TEACHTOWN®
Social Skills

Product Overview

Elementary Social Skills

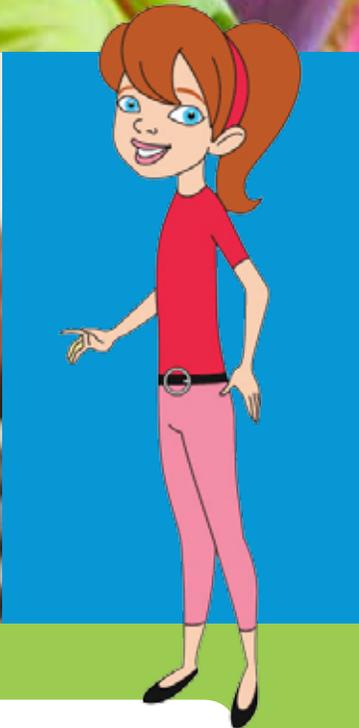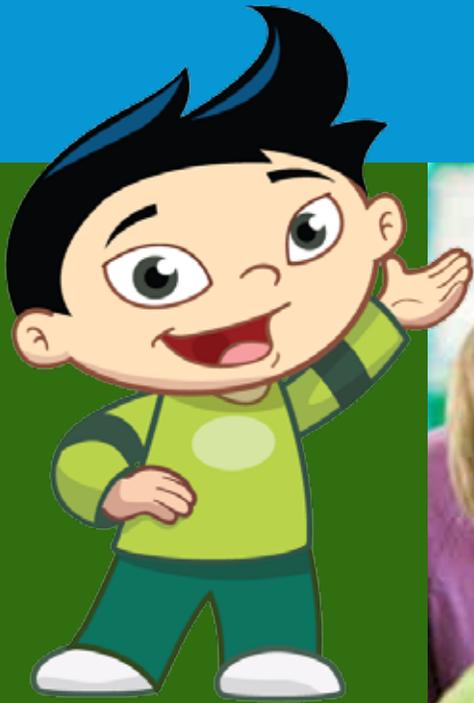**Middle School Social Skills**

TeachTown Social Skills

Students often need extra support when it comes to mastering social skills. That's why we created *TeachTown Social Skills*. This comprehensive, character-based video-modeling curriculum (for students with special needs) complements our flagship product, *TeachTown Basics*. In *TeachTown Social Skills*, students follow the adventures of fun, relatable, animated characters as they learn to cooperate, respect personal space, express emotions appropriately, and more.

TeachTown Social Skills combines television-quality animations with teacher-driven lessons, activities, and assessment tools. Each target social skill is presented in a 2- to 4-minute animated episode and is part of a series of lesson plans that include methods for differentiating instruction and promoting generalization. The effectiveness of video-modeling is supported by decades of empirical research (e.g., Corbett & Abdullah, 2005; Hitchcock, Dowrick, & Prater, 2003, etc.). TeachTown's engaging, animated characters provide students with motivation to view, learn, and practice important social skills.

Elementary Social Skills — Overview

TeachTown Elementary Social Skills is designed for students with a minimum language level of 4 years. This program includes:

50 Targeted Social Skills and Over 160 Related Skills

50 Animated Video Modeling Episodes

50 Social Skills Assessments and Ready-to-Use Learning Objectives

300 Easy-to-Use Lesson Plans

Over 1,000 Activities and Learning Aids

The Five Behavioral Domains of TeachTown Elementary Social Skills:

- **Domain 1:** Following Rules
- **Domain 2:** Interpersonal Skills
- **Domain 3:** Self-Regulation & Coping
- **Domain 4:** Good Communication
- **Domain 5:** Friendship

Visit us at www.teachtown.com

Program Features

TeachTown Elementary Social Skills:

For each of the 50 target social skills, the following support materials are included:

- **Homework Assignment**
  (also includes a Spanish version)
- **Comic Book**
  (also includes a Spanish version)
- **Online Assessment**
- **Student Worksheet**
- **Visual Reminder Poster**

