖ negative comments about someone’s intelligence: “You are so stupid!”
 - ❖ negative comments about someone’s appearance: “You are so fat!”
 - ❖ etc.

When the students begin the worksheet, they will put each word or phrase in the appropriate column. If it is a negative word or phrase, it goes under the “Screen Keeps In—Unkind Words” column. If it is a positive word or phrase, it goes in the “Screen Allows Out—Kind Words” column.

Note: This lesson plan can also be adapted for behaviors that are inappropriate as well—for example, engaging in aggressive or dangerous acts, sexually inappropriate behaviors.

Reinforcer

When the student is exhibiting appropriate interactions with peers, he should receive a preferred reinforcer, or a token that earns such a reinforcer. This may include a picture of the reinforcer or a wooden coin to earn increments of it at a later time. Remember, though, that reinforcement is more likely to be effective if it is delivered as soon as possible. When the student is not being appropriate (perhaps he is using unkind words), he could write the word on a piece of paper and put it on the screen. At the end of the day, he can receive a reinforcer based on how many papers are on the screen (the fewer papers, the greater the reinforcer). Discussing each individual paper can also serve as a lesson and a reminder of what kind and unkind words were used and what categories they belonged in.

A Lesson Plan to Teach Students to Refrain from Perseverative Talk

IEP goal

"Matthew will limit talk about _____ (*insert perseverative interest here*) to three opportunities daily and only during appropriate classroom intervals four out of five times weekly."

Supplies needed

- Three 3 x 5 un-ruled cards or pieces of paper
- One lunch-size zip lock baggie
- Marker

Direct instruction

"Sometimes in school, it's important to listen to the teacher. When we are talking about something else, we can't pay attention. For instance, I like to garden. If I talk about gardening instead of listening to the teacher, I won't be able to get my work done. I know that there will be time for me to think about gardening later when I am home, and my work is done. In school, there are times when it's O.K. to talk about _____ (*insert student's perseverative interest here*), and there are times when it isn't." (*Describe times when it's O.K., and when it isn't.*)

"Talking about _____ excessively is not O.K. Now, I am going to use the marker to write _____ (*insert student's perseverative interest*) on each card. These cards will help you to remember when it's O.K. to talk about _____ and when it's not." (*Write the student's perseverative topic on each card. For instance, if the student likes to talk about carpenter ants, write "carpenter ants" on each card.*)

"You are going to have the opportunity to talk three times with me today about _____ (*insert student's perseverative interest*), but only when it is appropriate to do so. I will come to you to talk, and it will most likely be during break, at lunch, or recess. If I forget, you can come to me with one of the cards. When you use a card up, we will put it in the zip lock baggie."

“When the baggie is full with all three cards, and you haven’t talked about _____ (*insert perseverative interest*) during other times of the day, you will earn some free time at the end of the day to read about _____ (*insert perseverative interest*). If you forget, I will remind you that it’s not an appropriate time to talk about _____ and take one of your remaining cards and put it in your baggie. If you have no cards left to take away, you won’t earn the extra time at the end of the day to read about _____, but, we can try again tomorrow. Do you understand?”

Note: Remember, the student’s perseveration is also likely to be highly reinforcing for him so allowing him to engage in this activity during *appropriate* times and with *limited duration* is important to teach the student that he has to channel his perseveration to appropriate times and with appropriate duration. If the student really struggles with this skill, try shortening the time he has to be appropriate and work up to a full day.

This lesson can also be modified so that the student is allowed to engage in only a limited number of conversation exchanges about the special interest each time he communicates with someone.

A Lesson Plan to Help Rule-Governed Children

IEP goal

"Matthew will reduce the number of tattling occurrences in the classroom from _____ (*insert baseline number of occurrences here*) to no more than _____ per week. In addition, he will be able to distinguish when it is O.K. to tattle and when it is not."

Supplies needed

- Blackboard and chalk or whiteboard and markers

Direct instruction

"Boys and girls, there is one person in charge of the classroom, and that is the teacher. The teacher makes the rules and enforces the rules. I am the teacher in this classroom. Let's list some rules for my classroom." (*Begin to take suggestions and write these on the board.*)

"Sometimes, in the course of a school day, you may notice that some students break the rules. Most likely, you will break a few too. The teacher in the classroom is in charge of the discipline. If he/she wants to discipline a student for breaking the rules, he/she can. If he/she does not want to discipline a student for breaking the rules, he/she can do that too. It is not the students' job to tell the teacher about other students who are breaking rules. This is called "tattling." When students tattle, it frequently upsets the student who is being tattled on.

