Increasing Social Skills for Identifying Boundaries in Adults with Developmental Delays

by

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The procedures in this staff training manual/workshop are meant to be used by agency staff, as part of the broader services they provide, or under supervision of agency staff.
Dedication

This thesis is dedicated to my sister Margo McCullough who shows me everyday the importance of not underestimating people just because of a diagnosis. This thesis is dedicated to my parents (all four of them) who have all pushed me forward in my schooling and challenged me to be better, and try harder. Lastly, this thesis is dedicated to my grandpa Lynn McCullough, who passed just before I entered this program, my grandpa and grandma Hannah, who passed away while completing this program, and to my grandpa John Hickey, who passed away as I finished this program. My grandpas, and my grandma always encouraged me to be who I am, do what I want, and always push forward no matter the struggle ahead.
Abstract

This thesis project aimed to develop a manual for teaching social skills by using creative arts methods. The final product titled *Developing Social Skills: A teaching manual for individuals with intellectual disabilities*, was designed to be used by teachers at H’art Centre; an alternative post-secondary school for teaching creative arts and language development to adults with intellectual disabilities. The manual includes eight lessons addressing different social skills related to the development of boundaries, using different creative art techniques such as painting, acting, and creative writing. The manual was developed based on best practices as outlined in the literature review.

Through the use of a feedback survey, a teacher at H’art Centre evaluated the final product on its intended purpose. The completed feedback survey rated the manual positively in the categories of general qualities of the manual, information and the content of the manual, and lesson plans included in the manual. This indicated that the final product of the manual potentially meets the objective of being a useful tool for teachers of H’art Centre. In regards to the manual meeting its intended purpose the results of this project were inconclusive due to time constraints and limited feedback participation of more teachers. It is recommended that further teacher evaluation of the manuals potential effectiveness for its proposed use is conducted. It is also recommended that the lessons included in the manual be delivered and participants be evaluated for learned skill changes in the development of targeted social skills.
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Chapter I: Introduction

Social skills are a key concept in the way that individuals interact with each other. We begin developing basic social skills from the moment we are born. Individuals with developmental delays are known to show deficits across the development of social skills (Matson & Fodstad, 2010). These deficits are prominent in understanding how to ask questions, how to develop relationships with friends, and in understanding the expected behaviour in a situation. Matson and Fodstad (2010) noted that deficits in the development of social skills are a core element of developmental disabilities. Though not all individuals with developmental disabilities have deficits in social skills development, these delays can be found throughout different developmental disabilities; therefore, there is a need to provide a method of teaching these important social skills to individuals with various developmental disabilities. There has been much research conducted on developing social skills for individuals with autism spectrum disorder (ASD) but there is a lack in research on teaching social skills to a general population of individuals with developmental delays (Laugeson, Ellingsen, Sanderson, Tucci, & Bates, 2014).

The development of social skills is an important part of all individuals’ lives. As mentioned, social skills pose a challenge to many individuals with disabilities. Individuals with disabilities sometimes find it difficult to perform different social skills such as engaging in eye contact, controlling the volume level of their voice while talking, and sharing with others (Matson & Fodstad, 2010). When individuals are unable to develop these social skills it can create problems for interacting and creating relationships with other people. For example, Matson and Fodstad (2010) found that when social skills of sharing are underdeveloped, it can cause negative interactions with others in situations where sharing is expected. Having the ability to know when to share with other people allows an individual to have positive interactions with others in that social context. This concept can also be applied to the formation of relationships. Just as individuals may have difficulty developing social skills around sharing, they may also not have developed social skills in concerns to personal space. Not knowing what personal space is and when it is appropriate to be close to another person can create negative interactions and struggles in the development of relationships with others.

For individuals with disabilities the development of social skills is not only a necessity for developing relationships with others but also a necessity in understanding if these relationships are healthy. Clees and Gast (1994) noted that individuals with disabilities could be at a greater risk for physical or sexual abuse than the general population. They found teaching of social skills, particularly, creating relationships and identifying boundaries, is important so that individuals may be able to develop appropriate healthy relationships with others. It was also noted that developing these social skills would contribute to individuals’ abilities to understand what a healthy relationship and an unhealthy relationship resembles. This is important as it allows the individual to identify if something is wrong so that they may report it to someone who can help. Finding productive ways for teaching social skills is significant in many fields. In particular, having a method to teach social skills to individuals with developmental disabilities is important to the behavioural field as it helps to better the lives of individuals within this population. One possible method of teaching these skills is through art-based programming.

Art is a creative way for engaging students in any setting. Art has been used in many different forms to help the development of different skills in a variety of subjects. Art based programs have been shown to be effective as a teaching practice for individuals with cognitive and behavioural deficits (Agnihotri et al., 2014). Using art to teach social skills to individuals
with disabilities could help engage and provide clients with a new way of expressing their emotions. Agnihotri et al. (2014) noted that the use of art based programming to teach social skills around increasing participation in classroom activities is effective. Their study provides some precedent for the development of a program to increase social skills development for individuals with disabilities.

This current study aimed to create a teaching manual to be used by teachers at an education facility for individuals with various intellectual disabilities. The use of a teaching manual is considered to be a feasible approach for the purpose of this project as lessons plans are a key element in the scheduling of school programming. This manual titled *Developing Social Skills: A teaching manual for individuals with intellectual disabilities* (Appendix A includes table of contents for the manual) consists of class lessons teaching social skills associated with boundaries through different art projects such as collages, paintings, and drawings. The creation of a teaching manual for developing social skills surrounding boundaries is considered a suitable topic for this study, as the creation of this manual will provide a new approach for the development of these social skills within the designated population and setting. This study aims to use creative arts as an element for demonstrating and developing social skills in relation to boundaries. By using a combination of theatre, visual arts, and multimedia, it is thought that individuals with developmental delays will develop social skills needed for establishing boundaries and developing other skills to use in social situations.

This paper is composed of four primary chapters: introduction, literature review, method, results, and conclusion/discussion. The introduction chapter provides information on the importance of teaching social skills to individuals with developmental disabilities and provides a rationale for using a manual to teach social skills. The literature review chapter, Chapter II, of this paper summarizes and evaluates social skills training designs that were used in the creation of the manual, the effectiveness of teaching social skills in an education based facility, and the effectiveness of using art as the primary tool for teaching social skills. In addition, the literature review summarized and analyzed the usefulness of manuals for teaching participants and identified gaps in the relevant literature. The method chapter, Chapter III, of this project provides descriptions of the different procedures used in the creation of the manual and the steps for evaluating the manual. The results chapter, Chapter IV, examined the data collected from the feedback form on the usefulness of the manual and displays the data in tables. Finally the discussion chapter, Chapter V, summarized the study and interpretations of the results. The discussion chapter will also review data collected, and any possible future program changes. Also included in Chapter V were a summary of strengths, limitations, further recommendations, and the contribution of the study to the behavioural psychology field.
Chapter II: Literature Review

This literature review will begin by examining the methods social skills can be defined and developed. The development of social skills training through various forms and methods will be discussed. In addition, the effects of social skill development in various populations, procedures, and implementation strategies will be reviewed. A review of these subjects assisted in the development of a rationale for designing pre-determined lessons for teaching social skills in terms of boundaries to individuals with intellectual disabilities. This review will also examine the effects of art based programming for teaching social skills and provide a rationale for this method of teaching in the current study. The strengths and limitations of each reviewed technique are reviewed and discussed in this section.

Social Skill Development

Social skills can be defined in terms of different characteristics Gresham, Elliot, Kettler (2010) described the development of social skills under two distinctions. These distinctions were the ability to acquire social skills and the ability to perform the skills. Gresham et al. (2010) noted that knowing the nature of social skills deficits is important for identifying how to develop social skills. Knowing whether a participant has difficulty using a taught social skill or problems with determining which skill to use in different situations (acquisition deficits) is important for developing training of social skills. It is also important to know if participants are unable to demonstrate social skills for different situations (performance deficits). Knowing this will determine the way lessons are developed (Gresham et al., 2010). For example if a participant has the knowledge associated with a social skill but is unable to perform the social skill the target of the lesson would be to help the student develop the skills for performing the given social skill.

Strengths that participants already possess should be considered when developing social skills training (Gresham et al., 2010). Knowing the level of social skill development a participant has helps the researcher determine where to begin the social skills training and use what the participants already know as foundation for new skills. Many skills can also be targeted when teaching social skills to participants. Some examples that researchers have identified for teaching social skills are making eye contact and greeting people (Avcioglu, 2013). Others state that socials skills should be taught in terms of awareness of surroundings and voice volume control (Agnihotri et al., 2012; Epp, 2008). In addition to these skills, different components such as boundaries are identified as being a central factor in teaching social skills (Laugeson, Ellingsen, Sanderson, Tucci, & Bates, 2014; Clees &Gast, 1994). These behaviours and other like behaviours are central to the development of social skills in all individuals.

Implementation Procedures

When examining the teaching of social skills in a classroom setting, it is important to note how the lessons will be implemented, and who will be implementing the lessons. Laugeson et al. (2014) developed a study in which schoolteachers were the mediators of a social skills training program known as Program for the Education and Enrichment of Relational Skills (PEERS). Teachers from a public school, informed about and interested in the study, participated in Laugeson et al’s . Participants of this study included 73 students from eight public schools.
Each group had eight to ten students involved in the treatment. The study involved 30 minutes of lesson time every day for implementing the PEERS program over a 14 week time period. This study included 13 pre-determined lessons for teaching different social skills. These lessons were compiled in a teaching packet. Teachings focused on specific skills such as verbal and non-verbal forms of communication, the development of friendships, and appropriate behaviours for different situations, such as sportsmanship during sporting events. Parents were also involved in the implementation of the program by receiving psycho-education surrounding skills required for the development of friendships through weekly handouts. Parents were given instructions in these handouts for helping their children develop and maintain friendships. Participants showed increases in social skills knowledge based on a researcher-administered test, and increases in self initiated gatherings based on a researcher-administered quiz to parents and participants. Increases in these areas indicate that this study was a successful program for teaching and developing social skills for individuals diagnosed with ASD who are high functioning.

Effects of Social Skill Development in Different Populations

Social skills training has also shown to be effective in other populations such as individuals with acquired brain injuries (Agnihotri et al., 2012). In a recent study conducted by Agnihotri et al., (2012), an art based program using theatre skills was designed to teach social skills to individuals with acquired brain injuries. This study used a preplanned theatre skills training program developed by the researchers to teach social skills to participants. The social skills targeted in this study were vocal training, mask work, and three-dimensional awareness. Vocal training was used to help participants learn to control volume level when speaking. Mask work involved participants using different facemasks to identify emotions presented on the mask. Three-dimensional awareness was used to increase participants’ ability to know the space around them. Two case examples were used within this study. Two individual participants were given four hours of theatre skills training over four weeks and were monitored for skill development. This study focused on five main concepts: collaboration, self-awareness/awareness of others, and the environment around them, relaxation, listening, and curiosity paired with imagination. Breaks were provided throughout the therapy sessions to give participants time away from the treatment. Lessons took place in two small classroom settings within a hospital. Three professional theatre artists and three masters level occupational therapists taught students the training sessions. Results of the study found four main changes in the participants’ social skills. Agnihotri et al. (2012) and the parents of the participants observed an increase in self-esteem and self-efficacy, abstract thinking for generalization, and social interaction with classmates. Researchers also found that having participants collaborate on and complete activities together encouraged participants to initiate conversations. Lastly, Agnihotri et al. found that emotional awareness was increased in participants by the end of the training. Participants showed an increase in using eye contact, expressing wants and needs, and understanding personal space.

Agnihotri et al. (2014) continued their research further by examining five case examples using the theatre skills training. Participants received four hours of training over four weeks (Agnihotri et al., 2014). One difference from their original study published in 2012 was that only two professional theatre artists were used to facilitate the sessions rather than three. As well, only one master’s level occupational therapist was included in the research study. The same lessons were used as taught in the pilot study looking at skills such as voice control, and environmental awareness. The effects of the training had similar results as the first study. Participants were found to have increases in communication skills, and the expansion of social networks.
(Agnihotri et al., 2014). However, results of this study found the program did not create differences in emotional awareness. This finding indicates that further research is needed for development of emotional awareness.

**Art based Programming for teaching social skills**

Another aspect of the teaching of social skills to individuals with developmental disabilities is the design of the lessons provided. Agnihotri et al. (2014) developed an art-based program using theatre skills training to teach social skills. As discussed, the training package was successful, creating increases in communication skills and social networks. This suggests that other art-based programs could be used to teach social skills to this population. In addition, Epp (2008) conducted a similar study to Agnihotri et al. (2014) that examined the effects of an art therapy group for teaching social skills to individuals diagnosed with ASD. The study investigated the use of a pre-designed program called *SuperKids* for teaching social skills to individuals between the ages of 11 and 18 years old. This program uses a combination of art therapy and cognitive therapy in a small group setting for developing social skills. Target behaviours of this study included increasing social skills surrounding compromising, sportsmanship, voice control, and awareness of the environment. Sixty-six participants were used in this study. The participants were divided into small groups of six participants for the purpose of receiving the *SuperKids* program. A master’s level therapist facilitated sessions for approximately one hour each. Sessions included both structured and unstructured tasks. For example a session may begin with participants practicing verbal communication skills with a partner then the session may move into an art project such as drawing or creating a picture that relates to the focus of the session. Epp (2008) found that the *SuperKids* program resulted in significant increases in participants’ assertion of self, and significant decreases in internalizing behaviours. Participants also showed an overall increase in cooperation and self-control. The results further support that art based programming is an effective approach for teaching social skills to individuals with disabilities.