Elementary Social Skills
Teacher's Guide
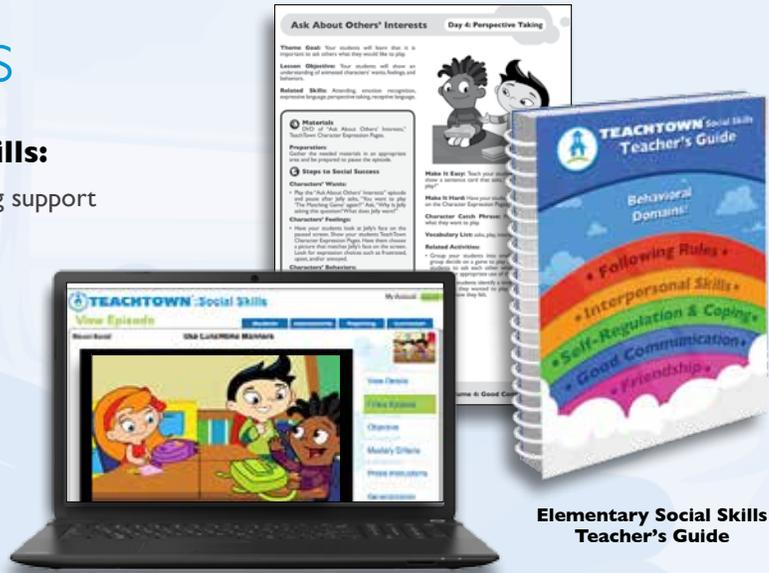
Each targeted behavior features its own animated episode and **six daily teacher-driven lesson plans** that contain the following:

- **Goal & Objective –** Socially valid theme goals. Each theme focuses on one goal, and each lesson concentrates on a specific objective aimed at meeting this goal.

- **Related Skills –** While each lesson focuses on a specific goal and objective, they also address other important skills.

- **Materials –** Materials necessary to complete the lesson.

- **Preparation –** Each lesson is written to take no more than 20 minutes of instructional time, including preparation.

Each lesson plan also includes ideas for differentiated instruction ("Make it Easy" and "Make it Hard") as well as related activities that facilitate generalizing the target social skill. Each theme includes a list of meaningful vocabulary words, to be used at the teacher's discretion, as well as a "Character Catch Phrase," which teachers can use to remind their students of the target social skill.

To augment the teacher-driven lessons and activities, printable, foldable comic books, worksheets, homework assignments and visual reminder poster are also included.

TeachTown Elementary Social Skills features online assessments to help gauge students' current understanding (and use) of the target social skills. This also includes a progress-monitoring component to track your students' learning. See pages 16-17 for more information about the assessments.

Target Skills and Animated Episodes

The social skills featured in *TeachTown Elementary Social Skills* help optimize classroom learning and school safety for students with special needs and students with a diagnosis of ASD. *TeachTown Elementary Social Skills* can help these students focus on building positive peer relationships. At a time when the issue of bullying has become such an important part of the conversation, this program can help students cope with bullies and lessen the likelihood that they will become bullies themselves. Integrated throughout each volume of *TeachTown Elementary Social Skills* are themes that help students build confidence, make good decisions, and become successful students — all of which contribute to creating a safe and secure school environment.

Domains

Each *TeachTown Elementary Social Skills* domain (e.g., "Following the Rules") contains 10 targeted social skills (e.g., "Ask Before Interrupting Play").

Domain 1:
Following Rules

Ask Before Interrupting Play
Be Still and Quiet in Line
Follow Fire Drill Instructions
Listen When the Teacher Talks
Play by the Rules
Raise Your Hand Before Speaking Out
Sit When the Teacher Says
Use a Quiet Voice Inside
Use Lunchtime Manners
Wait to Speak Until Called Upon

Domain 2:
Interpersonal Skills

Ask Before You Hug
Be a Good Listener
How to Join Friends During Playtime
It's More Fun to Share
Look When Saying Goodbye
Respect Personal Space
Respond When You Are Greeted
Say Why You're Mad
Sometimes Things Break by Accident
Take Turns with Toys

Domain 3:

Self-Regulation & Coping

Ask an Adult for Help
Be Nice When You Lose
How to Cheer Yourself Up
Know When to Take a Break
Say Why You're Sad
Sometimes Friends Don't Want to Play
Speak Up for Yourself
Stay Calm When the Schedule Changes
Take Deep Breaths to Stay Calm
Try Again When You Make a Mistake

Domain 4:

Good Communication

Make a Request
Change Topics Politely
Ask About Others Interests
Wait to Enter a Conversation
Initiating A Conversation
How to Say No
Apologize When You Make a Mistake
Tell the Truth
Continuing a Conversation
How to End a Conversation

Domain 5:

Friendship

Stay Positive
Help Solve a Problem
Ask a Friend for Help
Including Others
Helping Others
Comfort Sad Friends
Compliment Others
Respect Differences
Making Up After a Disagreement
Thinking About Others

Lesson Plan

The "Theme Goal" indicates the overall goal for the target skill (throughout the sequence of lesson plans). The Lesson Objective describes the aim of this particular lesson.