"Now, let's look at all of the rules on the board. Let's put a check mark beside the ones that, if broken, could cause someone to be hurt or injured." (*One by one, review the rules and write a check mark next to those that have the potential to cause injury or harm to another person.*)

"There are some rules here that it's O.K. to tattle to the teacher about. In fact, if someone is getting hurt or could get hurt, you should tell the teacher. The rules that we have checked are the ones that it would be O.K. to tattle about."

"There's one other thing we should discuss, and that is 'how' to tattle. It is best to talk to the teacher privately, or to raise your hand and talk to him/

her quietly rather than to tattle out loud. It's not everyone else's business to hear that someone is breaking a rule."

"Beginning today, if you feel the need to tattle, please look at this list and decide if it is a rule that you should tell the teacher about or not. If it is, raise your hand and speak to the teacher (me) quietly. If it is not, you should ignore the behavior and let the teacher handle it in his or her own way."

Note: At this point, it might be helpful to have various scenarios to review to see if the students can apply the procedure of whether they should or should not tattle, based on the example provided.

In addition to the direct instruction, it may be helpful to offer reinforcers for students who refrain from tattling and apply the procedure correctly.

A Lesson Plan to Help Teach Theory of Mind

IEP goal

"Mary will be able to recognize and label how various people may be feeling in pictures and offer a corresponding comment in 18 out of 20 tries."

Supplies needed

- Pictures from magazines or the internet of people displaying various emotions

These pictures should be glued to a piece of paper large enough to draw a conversation bubble from their mouths so that the student can write in the bubble which extends from the picture to the paper. If you want to use the pictures again, laminate the entire paper. The students can then use a dry erase, fine-tip marker to write in the conversation bubbles you will draw later in this lesson. You will be able to wipe these off and use them again.

Direct instruction

"Today we are going to discuss various emotions. In order to have meaningful friendships and/or relationships with other people, it's important that you be able to understand how people are feeling. Let's see how well you can do this activity:" *(One by one, show the pictures to the student and have him/her say in two or three words how the person in the picture is feeling. In other words, he/she should be able to recognize and label the emotion of the person in the picture. If the student has immense difficulty with this activity, it may be that he/she must learn to read faces first. If that is the case, a lower-level activity of simply having the student label basic emotions in lots of models (pictures, video samples, software, real-life, etc.) will be a more attainable activity.*

"Now, I am going to show you the pictures again, and I want you to think about WHY the person may be feeling that way. If someone looks sad in the picture, tell me one reason why he/she may be sad—maybe he lost his dog, maybe his favorite toy broke, etc. Let's try!"

(One by one, show the pictures to the student again and have him/her describe in a short sentence a plausible reason why the person in the picture may be depicting that emotion.)

“O.K. When you read comic books, sometimes the characters in the comic strips are saying things. What they say is written in the bubble that comes out of their mouths. This is called a conversation bubble. Now, I am going to show you the pictures again. I want you to write a short phrase or sentence in the bubble—something that is appropriate to the emotion the character is displaying.” (Draw a conversation bubble from the character’s mouth that extends onto the paper so that the student can write in the bubble.)

Note: The only wrong answers would be if a student could not read the individual’s emotion and wrote a sentence in the bubble that was not appropriate based on that emotion. It may be helpful to do a few of the cards with the student at first. You may need to provide some direct instruction about what eyebrows do when they are surprised, happy, angry, etc., or what mouths do when they are smiling or sad, etc. to encourage the student to choose appropriate answers. You can also give a reminder of how he/she previously labeled the character’s emotion so that he/she can choose appropriate comments.

Worksheet: Planning My Project

Today's Date _____ Due Date _____

1. What will the end project look like or be?

2. How much of my grade is it worth?

3. Will I work alone or with others on the project?

4. If with others, who are the others?

5. What is the project title?

Steps to Completing Project	Due Dates

Add initials (if a group project) to determine whose responsibility each item is.

6. List supplies that will need to be obtained or purchased:

Worksheet: Reinforcer Survey

1. What does the student like to play with or engage in?

2. In spare time at school, what does the student normally do?

3. What are the student's favorite foods?

4. What songs or music groups does the student like?

5. What are the student's favorite movies?

6. What are places that your student likes to go?

7. Who are the student's favorite adults in the school building?

8. Who are the student's favorite peers in the school building?

9. What classes or subjects does the student like best?

Worksheet: Stress Detective

1. What assignments in the school day cause me to get stressed?

2. Are there certain people (kids or teachers) that cause me to get stressed?

Why?

3. Are there certain subjects or classes that give me more stress than others?

Why is that?

4. Am I more stressed in the morning or the afternoon?

5. Is there anything at home that may cause me stress? If so, what?

6. What activities in school cause me to be stressed (cafeteria, bus ride, etc.)?

7. Do I have difficulty sleeping or eating when I am stressed?

8. What activities help me to relax?
