Lunch Bunch & Beyond

Embedding Social Skills Across the Day
Why must we target social skills?

- One of three qualitative impairments for individuals with autism spectrum disorders
- Deficit in Theory of Mind
- Increased focus on academic skills allows social skill training to get lost
What is Lunch Bunch?

Small group arrangement that provides students with disabilities the opportunity to practice social skills under direct supervision but without removing them from valuable general education classes.
Setting up a Lunch Bunch

1. Present the concept to your administrator and providing them with your purpose and step-by-step plan for implementation, including progress monitoring.

2. Select both target students with disabilities and target typically developing peers for participation.
Granville Elementary School

News about a small group from:
Nimarta Roberts, School Counselor &
Sandy Simon, Speech Language Pathologist

We are offering the “Lunch Bunch” group at Granville Elementary School for 3rd grade students who may benefit from extra social skills training. The group will focus on the following prosocial skills: Classroom Survival Skills, Friendship-Making Skills, Skills for Dealing with Feelings, and Skills for Dealing with Stress. Students will have the opportunity to both learn and practice the skills in the group.

“Lunch Bunch” will meet for 6 sessions during lunch. Students will bring their lunches to the group. We will begin on Wednesday, September 26th. If you have any questions, please feel free to contact either Nimarta or Sandy (nsingh@granvilleschools.org; ssimon@granvilleschools.org).

Please complete the form below if you and your child have talked about this group and your child would like to participate in this group. Please have your child return this form to his/her classroom teacher by Tuesday, September 25th.

Thank you and we look forward to working with your child!

My child, __________________, in __________________ Classroom, would like to participate in Lunch Bunch.

_________________________________________ Parent/Guardian Signature

_________________________________________ Parent/Guardian Home Phone

_________________________________________ Parent/Guardian Work Phone
2. Selecting peers (cont.)

- If all class members options
  - Target students can select peers
  - Teacher can select and rotate
  - Pulling names out of a jar
  - First 3-4 to finish work

3. Familiarize students with the concept by explaining Lunch Bunch
  - Present as exciting opportunity
4. Conduct a social skills assessment on each target student to guide selection of objectives

5. Select skills to target, write individual objectives, create a systematic plan for implementation
Implementing Lunch Bunch

✓ Select a secluded setting; library, empty classroom, conference room (away from distractions)

✓ Prepare materials (if needed) prior

✓ Students travel to cafeteria to get food or bring packed lunch to the designated room
Implementing Lunch Bunch

- Follow plan for instruction
- Remember to include reinforcement for target behaviors
- Provide multiple opportunities to respond within natural context (as much as possible)
- TAKE DATA!!! TAKE DATA!! TAKE DATA!!!
Implementing Lunch Bunch

Suggested Lunch Bunch Agenda:

1) Introduce chosen topic
2) Monitor student discussion of topic while everyone eats lunch (purposeful inclusion of student(s) with ASD in conversation)
3) When finished eating, facilitate small group game
Implementing Lunch Bunch

Other Suggestions:
✓ Conduct *Lunch Bunch* as often as possible; if multiple target students make sure to rotate

✓ Maximize time (i.e., run games, promote interactive conversations on topic during lunch)
Lunch Bunch Bottomline:

The FACILITATOR is IN CHARGE!!

Including:

Student selection, planned instruction, implementation of instruction, provision of reinforcement, monitoring progress & making changes accordingly, AND MAKING IT FUN!!!
What about the rest of the day?

Embedding Social Skills Across the Day
Embedding social skills

- Social skills can be taught throughout the day both during naturally social activities (e.g., lunch, break, recess) & within academic tasks.

- Let’s take a look at how to embed social skills into instruction.
“Teachers in inclusive settings can achieve this (incorporating social skills instruction in the academic curriculum) by monitoring the social contacts of students with disabilities, implementing activities that develop positive peer relations, and explicitly instructing children in need of further social skill development” (Ramsey, 2004).

