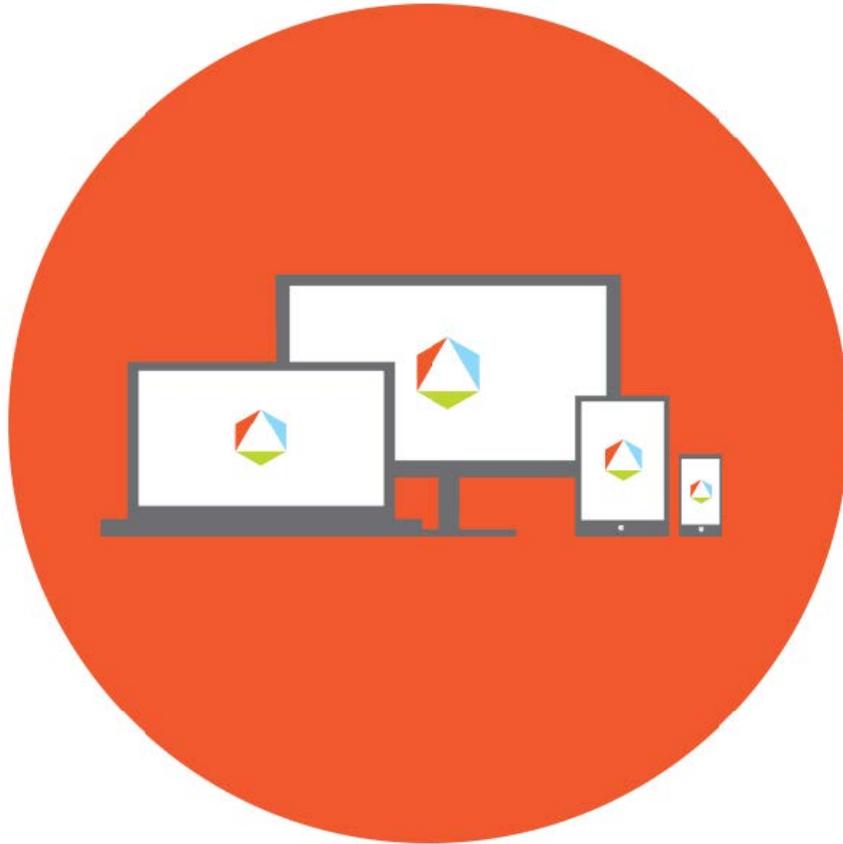




FIRSTPATH
AUTISM



Lesson Guide

70. FirstPath Autism: Steps to Social Success[®]

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FirstPath Autism: Steps to Social Success[®]

Overview

<p>Teaches:</p>	<p>Steps to Social Success help teach and promote socially acceptable behavior, Steps to Social Success help give the child an explanation of the behavior of others, give coping strategies, and help establish predictable routines and/or expectations. Steps to Social Success can help teach the child how to behave in certain situations, and even script potential responses for the child to use in certain situations.</p>
<p>Before beginning:</p>	<p>Steps to Social Success can be beneficial at many different stages of learning; the child's current level of development will determine the level of content s/he absorbs from the story.</p> <p>At a basic level, the child should have the ability to sit and listen to a book being read to him/her for 2 minutes at a time. Basic level Steps to Social Success give predictability and routine, as well as motivation to emulate the book. They work very well to build motivation for self-help routines, or prepare a child for what to expect in a new/unfamiliar event.</p> <p>At a more advanced level, the child can gain maximum benefit from Steps to Social Success when s/he has mastered basic identification of emotions, as well as Sequencing/Prediction skills. At this level, Steps to Social Success help give more complex guidance on how to behave in a socially acceptable manner and why that is important.</p>
<p>Why it's important:</p>	<p>Steps to Social Success are generally an enjoyable, low-stress tool that can be used to teach a variety of real-life skills and situations. All subject matter for Steps to Social Success consists of real-life events that are specific, personal, and relatable for the individual child. Because of the "storybook format", Steps to Social Success sometimes reach a child in a way that a highly structured lesson cannot.</p>
<p>Materials needed:</p>	<p>Individual storybooks personalized to the child's targeted situation/event.</p> <p>There are many different materials that can be used to create a Steps to Social Success; be creative but keep it simple. See further detail below.</p>

