



Board/Authority Authorized Course Principles of Social Interactions 11

School District/Independent School Authority Name: Okanagan Skaha	School District 67
Developed by: Shaune Gowe (previous version by Pam Butters) (Some objectives, resources and ideas taken from previous course descriptions offered by District 28 (Quesnel), District 20 (Kootenay Columbia) and District 36 (Surrey))	Date Developed: October 8, 2018
School Name: Penticton Secondary	Principal's Name: Chris Van Bergeyk
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Principles of Social Interactions	Grade Level of Course: 11
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 60 or 120

Board/Authority Prerequisite(s):

Students may be referred by case manager, counselor, School Based Team, or parent.

PSI learning outcomes rating scale as a pre-assessment

Special Training, Facilities or Equipment Required:

- Resource Teacher and Support Staff with specialized training in Autism Spectrum Disorder and other developmental disabilities including social skill deficits and behavior disorders.
- Knowledge of Michelle Garcia Winner’s concepts/strategies in teaching “Social Thinking.”
- Digital Camera or device with video capacity.
- Laptop or PC with ability to play video
- Projector
- Internet Access (high speed and wireless preferred).
- Window’s movie maker and Media Player, or similar program.
- Social skills pre-assessment (PSI rating scale).

Course Synopsis:

Principles of Social Interactions addresses skills and promotes growth in the areas of self-determination, self-awareness, self-advocacy, emotional awareness and regulation, social interaction and communication (verbal and non-verbal), social cognition, conflict resolution, bullying and peer pressure.

Goals and Rationale:

Social competency is a combination of fundamental skills required for independence and success in young adults. Students with developmental disabilities (including autism) and behavioral difficulties often lack the necessary social skills to live up to their fullest potential.

This course provides the opportunity for students with deficits in the areas identified in the learning outcomes to develop their skills in a safe, structured and supportive environment with some of their peers.

Aboriginal Worldviews and Perspectives:

This course will include an approach that utilizes First Peoples Principles of Learning in its view of student growth. In particular, it will focus on:

- “Learning involves recognizing the consequences of one’s actions.”
 - Students will learn how their actions affect others.
- “Learning involves generational roles and responsibilities.”
- “Learning involves patience and time.”
 - Staff will acknowledge that each learner learns and progresses at their own pace.
- “Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place.”
- “Learning involves exploration of one’s identity.” (from www.FNESC.ca)

BIG IDEAS

<p>Self-determination first requires a development of self-awareness.</p>	<p>Self-regulation requires awareness of emotions and how to manage them.</p>	<p>Effective communication involves verbal and non-verbal skills.</p>	<p>Self-advocacy involves knowing when and how to ask for help.</p>	<p>Different social skills are required in different settings.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Unit 1: Self Determination, Self-Awareness, Self-Advocacy The student will:</p> <ul style="list-style-type: none"> Recognize and explore their own strengths and talents, values, interests, likes and dislikes. Articulate to others what they need in different settings, as related to their learning styles and personal attributes Learn how to consciously use problem-solving strategies Participate in planning their own educational program and Post-Secondary opportunities. <p>Unit 2: Emotional Awareness and Self-Regulation The student will:</p> <ul style="list-style-type: none"> Identify both appropriate and inappropriate expression of emotions. Identify their own levels of anger, anxiety or stress. (5 point scale) Develop and practice positive self-management strategies in stressful situations and preparing for stressful situations. (prevention and intervention strategies) Demonstrate knowledge of respectful behavior as an expression of their anger. (Ex. Tone, body language and words). 	<p><i>Students are expected to know the following:</i></p> <p>Unit 1: Self Determination, Self-Awareness, Self-Advocacy The student will:</p> <ul style="list-style-type: none"> Learn about the key traits, or characteristics, of individuals with their developmental disability. Learn how their developmental disability affects the way they learn Distinguish between asking for help and the need for clarification. <p>Unit 2: Emotional Awareness and Self-Regulation The student will:</p> <ul style="list-style-type: none"> Recognize and label a range of emotions in themselves based on thoughts or experiences (ex. Anxiety, anger, surprise, fear, etc.). Recognize and acknowledge the causes of their own anger, anxiety or stress. Learn that anger and other emotions are natural responses. Recognize that their own emotional response should match the magnitude of the problem (mountain vs. mole

Unit 3: Social Interactions and Communication (verbal and non-verbal)

3a) Non Verbal Communication:

The student will:

- Understand and practice the different ways we **use our eyes to think**, interpret social contexts and read the environment
- Accurately predict what other people are looking at and thinking about based on their own observations.
- Understand and practice **basic social rules**
- Develop an understanding of the value of using white lies in necessary situations.
- Demonstrate what it means to be **mentally or cognitively part of a group**.

