About the Authors

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Nena C. Challenner, B.S., is a PPCD (Preschool Program for Children with Disabilities) Instructor and Inclusion Specialist. She has been a teacher for over 15 years and has taught preschool through second grade. She has worked with children with autism and PDD since 1995. Autism & PDD: Social Skills Lessons is her first publication with LinguiSystems.

Acknowledgments

Thanks to my husband, Joe, for his support and enthusiasm, and to my children, Kate, Matthew, and Sam for their patience and understanding – PBR

Thanks to my parents, Glen A. Zachary and Betty Y. Zachary, for their love and encouragement that will be with me always, and to my husband, Phillip, and my son, Ryan, for their patience and support throughout the writing of this book – NCC

And thanks to Amy Ballard for sharing her artistic ability on our very first social lesson, to Julie Nelson for sharing her wide expertise on children’s behavior, and to Judy Walling, Special Education Director, Midlothian ISD, for expanding the world of children with special needs.

Dedication

To Shawn, for showing us a way to teach children with autism

Illustrations by Eulala Conner
Page Layout by Christine Buysse
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Introduction

A few years ago, we were working together to facilitate the inclusion of a five-year-old boy with autism into a kindergarten/first-grade classroom. Communication with the child was a problem. Although the classroom had been structured to aid his inclusion, inappropriate behaviors repeatedly set him back both academically and socially. Some of his typical behaviors were climbing on desktops, darting, squirting glue on tables, dumping toys, and pulling on electrical cords.

We learned of Carol Gray’s success with stories describing social situations to teach children with autism. The format of Gray’s stories in *The New Social Story Book* (1994) seemed perfect for our student. However, due to the child’s young age, we soon found that those stories were too long. Shorter sentences and stories plus the addition of pictures were critical to his comprehension. So we began writing one-page lessons with each sentence supported by one or more pictures. Our lessons targeted typical needs of preschool and early primary students.

Our lessons were so successful that we began using them with other children with autism and PDD. As parents began to see how the lessons worked at school, they requested lessons concerning behaviors at home and in the community. In addition, the lessons were used successfully with children with other disabilities and with typically-developing children. *Autism & PDD: Social Skills Lessons* is the culmination of the work we did with teachers and families over the last few years.

About the Books

The lessons are grouped into five separate books:

- School
- Home
- Community
- Getting Along
- Behavior

In each book, we have included two types of lessons: instructional and behavioral. The instructional lessons are intended to teach young children what they need to do or say in social situations that are often overwhelming to children with autism (e.g., *Receiving a Compliment*, Getting Along book, page 13). The instructional lessons can be used as part of a social skills curriculum with small groups of children or individuals. The behavioral lessons target specific social problems that need to be stopped. They are best used with an individual child (e.g., *Running Away (Darting)*, Behavior book, page 27).

The lessons are not intended to be used in the order presented, but chosen according to the needs of a particular child.

The *Getting Along* book focuses on social skills needed in many different settings throughout life. These are the “basic” social skills. Educators and parents will find that these lessons apply to home, community, and school. One possible plan for use is outlined on the next page.
1. Educator and parents collaborate in choosing the skill(s) that are important for the child. Many behaviors occur more often in one setting (e.g., school) but require review in both settings (e.g., school and home). Good communication between school and home is critical.

2. Educator initiates teaching the skill at school.

3. A copy of the lesson is then sent home.

4. Parent reads the lesson with the child over several days.

5. Educator and parent confer regarding mastery.

Make the Lessons Fit the Child

No two children are the same! Although the lessons are ready for use as they appear in the books, it will undoubtedly be necessary to make changes in some lessons to fit the child. For example, some children may not understand that the generic child used in the lessons refers to them. For these children, attach a photograph of the child in the upper right-hand corner of the lesson. As you read the story, point to the photograph and say the child’s name in place of any pronouns. Continue to use the lesson as written. In time, some children may learn to accept the use of the generic child.