The "Related Skills" are skills that the student will practice throughout the lesson (in addition to the target social skill).

Any materials needed to complete the lesson are listed. Anything the teacher needs to gather or do, to prepare for the lesson, are also listed.

The "Steps to Social Success" section describes how to implement the lesson. In this particular lesson, this section is further broken down into video modeling, the steps to the activity itself, and a way to assess (i.e. "spot check") the students' understanding of the target skill.

Ask Before Interrupting Pl

Theme Goal: Your student will ask before playing with other children.

Lesson Objective: Your student will show an understanding of asking before interrupting play.

Related Skills: Dramatic play, expressive language, receptive language, social understanding, turn taking

Materials
"Ask Before Interrupting Play" episode, DVD player, building blocks, toys, word label with the word "Yes," TeachTown puppets

Preparation:
Gather the needed materials in an appropriate area.

Steps to Social Success

Video Modeling:
• Show the "Ask Before Interrupting Play" episode again.

Activity:
• Reenact the episode with another adult or a student. Say to your students, "We're going to pretend to be Pico and Jelly. I'm going to be Pico and (adult's name) is going to be Jelly. Watch!" Act out the scene using the building blocks. Have one person play with the blocks and the other knock them down. Include vocabulary words from the episode.

• Ask, "What just happened?" Explain that Jelly's blocks were knocked down because Pico didn't ask before he interrupted. Say, "Pico should have asked, 'Can I play with you?'"

Check for Understanding:
• Split your class in half. Give half of your students blocks to play with. Have your other students go to one of the students with the blocks and ask, "Can I play with you?" and wait for an answer. Make sure that the students with the blocks know to say, "Yes."

TEACHTOWN: Social Skills

5

Lesson Plans are designed to be implemented daily and sequentially, however implementation can be flexible to meet the diverse needs of classrooms and learners.

The "Make It Easy" and "Make It Hard" sections describe ways to differentiate the lesson for a variety of learners.

The "Character Catch" Phrase is a phrase that the students can memorize and that teachers can use to prompt the students to use the appropriate behavior.

The "Vocabulary List" contains words that the student will hear frequently and/or use throughout the sequence of lessons on the target skill.

"Related Activities" are ways to extend the students' practice of the target social skill in various ways to promote generalization.

Day 2: Introduction

Make It Easy: Have your students practice saying, "Yes" by shaking their head up and down, verbalizing, or using a word label. Have them use one of these responses when their peers ask them if they can play.

Make It Hard: Have your students model the phrase, "Can I play with you?" for other students who need help.

Character Catch Phrase: Pico asks before interrupting.

Vocabulary List: Play, together, ask, first, before, interrupt

Related Activities:
• Have your students pair up and create reminder posters that say, "Can I play with you?" Create an activity center with two to three activities. Put the posters on the walls near the activity center to remind your students to ask before interrupting.

• Have your students practice asking, "Can I play with you?" with the TeachTown puppets. Have them share how well they are doing with the rest of the class.

Volume 1: Following Rules

Middle School Social Skills Overview

The *TeachTown Middle School Social Skills* curriculum is designed to target a range of essential social skills for adolescent students. The lessons were created to meet the needs of students who have difficulties in the areas of communication, social interaction, pragmatics, self-management, problem-solving, and/or emotional awareness.