**Additional Methods of Social Skills Development**

In addition to the use of art based programming, methods such as video modeling have also shown to be effective for teaching social skills. Avcioglu conducted a study with group of four students for teaching social skills through video modeling (2013). Trainers used a pre-determined lesson plan for the delivery of the social skills training. Participants of the study all had a diagnosis of an intellectual disability and were between the ages of ten and eleven. The study took place in an individual training class where participants completed study sessions. For the purpose of creating the videos the participants peers were included in the development of the videos. Peers participated during treatment so participants could practice the skills that they were shown in the video. Similar to Laugeson et al. (2014) and Agnihotri et al. (2012), Avcioglu (2013) also used short time periods of 30 minutes for observations. Having small groups and short periods of observations allowed trainers to keep participants engaged and provide support to the participants as needed. The target behaviour of this study focused on teaching participants social skills to be used when greeting people. This social skill was defined in five levels. The first level of acquiring this social skill was showing awareness of a familiar person when they encounter each other. The second level was to approach the person upon encountering them. The third level was looking the person in the face. The fourth level was to verbally express a greeting such as “good morning,” and the last level was for the participant to wait for a response from the
person. This study also stated that during intervention parents were not allowed to provide participants with any education regarding the target skills of the study. This was done to reduce the chances of confounding variables on the effects of the study.

Avcioglu (2013) included two special education teachers with master’s degrees in teaching programs for intellectual disabilities were used as the facilitators of the video modeling lessons. Participants’ peers were included in the creation of the videos. Peers were chosen as actors for the videos as they are of similar age to participants, and it was thought that having peers in the videos would be beneficial for engaging participants. Each treatment session began by instructors introducing themselves and the lesson of the session. Instructors would then proceed to show the participants the prepared video of the behaviour being demonstrated. Following the video demonstration participants engaged in practicing the skill they viewed. Other students who had viewed the video were used in this phase of treatment for practicing the demonstrated skills. Facilitators used prompting questions during the practice of skills to ensure participants understood what the skills were, and why they were completing the skill. Results of the study found that participants developed social skills for greeting people, and after developing this skill participants were also able to generalize the taught skills to different situations and different people.

These three studies (Laugeson et al., 2014, Agnihotri et al., 2012, Avcioglu, 2013) were similar in multiple ways. Each study provided short time periods (30 minutes) for the observation of target behaviours. In addition, just as teachers were included in the Laugeson et al. (2014) study, Agnihotri et al. (2012) used professionals trained in theatre skills to implement the class lessons. Professionals trained in theatre are similar to teachers as they are educators of theatre. Both teachers and theatre professionals provide education to their students. Another prominent point is that all studies found the group size to be an important factor. Agnihotri et al. used two small classroom settings, focusing on one participant per class, Laugeson et al. (2014) used eight different classrooms with eight to ten students, and Avcioglu (2013) used a small group of four students. Each of these studies kept the participant group small so that participant interaction could be conducted and observed easily. As well, the small group size allowed facilitators to provide the participants with assistance as needed.

One contrasting factor of the above studies was that Avcioglu (2013) specifically stated that parents and teachers were not to give additional teaching around the social skill being taught. Agnihotri et al. (2012) and Laugeson et al. (2014) participants were given activities that were completed at home with the help of parents. This may have acted as an additional social skills education to participants from an outside source. However, Laugeson et al. (2014) found that while parents were participants, not all parents were willing to participate in interventions. This was listed of a limitation to the study. The limitation of parents not always wanting to participate is consistent with Avcioglu’s (2013) decision to exclude parents from the implementation of classroom based social skills training.

**Additional Programs Effectiveness for Teaching Social Skills**

Other programs have also been used for the development of social skills for individuals diagnosed with ASD. Ratcliffe, Wong, Dossetor and Hayes (2014) conducted a study investigating the effects of *Emotion Based Social Skills Training* (EBSST) on the development of emotional competence in 217 children diagnosed with ASD. Participants were between the ages of seven and thirteen. The study examined 41 mainstream public schools where the participants were enrolled. Groups in each school consisted of three to eight participants. Treatment sessions lasted for 90 minutes over 16 sessions. School counselors were used as the
facilitators of the sessions. Ratcliffe et al. (2014) targeted changes in emotional competence and social skills development. Results of this study found that EBSST was effective in the development of social competence in participants. However, this study found that EBSST did not result in significant changes in emotional competence, or social skill development across settings, based on parent feedback. Ratcliffe et al. (2014) mentioned the lack of skill development could have occurred because the training provided to participants was not demonstrated through examples related to the home environment. Not incorporating home environment examples could have created difficulties for participants to generalize taught skills to the home setting. These findings are in contrast to the findings of Laugeson et al. (2014) and Agnihotri (2012), who found that skills taught in their social skills training were generalized to other settings by participants. This may be because Ratcliffe et al., (2014) did not include parents in the teaching of social skills unlike Laugeson et al. (2014) who provided parents with information on how to help develop skills with their children. The results of the Ratcliffe et al. (2014) study supports the involvement of parents in the implementation of social skills training, as without parent involvement generalization of skills may not occur. Ratcliff et al. (2014) research also supports the use of social skills training in a classroom setting using small groups. This approach was used in studies conducted by Agnihotri et al. (2012), Avcioglu (2013), Laugeson et al. (2014), Epp (2008), and Ratcliffe (2014) who all used a small group size for the implementation of the treatment.

**Use of Pre-determined Lessons**

Articles reviewed found that many studies used a pre-developed program for teaching social skills. Laugeson et al. (2014) used the PEERS package, Agnihotri et al (2012; 2014) used a standardized theatre skills training program, Epp (2008) used the SuperKids model, and Ratcliffe et al. (2014) implemented the EBSST program. Each of these studies designed the method for teaching social skills prior to the implementation. These studies use different types of activities that have been noted in previous research as best practices. For example, Gresham, Elliot, and Kettler (2010) discovered that strategies such as behavioural modeling, rehearsal and use of small group settings are all part of best practices for teaching social skills. Laugeson et al. (2014), Agnihotri et al. (2012; 2014), and Ratcliffe et al. (2014) used at least one of the components noted by Gresham et al. (2010) as a best practice for teaching social skills. These studies implemented a pre-developed lesson plan for teaching social skills in a classroom setting supporting the use of a pre-designed lesson plans for the current study. All previously mentioned studies used a pre-developed program for teaching social skills, and found positive results in the implementation. This suggests that the use of pre-designed lessons is a feasible approach for teaching social skills.

**Target Skills**

When developing programming for teaching social skills, it is important to examine different target skills that have been paired in lessons and their long lasting effects. For example, the study of emotional awareness is a common factor included in teaching social skills. Ratcliffe et al. (2014) used EBSST to develop emotional competence in participants diagnosed with ASD. Emotion recognition was also targeted in the study conducted by Agnihotri et al. (2012) for teaching social skills to individuals with acquired brain injuries. Based on these studies researchers have determined that emotional recognition is an important part of social interactions (Dereli, 2009). Whether or not an individual is able to recognize the emotions of others can be a contributing factor to the way an individual acts with another and if the response they receive is
positive or negative (Dereli, 2009). Additionally, it is important to determine if studies teaching social skills contribute to participants' lives in the short term and in the long term. Dereli (2009) examined the effects of a social skills training program targeting problem behaviours and emotional recognition. The study examined the long lasting effects of social skills training for problem solving in 55 children. This study was implemented in a preschool environment for children aged 6. The focus of recognizing emotions is similar to that of Ratcliffe et al. (2014) and Agnihotri et al (2012; 2014) studies. The results of the study found that social skills training was effective for teaching problem solving and emotion recognition. The skills taught during treatment were also found to be present at a one-year follow up. Skill maintenance during the one-year follow-up suggest social skills in the classroom setting can have long-term. These findings support the current study in the use of a classroom setting for teaching social skills as social skills taught in a classroom setting have been found to create lasting effects (Dereli, 2009).

**Importance of Developing Boundaries**

The importance of emotional recognition in social skill development can also be identified as an important factor when delivering sexual education to individuals with intellectual disabilities. Hayashi, Arakida, and Ohashi (2011) conducted a study looking at teaching sex education through social skill development. Hayashi et al. noted that sexual education should be taught using social skills training to help individuals relate to others, socialize through healthy relationships with others and communication with others effectively. This study used lessons such as communication training, self-assertiveness, and boundaries. These three skills were also taught in Laugeson et al. (2014), Agnihotri et al. (2012), and Ratcliffe et al. (2014). Therefore the teaching of these skills is inferred to be an important aspect of developing and teaching social skills.

In addition to the research conducted by Hayashi et al. (2011) it is important to note the importance of teaching what healthy and unhealthy relationships are, and how to recognize the characteristic of them. Hayashi et al. (2011) included teachings surrounding relationships in their sexual education program, and taught the importance of boundaries to participants. Similar to this, Clees and Gast (1994) developed a seven-step model for teaching social skills for helping individuals with disabilities identify healthy and unhealthy relationships. The seven-step model was developed using best practices and was called Social Safety Skills Instruction. Similar to Avcioglu (2013) who target the skill of greeting familiar people, Clees and Gast (1994) noted that teaching prosocial skills such as greeting others, and skills for avoiding danger (taking the bus at night rather than walking) are important for helping to decrease the possibility of encountering a possible negative circumstance. Included in the lessons of this model was identifying safe environments and knowing when to get help in a dangerous situation. As mentioned, individuals with disabilities are often considered to be at a greater risk for physical or sexual abuse than the general population (Clees & Gast, 1994). This research contributes to the importance of teaching social skills to individuals with disabilities. It is noted that social skills training for helping individuals identify a dangerous situation, and how to remove themselves from a dangerous situation is important for helping individuals remain safe (Clees & Gast, 1994).

**Summary**

When reviewing these studies, it is important to note that not all studies examined the same target population. Laugeson et al (2014) investigated the effects of social skills teachings on individuals diagnosed with ASD, while Agnihotri (2012; 2014) researched social skills for individuals with acquired brain injuries. In contrast, Dereli et al. (2009) studied social skills
training for 6-year-old children with no diagnosis. The variety of target populations indicates that social skills are not a concept needed in one specific population, but in many. Hayashi et al. (2011) used a different type of population for their study by not targeting a specific diagnosis but conducted social skills teachings for a general population of individuals with intellectual disabilities. This supports the current study as the final product is to be used for teaching social skills in a general population of individuals with developmental disabilities.

Furthermore, the reviewed studies all studied different ages of the target populations. Dereli et al. (2009) had a target age of 6-years-old, while Avcioglu (2013) used participants aged 10 to 11 years old, Epp (2008) used participants’ aged 11 to 18, and Hayashi et al. (2011) used participants aged 19 to 45 years. The range of ages shows that the development of social skills is not specific to one age group but to all ages. This supports the development of this study for adults between the ages of 18 to 60. The differences in these studies are important to identify as they contribute to the development of the current study. While researchers focus on different age groups and various target populations, all skills being taught are applicable to the target population of the current study. Another aspect that may be important to include in teachings of social skills to individuals with developmental disabilities is healthy and unhealthy relationships.

The reviewed literature contributes to the development of the current study as it examines different target populations, age groups, and different social skills focuses all essential to the development of a sound program. Results of studies reviewed indicate the use of pre-determined lessons for teaching social skills to individuals with developmental disabilities is a feasible approach as many studies reviewed also used a pre-developed program (Laugeson et al., 2014; Agnihotri et al., 2012; 2014; Ratcliffe et al., 2014; Epp, 2008). Art-based programs were also found to be effective for the development of social skills (Agnihotri et al., 2012; 2014, and Avcioglu, 2013). This supports the use of creative arts in the current study. The literature demonstrates social skills, in terms of boundaries, is an appropriate skill to develop as it contributes to positive interactions with peers (Dereli, 2009), and in ensuring individuals safety (Clees & Gast, 1994).

The literature reviewed indicates a manual for teaching social skills for establishing boundaries taught using a combination of theatre, creative arts, and multimedia for individuals with developmental delays will create positive results. The completion of the current study will also add to the current literature as it combines different targeted social skills used in the literature reviewed and will be taught through art based programing. This contributes to this field of research as the current study is combining different aspects reviewed to create a new way of teaching targeted social skills to a general population of individuals with developmental diagnosis.
Chapter III: Method

This chapter examines the approach used for the completion of the current study with details regarding participants, setting, and procedure development. Methods used were developed based on reviewed literature in Chapter II of this paper and are specific to this project.

Participants

Four teachers from the H’art Centre were selected to participate in this study. The teachers who participated had different art classes at H’art Centre. Participant 1 taught general art, Participant 2 taught community art and theatre, Participant 3 taught media arts, Participant 4 taught music. In addition to the teacher and participants, two placement students at H’art Centre were selected to participate in the creation of a video and a tableau (a freeze framed picture) included in the manual.

Selection Procedures

Participants of this project were selected on a volunteer basis. Potential participants received a letter (Appendix B) describing the goals of the project, what the final product will entail, and the student researcher’s contact information to arrange an initial meeting. Those wishing to participate were asked to meet with the student researcher review details of their involvement and to arrange time for unstructured interviews (Appendix C) to take place. Participants who completed the unstructured interview also completed the final feedback survey (Appendix D). Participants who were able to follow the time constraints (i.e., meet the deadlines, had time to be interviewed, and evaluate the manual) were chosen for this project. These participants are representatives of all teachers within H’art Centre, and are all employed by H’art Centre. Those who were unable to complete the interview or could not confirm their time commitment to this project were not selected.