Editing may also be needed if the chosen lesson does not exactly match what the child is doing. For example, in the Squirt Glue lesson (Behavior book, page 15), we show the child squirting glue on tables. If the child is squirting glue on the floor or on other children, you will need to change the lesson. Cross out the text and rewrite the sentence following the format of the original sentence.

Blank lines have been inserted in the text in some lessons to help you individualize them for each child. There are empty spaces above the lines for additional pictures if needed. The picture index in the back of each book contains pictures that may be copied and substituted. If you can’t find the picture you need in the index, feel free to substitute or add photographs, your own line drawings, copies of pictures from another lesson in one of the other books, Boardmaker Software (1995), or other computer-generated clip art.

Using the Lessons

Identify the skill to be taught. No child will need every lesson. Search for the source of the problem. Is it sensory? Is it a communication breakdown? Is the child sick? Some problems can be solved by ignoring the behavior or changing something in the environment. Limit the number of lessons presented at one time. Start with one or two. Wait until they are learned before introducing more.

Choose the appropriate lesson and make two copies. Change the story as needed. Place one copy of the lesson in a notebook for the child. As skills are presented and learned, the notebook can be used for reviewing lessons with the child and for sharing the lessons with other teachers, parents, and caregivers. The second copy is to be used for direct instruction with the child as follows:

1. Identify the time and place the social situation occurs. The Tracking Multiple Behaviors form, page 50, and/or the Initial Behavior Analysis form, page 52, will help you.
2. When teaching a new skill, the social lesson should immediately precede the targeted situation. For example, if the child is having a problem completing seatwork, read *I Finish My Work* (School book, page 14) just before you hand out the work.

3. Present the lesson. Sit with the child one-on-one in a quiet area and read the lesson aloud. Point to the pictures for emphasis. Read the lesson again.

4. Allow the child to keep the lesson. This allows the child to review the lesson repeatedly as the new skill is learned. Don’t worry if this copy is damaged or discarded by the child since you have another copy in the child’s notebook.

5. Document the lesson(s) taught using the *Record of Progress*, page 54, and/or the tracking forms on pages 56-59. These records can serve as documentation for IEP objectives and behavioral intervention.

**Special Considerations**

Pronouns can be difficult for some children with autism. We have used “I” extensively throughout the books as a way to help teach the pronoun. If pronoun use prevents comprehension of the lesson, substitute the child’s name in the text and/or use the child’s photograph in place of the “I” symbol.

Be sure to use words that the child is familiar with (e.g., gym vs. P.E.; jungle gym vs. monkey bars).

The lesson and pictures on one page may be overwhelming for some children. You can use a blank sheet of paper to mask the rest of the lesson as you read each line. The lessons can also be used to make a small book. Cut apart the sentences and accompanying pictures. Place each sentence/pictures in the center of a separate sheet of paper. Staple the pages together to make a book.

These lessons can easily be adapted to the child’s language and comprehension level. If necessary, delete words to shorten sentences. Some children may also need fewer pictures per sentence. We have even used lessons with no text for behavior (e.g., bite/time-out) and instruction (e.g., work/computer).

![Image: Adult: “If I bite (point), time out (point).” Adult: “If I finish work (point), computer (point).”]

These lessons do not offer a solution to the myriad of challenges presented by young children with autism and PDD. They have, however, proved to be a useful tool for many families, teachers, and speech-language pathologists to teach children with autism and PDD to understand the social world in which they live. We hope that you will find these social skills lessons as effective as we have.

Pam and Nena
Saying “Hi”

People walk by me.

People smile at me.

I smile at people.

The people say, “Hi, ______________, how are you?”

I say, “______________.”
When I Talk to People

Sometimes I talk to people.

I look at their faces.

Their eyes look at me.

I listen and look.

I look at people’s faces when I talk to them.
Introducing Myself

I meet a new person.

The person says, “What is your name?”