The Six Behavioral Domains of TeachTown Middle School Social Skills:

- **Domain 1: Building and Maintaining Relationships**
- **Domain 2: Interpersonal Skills**
- **Domain 3: Problem-Solving**
- **Domain 4: Self-Awareness**
- **Domain 5: Personal Care**
- **Domain 6: Safety and Community Participation**

Blue Ribbon Findings on Evidence-Based Practices

The National Autism Center's National Standards Project and the National Professional Development Center (NPDC) on Autism Spectrum Disorder (ASD) almost entirely agree on which educational interventions are effective for children with ASD (National Autism Center, 2009; Wong et al., 2013). They used a stringent review process that incorporated clear criteria for evaluating evidence from over two decades of research. Of the 27 evidence-based practices identified by the NPDC, 26 were identified by the National Standards Project as established or emerging practices. Educational practitioners can access 12 of the 27 evidence-based practices in *TeachTown Basics* and *TeachTown Social Skills*. The NPDC has provided step-by-step guides for implementing each practice. TeachTown has used these guidelines to rate the extent to which each practice is visible in our programs.

Conclusion

The NPDC and the National Standards Project have conducted the most recent and systematic review of intervention research. They have identified the key components of interventions that are essential to improving student outcomes. Many of these aspects are integral to *TeachTown Basics* and *TeachTown Social Skills*. The NPDC has also made important progress toward defining these evidence-based practices by providing step-by-step directions for implementing the practices. TeachTown is committed to using these guidelines along with input from practitioners to refine our programs over time.

Program Features

TeachTown Middle School Social Skills:

TeachTown Middle School Social Skills lessons provide multiple opportunities for repeated practice and social interaction in natural settings. Planning for generalization runs throughout each lesson plan, and the plans were developed to include components which were identified in 2014 as evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder by The National Professional Development Center on Autism Spectrum Disorder. These best practices include: Naturalistic Interventions, Self-Management, Modeling, Peer-Mediated Instruction and Intervention, Scripting, Social Narratives, Social Skills Training, Video Modeling, and Visual Supports.

**Middle School Social Skills
Teacher's Guide**

There are lessons to span over **5 days for each target social skill**, with an additional list of extension activities and ideas. Each target skill includes a data collection tool, and many of the lessons include ready-to-use lesson materials and/or worksheets. In addition, each lesson plan describes ways to differentiate instruction and includes a "Self-Management Strategy", which is a phrase that students can learn and memorize to help them monitor and manage their own behavior.

To enhance the teacher-driven lesson plans, *TeachTown Middle School Social Skills* includes individual, student-lead activities! These activities are an Interactive Activity (in which the students watch clips of the animated episodes and answer a series of questions), and Comic Strip Builder (in which students can create their own social comic). See pages 14-15 for more information about the Interactive Activity and the Comic Strip Builder.

TeachTown Middle School Social Skills features online assessments to help gauge students' current understanding (and use) of the target social skills. This also includes a progress-monitoring component to track your students' learning. See pages 16-17 for more information about the assessments.

Exceptional Solutions for Exceptional Students

8

TeachTown Middle School Social Skills

Target Skills and Animated Episodes

TeachTown Middle School Social Skills focuses on increasing the students' self-awareness of how their emotions impact their behavior. This is important, not only for social interactions and relationships with others, but for self-regulation and self-management, which may impact their independence and community participation. As social media and internet use have become an integral part of students' lives, and relationships become increasingly important and impactful for adolescents, peer pressure, peer interactions, and internet safety are also important, relevant topics that are addressed in *TeachTown Middle School Social Skills*.

Domains

Each *TeachTown Middle School Social Skills* domain (e.g., "Building and Maintaining Relationships") contains multiple targeted social skills (e.g., "Joining a Group").

Domain 1:

Building and Maintaining Relationships

Joining a Group
Respecting Differences
Respecting Personal Boundaries

Domain 2:

Interpersonal Skills

How to Initiate a Conversation
How to Leave a Conversation
How to Greet Others
Taking Turns in Conversations
Interpreting Body Language

9

Domain 3:
Problem-Solving

Asking for Help
Finding a Compromise
Working Together to Solve a Problem
How to Respectfully Disagree

Domain 4:
Self-Awareness

Staying Calm When Things Change
Expressing and Responding to Anger
Handling Distractions
What to Do When You're Worried
Recognizing Your Strengths and
     Personal Qualities

Domain 5:
Personal Care

Dealing with Body Changes
*additional skills coming!