In addition, two placement students working with H’art Centre were selected on a volunteer basis to participate in a short video, and a tableau included in the final product of the manual. Student participants received a letter asking them to participate and for consent to use the materials they participated in (Appendix E). Student participant 1 was a female student attending St.Lawrence College in her third year in the Child and Youth Worker program. Student Participant 2 was a male student attending St.Lawrence College in his third year in the Child and Youth Worker program.

Setting

The project was designed for use within H’art Centre. H’art Centre is a school for adults (Ages 18 plus) with intellectual disabilities located in Eastern Ontario. The focus of H’art Centre is to teach students language and writing skills through the creative arts. H’art Centre uses various art forms such as poetry, music, and painting to develop students abilities.

Design

The teaching manual titled Developing Social Skills: A teaching manual for individuals with intellectual disabilities was designed for teachers at the H’art Centre. A teaching manual was chosen as the best medium for this project to provide a long lasting guide for teachers at H’art to reference and implement when wanting to teach social skills. Social skills were targeted for this project as the development of social skills was expressed as needing to be developed
amongst clients. These skills were identified as a need by staff of H’art Centre. This manual was
designed for use within the different classrooms in H’art Centre. The Lessons included can be
taught at a pace and time length selected by the facilitator.

The feedback survey created for evaluating the effectiveness of the manual. The feedback
survey is specific to each section of the manual. The feedback survey was designed to allow
evaluators to provide written feedback on each section of the manual along with general
feedback on the manual. This survey also provided space for evaluators to provide feedback in
the form a Likert scale rating of different qualities of the manual. The rating scale ranged from
strongly disagree to strongly agree.

Procedures

Prior to the development of the manual, unstructured interviews were completed with
participants to gather information on methods previously used when teaching boundaries to
students and what staff would find helpful in the manual. Five interviews were completed over
two weeks, taking place within H’art Centre, and lasted 15 to 30 minutes each. Four were
conducted with teachers at H’art Centre and the fifth interview was completed with the executive
director. Information gathered in the interviews can be found in Appendix C. Information
gathered from staff was used to generate the outline of the manual and for identifying specific
target skills for the manual.

Unstructured Interviews with Staff. Participants were asked seven questions during the
interviews. Questions focused on if the topic of social skills was suitable for the organization,
what activities would be helpful to participants, and if there were any suggested skills to target
when developing the manual. Interviews with staff revealed that all participants felt teaching
boundaries, as a social skill is important for the target population. Participant 4 noted that the
manual should focus not only on identifying others boundaries but teaching students how to
identify their personal boundaries. Participant 3 expressed that providing lessons not only
teaching respecting boundaries but also teaching how to express boundaries would be beneficial.
In addition, participant 2 requested that providing lessons on relationships in terms of being
equal would be beneficial to include.

A general outline was developed first to create the manual. This outline consisted of
seven chapters: All About H’art, Learning the Basics, The Literature, Teaching a Group, The
Lessons, More Ideas for Teaching Social Skills, and Final Thoughts. The following is a
description of each chapter in the manual.

Chapter 1: All about H’art. This chapter focuses on an introduction to the facility and
the different programs provided within the facility. A review of H’art School, The Box, and
Able Artists is given in this section, along with an overview of H’art Centre’s mission statement.

Chapter 2: Learning the basics. This chapter focuses on the purpose of the manual,
how the manual was developed, and definitions of terms used in the manual.

Chapter 3: The literature. Included in this section is a summary of key literature on the
use of art to facilitate social skill development and the importance of teaching social skills to the
target population.

Chapter 4: Teaching a group. This section describes procedures required for beginning
lessons, transitioning through lessons, and for how to end the lessons provided in the manual.
This section was designed to guide facilitators and help them decide when to continue to the next
lesson and to provide information for helping students develop the target skills.

Chapter 5: The lessons. This chapter includes eight lessons, each focusing on a different
aspect of social skill development in terms of boundaries. The order of the lessons was chosen as
sequential order so that every lesson builds on the next. All lessons focus on a different social skill in terms of boundaries and are taught through art-based projects. Appendix F includes a summary of each lesson.

**Chapter 6: More ideas for teaching social skills.** This part provides further suggestions for developing social skills and other skills that facilitators may want to teach. Activities included in this section focus on different skills in relation to skills taught in the lessons. This section also includes tool for facilitators such as how to encourage sharing during group work.

**Chapter 7: Final thoughts.** This section concludes the manual by providing a final note on the manual and, a thank you note concluding the manual from the student researcher.

**Materials**
This section includes a summary of materials needed for the creation of the manual, and materials needed for each lesson included in the manual.

**Materials for developing the manual.** Computer programs such as Microsoft Word®, Paint X Lite®, and Bitstrips® (Bitstrips Inc, 2015) were used to aid in the development of different activities involved in the lesson plans. Bit strips is an online website that allows users to create comic strips (Bitstrips Inc, 2015). These computer programs were used to aid the creation of the manual through developing visuals and creating examples for activities. In addition, the computer program iMovie© was used for filming and editing clips used in video modeling clip 1: expressing boundaries. This video component was included in lesson 2: The Personal Bubble and was placed on a USB drive provided to H’art Centre staff with the final product of the manual.

**Materials for facilitators.** Each lesson created in this manual includes different handouts. Each lesson requires that the facilitator have the lesson plan included in the manual, any specific handouts included within that lesson, and general materials such as paper, paint, and pencils. Some lessons may also require access to the Internet, and the use of technology such as iPads. Specific materials required for each lesson can be found in Appendix G.

**Measures**
As noted, in addition to the unstructured interviews, a survey was developed for participant teachers (Appendix D) for determining the effectiveness of the curriculum and manual. The feedback survey included evaluation of the content, the overall look of the manual, and general comments about the manual. The feedback survey used a Likert Scale for rating different elements of the first draft of the manual. The participants ranked the manual sections on a scale of strongly disagree to strongly agree. Along with the rating scale, a comments and suggestions area was included to gain written feedback from teacher participants for general feedback on the manual.
Chapter IV: Results

This section provides a summary of the final product, the manual, and results from a feedback survey used to evaluate the effectiveness of the final product titled: Developing Social Skills: A teaching manual for individuals with intellectual disabilities.

Final Product

Developing Social Skills: A teaching manual for individuals with intellectual disabilities (Appendix A) is a 77-page manual that consists of seven chapters. An outline of the manual’s chapter content can be found above. This manual contains a general description of the training/educational center where the manual was designed to be used, a review of literature supporting the purpose of the manual, tips for implementing lessons, and lessons for teaching eight different social skills. Each lesson included in the manual focused on the development of a different social skill. All social skills included in this manual were related to the development of boundaries. Focus for the lessons included in the manual were selected based on the results of unstructured interviews with teacher participants (Appendix C). For example, participant 3 suggested that a handout for prompting client responses would be useful to include in the manual. Based on this suggestion, the handout Prompting Responses (Appendix I) was developed. As well, teacher participant 2 suggested that a lesson discussing personal space, and healthy relationships should be included in the manual. Based on this suggestion two lessons were developed; Lesson 2: The Personal Bubble, and Lesson 6: Lets Talk About Relationships.

Feedback Survey Results

In order to evaluate if the manual provides useful materials and information for teachers of H’art Centre, four teachers at H’art Centre were selected to complete a feedback survey. The feedback survey (Appendix D) was designed to evaluate different elements of the manual using a Likert scale. The feedback survey focused on evaluating the general qualities of the manual, the information, content, and the lesson plans included in the manual. The feedback survey also provided space for participants to provide written feedback on each section of the manual, general comments, and suggestions to improve them manual. Due to time constraints only one teacher volunteer was able to complete the feedback survey. Results of the feedback survey (Appendix H) indicate that the manual is potentially successful in meeting its purpose. The feedback suggests that the manual was easy to navigate, easy to read, easy to understand, and information and activities provided in the manual were appropriate and relevant to the lesson. In the survey areas of general qualities of the manual, information and the content of the manual, and lesson plans included in the manual all responses were rated as agree indicating that the final product of the manual potentially meets the objective of being a useful tool for teachers of H’art Centre.

In addition, it was indicated in the comments and suggestions section of the feedback survey that including a section talking about Internet safety would be beneficial. Edits were made to the earlier draft of the manual to include a section on Internet safety. This new topic was included in Chapter 6: More Ideas for teaching social skills. As only one teacher participant was able to complete the feedback survey results of the usability of this manual are inconclusive. It is noted that further research is needed to determine the usability of the final product and to gain additional feedback for increasing usability for teachers of H’art Centre.
Chapter V: Discussion

In this chapter, a summary of the final product will be discussed including feedback presented in the evaluation of the final product. This chapter also discusses the strengths and limitations, multilevel challenges, contributions to the behavioural psychology field, and recommendations for future research of this project.

Summary

The development of social skills in terms of boundaries was identified as an important client need by staff at H’art Centre. With the identification of this need, the purpose of this project was to provide staff at H’art with a manual of class lesson plans for teaching a variety of social skills associated with boundaries, using art-based lessons. The activities used within the lessons were selected based on empirical evidence supporting the use of art for developing social skills. Techniques incorporated into the manual were facial expression work, scene writing, acting, and video modeling of target behaviours. Each of these three techniques was used to incorporate the learning and development of different social skills. These techniques, along with others (tableaus, self portraits etc.), were combined into a manual including eight lessons to be used by staff at H’art Centre for teaching social skills and boundaries. The final manual was provided to staff at H’art Centre to be used by the teachers.

The intended audience of this manual was teachers of H’art Centre. Staff at H’art Centre provided feedback on the manual. Revisions to the manual were completed based on agency, and college supervisors’ feedback, which were discussed in depth. This study was unique to the field as the produced manual included lesson plans for teaching social skills to individuals with intellectual disabilities, not individuals with a specific diagnosis. Prior research found that lessons for teaching social skills were often targeted to a specific diagnosis such as autism, rather than a general population. This study was also unique as it used different techniques from the arts, both creative and dramatic, to provide ways for developing targeted social skills.

Results of this study found that the manual appears to meet the desired intentions. Based on the feedback provided by the one teacher participant, the manual was found to be easy to navigate and include relevant material. However, as only one participant completed the feedback survey further research is needed to support the feedback provided by the one participant.

Strengths

A primary strength of this manual is that the lessons included in the manual could be taught sequentially or independently. The easy manipulation of the lessons is important as it helps ensure that the manual is a resource that can be adapted for the unique needs of the target population, and the staff implementing the lessons included in the manual. Another strength of this manual is that it provides extra activities and materials, beyond the complete lessons, that staff at H’art can use when desired. These activities provide material for developing social skills but are easy to use activities for quick lessons such as the “Something’s Bugging Me” activity (Appendix I). The manual also provides materials useful to staff for teaching the lessons such as tips for prompting responses (Appendix J) and encouraging sharing (Appendix K). These materials are useful as a guide not only for staff when teaching the included lessons but also for general teachings at H’art. Lastly, the manual was created with collaboration from staff within H’art Centre. The inclusion of staff in the development of this manual increases the validity specificity to the clientele and increases the likelihood of implementation of the manual within the organization.
Limitations

The main limitation of this manual is that the lessons developed and included in the manual have not been evaluated for success in teaching the targeted social skills to the target population (specifically students of H’art Centre). The delivery of the lessons included in the manual was not possible due to time constraints. Therefore it is unknown at this time if the activities developed as part of this manual are a successful means of teaching the desired social skills. Further assessment into the effectiveness of the lessons and on teaching social skills, developed for the manual is needed. Measurements of increases in social skill development are needed to evaluate if lessons are effective in teaching targeted social skills. Another limitation of this manual is that only one participant, out of the four selected participants, was able to contribute feedback to the final copy of the manual. The limited amount of feedback provided does not allow for full evaluation of the manual in its potential effectiveness as a tool for staff of H’art Centre. Despite the positive feedback provided by the one participant, further evaluation is needed.

Multilevel Challenges to Service Implementation

At the client level. A challenge at the client level is that each client operates at different levels of comprehension. Finding a way to develop lessons that include activities for various levels of comprehension is important for ensuring learning for all clients is addressed. If an activity is too difficult or too easy it can cause clients to disengage from the activity being taught. One solution to this is to include variations of activities for different levels of functioning.

At the program level. A challenge at the program level is the development of a manual customized to the strengths of many staff members in an agency. It is difficult to include activities in each lesson that can be used by various staff with different skill sets. It is important to this researcher that the lessons are the main focus of their project, and that the focus does not shift to accommodating teachers ideas and abilities. To counter this providing standardized training for facilitators to understand the purpose and intent of the manual would be beneficial.

At the organizational level. A challenge at the organizational level when developing the manual was a lack of resources within the organization for time, and materials. H’art Centre has a small core staff who are responsible for various tasks within the agency. The limited amount of staff creates a challenge for providing support to a large group of clients, and can cause difficulties around keeping all clients engaged.

At the societal level. The societal level is important to consider when creating a manual for educators of individuals with developmental disabilities. Society has many behavioural norms, and in relation to individuals with disabilities, it is important to ensure that clients are being taught skills for appropriate behaviour within their community. When developing this manual it was important to ensure that each skill being taught was applicable and would contribute to the clients’ lives in a positive manner.

Implications for the Behavioural Psychology Field

This social skills manual contributes to the field of behavioural psychology by providing a resource for teaching social skills in terms of boundaries through art-based lessons. This is important as it may provide further support for the use of art-based programming in the development of social skills for individuals with intellectual disabilities. This thesis also contributes to the behavioural psychology field by providing strategies for the development and teaching of boundaries to individuals with intellectual disabilities. In addition, by using art-based programming for teaching social skills this allows individuals to express their thoughts and feeling
in more of a free form more engaging way. Art based programing also allows for more physical engagement in lessons, such as scene work. The development of social skills in terms of boundaries can allow individuals with developmental disabilities to have increases in positive interactions with others and within their community. This was achieved by the manual’s aim of attempting to develop skills within clients that can be used both in the agency setting and within the community.