<p>Generalization activities:</p>	<p>Acting out the story using action figures or dolls, or in a pretend play situation; practicing appropriate behavior within the naturally occurring situation, in various environments and with different people if possible.</p>
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Steps

Prepare

1. Write an individualized **Steps to Social Success** for the child that specifically addresses the target behavior/event. When writing the **Steps to Social Success**, the teacher should use 4 specific types of sentences:

1. **Descriptive sentences** explain or describe the situation, people, or event; they give information
2. **Perspective sentences** explain the behaviors and emotions/feelings of self or others
3. **Directive sentences** present what the child is expected to say or do
4. **Control sentences** (usually used toward the end of the story) explain strategies the child can use to remember/understand what to do in certain situations

Sample brief story: Sometimes my friend Lee asks me to share my toys (DESCRIPTIVE). This means that Lee would like to play with me and my toys (PERSPECTIVE). Lee doesn't want to be my friend if I don't share (PERSPECTIVE). I will share my toys when a friend asks me to share (DIRECTIVE). When a friend asks me to share, I can think about them wanting to play with me and be my friend (CONTROL).

2. The story should then be transferred to a book format, either by handwriting the story on individual pieces of paper and stapling/binding them together, or typing on the computer and printing it out before binding.
3. A simple picture, photo, or illustration should accompany each page to create visual interest for the child and aid in comprehension and retention.
4. When the **Steps to Social Success** has been completed in simple book format, it is ready to be presented to the child.

Teach

1. Read the story to the child in a quiet place free of distractions. (Initially, this should occur 2-3 times daily to create frequent learning opportunity.)
2. If the child is able to read, the teacher can ask the child to read the **Steps to Social Success** independently once daily. If the child cannot read independently, the teacher will continue to read the **Steps to Social Success** to the child. The child should always be next to the teacher, attending (and reading along, if applicable) while the story is read.
3. Based upon the child's level of development, the teacher might ask simple questions to check for comprehension after the story.
4. Again, based upon the child's level of development, the teacher and child might role-play the situation and techniques described in the **Steps to Social Success**, to allow practice in a structured environment.
5. The teacher and/or parents should assist the child to generalize learning and implement techniques learned in the natural environment (real-life situations as they occur).
6. When the child successfully understands and independently (or with minimal prompting) expresses responses and behaviors modeled in the **Steps to Social Success**, then the frequency of teaching (reading the story) may gradually fade. At this point, real-life application should become the primary focus.

Targets

In this lesson, targets are *highly* individualized to each child. As a result, there is no prescribed list of targets or order of mastery. However, examples of areas effectively targeted via Steps to Social Success is included below.

Please note that this is BY NO MEANS an exhaustive list!

- Potty training
- Sharing toys
- Staying with a babysitter
- Riding the bus
- Table manners
- Taking a test at school
- How to initiate play with others
- How to behave at a friend's birthday party
- Brushing teeth
- Saying "please" and "thank you"
- Being a team player / good sportsmanship
- How to have a good attitude when losing a game
- Eating at a restaurant
- Going to the doctor

Data

For this lesson, data is not typically collected while implementing the lesson, as the only “response” required from the child is to sit and listen attentively. However, the teacher may choose to collect behavior data on specific behaviors targeted within the story, to measure if the child is understanding and implementing strategies taught in the **Steps to Social Success**. For example, if the **Steps to Social Success** was for “Sharing Toys”, then the teacher may choose to collect data on the child giving up a toy when asked to do so during interactive or peer play sessions.