Domain 6:
Safety and Community Participation

Social Media and Internet Safety
Communicating via Text/Email
Taking Safe and Appropriate "Selfies"

Coming Soon: Fall 2017

Managing Body Odor
Friendship Qualities: Who is a Friend?
Handling Peer Pressure
Accepting Responsibility
Understanding Different Relationships
Understanding the Perception of Others

Each Lesson concentrates on a specific objective aimed at increasing social-emotional competence.

Each Lesson is written to take approximately 20 minutes, including preparation.

Lesson Plan

Any materials needed to complete the lesson are listed. Many lessons include ready-to-use templates and/or lesson materials.

This is a phrase that students may memorize and use to cue themselves to the appropriate social skill in various situations.

The shaded area of the lesson plan contains a detailed, easy-to-follow, step-by-step procedure for implementing the lesson with the students.

Asking for Help
Generalization

Learning Objective: The student will appropriately ask for help across a variety of individuals, environments, and stimuli.

Instructional Timeline:
Preparation: 5 minutes
Instruction: 15-20 minutes

Instructional Resources and Materials:
Copies of attached worksheet, white board/chalk board, pencils

Materials needed for differentiation: Varies. See "Differentiation" below

Self-Management Strategy: If I'm having trouble, I can ask for a friend or adult to help me.

Instructional Strategies and Learning Tasks:

1. Have students watch the TeachTown Middle School Social Skills video, "Asking for Help". Discuss why it was important that Pico asked for help (e.g. was able to complete project, helped with his frustration, etc.).

2. Discuss different situations that someone might need help with (e.g. reaching something too high, helping to carry something, answer question about academic task, etc.).

3. Go over the steps needed to get help (see *Self-Management* below).
    1) Ask themselves if they need help or if they can do it
    2) Think about who could help them and choose someone
    3) Get someone's attention
    4) Ask for help

4. Ask the students, "How can you get someone's attention to ask for help? What would you say?" Possible answers may include: Raise my hand, tap someone on the shoulder then say, "I need help" or "Can you help me please?". Have the students share multiple ways to ask for help (e.g. Would you mind showing me? Can you do me a favor? Please help me with ___, etc.).

5. Next ask the students, "What about if you don't immediately see someone who can help you? What are other ways you can get help?" (e.g. make a phone call, text, send an e-mail, go and find someone who can help, etc.)

6. Tell the students that it's important to be able to ask for help in order to complete a task, keep us safe, and/or find/get something we need.

7. Pass out the worksheets (referenced in Instructional Resources and Materials) and tell students to fill in the chart by writing appropriate ways to get help for the given problem. Tell students to come up with their own problem and solution for the last blank row.

⊕ TEACHTOWN
Middle School Social Skills

190

The two sections below the Instructional Strategies and Learning Tasks describe how the lesson incorporates evidence-based practices (identified by the National Professional Development Center (NPDC) on Autism Spectrum Disorder) and/or addresses academic standards.

Asking for Help

Generalization

8. Walk around to check student work and provide feedback as needed. Tell students that if they need help, they should raise their hand (or whatever method is used in your classroom) and you'll be happy to help!

9. After they complete the activity, ask for students to volunteer to share some of their responses from their worksheet. Encourage multiple students to share per scenario to show that there are different ways to ask for help.

10. Periodically throughout the year, set up scenarios where the students may need to ask for help (see *Naturalistic Interventions* below).

Naturalistic Interventions:
The worksheet encourages the student to think of scenarios in a variety of settings. Throughout the school year, you may assign students a project/task to complete, but withhold some of the necessary materials to do so (e.g. puzzle with missing piece, paper but no pencil, etc.). Students will need to ask for help in order to complete their project/task. Provide positive reinforcement (verbal praise, etc.) for appropriate responses and corrective feedback for inappropriate responses.

Self-Management:
The students should identify appropriate people to ask for help as well as appropriate ways to do so. Students should practice the steps needed to get help:
1. Ask themselves if they need help or if they can do it
2. Think about who could help them and choose someone
3. Get someone's attention
4. Ask for help

They should practice these strategies in a controlled situation (possibly in a role play scenario) where they are comfortable with the other peer/adult. When discussing what the students can do if they can't get help immediately (Step #5), be sure to include conversations about the emotions one might feel if they need help, but cannot gain immediate assistance (e.g. frustration, discouragement, overwhelmed, etc.). Talk about strategies to help cope with these emotions (e.g. take a deep breath, come back to the task at a later time, etc.).