**Recommendations for Future Research**

As discussed, there are a few identified areas to be addressed in future research. The first area that requires future research is to assess if the lessons developed as part of the manual are successful in teaching and developing the targeted social skills. Future researchers should deliver the lessons outlined in the manual and the accuracy should be tested by measuring the progress of clients in skills obtained through the taught lessons. This could include creating a task analysis of skills taught within a lesson and the use of direct observation for evaluating the completion of steps needed to effectively demonstrate the targeted skill. Another recommendation is for further evaluation of the manual’s design, user-friendly layout, and material included in the manual by the staff of H’art Centre. In addition to examining the effectiveness of the manual itself, further research on the use of art based programming for individual with intellectual disabilities should be examined. If art based programming is effective for the development of social skills it may be useful to examine the implications for using this programming for the development of other applicable areas such as language skills. Art based programming including vocal training could be a potential avenue for developing language skills in individuals with intellectual disabilities.
References


Appendix A: The Manual

Developing Social Skills: A teaching manual for individuals with intellectual disabilities
Please refer to Document A for the full manual.

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Appendix B: Letter to H’art

Dear Miss/Mrs,

I am a student in the Bachelor’s of Applied Arts in Behavioural Psychology [BPSYC] program at St. Lawrence College. This four-year degree program is based on a behavioural framework that has been proven to be effective in developing life skills with a wide range of clients in institutional and community settings. The behavioural approach increases the client’s desirable behaviours through teaching, practice, and encouragement. This program covers a breadth of undergraduate psychology training emphasizing teachings in various behavioural approached such as Applied Behavioural Analysis, and Cognitive Behavioural Therapy.

I am currently in a 14-week Advanced Practicum PSYC 35DG. This course focuses on the application of the basic principles of applied behavioural analysis. One of the primary assignments during this placement is the development of a project. The development of the behaviour change plan will include a manual consisting of class lesson plans for teaching social skills in terms of boundaries. This client-focused intervention/project will be developed in collaboration with you, the agency’s staff and team members.

Diane Kearnan and my College Supervisor, Hal Cain has approved this project.

I would like your permission to interview you about information you feel should be included in the manual and to complete a satisfaction survey of the final product later on. The intervention/project will be developed under the supervision of Diane Kearnan and Dr. Hal Cain. All information collected will be kept strictly confidential. Upon request, we will gladly share a copy of a brief report of the intervention.

If you agree to participate in the project, please let me know as soon as possible. Participation in this project is voluntary and you may withdraw at anytime. I sincerely appreciate your cooperation. You may contact me by email at smcullough1993@gmail.com, or by phone at 613-449-3278.

Sincerely,

Sarah McCullough

BPSYC Student
Appendix C: Unstructured Interview With Staff

Participant 1

1. What is your position at H’art Centre?
Art Director/Educator

2. What services do you provide?
Responsible for developing curriculum to teach and the delivery of curriculum. Responsible for supervising college placement students, and being a liaison between different organizations. Also responsible for the organization of art shows, along with basic maintenance for the building.

3. What kinds of skills do you teach in your lessons?
Soft and hard skills such as art lessons for all abilities and the incorporation of some social skills. Works with teaching through modeling, and teaching of life skills through the arts.

4. What kind of activities do you use for teaching students?
Use peer teaching, group work, one on one when able, mentor teaching and American sign language teachings along with symbols.

5. Do you think a manual teaching social skills around boundaries and healthy relationships would be useful for the school?
Absolutely, and repetition is important.

6. What would you like to see in the manual?
Different ways of saying something, and role modeling/ role rehearsal.

7. What kind of handouts do you believe should be included in the manual?
Different prompts, and guidance for delivering lessons.
Appendix C: Responses from Participants

Participant 2

1. What is your position at H’art Centre?
   Teacher

2. What services do you provide?
   Lessons on various subjects using art based lessons

3. What kinds of skills do you teach in your lessons?
   Creative activities, literacy components, and encourage students to express themselves through various mediums.

4. What kind of activities do you use for teaching students?
   Work from the student’s perspective, include students in the process, and use writing with creative arts.

5. Do you think a manual teaching social skills around boundaries and healthy relationships would be useful for the school?
   Yes. There are issues that repeatedly show up with students. The biggest social issue for students is that they don’t have a sense of boundaries.

6. What would you like to see in the manual?
   Activities for: personal space (personal bubble), who you can trust, healthy relationships/friendships and interpersonal relationships, bullying to extent of abuse in relationships, and having equal relationships. Include games and a variety of ways for teaching the lessons.

7. What kind of handouts do you believe should be included in the manual?
Appendix C: Responses from Participants

Participant 3

1. What is your position at H’art Centre?
   Lead education and artist educator.

2. What services do you provide?
   I teach/ instruct, am the coordinator of the school program, in charge of writing curriculum and ensuring academic, behavioural, and social needs are met in classes. I work to inspire students to reach their full potential in the arts, and feel empowered. I work to teach literacy, and social skills through the arts. I am in charge of making sure teachers are clear in their roles, and placement students know their roles while here. I ensure that instructors have written clear, relatable, relevant (local), and to extend learning.

3. What kinds of skills do you teach in your lessons?
   I teach literacy skills and media skills. I teach photography, media arts, and social and behavioural skills for working with one another in the greater community. I also teach self-regulation with emotional regulation using different strategies for managing feelings.

4. What kind of activities do you use for teaching students?
   I use group work to improve social skills, and problem solving. I work with everyone’s strengths. I use heterogeneous groupings to support learning. I use activities such as KWL charts (know, want, learned), and placemat activities. I try to incorporate whole class teaching and peer teaching. Peer teaching helps student have control over their own learning, and supports learning to find answers to questions on their own. I use inductive learning for having students present their learning back to me. I also use experiential learning by taking students out into the community. Reflective learning is also used in my lessons.

5. Do you think a manual teaching social skills around boundaries and healthy relationships would be useful for the school?
   Yes, it is useful. Any kind of resource to be offered is a good resource. It helps for everyone to learn from each other.

6. What would you like to see in the manual?
   I would like general principles that could be applied to all classes. Help for dealing with group work where one student is taking over the project, such as here is a list of prompts that can be used. Having resources for other to use in different situations would be helpful. Using lessons that incorporate learning for both ends of the spectrum for who is breaking boundaries and teaching how to express boundaries. Use of different ways for introducing boundaries would be helpful. Lessons could be taught on both physical and non-physical boundaries. It would be important to include the importance of consistency, and working with communication issues.
7. What kind of handouts do you believe should be included in the manual? What to do when boundaries have been taken advantage of, using polite language, and language for more serious situations, maybe use hand signals. Having an activity for what to say/do in different levels of comfort, maybe using a green, yellow, red activity.
Appendix C: Responses from Participants

Participant 4

1. What is your position at H’art Centre?
Musical coordinator/director

2. What services do you provide?
I teach/ facilitate music class. I also assist other teachers in their lessons.

3. What kinds of skills do you teach in your lessons?
I teach the fundamentals of rhythm through percussion.

4. What kind of activities do you use for teaching students?
I use drumming activities to music, rhythm exercises, lessons for understanding notes and their values (note bingo), and focus on teaching hand eye coordination.

5. Do you think a manual teaching social skills around boundaries and healthy relationships would be useful for the school?
Yes, I feel it would be great to have. This could help put everyone on the same page and increase consistency. This population doesn’t always understand boundaries the same way, and this would help teach them what is acceptable.

6. What would you like to see in the manual?
Teaching how to interact and how to set own boundaries is important.

7. What kind of handouts do you believe should be included in the manual?
Summarized points of the lesson, and take homework.
Appendix D: Feedback Survey
Please place a check mark in the box according to your satisfaction.

Section 1. General qualities of the manual (at first glance, first flip through)

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<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<td>2. The manual is easy to use</td>
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Section 2. Information and the content of the manual

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<td>2. The information included in the manual is relevant to the purpose of the manual</td>
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<td>4. The handouts included in the manual are organized and easy to find</td>
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Section 3. Lesson plans included in the manual

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<td>2. Lessons incorporate creative arts and writing.</td>
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<td>3. Activities used in lessons are relevant to the lesson objectives.</td>
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### Section 4. Section feedback for improvement

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<td>Chapter 1: All about H’art</td>
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<td>Chapter 7: Final thoughts</td>
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Comments and Suggestions for Improving the Manual

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Thank you for participating in this survey.
Appendix E: Student Participant Consent Form

PSYC 42DG 2016 (Advanced Practicum)
B.A.A. Behavioural Psychology Program
School of Community Services
St. Lawrence College- Kingston, ON

Dear Miss/Mrs,

I am a fourth-year student in the Bachelor’s Degree Behavioural Psychology [BPSYC] program at St. Lawrence College. This four-year degree program is based on an applied behavioural framework proven to be effective in developing life skills with a wide range of clients in institutional and community settings. Behavioural approach increases clients’ desirable behaviours through teaching, practice, and encouragement.

As part of a 14-week Advanced Practicum course, focusing on the application of the basic principles of applied behavioural analysis, one of the primary assignments during this placement is the development of a project. My project is the development of the behaviour change plan in the form of a manual consisting of class lesson plans for teaching social skills relevant to boundaries. This client-focused project will be developed in collaboration with you, the agency’s staff, and team members.

I am seeking your help and permission to have you act in a short video for teaching social skills around meeting new people; and to take a photo of you to be used within the manual as an example tableau. The project was developed under the supervision of and approved by Diane Kearnan and my College Supervisor, Dr. Hal Cain. All information collected will be kept strictly confidential. No names or other personal information will be used in association with the videos and photos with the exception of first name only. Upon request, we will gladly share a copy of a brief report of the project.

If you agree to participate in the project, please let me know as soon as possible. You will be asked to read consent statement and sign acknowledgment. Participation in this project is voluntary and you may withdraw at anytime. I sincerely appreciate your cooperation.

If you have any questions or concerns you may contact myself at 613-929-5471, or my supervisor Dr. Hal Cain at Hcain@sl.on.ca.

Sincerely,

Sarah McCullough
BPSYC Student
By my signature on this form, I (please print full name) consent to participate in a video teaching social interactions for meeting new people as part of the thesis project Increasing Social Skills for Identifying Boundaries in Adults with Developmental Delays as part of the Advances Practicum PSYC 42DG course. I consent to the audio-video recording of me in the video session for exclusive educational purposes as part of this course, PSYC 42DG. I consent to the use of a photo of me to be used in the project as an example tableau. I understand that the audio-video recording of me, and the photo will be used as a teaching element within the project’s setting of H’art Centre. I understand that no names or other personal information will be used in association with the videos and photos with the exception of first names only.

________________________________________  ___________________________________________
Signature of Participant                        Date of Signature

________________________________________
Witness Signature

________________________________________
Witness name (Please print)
Appendix F: Summary of Lessons

Lesson 1: Who's in your circle?

Summary of Lesson:

This lesson focuses on teaching students who is involved in their life and the part that each individual plays. Skills taught in this lesson focus on identifying the types of behaviours that are to be used with different people in the student’s lives. Different activities such as a safety circle chart are used to show students where different people fit into the students’ lives. Students are required to complete drawings of people in their primary safety circle, secondary, and tertiary.

Lesson 2: The personal bubble

Summary of lesson:

In this lesson students will learn the skills needed for identifying their personal boundaries and the boundaries of others. Students will complete a lesson focusing on what personal boundaries are, and what it means to give people their personal space. Activities will be used to demonstrate to students what personal boundaries can look like. Video modeling will be used for students to practice skills in identifying personal boundaries. Other activities used will involve the use of tableaus for teaching students what to look for when learning a persons boundaries and emotional comfort.

Lesson 3: What are boundaries?

Summary of lesson:

This lesson will build on skills taught in lesson 2: the personal bubble. In this lesson students will practice social skills needed for identifying emotions of others and recognizing boundaries for different environment. Students will complete a lesson looking at what behaviours are acceptable for different environments (school, grocery store etc.). Students will be required to complete a collage focusing on identifying different emotions in people. Other activities used in this lesson will include pair rehearsals, and script writing.

Lesson 4: Getting to know new people

Summary of lesson:

As noted in the literature section of this manual one of the big parts of teaching social skills to this population is teaching what to do when meeting new people. In this lesson students will learn, practice and develop the social skills needed for meeting someone new. This lesson will focus on teaching appropriate ways for introducing ones self and for interacting in a positive manner. Video modeling will be used as a primary component of this lesson with students watching a video of a typical meeting and then practicing the skill they have observed. Students will also be required to create a video demonstrating the skills required for meeting a new person, and appropriate conversation starters, body language, and behaviour.
Lesson 5: Hugging

Summary of lesson:
One of the reasons why this manual was created was to help students at H’art Centre develop social skills to help them know how to interact with people. One of the behaviours that the researcher was asked to target in this project was rules around hugging. At this point in the lesson plan students have learned skills necessary for knowing boundaries, personal space and for meeting new people. This lesson will work to expand the skills previously learned and to work on teaching students about what physical behaviours are expectable in different situations. Primarily this lesson will focus on the behaviour of hugging. In this lesson students will learn who and when it is acceptable to hug. Students will complete a variety of activities expanding on their safety circles and using a drawing project for showing who it is acceptable to hug and even where hugging is acceptable. Students can be asked to complete other activities in this lesson such as creating videos and completing tableaus. The use of tableaus in this lesson will help demonstrate to students the body language of others when accepting a hug, and when receiving an unwanted hug. Students will practice identifying the body language of those participating in the tableau and creating their own tableau. This lesson will also include a section on understanding emotional expressions. An activity of identifying different expressions will be used similar to the one used in lesson 3: what are boundaries?