I say, “My name is ______________.”

(child’s name)

I say, “What is your name?”

The person says, “My name is ______________.”

(name)
Mr. and Mrs.

I talk to a man.

I say, “Mr. __________.”

I talk to a woman.

I say, “Mrs. __________.”

A man is Mr.

A woman is Mrs. or Miss.
Receiving a Compliment

Someone might say, “You look nice.”

I say, “Thank you.”

Someone might say, “I like your shoes.”

I say, “Thank you.”

Someone might say, “Your haircut is cute.”

I say, “Thank you.”
Let Others Talk

I see people.

They can talk to ______________.

I stand by ______________.

I keep my hands down.

I will try to wait quietly.
Saying Good-bye at School

_______ takes me to school.

I say, “Good-bye.”

_______ says, “Good-bye.”

I work at school.

I will see _________ later.*

*Draw in clock hands to show the appropriate time.
Getting Attention

I want to talk to ____________.

I stand quietly.

I look.

I can touch ____________’s arm one time.

I wait for my turn.
Sometimes ___________ tells me, “No.”

I stop what I am doing.

I listen.

__________ tells me what to do.

When ______________ says, “No,” I stop.
Saying “I’m Sorry”

Sometimes I make a friend cry.

My friend is sad.

I feel bad inside.

I say, “I’m sorry.”

I do not want my friend to cry.
Requesting

I want a _______________.

I do not scream.

I say, “I want _______________, please.”

_______________ gives me _______________.

I say, “Thank you!”

_______________ is happy.
Saying “Please” and “Thank You”

I ask for _______________.

I say, “Please.”

I get the _______________.

I say, “Thank you!”
Complying with a Request

_________ asks me to help.

I listen.

I say, “Okay!”

I help.

_________ is happy with me.

I am happy when I help.
Asking to Use the Bathroom

I need to go to the bathroom.

I ask for help.

I go to _______________.

(person)

I say, “I need to go to the bathroom.*”

____________________ helps me.

(person)

*If necessary, substitute a term the child is more familiar with.
Shutting the Bathroom Door

I go to the bathroom by myself.

I go in the bathroom.

I shut the door.

I use the bathroom. I flush.

I wash my hands.

Then I open the door.
Sharing

I have lots of toys.

I like to play with my _________.

My friend wants to play with my _________.

I can have my _________.

My friend can have my _________.

We can share the _________.

(Toy)
Showing Affection

I love _______________. I am happy.

I put my arms around _______________.

I squeeze a little. It’s a hug.

I give a kiss.

I put my lips together. I touch my lips on _______________’s face.

_______________ is happy.

(person)
Holding a Door

_________ is holding some bags.

_________ cannot open the door.

I can open the door.

I can hold the door open.

I help _____________.

(person)
Answering the Phone

The phone rings.

I can pick it up.

I put it near my ear and mouth.

I say, “Hello.”

I hear talking.

I give the phone to _____________________.

/person/
Answering the Door

I hear the doorbell ring.

I tell ________________.

I do not open the door. This is important.

_______________ opens the door.

_______________ is happy that I did not open the door.
Getting Picture Taken

I get my picture taken.

I look at the camera.

I smile at the camera.

“Click!” All done!

Now I can move.
Interacting with a Baby

I like little babies.

I see a baby.

I say, “Can I see the baby?”

I talk quietly.

I do not touch the baby.

I talk to the baby.
Playing a Board Game

I play a game with _________.

My turn. I roll the die. I move my token.

_______’s turn. I wait.

Now it is my turn again.

I play a game. We take turns.
Keeping My Shirt Down

I wear a shirt.

I wear pants.

My shirt covers my stomach.

I do not show my stomach.

I keep my shirt down.
Keeping My Clothes On

I wear clothes all day.

I wake up. I put on clothes.

I keep my shirt on. I keep my pants on.

I keep my shoes and socks on.

I wear clothes all day.
Other People’s Glasses

Some people wear glasses.