Differentiation:
Provide additional supports for the activity such as (but not limited to):
- Provide possible answer options for students to choose from on their worksheet.
- Make your own hand-out with different "problems".
- For students with limited communication skills, speech generating devices or other augmentative communication strategies should be utilized.

TEACHTOWN 191 Middle School Social Skills

Each Target Skill Includes the Following Lessons:
- Introduction
- Social Story
- Social Situations
- Perspective Taking
- Generalization
- One list of extension activities/ideas
- One data collection sheet

Each lesson identifies how the student response modes, setting or environment, and/or lesson objective can be modified to meet the needs of students who have varying abilities.

Student Login Feature; Interactive Activity and Reporting; Comic Strip Builder

Each Student Will Be Able to Login to Their Own, Individual Student Account to Access Online Activities, Including:

Interactive Activity

- Each target social skill includes one Interactive Activity. This is an activity that the student can work on independently to improve their comprehension of the *TeachTown Middle School Social Skills* episodes and ability to make inferences about social situations. The Interactive activities are designed to supplement the teacher-driven lesson plans, and can be assigned as individual in-class activities or as homework.

- The students will watch clips of the animated episode and will answer 10 multiple choice questions (interspersed between clips) about the target skill.

  - The questions and response options will be read aloud to them, so even students who are not fluent readers will be able to access this activity.

- Data will be collected on their correct responses out of a possible 10 and reported, allowing teachers to use this activity for progress monitoring.

Comic Strip Builder

- Students will be able to create their own social comic using the TeachTown scenes and characters. They will be able to add dialogue and will be able to save and print their comic strip.

- There is a 5-panel comic strip and a 3-panel comic strip available for students who have varying ability levels and needs.

- Prewriting worksheets are available for teachers to print and use with the students to help them "plan" their comic so that it follows the parts of a story (for an academic activity/extension).

  - Students can also access the Comic Strip Builder "for fun"!

Data Collection and Reporting

Behavior Data Has Never Been Easier to Capture and Report!

The Social Skills Assessment provides educators with a uniform and standardized assessment complete with ready-made goals and objectives for both the *TeachTown Elementary Social Skills* program and the *TeachTown Middle School Social Skills* program. The assessment is appropriate for all students and provides educators with detailed data that can be used to help plan instruction and interventions. Used to identify teaching goals, the assessment collects data on an individual student or classroom level, making the administration of the assessment time effective and appropriate in many settings.

Key Features of the Online Social Skills Assessment:

- **Assesses** students behaviorally by direct observation and cognitively through maintenance assessments.

- **Identifies** strengths and weaknesses at the student and classroom level.

- **Evaluates** progress on targeted skills after interventions.

- **Helps** educators prioritize, plan, and evaluate instruction and interventions.

Components of the Assessment for Each Target Social Skill:

- **Pre- and Post-Tests (Objective/terminal goal)**
  Information based on direct observations and interactions with the child. Mastery is set at 3 consecutive correct responses (displays of target behavior) or 4/5 (80%) correct responses.

- **Progress Monitoring (Short-term Objectives)**
  If a student fails the pretest, the student enters progress monitoring. The student will now be assessed on short-term objectives.

- **Terminal Goal or Assessment**
  Each terminal goal or assessment is divided into 3 short-term objectives that break the skill down.

- **Maintenance Assessments**
  Criterion-referenced assessments that cognitively assess the students understanding of the target behavior.

- **ABC Data Collection**
  Data collection that assists in identifying patterns of behavior for target.

Pretest Assessment

Progress Monitoring

Maintenance Assessment

TeachTown® is Excited to Offer a Range of Programs and Services!

META-PLAY
18 months - 4 years

Elementary Social Skills
2 - 8 years

Middle School Social Skills
9 - 15 years

BE SAFE™
Middle School - Transition

Early Childhood | Elementary School/Middle School/High School | Transition

TEACHTOWN Basics
Exceptional Solutions for Exceptional Students
Early Childhood - High School

Access Your TeachTown® Account Anywhere, Anytime

TeachTown products are available on a variety of platforms. They are accessible wherever and whenever you need to monitor student progress, plan goals and objectives, or just review individual skills and targets.

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App Store

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