Lesson 6: Lets talk about relationships

Summary of lesson:
Social skills are an important part of any relationship. This lesson will focus on social skills needed for having a healthy relationships with others, friends, parents and otherwise. Student will participate in a lesson teaching healthy and unhealthy characteristics of relationships. After the lesson students will participate in a series of tableaus as directed by the teacher and have to identify if the tableau is positive or negative. Students will also create drawings or paintings showing activities representative of a healthy relationship, such as sharing.

Lesson 7: Staying safe

Summary of lesson:
At this point student should understand what social skills are, what personal boundaries are, and what a healthy/unhealthy relationship is. This lesson will expand on all these skills by demonstrating how knowing these skills help individuals stay safe in every day life. Students will participate in a quiz lesson where they have to answer different questions based on different examples of the skills they have acquired. Students will then make a word list of safety procedures they follow regularly. A discussion will be conducted to help students identify safety skills related to social interactions such as not talking to strangers. Once the lesson has been completed students will then complete a comic showing one of the safety skills in their word list. The website Bitstrips will be used for this activity.
Lesson 8: You, Me and We

Summary of lesson:
This is the last lesson in this program. In this lesson students will go over the skills they have learned and be required to demonstrate what they have learned by answering prompt questions. During this lesson teachers will help students complete any outstanding projects or activities. Students will also finish off this program by presenting their video completed in lesson 4: getting to know new people.
Appendix G: Materials Needed for Each Lesson

Lesson 1: Who’s in your circle? Materials needed for the facilitation of this lesson include the safety circle chart, paper, and pencils for completing drawings, as well as the lesson plan included in the manual.

Lesson 2: The personal bubble. Materials needed for the facilitation of this lesson include video modeling clip 1: expressing boundaries, picture examples of tableaus for demonstrating boundaries, and the lesson plan included in the manual.

Lesson 3: What are boundaries? Materials needed for the facilitation of this lesson include an emotions chart, magazines for completing collages, and video modeling clip 2: going to the store, an example script for going to the store, and the lesson plan included in the manual.

Lesson 4: Getting to know new people. Materials needed for the facilitation of this lesson include video modeling clip 3: meeting new people, Ipads for completing student videos, and the lesson plan included in the manual.

Lesson 5: Hugging. Materials needed for the facilitation of this lesson include safety circle charts completed in lesson 1, paper and pencils for completing the drawing exercise, example tableaus, and the lesson plan included in the manual.

Lesson 6: Lets talk about relationships. Materials needed for the facilitation of this lesson contains example tableaus, paper, pencils, paint for completing pictures of activities done in healthy relationships, such as sharing, and the lesson plan included in the manual.

Lesson 7: Staying safe. Materials needed for the facilitation of this lesson include quiz questions for checking what students have learned, paper, and pencil for a brainstorm activity. Computers with access to Bitstrips Inc, (2015) are also needed for completing a comic activity, and lastly the lesson plan included in the manual.
Lesson 8: You, me, and we. Materials needed for the teaching of this lesson include videos made in lesson 4 to be presented to the class and the lesson plan included in the manual.
Appendix H: Completed Feedback Survey

Feedback Survey

Please place a check mark in the box according to your satisfaction.

Section 1. General qualities of the manual (at first glance, first flip through)

<table>
<thead>
<tr>
<th>Question</th>
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Section 2. Information and the content of the manual

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<tr>
<td>1. The manual is easy to navigate</td>
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<td>2. The information included in the manual is relevant to the purpose of the manual</td>
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<td>4. The handouts included in the manual are organized and easy to find</td>
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Section 3. Lesson plans included in the manual

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<td>2. Lessons incorporate creative arts and writing.</td>
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<td>3. Activities used in lessons are relevant to the lesson objectives.</td>
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## Section 4. Section feedback for improvement

<table>
<thead>
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<tr>
<td>Chapter 1: All about H’art</td>
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<td>Chapter 2: Learning the basics</td>
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<td>Chapter 3: The Literature</td>
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<td>Chapter 4: Teaching a group</td>
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<td>Chapter 5: The Lessons</td>
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<td>Chapter 6: More ideas for teaching social skills</td>
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<td>Chapter 7: Final thoughts</td>
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Comments and Suggestions for Improving the Manual

Overall very nicely done. Lots of good activities, I would however suggest expanding the “stranger danger” sections and perhaps adding Internet safety. Good work.

Thank you for participating in this survey.
Appendix I: Something’s Bugging Me

This activity looks at developing skills for identifying things that “bug” a student and skills that a student can use when something is “bugging” them. By having students come up with ways for working through things that bug them it allows students to develop problem solving skills and communication skills.

Materials Needed:
• Construction paper
• Markers
• Scissors
• Pencils

Instructions:
• Begin this activity by having students draw a bug of their choosing (handout 1 provides a stencil if preferred).
• Next ask students to cut out their bug.
• Now have students write on their bug different things that annoy, frustrate, or upset them.
• Next have students draw their bug again on another piece of paper.
• Have students cut their bug out.
• Now have students write on their bug things that they can say or do to let others know something is bugging them and to stop the thing that is bugging them. This can be saying “please stop,” or “I don’t like it when you ____.”
Something's Bugging Me
Appendix J: Prompting Responses

The following is a list of prompting questions that can be used with students.

• When asking students about a specific topic remember to ask it in different ways such as:
  o What does this do?
  o How does this work?
  o Who does this?
  o How does this make you feel?
  o Why would you do this?

• When trying to emphasize if something is good or bad:
  o How does this make you feel?
  o If someone did this to you would you like it?
  o Does this make people happy or mad?
  o Do people like this or no?

• When asking students how they feel:
  o How are you feeling?
  o Do you want to smile or do you want to cry?
  o Does it feel sore or does it pain?
  o Are you hot? Are you cold?

Tips for prompting:

• When prompting responses from students try to focus on using the five W’s: who, what, where, when, and why.
• Remember that there are many ways to ask the same thing.
• Check your language. Are the words you are using too big, or too broad?
• Try to be direct with questions
• Use open ended and close-ended questions.
• Provide students with verbal or gestural praise when they answer.
Appendix K: Encouraging Sharing

When working with groups of students it’s important to ensure that one student isn’t taking over the group. Each student should have an equal role during group work. The following are some tips for encouraging sharing during group work.

Tips for Encouraging Sharing:
- Tell students that each student must write the same amount of points on a work sheet.
- Prompt students to rotate in an activity
- Try having students divide the work into different sections and have each student be in charge in a different section.
- Have activities ready for students who finish their role before others. This will make it less likely for one student to take over another role.
- When working with groups with different capabilities make sure each student is complete a piece of work that matches their capabilities.
- If one student is taking over the group try giving praise for the work they have done and suggesting that they ask someone else if they want to try/do the next part. Giving praise to the student shows them that you aren’t mad that they have taken over the group but that they are being a leader.
Developing Social Skills:
A teaching manual for individuals with intellectual disabilities

Created by: Sarah McCullough
In consultation with the H’art Center Team
Written by: Sarah McCullough
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Chapter 1: All About H’art

What is H’art?
H’art is a non-profit, charitable arts organization. H’art provides opportunities for individuals with disabilities, and people facing barriers to learn, practice, and develop works in the arts. H’art has three programs: H’art School, The Box, and Able Artists.

H’art school
H’art works to help students develop literacy skills, and social skills through the use of creative arts programming. H’art teaches literacy skills and social skills through visual arts, music, media arts, dance, theatre, and literary arts such as poetry. Students participate in different classes Monday through Friday from 9 a.m. to 3 p.m.

The Box
This program focuses on providing access for performing arts to individuals facing barriers. The box began in 2012 and is a fully accessible performing arts space. The goal of this program is to support, advocate, and advance a diverse inclusive party of people taking part in the performing arts experience.

Able Artists
Able Artists is a program that runs performances, discussions and workshops for artists with disabilities. This program works to promote the inclusive arts movement in Kingston and to promote work done by participants. Able Artists have three main goals. They strive to raise awareness on all levels of the importance of art to individuals with disabilities. This program wants to promote an appreciation of diverse views and voices, alone with creating meaningful involvement for increasing access to the arts.
Chapter 2: Learning the Basics

The purpose
The purpose of this manual is to provide teachers at H’art School with eight class lessons for teaching social skills in terms of boundaries.

How it was created
A fourth year Bachelors of Applied Behavioural Psychology student attending St. Lawrence College was the developer of this manual. H’art staff participated in the creation of this manual by providing information on behaviours needing to be targeted and by providing feedback on different elements of the manual. A literature review was also conducted to examine different practices used for teaching social skills to the target population.

Definitions
This section includes definitions of different terms that will be used throughout the manual. The terms included in this section are important to understand, as these terms are central to the skills being taught in this manual. Teachers should ensure that they have read these definitions and comprehend the terms fully to effectively teach the skills in this manual.

Social Skills: skills that are used to interact and communicate with others, both verbally and non-verbally. Social skills can be seen through gestures, body language, and personal appearance when interacting or communicating with other individuals (Skills you need, 2015).

Personal boundaries: the limits an individual sets for themselves. Personal boundaries are physical, mental, and emotional. These boundaries are developed to protect oneself from being hurt, manipulated, or used by others. Personal boundaries help individuals to know how they personally feel, think, and know who they are (Hereford, 2015).

Dysfunctional relationship: when two or more people develop an emotional contract for meeting the others needs in a negative and harmful way (Niolon, 2011).

Healthy relationship: when individuals develop a relationship based on respect for one another, and trust in one another (University of Washington, 2015).

Social Skills Training (SST): a form of behavioural therapy used to teach individuals who have problems with relating to others (Encyclopedia of Mental Disorders, 2015).
Chapter 3: The Literature

It has been mentioned that individuals with developmental delays are known to show deficits across the development of social skills (Matson & Fodstad, 2010). Social skills are concepts not easily defined. Different researchers describe social skills in terms of different behaviours. The Oxford Dictionary defines social skills as the skills that are needed for successful interactions in a social context (Oxford University Press, 2015). When teaching social skills different behaviours are targeted. Some researchers identify teaching social skills in terms of making eye contact and greeting people as the most important to target (Avcioglu, 2013). Others state that social skills should be identified in terms of awareness of surroundings and voice control (Agnihotri, Gray, Colantonio, Polatajko, Cameron, Wiseman-Hakes, Rumney, & Keightley, 2012; Epp, 2008). In addition to these skills, different components such as boundaries are identified as being a central factor in teaching social skills (Laugeson, Ellingsen, Sanderson, Tucci, & Bates, 2014; Clees & Gast, 1994). These behaviours and other like behaviours are central to the development of social skills in all individuals. Many studies have been conducted looking at the teaching and development of social skills for individuals with developmental disabilities. This literature review provides a summary of some of the literature reviewed for the creation of this manual.

Firstly, the researcher reviewed literature on the use of teachers to implement social skills training in a classroom setting. Laugeson et al. (2014) developed a study in which schoolteachers were the mediators of a social skills training program known as Program for the Education and Enrichment of Relational Skills (PEERS). This study included 13 lessons for teaching different social skills. Teachings focused on specific skills such as verbal and non-verbal forms of communication, the development of friendships, and appropriate behaviours for different situations such as sportsmanship during sporting events. Results of this study indicated that PEERS is a successful program for teaching and developing social skills for individuals diagnosed with ASD who are high functioning. Laugeson et al., found that having teachers as the implementers of the program was a key element to the success of the program.

In addition to looking at the use of teachers for the implementation of social skills training the researcher looked at different populations where this training has been successful. Two studies developed by Agnihotri et al., (2012, 2014) were examined for this portion. Agnihotri et al., (2012) developed an art-based program to teach individuals with acquired brain injuries social skills. This study was found to be successful with increases in social skills measured through different teacher evaluations, and parent evaluations. The results of this study were further evaluated when Agnihotri et al, (2014) conducted a second study looking at five case studies using the intensive theatre skills training developed in the first study. Participants were found to have increases in social skills such as increases in communication skills, and the expansion of social networks (Agnihotri et al., 2014).

Next the researcher examined the effects of arts based social skills training for the development of social skills. As previously stated Agnihotri et al., (2011, 2014) developed a social skills training program through intensive theatre skills. The social skills targeted in this study were vocal training, mask work, and three-dimensional awareness. Vocal training was used to help participants learn to control volume level when speaking. Mask work involved participants using different facemasks...
to identify emotions presented on the mask. Three-dimensional awareness was used to increase participants’ ability to know the space around them. These three differed arts components were used for the development of targeted social skills. The result of this study found it to be successful and provides a basis for the current study to be developed.

Furthermore, Epp (2008) looked at the use of an art therapy group for teaching social skills to individuals diagnosed with ASD. The study looked at the use of a program called SuperKids for teaching social skills to individuals between the ages of 11 and 18. This program uses a combination of art therapy and cognitive therapy in a small group setting for developing social skills. Target behaviours of this study included increasing social skills around compromising, sportsmanship, voice control, and awareness of the environment. Epp (2008) found that this program was successful for increase self-assertion and for decreasing the internalization of behaviours.