Steps to embedding social skills

A. ASSESSMENT

1. Identify skills
2. Monitor behavior
3. Select and prioritize replacement skills
4. Conduct reinforcement surveys
5. Develop a plan

Steps to embedding social skills

B. INSTRUCTION

6. Engage in daily morning meetings
7. Take advantage of teachable moments
8. Teach social skills in the same way you teach academics
Steps to embedding social skills

B. INSTRUCTION

9. Connect social skills to academic skills
10. Teach social skills in context
11. Role play
12. Teach examples and non-examples
Steps to embedding social skills

C. Maintenance

13. Use self-monitoring
14. Provide reinforcements
15. Provide prompts and cues
16. Provide feedback
Steps to embedding social skills

C. Generalization

17. Involve other members of the school faculty
18. Involve parents
19. Evaluate
20. Involve all students
Let’s Focus on INSTRUCTION!!
Identify skills

Identify skill vs. performance deficit

✓ If the behavior is not part of the student’s repertoire you will have to provide formal instruction

✓ If they demonstrate the behavior, instruction will involve when and where to display the behavior.
Engage in daily morning sessions

“Morning meeting, which involves greeting, listening to, and responding to members of the group, provides one way to build community within a classroom.” (pp. 188)
Morning meeting should consist of:

1. **Greeting** (children greet and welcome on another by name)

1. **Sharing** (encouraging children to value the opinion of others while learning to articulate their thoughts)
Morning meeting should consist of:

3. **Activity** (a fun way of fostering participation by encouraging cooperation rather than competition)

4. **News and announcements** (ensuring that children know about special events or changes in the class routine)
Engage in daily morning sessions

• Make sure the activities that foster social interaction
• Include activities that you as the teacher can model
  1. Cooperative play
  2. Turn taking
  3. Problem solving
1. Evaluate the expectations of the meeting

A) Academic
i. Describe previous night’s activity
ii. Identify errors in the morning message

B) Behavioral
i. Sitting for 15 minutes
ii. Raising hand to respond to questions
Evaluating Morning Meeting: 3rd Grade

C) Motor
i. Maintaining postural stability

ii. Writing corrections on morning message

D) Social
a) Greeting peers in circle

b) Attending to teacher and peers while they are speaking

c) Asking questions about peers previous night activities

E) Transitions
a) Desk to carpet area

b) Greeting activity to calendar

c) Calendar to morning message
Take advantage of Teachable Moments

✓ “Catch ‘em being good”
✓ Acknowledge the actions of students who are following the correct procedures (not roughhousing in the line)
  – Use this as a positive teachable moment
  – Use behavior specific praise to identify behaviors
✓ Students are more likely to remember expectations when they are taught immediately instead of hours later.
Teach social skills like you do academic skills

❖ Use effective strategies used during academic tasks to teach social skills

❖ **Systematic Instruction Plans**

Determine teaching procedure, reinforcement, mastery, prompts, etc.
Connect social behaviors to academic skills

- When planning academic lessons, consider the social behaviors essential to student learning.
- Try to incorporate instruction in the skills necessary for demonstrating social behaviors into your lesson.

For example, if you are targeting waiting your turn; have students read aloud and take turns while engaging in reading.
Teach social skills in context

The most effective method of promoting skill acquisition is to provide the actually perform the skill in context.

For example, if students are reported to be kicking each other under the lunchroom table, choose to teach and practice keeping feet to self in the lunchroom. Practice in real context!!
Role play new social skills

- First model and explain the behavior, then have the student role play.

  Remember to......

  Be positive

  Reinforce appropriate responses

  Incorporate student examples
Teach examples & non-examples

- Model appropriate and inappropriate behaviors. **ONLY ADULT MODELS INAPPROPRIATE**

- During practice provide multiple responses, so students understand different ranges of responses that can occur.
Tips for Embedding Social Skills

Remember…..

➢ Social skills instruction should not only occur at lunch, but throughout the day.

➢ Target skills with different individuals and location to promote generalization of skills.

➢ Make sure you are using effective reinforcers, so the individual is motivated to interact.
References


Questions???
Contact:
Julie Stewart
502-852-8930
jestew06@louisville.edu
FAX: 502-852-7148