3b) Social Communication (in person, email, and phone):

The student will:

- Develop strategies to start conversations in various ways. (ex. Ask questions, comment, complimenting).
- Appropriately join a conversation between two or more people
- Learn to make introductions and introduce themselves to others
- Practice strategies for **maintaining interactions**
- Acknowledge and converse about the interests of others.
- Change the topic of conversation to fit the interests of others.
- Respond to open ended questions from others with some detail.
- Give and receive compliments.
- Give and receive criticism in a constructive, considerate manner.
- End a conversation appropriately.

Unit 4: Social Cognition (thinking about others thinking):

The student will:

- Demonstrate knowledge of empathy and when to use it appropriately.
- Distinguish between appropriate topics, behaviors and places for private vs. public communications. (Social expectations are contextual).
- Recognize the impact of their own facial expression, body language, and tone of voice to others.

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- Identify physiological responses to self-management strategies.
- Identify healthy emotional outlets outside of the school or work environments. (Stress release).
- Demonstrate knowledge of respectful behavior as an expression of their anger. (Ex. Tone, body language and words).

Unit 3: Social Interactions and Communication (verbal and non-verbal)

3a) Non Verbal Communication:

The student will:

- Identify a variety of means of **non-verbal communication**.
- Demonstrate an ability to interpret various body language and facial cues to determine intent or feeling of another person.

3b) Social Communication (in person, email, and phone):

The student will:

- Learn to make introductions and introduce themselves to others.
- Being aware of non-verbal cues while conversing.
- Recognize and understand the meaning of peer jargon and slang.
- Understand the difference between **figurative** vs. literal language.
- Read cues to terminate a conversation.

Unit 4: Social Cognition (thinking about others thinking):

The student will:

- Understand the difference between relationships in different contexts. (Ex. A friend or acquaintance in school, neighborhood, community, Facebook, Snapchat, Twitter, etc.).

- Adjust their own behavior based on the reaction of others.
- Adjust their own behavior to keep others thinking about them in the way they would like.
- Learn how to recognize and fix a social blunder or faux pas.
- Consider multiple points of view and acknowledge the opinions of others.
- Deduce the intentions, motives and desires of others in various contexts, including the digital world.

Unit 5: Managing conflicts and negative interactions

5a) Conflict Resolution:

The student will:

- Identify settings, people and events that potentially cause conflict for themselves.
- Identify attributes or behaviors in others that cause them anxiety.
- Learn about compromise and their own role in the development and resolution of problems with others.
- Discern when to access help.
- Recognizing when it is appropriate and not appropriate to be involved in others conflicts.

5b) Bullying and Peer Pressure:

The student will:

- Identify situations when bullying has occurred.
- Recognize positive and negative relationships based on associated behavior.
- Develop strategies to effectively manage bullying behavior.
- Demonstrate knowledge showing how to deal with peer pressure effectively and respectfully.
- Demonstrate knowledge of how to terminate negative relationships involving bullying.

- Recognize in themselves the value of using tolerance and patience towards others who are exhibiting anxiety, anger or some level of discomfort.
- Understand that they can have a positive or negative impact on the perception others have of them.
- Understand that the way they are perceived by others is based on a collection of events stored in that person's memory.

Unit 5: Managing conflicts and negative interactions

5a) Conflict Resolution:

The student will:

- Learn strategies to conclude a conflict or disagreement (ex. Self-talk, visualization).
- Identify ways to solve issues during a conflict (ex. Negotiation, compromise, turn taking, "I messages", asking others to change their behavior).

5b) Bullying and Peer Pressure:

The student will:

- Define behaviors associated with bullying.
- Distinguish between bullying and peer pressure behavior.