The results of these four studies along with more provided support for the creation and development of this manual teaching social skill in terms of boundaries to individuals with developmental disabilities through the creative arts. A more extensive look at the literature can be found in the accompanying paper.
Chapter 4: Teaching a Group

Beginning a lesson
When beginning a class lesson it is important to start off by introducing the topic of the lesson and what the goal of teaching the lesson is. By informing students about the topic and what the goal of lesson is students will then be able to focus on what they should be trying to learn from the lesson. After you have introduced the topic and the goal it may be beneficial to open up the floor to find out what the students know already about the topic being discussed. By asking what the students already know you will be able to determine what needs to be emphasized in the lesson and what doesn't.

Transitioning through lessons
Once a lesson has been completed you should conduct a summary of the lesson to ensure that students have met the goal of the lesson. Summarizing the lesson will allow students memory to be activated and help to prepare for the next lesson. If students are unable to answer questions about the previous lessons it may mean that you need to spend more time on that lesson. Students learn at different paces and it is important to give students the time and the opportunity to develop the skill being taught. When it comes time to start a new lesson try to explain how the lesson relates to the previous lesson and outline the goal of the new lesson. Showing students the relationship between the lessons will help students to connect the lessons to one another and to generalize the skills being taught.

Ending the lessons
Before you can end the lesson plan you need to check the knowledge of students. Each lesson contains discussions question that should be used to determine if students have reached the lesson goal. Once all lessons are completed you should review the discussion questions with the students to determine their knowledge and if there are topics that still need to be worked on. This manual has no set time for lessons to be completed. This means if students are not demonstrating understanding of skills taught you can go back and teach the skills over again.

When students have completed all eight lessons and are able to demonstrate understanding of skills answered it is time to end the class. Make sure that students know they can come to you to talk about any of the skills taught. Even though the lessons are ending students may need reminders for using the skills taught. Activities taught in the manual can be used afterwards as reminders for students. Projects such as collages, and posters can be placed around the classroom for students to reference as needed. To end the lessons summarize what students have learned and how they can practice the skills learned further. If you feel that you would like to continue with lessons in this topic Chapter 5 of this manual includes suggested skills and activities for further teaching.
Chapter 5: The lessons
Lesson 1: Who’s in your circle?

Summary of Lesson:
This lesson focuses on teaching students who is involved in their life and the part that each individual plays. Skills taught in this lesson focus on identifying the types of behaviours that are to be used with different people in the student’s lives. Different activities such as a safety circle chart are used to show students where different people fit into the students’ lives. Students are required to complete drawings of people in their primary safety circle, secondary, and tertiary.

Materials needed:
- Safety circle chart
- Paper and pencils for completing drawings,
- Lesson plan included

Lesson Plan:
- Introduction: begin this lesson by asking the students who they think is a part of their life. Have students make a list of the people that they feel are a part of their life and how they are a part of their life. You can choose to do this as a whole class or have the students split into smaller groups working together. Once everyone has completed the list of who is a part of their life ask students if/why they think each person is important in their life.
- Goal of class: the goal of this class is to teach students who is in their safety circle. Once you have completed the introduction activity introduce the students to the concept of a safety circle. The safety circle is a way of teaching the people who are involved in your life from your center circle of family, to your outer circle of people you’ve met. The closer to the center a person is the more they can be considered safe. Have a discussion with the students about knowing who is safe to talk to and who isn’t.
- Activity: Now that you have discussed your safety circle it’s time for the students to make their safety circle. Handout 1 gives an example of a completed safety circle. Handout 2 provides the pieces needed for students to create their own safety circles.
- Activity 2: once students have completed their safety circle it is then time to have students draw a picture of who is involved in each level of their circle. By drawing who is involved in each level of the students’ circle it is providing students with the opportunity to demonstrate that they can identify which people are involved in each part of their safety circle.
- The importance: teaching safety circle to students allows students to know who they can talk to and who it is safe to talk to and who its not safe to talk to. Teaching the students that the closer a person is to the center of their safety circle means the more safe they are can help students understand who to talk to when they are having a problem. They safety circle also teaches students that strangers and acquaintances are not as safe to talk to as family.
Handout 1:
Circles of Safety

Friends, aunts, Uncles, Cousins

Family: Mom, Dad, Brother, Sister, Primary Caregiver

People you’ve met
Handout 2: Safety Circle Cut-Outs

- Me
- Family: mom, dad, brother, sister, caregiver
- Friends, aunts, uncles, cousins
Acquaintances, community helpers

Strangers
Lesson 2: The personal bubble

Summary of lesson:
In this lesson students will learn the skills needed for identifying their personal boundaries and the boundaries of others. Students will complete a lesson focusing on what personal boundaries are, and what it means to give people their personal space. Activities will be used to demonstrate to students what personal boundaries can look like. Video modeling will be used for students to practice skills in identifying personal boundaries. Other activities used will involve the use of tableaus for teaching students what to look for when learning a person’s boundaries and emotional comfort.

Materials needed:
- Video modeling clip 1: expressing boundaries
- Picture examples of tableaus
- Definition of personal boundaries

Lesson plan:
- Introduction: begin this class by asking the students to define boundaries. This can be done as a whole class or in groups. If done as groups allow students ten to 15 minutes to complete. Once completed have the students share their ideas. Next work with the students to create a definition of what boundaries mean to them. Provide students with handout 1: my boundaries. Have students write the definition of boundaries on this sheet and then in the space provided draw a picture of themselves. Once this has been completed have the students draw a circle around themselves to represent their boundaries.
- Goal of the class: The goal of this class is to teach students about boundaries in terms of the personal bubble, and personal boundaries. Once students have completed the introduction activity you can now begin talking about the difference between boundaries in general to personal boundaries. Talk and brainstorm with the students what personal boundaries are. Using the definition of personal boundaries provided in chapter 2, have students brainstorm what they consider a personal boundary.
- Activity: now that you have discussed what personal boundaries are, its time to practice understanding boundaries. For this activity have students pair up and stand in front of each other. Once students are paired up have them take five large steps away from each other. Tell the students that this activity is called the personal bubble. Handout 2 provides instructions for completing this activity.
- Activity 2: Once you have completed the first activity move onto talking about ways for recognizing the personal bubble. Ask students about body posture and facial expressions. Use prompting questions to help students. Once you have identified a couple ways for identifying the personal bubble pull up handout 3: example tableau. Have students look at the picture and describe what’s happening between the people. Ask the students if they think the people are comfortable or uncomfortable. Ask the students if they think the people are in each other’s personal space. And if they are in the person’s space is it welcome or unwelcome?
Once you have completed this see handout 4: identifying others boundaries for the next step.

- Activity 3: now that students have talked about emotions and body posture for identifying boundaries it’s time for them to practice showing their boundaries. In this activity students will create a tableau showing a situation using body posture and facial expressions that their personal space is being broken, and a tableau where they are comfortable in their boundaries. Handout 5: Making a tableau provides instructions for this activity.
- Wrap up: Once you have completed both activities its time to finish the lesson. Conclude this lesson by telling students that
Handout 1:
My Boundaries

My Boundaries are: ____________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Me in my personal bubble:
Handout 2: The Personal Bubble

Steps:
Step 1: Have student's pair up and form two lines facing each other.
Step 2: Tell the students that one of their pair will walk towards them and instruct the other student to tell the 1st student to stop when they reach the students personal bubble.
Step 3: Once everyone has come to a stop have them move back to their start position and rotate.
Step 4: Continue this by having students rotate partners. Once each student has approached 3 times have students come back to their seat.
Step 5: Discuss what the students noticed when completing this activity. Did some people have larger bubbles or smaller bubbles? Did some students feel uncomfortable moving as close to students as they allowed? What were the differences? What did students notice?

Example set up:
Handout 3: Example Tableau
Handout 4:
Identifying others boundaries

This activity looks at having students act out the example tableau so that they can better understand the situation.

Step 1: select 3 students to be a part of the tableau
Step 2: give each student a person to represent
Step 3: have the students move into the same positions as the people in the tableau
Step 4: once students are in these positions ask the class the following questions
   • Do you think they are comfortable or uncomfortable?
   • Do you think they are in each other’s personal space?
   • If they are in the person’s space is it welcome or unwelcome?
   • When you look at their bodies do they seem comfortable or uncomfortable?
   • When you look at their face what emotion do you think they are feeling?
Handout 5:
Making a tableau

For this activity you will need:

- Example tableau
- Ipad’s
- Paper and pencil

Steps for completing this activity:

- Step 1: split the students up into groups of no less than three.
- Step 2: provide students with pencils, and paper.
- Step 3: instruct the students to brainstorm how they would show that they were comfortable or uncomfortable in a situation.
- Step 4: have students plan out their positions for two tableaus. One where they feel their boundaries are being broken, and one where others are respecting their boundaries.
- Step 5: once students have planned out their position have them move into their positions and take a picture of their tableaus.
- Step 6: once all students have completed step 5 have students present their tableaus to the rest of the class and have the other students’ guess which table represents which scenario.
- Step 7: discuss the ways that students were able to identify the comfort of their peers in their tableaus.
Lesson 3: What are boundaries?
Part A

Summary of lesson:
This lesson will build on skills taught in lesson 2: the personal bubble. In this lesson students will practice social skills needed for identifying emotions of others and recognizing boundaries for different environment. Students will complete a lesson looking at what behaviours are acceptable for different environments (school, grocery store etc.). Students will be required to complete a collage focusing on identifying different emotions in people. Other activities used in this lesson will include pair rehearsals, and script writing.

Materials Needed
• Example script
• Planning a script handout

Lesson Plan:
• Introduction: start this lesson by reviewing what was done in lesson 2. Go over the class definition of boundaries, and talk about students’ reflections from the personal bubble activity. As students prompting questions such as: does everyone have the same boundaries? Is some people’s personal space bigger or smaller than others? Once you have completed a reflection on lesson two inform students that you will be talking about boundaries in different places. Start by asking students if there are different rules for being at home than there are for at the grocery store? Ask if they have different rules for going somewhere where they know everyone such as a family gathering than when they go to a place with strangers such as a restaurant?
• Goal of the lesson: The goal of this class is to build on skills taught in lesson 2. This lesson focuses on showing students that there are different boundaries used for different environments. This lesson also introduced identifying facial and body cues for expressing and identifying boundaries. Once you have discussed different rules for how students behave in different places its time to connect back to boundaries.
• Activity 1: Make a list of different behaviours and rules students have for different places such as the grocery store, a restaurant, at home, and at a family gathering. Talk to students about why they have these rules for each environment. Now ask students what is inappropriate for each environment. Use prompting questions such as what would you be upset if someone did in this place? What do you think is bad to do in this place?
• Activity 2: based on the list from activity 1 have students write a scene to show what to do, and what not to do in their chosen environment. Using handout 1, help students create their script. Once students have created their scripts have them act out their scenes and video it. Handout 2 provides an example script for further guidance.
• Wrap up: conclude this lesson by going over the list of behaviours created in activity1, followed by having students present their videos to the class and explaining why the behaviours were good or bad in their chosen environment.
Handout 1: Planning a Script

Names:_____________________________________________________
Date:_____________________________________________________

Name of your scene: ____________________________________________

<table>
<thead>
<tr>
<th>Who will be your characters:</th>
<th>What will happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does your scene take place?</th>
<th>When does your scene take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing your scene

Next you get to write out your script. Use the next sheet to guide you in writing your scene. In the left side write what the characters will say, and on the right side draw a picture of what you want it to look like.

<table>
<thead>
<tr>
<th>Introduction: Person 1:</th>
<th>Picture of scene:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 2:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conflict: Person 1:</th>
<th>Picture of scene:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 2:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ending: Person 1:</th>
<th>Picture of scene:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 2:</td>
<td></td>
</tr>
</tbody>
</table>
### Handout 2: Example Script

**Names:** Johnny, Hailey, Brent  
**Date:** Dec 15\textsuperscript{th}, 2015

**Name of your scene:**  
Going to Dinner

<table>
<thead>
<tr>
<th>Who will be your characters:</th>
<th>What will happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hailey</td>
<td>Hailey, Johnny and Brent will go to dinner, where Brent will try and take Hailey’s food without asking, and will nudge Hailey repeatedly. Hailey wont like that Brent is taking her food, and that he keeps touching her.</td>
</tr>
<tr>
<td>2. Johnny</td>
<td></td>
</tr>
<tr>
<td>3. Brent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does your scene take place?</th>
<th>When does your scene take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a restaurant, at a table.</td>
<td>Takes place during the day over lunch.</td>
</tr>
</tbody>
</table>
Writing your scene
Next you get to write out your script. Use the next sheet to guide you in writing your scene. In the left side write what the characters will say, and on the right side draw a picture of what you want it to look like.

<table>
<thead>
<tr>
<th>Introduction: Johnny: Lets go for lunch</th>
<th>Picture of scene:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brent and Hailey: yeah! That sounds great!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conflict: sitting at table food has arrived. Brent starts taking Hailey’s food.</th>
<th>Picture of scene:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brent: mmm Hailey your fries look good. <em>Brent takes Hailey’s fries, and nudges Hailey with his shoulder.</em></td>
<td></td>
</tr>
<tr>
<td>Johnny: Yeah Hailey, can I have a fry?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ending: Hailey confronts Brent about taking her fries.</th>
<th>Picture of scene:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hailey: Brent, can you please not take my fries without asking?</td>
<td></td>
</tr>
<tr>
<td>Brent: Sure Hailey! I’m sorry. <em>Brent nudges Hailey.</em></td>
<td></td>
</tr>
<tr>
<td>Hailey: And Brent, I don’t like it when you nudge me with your shoulder. Please don’t.</td>
<td></td>
</tr>
<tr>
<td>Brent: I’m sorry Hailey, I wont do it anymore.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3: What are Boundaries?
Part 2: Identifying Emotions and Body Language

Summary of lesson: This lesson will continue off of Part 1 of lesson 3. At this point students have identified different behaviours that are bad to do in different environments. Students have completed a video showing some of the behaviours that are good or bad in an environment of their choosing. This lesson will refine the skills taught in part A, by helping students identify facial expressions and basic body language for knowing if someone is happy or upset.