Glasses help people see.

I look at the people’s faces.

It is okay for people to wear glasses.

I keep my hands down.

I can look at glasses.
Other People’s Watches

I like watches.

Watches show people the time.

Sometimes I can look at watches.

Sometimes I can look at my watch.

I do not grab people’s watches.

I keep my hands down.
Saying Nice Things

I say nice things to people.

I do not say mean words.

I do not say, “________________.”

(mean words*)

I can say nice words.

I can say, “You are my friend!”

*Write in any mean/hateful words the child says.*
Asking for More Food

I eat my food.

I want more food.

I say, “Please, I want more food.”

I ask for more food with words.

This makes _______________ happy.

(person)
Eating Slowly

I take a little bite of food.

I put my fork down.

I chew the food slowly.

I swallow.

I pick up my fork and take a little bite.

I put my fork down while I chew.
Using a Napkin

I eat food.

A napkin is on my lap.

I wipe my mouth with the napkin.

I put the napkin back in my lap.

I eat more food.

I wipe my mouth with the napkin.
Chewing Food

I chew food when I eat.

I keep my lips together.

My mouth does not make noises.

This makes _______ happy.

I chew food with my mouth closed.
Taking Only One

_________________ has cookies.

_________________ says, “Would you like a cookie?”

1

I can have one cookie.

1

I eat my cookie slowly.

Sometimes I can have one more cookie.
Drinking from My Glass

I see a glass.

It is not my glass.

I do not drink from the glass.

I can ask for a glass.

I only drink from my own glass.
Chewing Gum

I like to chew gum.

I can put the gum in the trash.

If I swallow gum, it might hurt me.

Gum on the floor sticks to my shoes.

I put the gum in the trash.
Eating Off the Floor

I see food on the floor.

Food on the floor is dirty.

Dirty food is yucky.

I do not eat food off the floor.

I throw dirty food away.

_________ gives me more food.

(person)
Using a Tissue

I have a cold.

My nose runs.

I wipe it with a tissue.

My face is clean. I am happy.

I throw the tissue away.
Fingers in My Nose

I do not put my fingers in my nose.

I get a tissue for my nose.

I blow my nose in a tissue.

I wipe my nose with a tissue.

I put the tissue in the trash.
Fingers in My Mouth

I do not put my fingers in my mouth.

My fingers may be dirty.

Food goes in my mouth.

Drinks go in my mouth.

I do not put fingers in my mouth.
Sticking Out My Tongue

Sometimes I stick out my tongue.

_________________________ does not like it.

I lick ice cream with my tongue.

I lick a sucker with my tongue.

I do not stick out my tongue.

My tongue stays in my mouth.
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People

Things

Getting Along
Autism & PDD: Social Skills Lessons

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# Tracking Multiple Behaviors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Behavior</th>
<th>Behavior</th>
<th>Behavior</th>
<th>Behavior</th>
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<tr>
<td>Time 1</td>
<td>Location</td>
<td>Time 1</td>
<td>Location</td>
<td>Time 1</td>
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<tr>
<td>Antecedent</td>
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<td>Consequence</td>
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<td>Consequence</td>
<td>Consequence</td>
</tr>
<tr>
<td>Time 2</td>
<td>Location</td>
<td>Time 2</td>
<td>Location</td>
<td>Time 2</td>
</tr>
<tr>
<td>Antecedent</td>
<td>Antecedent</td>
<td>Antecedent</td>
<td>Antecedent</td>
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<tr>
<td>Consequence</td>
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<td>Consequence</td>
<td>Consequence</td>
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<td>Time 3</td>
<td>Location</td>
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<td>Antecedent</td>
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<td>Time 4</td>
<td>Location</td>
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<td>Antecedent</td>
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## Tracking Multiple Behaviors Example