Big Ideas – Elaborations

- **Self-advocacy**
 - Recognize one's needs as an individual
 - Learn to communicate those needs to others
 - Learn to generate solutions to obstacles to interacting and working with others
- **Self-regulation skills**
 - Recognize feelings and emotions
 - Manage feelings and emotions
 - Persevere with challenging tasks
 - Adjust a plan and assess the results
 - Take ownership of goals, learning and behaviour
- **Self-determination**
 - The ability or power to make decisions for one's self based on self-awareness

Curricular Competencies – Elaborations

- **basic social rules:** Ex. Etiquette, manners, politeness, staring vs. eye-contact, physical and emotional boundaries, joint attention, sharing, turn taking, appropriate space, etc.
- **maintaining interactions:** showing interest in others opinions/ ideas, questioning, piggy-backing, turn taking, talking on topic, topic transitions
- **problem-solving:** Identify problems; Consider possible solutions with support
- **use our eyes to think:** ex. Showing interest in others, knowing when it's our turn to speak, gathering information
- **mentally or cognitively part of a group:** ex. Active listening with ears, eyes, brain, mouth, posture and orientation

Content – Elaborations

- **non-verbal communication:** Ex. Eye gaze, tone, gestures, self-injurious behavior, proximity, facial expressions, volume of voice, speed of voice, physical aggression, crying, posture
- **figurative language:** Ex. similes, metaphors, irony and sarcasm

Recommended Instructional Components:

- Direct Instruction
- Brainstorming
- Small group work
- Volunteer opportunities to practice skills
- Discussion
- Novel studies to assess character traits/ skills
- Fiction and non-fiction short stories
- Role playing
- Games
- Video modeling
- Peer/ teacher modeling
- Peer tutor support
- Social autopsies
- Video self-modeling
- *Social Stories*[™]
- *Comic Strip conversations*[™]
- Graphic organizers
- Student handouts

- Interviews
- Self-analysis projects
- Informal observation
- ABC functional behavior charting

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Assessment Component:

Progress towards IEP goals, as reflected through the following methods:

- Self-reflection and evaluation
- Peer evaluation
- Group discussion and active involvement
- Data collection (PSC rating scale inventory pre and post)
- Peer interviews
- Course activities
- Weekly journals
- Student handouts
- Tests and quizzes
- Cumulative projects
- Power point projects- self advocacy/ self-awareness
- Rubrics (created collaboratively between students and teacher)

Learning Resources:

Books:

- Baker, Michael O. What Would You Do?: Moral Dilemmas. Seaside, CA: Critical Thinking, 2008. Print.
- Begun, Ruth Weltmann. Ready-to-use Social Skills Lessons & Activities for Grades 7-12. West Nyack, NY: Center for Applied Research in Education, 1996. Print.
- Buron, Kari Dunn., and Mitzi Curtis. The Incredible 5-point Scale: Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses. Shawnee Mission, KS: Autism Asperger Pub., 2003. Print.
- Buron, Kari Dunn. A 5 Is against the Law!: Social Boundaries : Straight Up! :. Shawnee Mission, Kan.: Autism Asperger Pub., 2007. Print.
- Gray, Carol. The New Social Story Book. Arlington, TX: Future Horizons, 2010. Print.
- Faherty, Catherine, and Gary B. Mesibov. Asperger's... What Does It Mean to Me?: a Workbook Explaining Self Awareness and Life Lessons to the Child or Youth with High Functioning Autism or Aspergers, Structured Teaching Ideas for Home and School. Arlington, TX: Future Horizons, 2006. Print.
- Gray, Carol. Comic Strip Conversations: Colorful, Illustrated Interactions with Students with Autism and Related Disorders. Jenison, MI: Jenison Public Schools, 1994. Print.

- Kellner, Millicent H. *In Control: a Skill-building Program for Teaching Young Adolescents to Manage Anger*. Champaign, IL: Research, 2004. Print.
- Laugeson, Elizabeth A. *The PEERS™ Curriculum for School-Based Professionals*. New York: Routledge, 2014.
- McAfee, Jeanette L. *Navigating the Social World: a Curriculum for Individuals with Asperger's Syndrome, High Functioning Autism and Related Disorders*. Arlington, TX: Future Horizons, 2002.
- Winner, Michelle Garcia. *Worksheets for Teaching Social Thinking and Related Skills: Breaking down Concepts for Teaching Students with Social Cognitive Deficits*. San Jose, CA: Think Social, 2005. Print.
- Winner, Michelle Garcia. *Thinking about You, Thinking about Me*. San Jose, CA: Think Social, 2007. Print.
- Winner, Michelle Garcia. *Think Social!: a Social Thinking Curriculum for School-age Students : for Teaching Social Thinking and Related Social Skills to Students with High Functioning Autism, Asperger Syndrome, PDD-NOS, ADHD, Nonverbal Learning Disability and for All Others in the Murky Gray Area of Social Thinking*. San Jose, CA: Michelle Garcia Winner, 2008. Print.

Additional Information: PSI Pre and Post Assessment attached separately (developed by SD67)