Materials Needed:
- Emotions chart
- Magazine
- Construction paper or Bristol board
- Glue sticks
- List of behaviours from part A

Lesson Plan:
- Introduction: Review what happened in part A of this lesson. Start a discussion either as a whole class or a small group looking at the list of behaviours made in part A and talk about how the students know the behaviours are good or bad. Ask students to think about what they do when they don’t like what someone is doing. Use prompting questions such as: do they frown? Does their shoulders hunch? Do they bite their lip?
- Goal of the lesson: the goal of this lesson is to help students build skills for identifying facial expressions and basic body language that is used when a person likes or dislikes something.
- Activity 1: Split the class into groups of 3-4 people. Give each group a copy of handout 1: emotions chart. Have students work together to name each of the facial expression given. This activity gives students the opportunity to identify different emotions presented by people. Next have students circle the expressions they think are good, and put a box around the expressions that are bad. Once complete go over the chart with the students asking what they chose for each and why.
- Activity 2: Now that the students have practiced naming different expressions based on the emotions chart its time for students to try and find them in pictures of people. In this activity students will use magazines to find examples of each emotion on the emotion chart. Have students cut out the pictures then arrange the pictures on a piece of construction paper or Bristol board to make a collage of emotions.
- Activity 3: After learning to identify different facial expressions its time for students to work on identifying body language. Have students make a list of actions they make when they are uncomfortable/ upset. Talk about each part of the body (hands, shoulders, arms etc.). Use prompting question to find out what students do when they don’t want to be: hugged, touched, talked to etc. Now
have students look through the magazines again and find body postures that they
do when they are feeling uncomfortable/ upset. Once each student has chosen a
picture have him or her glue it to a piece of construction paper/ Bristol board.
Next have the students write at the top of the paper when they do this behaviour.

• Wrap up: To complete this lesson students should share their body posture poster.
Have student tell the class what action their picture shows, and when they do the
action themselves. End the lesson by going over how different actions are
acceptable and not acceptable in different places. As well, talk about how
watching the emotions and body actions of people can tell us if they are happy or
upset.
Handout 1: Emotions Chart
Lesson 4: Getting to know new people

Summary of lesson:
As noted in the literature section of this manual one of the big parts of teaching social skills to this population is teaching what to do when meeting new people. In this lesson students will learn, practice and develop the social skills needed for meeting someone new. This lesson will focus on teaching appropriate ways for introducing oneself and for interacting in a positive manner. Video modeling will be used as a primary component of this lesson with students watching a video of a typical meeting and then practicing the skill they have observed. Students will also be required to create a video demonstrating the skills required for meeting a new person, and appropriate conversation starters, body language, and behaviour.

Materials Needed:
• Video 1: meeting new people
• Ipads
• Scene writing handout

Lesson Plan:
• Introduction: To begin the lesson review the lists of behaviours, and list of body actions made in lesson 3. Review what was taught. After you have gone over the different kinds of behaviours accepted in different situations, and body actions that students use to express if they are happy or upset its time to introduce the topic of this lesson.
• Goal of the lesson: this lesson focuses on skills needed for meeting new people. In particular this lesson will look at modeled behaviours for meeting new people, appropriate behaviours, and conversations to have with someone new.
• Activity 1: ask the class what they usually do when they meet someone new. Create a list. You can do this activity in small groups or as a whole class. Once that is complete ask the class what they know not to do when meeting someone new. Use prompting questions such as do you shake their hand, or hug them? Do you stand really close to them, or at a medium distance? Try to get examples of verbal communication, and physical actions for both lists.
• Activity 2: Now that the students have identified what to do and what not to do when meeting someone new its time for them to watch an example. Tell the students that they will be watching a video of people meeting each other, and that after they have watched the video they will be practicing what they have seen. Once the video has been played split the class into groups of 3 and have the students rotate through acting out each role: the person being introduced, the friend, and the person doing the greeting. Once each student has taken a turn acting out each role of the video its time for the student to create their own video.
• Activity 3: in this activity students will use handout 1: planning a script to write their own version of the meeting someone new video. Have students fill out handout 1, then practice their scene and video tape it.
• Wrap up: end this lesson by going over the lists created in activity 1, and by having students present their videos to the class.
Handout 1: Planning a Script

Names:_____________________________________________________
Date:_____________________________________________________

Name of your scene:___________________________________________________________________________________________

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<tr>
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<td></td>
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</table>
## Writing your scene

Next you get to write out your script. Use the next sheet to guide you in writing your scene. In the left side write what the characters will say, and on the right side draw a picture of what you want it to look like.

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</tr>
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<th>Picture of scene:</th>
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<tbody>
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</tr>
<tr>
<td><strong>Person 2:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5: Hugging

Summary of lesson:
One of the reasons why this manual was created was to help students at H’art Centre develop social skills to help them know how to interact with people. One of the behaviours that the researcher was asked to target in this project was rules around hugging. At this point in the lesson plan students have learned skills necessary for knowing boundaries, personal space and for meeting new people. This lesson will work to expand the skills previously learned and to work on teaching students about what physical behaviours are acceptable in different situations. Primarily this lesson will focus on the behaviour of hugging. In this lesson students will learn who and when it is acceptable to hug. Students will complete a variety of activities expanding on their safety circles and using a drawing project for showing who it is acceptable to hug and even where hugging is acceptable. Students can be asked to complete other activities in this lesson such as creating videos and completing tableaus. The use of tableaus in this lesson will help demonstrate to students the body language of others when accepting a hug, and when receiving an unwanted hug. Students will practice identifying the body language of those participating in the tableau and creating their own tableau. This lesson will also include a section on understanding emotional expressions. An activity of identifying different expressions will be used similar to the one used in lesson 3: what are boundaries?

Materials Needed:
- Emotions chart
- Example tableau
- List created in lesson 3 part b
- Paper

Lesson Plan:
- Introduction: begin this lesson by asking students if they like to be hugged. Then ask students why they like to be hugged. Record the answers on the board. Now ask students how they know if others like to be hugged. If students are having difficulty with this present the students with the lists of body actions made in lesson 3 part b if students like or don’t like something.
- Goal of the lesson: the goal of this lesson is to teach students skills needed for knowing who to hug, when to hug, and when not to hug. Once students have created a list for how they know someone doesn’t like to hug, bring out their emotions collages, and body language collages made in lesson 3 part b. Ask students if any of the pictures on their collages show something that would tell them someone doesn’t want to be hugged.
- Activity 1: this activity is a discussion component on ways of communicating if you want to be hugged and if you don’t want to be hugged. Refer to handout 1 for instructions.
- Activity 2: now that you have gone over different ways of communicating if students do or do not want to be hugged, its time for students to practice the
actions for knowing if they can hug or can’t hug a person. To start this activity have student’s complete handout 2: the personal bubble activity also done in lesson 2. Repeating this activity allows for a reminder to students that everyone has different boundaries, and that everyone needs different amounts of space to be comfortable. This activity can be connected back to the current lesson by telling students just as everyone has different boundaries, everyone has different comforts when it comes to being touched or hugged.

- Activity 3: Now that you have gone over personal space it’s time for the practicing to begin. Handout 3: want a hug? Provides instructions for playing a game that allows students to practice identifying if someone wants a hug or doesn’t want a hug. Handout 4: actions flash cards, provides actions that students have to act out and those watching have to guess if they want the hug or don’t want the hug.

- Wrap up: to end this lesson have students tell you what they know about the personal bubbles. Ask the students prompting questions such as: does everyone have the same size of bubble? Then ask the students to give you some examples of actions that mean someone wants a hug or doesn’t want a hug. Do this by having students present one chosen action situation done in their group from activity 3 as a tableau to the class.
Handout 1: communicating your feelings

Instructions
1. Split the class into groups of 4.
2. Have the student’s brainstorm different ways for telling someone they want or don’t want something like a hug.
3. Have students write down different actions, phrases, and facial expressions that mean they don’t want a hug.
4. Use prompting questions to help the students come up with their own ideas. Use questions such as: what do you do when someone gives you a hug? What happens when someone touches you and you don’t want him or her to? What do you say when someone is standing too close to you? Do you smile or frown when you don’t want a hug?
5. Have student’s pair up and practice saying the phrases they came up with to each other. Practicing different ways of saying that a student doesn’t like something allows them to know what to do when they are faced with a situation when they really do not like something.
Handout 2: The Personal Bubble

Steps:
Step 1: Have student's pair up and form two lines facing each other.
Step 2: Tell the students that one of their pair will walk towards them and instruct the other student to tell the 1st student to stop when they reach the students personal bubble.
Step 3: Once everyone has come to a stop have them move back to their start position and rotate.
Step 4: Continue this by having students rotate partners. Once each student has approached 3 times have students come back to their seat.
Step 5: Discuss what the students noticed when completing this activity. Did some people have larger bubbles or smaller bubbles? Did some students feel uncomfortable moving as close to students as they allowed? What were the differences? What did students notice?

Example set up:
Handout 3: Want a Hug?

Instructions:
1. Separate students into groups of 4.
2. Provide students with action cards found in handout 4.
3. In the deck there should be 8 cards, 4 previously made action cards, and 4 blank cards.
4. Given each student a blank card and have them draw an action for either wanting a hug or not wanting a hug. Have students use the list of body actions made in lesson 3 part B for a prompt.
5. Shuffle all the cards together.
6. Have students each pick a card.
7. Two students will go at a time. One student will offer the hug and the other will do the action on the card they have chosen. Based on the action the student giving the hug and the students watching have to decide if the student wants the hug or doesn't want the hug.
8. Once the students have decided if the action means yes to a hug or no to a hug its then time to switch out.
9. Each student should have a turn being a watcher, being the actor, and offering the hug.
10. Have student's chose one action scene that they want to present to the class. This should be one of the actions made by the students.
Handout 4: Action Flash Cards

Cross your arms

Open your arms
Turn your face away

Take a step to the person and smile
Make your own:
Lesson 6: Lets talk about relationships

Summary of lesson:
Social skills are an important part of any relationship. This lesson will focus on social skills needed for having a healthy relationships with others, friends, parents and otherwise. Student will participate in a lesson teaching healthy and unhealthy characteristics of relationships. After the lesson students will create a series of activities for knowing healthy or unhealthy characteristics of friendships. Drawings and paintings showing activities representative of a healthy relationship, such as sharing will be used in this lesson.

Materials Needed:
- Paper
- Pencils
- Paint (paint brushes, paint water)
- Definitions of dysfunctional relationship, and healthy relationship.

Lesson Plan:
- Introduction: start this lesson by asking the students what’s important in a friendship. Ask the students what makes a good friendship, and what makes a bad friendship. Then present the students with definitions of healthy relationships, and dysfunctional relationship.
- Goal of the lesson: This lesson focuses on teaching students social skills involved in creating and maintaining healthy relationships. Skills taught in this lesson will demonstrate characteristics of healthy relationships, and unhealthy relationships. Students will practice identifying characteristics of healthy relationships and unhealthy relationships.
- Activity 1: this activity looks at showing students some general characteristics of healthy and unhealthy relationships. Handout 1 provides a chart of characteristics of each category. Instructions for this activity are provided.
- Activity 2: the first activity will use the power and control wheel found in handout 1. This activity will look at different parts of an unhealthy friendship and identifying why these characteristics are bad. Refer to handout 2 for instructions.
- Activity 3: now that students have looked at some of the unhealthy characteristics of relationships its time to focus on the positives. This activity involves students drawing themselves and creating a list of healthy relationship characteristics that they want. Handout 3 provides instructions.
- Activity 4: this last activity will have students create two posters. One poster will display what healthy friendships are, and one will display what unhealthy friendships are. Instructions are found in handout 4.
- Wrap up: To end these lessons ask students what a healthy and unhealthy relationship/friendship is. Ask students why its important to show healthy friendships characteristics, and why its bad to do unhealthy friendship characteristics. Lastly have students present their posters created in activity 4.
Handout 1: Healthy and Unhealthy Relationships

Instructions:
- Go over the different characteristics listed in the chart below.
- Have students give more examples. Use prompting questions such as: what do you like about your friends?
- Next have students write their own definitions of healthy and unhealthy relationships based on the chart and their added words.