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<thead>
<tr>
<th>Behavior</th>
<th>Antecedent</th>
<th>Consequence</th>
<th>Time 1 Location</th>
<th>Time 2 Location</th>
<th>Time 3 Location</th>
<th>Time 4 Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biting Others</td>
<td>wanted adult to sit by him</td>
<td>redirected</td>
<td>10:05</td>
<td>10:15</td>
<td>10:15</td>
<td>10:15</td>
<td></td>
</tr>
<tr>
<td>Scratching Others</td>
<td>another student was talking to him</td>
<td>time-out</td>
<td>10:50</td>
<td>10:15</td>
<td>10:15</td>
<td>10:15</td>
<td></td>
</tr>
<tr>
<td>Hitting Others</td>
<td>another student bumped his arm</td>
<td>apology/moved to another chair</td>
<td>11:15</td>
<td>11:15</td>
<td>11:15</td>
<td>11:15</td>
<td></td>
</tr>
</tbody>
</table>
**Initial Behavior Analysis**

Child’s Name ____________________________ Date __________________________

Setting _________________________________ Activity _________________________

Name of Person Completing Form _____________________________________________

What happened just before the behavior occurred? ________________________________
___________________________________________________________________________
___________________________________________________________________________

Describe the behavior. ________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What was the consequence of the behavior? ______________________________________
___________________________________________________________________________
___________________________________________________________________________

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Location</th>
<th>No. of Occurrences</th>
<th>Consequences</th>
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</thead>
<tbody>
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</tbody>
</table>

Comments: _________________________________________________________________
___________________________________________________________________________

* This form can be used for observing the same behavior several times in one day or for observation over several days.
**Initial Behavior Analysis**

* Example

Child’s Name  ____________________________ Date  ___________________________
Setting  _________________________________ Activity  _________________________
Name of Person Completing Form  _____________________________________________

What happened just before the behavior occurred? _________________________________
___________________________________________________________________________
___________________________________________________________________________

Describe the behavior. ________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What was the consequence of the behavior?  ______________________________________
___________________________________________________________________________
___________________________________________________________________________

Date/Time Location No. of Occurrences Consequences

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Location</th>
<th>No. of Occurrences</th>
<th>Consequences</th>
</tr>
</thead>
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<tr>
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<td>book center</td>
<td>3</td>
<td>redirected 2x, moved to chair</td>
</tr>
<tr>
<td>3/16</td>
<td>book center</td>
<td>3</td>
<td>redirected 3x, moved to chair</td>
</tr>
<tr>
<td>3/17</td>
<td>book center</td>
<td>2</td>
<td>redirected 2x, moved to chair</td>
</tr>
<tr>
<td>3/18</td>
<td>book center</td>
<td>2</td>
<td>redirected 2x, moved to chair**</td>
</tr>
<tr>
<td>3/19</td>
<td>book center</td>
<td>1</td>
<td>redirected 1x, moved to chair</td>
</tr>
</tbody>
</table>

Comments:  ** 3/18 – After being put in chair, she screamed and was removed to hallway.**

* This form can be used for observing the same behavior several times in one day or for observation over several days.
Record of Progress

Child's Name ________________________________

Behavior ________________________________

Social Skill Lesson ________________________

Date Social Skill Lesson Initiated ____________

Intervention Chart

Baseline _______ (average # of occurrences in one day from Initial Behavior Analysis)

<table>
<thead>
<tr>
<th>Lesson Read?</th>
<th>How often does the behavior occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Yes</td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
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<td>Day 3</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
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<td>Day 7</td>
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<td>Day 8</td>
<td></td>
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<tr>
<td>Day 9</td>
<td></td>
</tr>
<tr>
<td>Day 10</td>
<td></td>
</tr>
</tbody>
</table>

Comments: _____________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
**Record of Progress Example**

Child's Name  _____________________________________  
Behavior  __falling back on other children during story time__  
Social Skill Lesson  __Falling on Friends (Behavior)__  
Date Social Skill Lesson Initiated  __3/18__