<table>
<thead>
<tr>
<th>Healthy Relationships</th>
<th>Unhealthy Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Doesn’t try to change you</td>
<td>- Afraid to let go</td>
</tr>
<tr>
<td>- Is accepting</td>
<td>- No independence</td>
</tr>
<tr>
<td>- Caring</td>
<td>- Lies</td>
</tr>
<tr>
<td>- Trusts</td>
<td>- Mean</td>
</tr>
<tr>
<td>- Expresses feelings openly</td>
<td>- Rude jokes</td>
</tr>
<tr>
<td>- Believed in equality</td>
<td>- Threatening</td>
</tr>
<tr>
<td>- Believes in individuality</td>
<td>- Spreading rumors</td>
</tr>
<tr>
<td>- Sharing</td>
<td>- Controlling</td>
</tr>
<tr>
<td>- Listens to concerns</td>
<td>- Ordering you to do something</td>
</tr>
<tr>
<td>- Honesty</td>
<td>- One person makes all the decisions</td>
</tr>
<tr>
<td>- Supports/ stands up for each other</td>
<td>- Blame</td>
</tr>
</tbody>
</table>
A healthy friendship to me is:
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

An unhealthy friendship to me is:
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
Handout 2: Power and Control Wheel

Instructions
1. Separate the class into groups of 4.
2. Give each group a power and control wheel.
3. Have students brainstorm in each of their groups why each characteristic is unhealthy to have in a friendship.
4. Have students write their reasons in the triangles of each characteristic on the power and control wheel.
5. Take up the activity as a class. Go over the ideas students had for each characteristic.
Power and control wheel

Intimidation

Anger

Peer Pressure

Control
Handout 3: My Friends

Instructions:
• Provide students with a piece of paper and a pencil.
• Instruct students to draw a picture of them in the middle of the page.
• Now have students write characteristics of a good friend around their image.
• Students can choose to draw mini images of them and a friend doing an activity such as sharing to demonstrate the characteristic the student likes in their friends.
Handout 4: Good Friends/ Bad Friends

Instructions:
1. Separate the class in half.
2. Give each group a large piece of paper.
3. Using paint, have students work together to paint a picture of two friends in the Centre of the page.
4. Tell students that they can decorate the paper however they like.
5. Once the students have painted their friends and decorated their paper, give students white paper and markers.
6. Assign one group to be the good friends and one to be the bad friends.
7. Have each group write which group they are on a piece of white paper and cut it out and place on their picture.
8. Next have students write on different pieces of paper characteristics of either a good friend or bad friend based on their group.
9. Have students then cut out their words and stick them on their painting.
10. The end result will be one poster with what a good friend is and one poster with what a bad friend is.
Lesson 7: Staying safe

Summary of lesson:
At this point student should understand what social skills are, what personal boundaries are, and what a healthy/unhealthy relationship is. This lesson will expand on all these skills by demonstrating how knowing these skills help individuals stay safe in every day life. Students will participate in a quiz lesson where they have to answer different questions based on different examples of the skills they have acquired. Students will then make a word list of safety procedures they follow regularly. A discussion will be conducted to help students identify safety skills related to social interactions such as not talking to strangers. Once the lesson has been completed students will then complete a comic showing one of the safety skills in their word list. The website Bitstrips will be used for this activity.

Materials Needed:
- Laptops
- Access to the website www.bitstrips.com
- Bristol board

Lesson Plan:
- Introduction: To begin, ask students what are social skills? Record their answers on the board. Then ask students what are boundaries? And what’s a healthy relationship? These questions will work as a mini review of the main topics covered in the previous lessons.
- Goal of the lesson: The goal of this lesson is to teach students about staying safe out in the community. The previous lessons worked to develop social skills that are needed for staying safe. This lesson will tie all the skills together by demonstrating to students how using the skills taught previously keep them safe.
- Activity 1: Now that you have reviewed the skills taught in previous lessons its time to connect them to staying safe. This activity involves students creating a list of the different ways they stay safe. Handout 2 provides instructions for this activity.
- Activity 2: next its time for students to be creative and make a comic strip using Bitstrips.com. Students will be instructed to create a comic strip showing how they use a social skill taught previously to stay safe. Instructions for this activity are found in handout 3. The facilitator should familiarize themselves with the website beforehand so that they can help the students with the different functions.
- Wrap up: To end have students present their comic strips and describe to the class the safety skills shown in it.
Handout 1: Staying Safe

Instructions:
• Separate class into 2-4 groups
• Give each group a piece of Bristol board
• Have each group write our safety skills at the top of their paper
• Instruct students to brainstorm different ways that they stay safe.
• Students can be as creative as they like using pictures, and words to demonstrate their safety skills
• Use prompting questions with students to help encourage more ideas. Use questions such as: what do you do when a stranger approaches you? When you’re scared what do you do?
• Once complete you can chose to have the groups share their posters with the rest of the class or not
• Have a discussion as a class to create a master list of safety rules using the ideas written on each groups Bristol board.

Additional Activity:
When teaching this lesson you may also want to include rules for staying safe when using the Internet. Include Internet safety by completing the same lesson above but focusing on rules for being safe when using the Internet.

Prompting questions to use:
• Ask about who you should add as a friend on social media. You can relate this to the safety circle.
• Ask what websites are safe to use and what aren’t.
• Ask if its safe to use an online chat room with strangers.
Handout 2: Bitstrips

Instructions:
1. Have students use either an Ipad or laptop
2. Separate students into groups with a helper for each group
3. Instruct students to brainstorm in their groups a different situation where they use a skill to stay safe. Students may use the list created in activity 2.
4. Demonstrate to students how to use Bitstrips.
5. Show students the example comic on the following page.
6. Have students make their own Bitstrips based on their chose skill for staying safe.

This activity uses both media arts and language to teach skills for staying safe. Students are able to complete different set ups of comic strips from one frame to many frames. Students can create characters that look like them and chose different scenes appropriate for their chose safety skill. For student who may have a more difficult time creating this it may be best to only do one frame, while other students who are better with technology may want to do 3 frames.
Don't Take Candy from Stranger

WANT SOME CANDY?

DONT TAKE CANDY FROM STRANGERS

NO, THANK YOU
Lesson 8: You, Me and We

Summary of lesson:
This is the last lesson in this program. In this lesson students will go over the skills they have learned and be required to demonstrate what they have learned by answering prompt questions. During this lesson teachers will help students complete any outstanding projects or activities. Students will also finish off this program by presenting their video completed in lesson 4: getting to know new people.

Materials Needed:
- Access to the website www.jeopardyrocks.com
- Any outstanding work that needs to be completed

Lesson Plan:
- Introduction: begin this lesson by letting students know that this is the end to learning about boundaries.
- Goal of the lesson: The goal of this lesson is to provide time for students to complete any outstanding activities and to review the skills taught over the previous lessons.
- Activity 1: have a class discussion about the things they have learned over the course of these lessons. Have students tell you the facilitator what they remember. You may chose to focus on certain topics taught such as staying safe, hugging, and the safety circle.
- Activity 2: Provide time for to complete any outstanding activities taught in the previous lessons.
- Activity 3: have students review the videos that they made in lesson 4. Have students work in their groups to make a small summary of their video to present to the class.
- Wrap up: To end this lesson have students present the videos they made in lesson 4: getting to know new people to the class.
Chapter 6: More Ideas for teaching social skills

The following pages include different activities that can be incorporated into the designed lessons or can be taught separately. Also included in this section are tools for teachers when running the lessons. All lessons designed in this manual are made to be adapted to the needs of the teacher. Different activities can be added or taken out of a lesson if the teacher feels the need. The lessons are designed to be a guide for teaching the outlined skills to the students, but as with any lesson there is always more that can be done.

This chapter of the manual is separated into two categories extra activities, and tools for teachers. The extra activities section includes activities for furthering the teaching of social skills to students. The section tools for teachers provides helpful handouts that can be used by teachers when facilitating lessons and facing problems.
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Extra Activities
Red, Yellow, Green

This activity focuses on teaching students how to let others know if they are feeling uncomfortable. Everyone communicates in different ways and having a variety of ways for telling others when your uncomfortable is important for ensuring safety. This activity provides three different ways for teaching students to tell others if they are uncomfortable.

Instructions:

• Start this activity by telling asking students what the colours red, yellow, and green mean on a traffic light.
• Talk to students about telling others when they are uncomfortable and why its important to tell others when they are uncomfortable.
• Have students brainstorm ways they tell others they are uncomfortable.
• Teach the students the three ways of saying they are uncomfortable.

1. The first way of telling someone you are uncomfortable is to tell the person “I am uncomfortable.” However not all students are able to do this. Tell students to think of saying red as a way of saying stop I’m uncomfortable, yellow as a way of saying I need some space, and green, as I’m okay. Handout 1: The Traffic Light can help as an aid for students to write what each colour means to them.

2. Another way of having students tell others they are uncomfortable is through hand signals. For this option a hand straight out signals stop (red), a hand moving from left to right means I need some space (yellow), and a thumbs up means I’m okay (green)

3. The last way of having students tell others they are uncomfortable is through sign language. Teach students the signs for stop, slow, and good.
The Traffic Light

Red Means:

Yellow Means:

Green Means:
Starting a conversation

This activity looks at skills for having a conversation with someone new. This activity helps students come up with things they can say to tell someone about themselves, and how to ask questions of others to get to know them. Handout 1 provides an activity sheet for students to complete. To complete this activity use brainstorming as a class and prompting questions. Encourage students to be creative as possible when thinking of things to ask others and things to tell others about themselves.
Getting to Know You and Me

Imagine that you are meeting someone for the first time, and you know nothing about him or her.
Think of three things you can tell them about you. Try to be as creative as you can with facts about you.

Now that you have thought of things to tell the person about yourself, try and think of three things you want to know about him or her.
Emotions bingo

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Draw the Emotion

I'm Happy

I'm Mad

I'm Sad

I'm Scared
Sportsmanship

When completing activities that involve competition it is important to have students demonstrate sportsmanship. This activity looks at developing ideas for what it means to be a good sport, and a poor sport.

Instructions:

• To complete this activity split the class into groups of four.
• Next pass out handout 1 to each group
• Have students make their own list of what it means to be a good sport, and a poor sport
• Once complete have the groups share with the class.
• Complete this activity by playing a game with the class of your choosing where students will have to exhibit good sportsmanship. An example game would be UNO or Go Fish.
Handout 1:
What is Sportsmanship?

What does sportsmanship mean?
Sportsmanship means: _______________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Make a list of things a good sport does, and things a poor sport does.

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Something’s bugging me
This activity looks at developing skills for identifying things that “bug” a student and skills that a student can use when something is “bugging” them. By having students come up with ways for working through things that bug them it allows students to develop problem solving skills and communication skills.

Materials Needed:
• Construction paper
• Markers
• Scissors
• Pencils

Instructions:
• Begin this activity by having students draw a bug of their choosing (handout 1 provides a stencil if preferred).
• Next ask students to cut out their bug.
• Now have students write on their bug different things that annoy, frustrate, or upset them.
• Next have students draw their bug again on another piece of paper.
• Have students cut their bug out.
• Now have students write on their bug things that they can say or do to let others know something is bugging them and to stop the thing that is bugging them. This can be saying “please stop,” or “I don’t like it when you ____.”
Something’s Bugging Me
Tools for Teachers
Prompting responses

The following is a list of prompting questions that can be used with students.

- When asking students about a specific topic remember to ask it in different ways such as:
  - What does this do?
  - How does this work?
  - Who does this?
  - How does this make you feel?
  - Why would you do this?

- When trying to emphasize if something is good or bad:
  - How does this make you feel?
  - If someone did this to you would you like it?
  - Does this make people happy or mad?
  - Do people like this or no?

- When asking students how they feel:
  - How are you feeling?
  - Do you want to smile or do you want to cry?
  - Does it feel sore or does it pain?
  - Are you hot? Are you cold?

Tips for prompting:

- When prompting responses from students try to focus on using the five W’s: who, what, where, when, and why.
- Remember that there are many ways to ask the same thing.
- Check your language. Are the words you are using too big, or too broad?
- Try to be direct with questions
- Use open ended and close-ended questions.
- Provide students with verbal or gestural praise when they answer.
Encouraging sharing
When working with groups of students it’s important to ensure that one student isn’t taking over the group. Each student should have an equal role during group work. The following are some tips for encouraging sharing during group work.

Tips for Encouraging Sharing:
• Tell students that each student must write the same amount of points on a work sheet.
• Prompt students to rotate in an activity
• Try having students divide the work into different sections and have each student be in charge in a different section.
• Have activities ready for students who finish their role before others. This will make it less likely for one student to take over another role.
• When working with groups with different capabilities make sure each student is complete a piece of work that matches their capabilities.
• If one student is taking over the group try giving praise for the work they have done and suggesting that they ask someone else if they want to try/do the next part. Giving praise to the student shows them that you aren’t mad that they have taken over the group but that they are being a leader.
Reflecting on my Actions

Reflections are a great way for students to identify what they did, what happened, and what they can do next time to prevent it from happening. This handout provides a reflection for students and teachers to use together when something has happened that needs to be addressed. By sitting down with the student and going over what happened and identifying what can happen next time it allows the student to be a part of the solution building, and encourages problem solving. In addition by having students sign the sheet with what they can do next time it provides students with a sense of commitment to what they have set as a goal to do.

Instructions:

• When something goes wrong that needs some problem solving sit down with the student and go through this handout.
• Talk with the student first about what it is that they did. Use prompting questions to find out what their actions were.
• Next talk with the student about what happened as a result of what they did. Ask the student if what happened was good or bad.
• Now come up with a solution for what the student can do next time if they are faced with the same or similar situation. Write this solution on in the box provided.
• Lastly Have the student sign the bottom of the page saying that next time they will try the solution you came up with together.
Reflecting on my Actions

When I Did This:

This Happened:

Next Time I will:

I___________________________, Will try to _________________________________

_________________________________________________________________________ next time.

_________________________________________________________________________

Student Signature             Teacher Signature
Chapter 7: Final Thoughts

Note of final product
This product was made for staff of H’art Centre for teaching social skills to students. This project was completed as part of the requirements for the B.A.A. of Behavioural Psychology fourth year program at St. Lawrence College. Activities and lessons provided in this manual can be used in order or separately for addressing behaviours as presented.

Thank you note
Dear H’art,
I would like to say thank you for your participation in the gathering of information for the completion of this manual. I hope that this manual provides useful tools and activities for your staff, placement students, and volunteers when working in your facility. It was my intention to provide you with eight lessons for teaching social skills in terms of boundaries to your students. These activities were made to be used in different classrooms within H’art and incorporate different art activities as a teaching tool. I hope that this manual provides you with effective and useful tools.
Thank you for your time, participation, and encouragement throughout this process.
Sincerely,
Sarah McCullough
References