**Intervention Chart**

Baseline  __3x/day__ (average # of occurrences in one day from Initial Behavior Analysis)

<table>
<thead>
<tr>
<th>Lesson Read?</th>
<th>How often does the behavior occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
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Comments: ________________________________________________________________
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Cindy B.

falling back on other children during story time
Falling on Friends (Behavior)
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## Social Interactions, continued

- **Getting Picture Taken**
  
  Date ____________________

- **Interacting with a Baby**
  
  Date ____________________

- **Playing a Board Game**
  
  Date ____________________

- **Keeping My Shirt Down**
  
  Date ____________________

- **Keeping My Clothes On**
  
  Date ____________________

- **Other People’s Glasses**
  
  Date ____________________

- **Other People’s Watches**
  
  Date ____________________

- **Saying Nice Things**
  
  Date ____________________

## Eating

- **Asking for More Food**
  
  Date ____________________

- **Eating Slowly**
  
  Date ____________________

## Getting Along

- **Using a Napkin**
  
  Date ____________________

- **Cheewing Food**
  
  Date ____________________

- **Taking Only One**
  
  Date ____________________

- **Drinking from My Glass**
  
  Date ____________________

- **Cheewing Gum**
  
  Date ____________________

- **Eating Off the Floor**
  
  Date ____________________

## My Body

- **Using a Tissue**
  
  Date ____________________

- **Fingers in My Nose**
  
  Date ____________________

- **Fingers in My Mouth**
  
  Date ____________________

- **Sticking Out My Tongue**
  
  Date ____________________
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### Overview of Lessons

#### Getting Along

**Social Interactions**
- Saying “Hi” .......................... I
- When I Talk to People ............... I
- Introducing Myself .................. I
- Mr. and Mrs. ........................ I
- Receiving a Compliment .......... I
- Let Others Talk .................... B
- Saying Good-bye at School .......... B
- Getting Attention .................. B
- Hearing “No” ........................ B
- Saying “I’m Sorry” ................. I/B
- Requesting ........................ I
- Saying “Please” and “Thank You” . I
- Complying with a Request ......... I/B
- Asking to Use the Bathroom ..... I
- Shutting the Bathroom Door ...... I
- Sharing ............................. I/B
- Showing Affection ................. I
- Holding a Door ..................... I
- Answering the Phone .............. I
- Answering the Door ............... I
- Getting Picture Taken .......... I
- Interacting with a Baby .......... I
- Playing a Board Game .......... I
- Keeping My Shirt Down ........... B
- Keeping My Clothes On .......... B
- Other People’s Glasses .......... B
- Other People’s Watches .......... B
- Saying Nice Things ............... I

**Eating**
- Asking for More Food ............. I/B
- Eating Slowly ..................... B
- Using a Napkin ................... I
- Chewing Food ..................... I
- Taking Only One ................. I/B
- Drinking from My Glass ......... I/B
- Chewing Gum ..................... I/B
- Eating Off the Floor ............. B

**My Body**
- Using a Tissue ..................... I
- Fingers in My Nose ............... B
- Fingers in My Mouth ............. B
- Sticking Out My Tongue .......... B

#### Behavior* 

**School Behavior**
- Behavior Note
- My Parent Talks to My Teacher
- Tearing
- Climbing on Furniture
- Toys Stay at School
- Falling on Friends
- Squirt Glue
- Dumping Toys
- Counting
- Backpack
- I Like My Things
- Mouth Noises
- Cursing
- Stealing Money

**Home Behavior**
- Drawing on the Wall
- VCR Buttons
- VCR Tapes
- Electrical Cords
- Running Away (Darting)
- Shoelaces
- Sharing Furniture
- What Goes in the Toilet?
- Flushing the Toilet

**Hurting Self/Others**
- Grabbing Someone’s Chin
- Pinching
- Hitting
- Biting
- Scratching
- Kicking
- Pulling Hair
- Choking
- Pushing
- Throwing
- Head Butting
- Spitting
- Breaking Toys
- Biting Myself
- Pulling Out Own Hair
- Overeating
- Hurting Animals

#### Daily Routines

**Home**

- Morning Routine ................ I
- Getting Dressed ................. I
- Wearing Different Clothes .... B
- Mealtime: I Eat My
  - Own Food ................ B
- Trying New Food .............. I/B
- Going to Bed .................... I/B
- Weekend Morning ............. I/B
- Cleaning My Room ............. I/B
- After-school Day-care ........ I/B

**Self-Care**
- Brushing Teeth ................. I
- Shampooing Hair ............... I
- Clipping Fingernails .......... I
- Bath Time ........................ I
- Using the Toilet ............... I
- Taking Medicine ............... I

**Appliances/Safety**
- Answering Machine ............ B
- The Vacuum Cleaner .......... B
- Electrical Outlets ............... B
- Hot and Cold Water .......... I
- Hot Iron ........................ I
- Hot Stove ........................ I
- The Microwave ................ B
- Wearing My Seat Belt .......... B
- Sitting in the Back Seat ...... B

**Family Relations**
- Getting Help ..................... I/B
- Others Talking on the Phone .. B
- Favorite TV Show ............... B
- Watching One TV ............... B
- Sharing the TV ................ B
- Sharing the Computer .......... B
- Pets ............................ I
- People Go Away ............... I
- The Baby-sitter ............... I

**Special Occasions**
- Not Going on a Trip ........... I
- Staying Away from Home ...... I
- Time-out ....................... B
- Sick Sibling Stays Home ..... I
- Having Company ............... B
- My Birthday .................... I
- The Sprinkler ................. I

*I = Instructional  
*B = Behavioral

* All lessons are behavioral.
Overview of Lessons, continued

School

Routine Activities
- First Day of School
- Riding the Bus to School
- Saying the Pledge of Allegiance
- Using a Schedule
- Using a Work Table
- I Finish My Work
- Listening to My Teacher Read a Story
- Listening to Friends Read Books
- Recess
- Cafeteria: Choosing Food
- Cafeteria: Carrying My Tray
- Cafeteria: I Eat My Own Food
- Cafeteria: Waiting with Friends
- Nap Time
- Using Math Manipulatives
- Using Markers
- Using the Computer
- Cleaning Up the Room

Extra-Curricular Activities
- Transitions
- Gym Class
- Going to Speech
- Library

Social Skills
- Quiet Voice
- Raising My Hand
- Waiting for Help
- Walking in Line

Special Days
- Going to an Event
- Field Trip
- Somebody Different Picks Me Up
- Holidays Away from School
- My Teacher Is Sick
- Fire Drill
- Tornado Drill

Self-Care
- Dirty Hands
- Washing Hands
- Using the Rest Room
- Covering My Cough and Sneeze
- Wearing a Helmet
- Going to the School Nurse
- Getting My Temperature Taken

Community*

Community Services
- The Haircut
- The Dentist
- A Cavity
- The Check-up
- Immunizations
- Shopping
- The Car Wash
- The Post Office
- New Shoes
- New Clothes
- The Library: Choosing Books
- The Library: Story Time
- The Video Store
- The Restaurant
- Fast Food
- Drive-Thru Food

Social Activities
- Visiting a Friend’s House
- The Birthday Party
- The Movie Theater
- The Skating Rink
- The Swimming Pool
- The Zoo
- The Park
- The Picnic
- Taking a Vacation
- Camping
- Fishing
- Soccer Practice
- The Soccer Game
- The T-Ball Game
- The Parade
- The Clown
- Fireworks

Transportation
- The Airplane
- The Boat Ride
- The Bus Ride
- The Elevator
- The Escalator

Safety
- Crossing the Street
- I Can’t Find My Parent

I = Instructional
B = Behavioral

* All lessons are instructional.
References and Resources


