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## Social Skills 2018-2019

### Course Information:

Social Skills is a class for students in the Secondary Program for Students with High Functioning Autism. It meets five days a week and covers a variety of skills based on IEP goals and group needs. All skills are taught using research-based methods and curriculum.

This course relies heavily on improving student reflection, self-awareness, group interactions, the importance of being a life-long learner and contributing to your community by focusing on caring about others and improving communication in accordance with IBMYP guidelines.

### Course Topics:

#### **Sixth Grade: (Intro to major social skill curriculum themes and language)**

<i>Social Thinking</i>	Social and School Smarts Expected/Unexpected Behaviors Being a Social Detective
<i>Flexibility</i>	What is it and how does it impact us?
<i>Self-Regulation</i>	Recognizing emotions Behaviors and emotions Exploring sensory strategies and why they work Taking breaks
<i>Self-Determination/ Self-Advocacy</i>	Asking for help Exploring my IEP Participate in IEP

#### **Seventh Grade: (Focus on self-monitoring behavior and skills)**

<i>Flexibility</i>	Types of rigidity, strategies (big deal/little deal, positive self-talk, choice/no choice), implementing strategies with support
<i>Social Thinking</i>	Using context clues to self-monitor behavior Perspective taking
<i>Self-Determination/ Self-Advocacy</i>	Asking for help, coming up with a solution and following through independently Help write IEP and participate
<i>Conversation</i>	Types of conversation Finding common interests Compliments
<i>Friendships</i>	Identifying, making and keeping friends Circles (text, talk, touch, taking pictures) Acquaintances, friends, frenemies Humor
<i>Hygiene</i>	

## **Eighth Grade: (Increasing independence and high school readiness)**

<i>Flexibility</i>	Managing stress and workload Problem Solving Expectations and consequences ( +/ - )
<i>Social Thinking</i>	Understanding and using empathy Picking a group Managing group dynamics and work load
<i>Self-Determination/ Self-Advocacy</i>	Learn to advocate with general education teachers independently Managing anxiety related to transitions Lead IEP transition meeting
<i>Social Activities and High School Prep</i>	Preparation for end of year dinner and dance Eating while maintaining conversation with multiple people Ways to meet people Taking pictures

### **Curriculum, Texts and Resources:**

The curriculum used is a compilation of several publications. These include:

Leah Kuyper's *Zones of Regulation: A curriculum to foster self-regulation and emotional control*

Michelle Garcia Winner's *Thinking About You Thinking About Me, Think Social, What Makes a Person with a Social Deficit Tick Worksheets! For Teaching Social Thinking and Related Skills, You're a Social Detective!*

Lynn Cannon's *Unstuck & On Target: An executive function curriculum to improve flexibility for children with autism spectrum disorders.*

Specific lesson objectives are determined by a number of factors; established best practice, student I.E.P, current skill level and needs as observed in the school setting.

### **Materials:**

Each student will be provided with a virtual or physical notebook to record notes, highs and lows, and any other information. Any homework or sheets to be shared with parents will be sent home via homework folders. Students will also use their iPads.

### **Use of Technology:**

The students will watch clips from popular TV shows and movies that will help them to learn and identify expected social behavior. We also video-tape the students so they can critique themselves and others on skills that they are currently learning or have mastered. These videos will only be shown to the students videoed to help with behavior modification. Students will use computers and iPads to create comic strips, cartoons, PowerPoints etc. to show understanding and generalization of skills.

## **Grading:**

*Grades reflect student achievement and not student behavior. Each assignment includes a rubric or grading scale. The point value of each task will vary.*

## **Determination of Grades:**

	Formative assessments for “practice” <b>30%</b>	Summative assessments to show mastery <b>70%</b>
Weight towards quarterly grade	<ul style="list-style-type: none"><li>• Classwork (15%)</li><li>• Weekly Grade (15%)</li></ul>	<ul style="list-style-type: none"><li>• Performance Assessments (35%)</li><li>• Projects (35%)</li></ul>
Late work policy	<ul style="list-style-type: none"><li>• Missing work will be accepted up until the end of the unit.</li></ul>	<ul style="list-style-type: none"><li>• Accepted through the end of the quarter</li><li>• No penalty for late assessments; students will be asked to stay after school if necessary to make up missed assessments.</li></ul>

### **Weekly Grade (15%):**

Students are required to record their highs and lows, their current emotional state and then share with their classmates using expected behavior. At the end of the week they receive a grade based on meeting expectations. As the year progresses, students will be asked to include more difficult conversational skills (i.e: body in the group, brain in the group, supporting comments and questions, empathetic responses).

### **Classwork (15%):**

This includes completion of formative assessments used to see where students are in understanding the current subject. This also includes class discussions and other required daily tasks.

### **Projects (35%):**

Projects are tasks that require more than one day, group work, and self-reflection. For example: Zones Collage, comic strips, hygiene experiment, video modelling reflections.

### Performance Assessments (35%):

Performance assessments are grades based on the generalization of learned skills and includes. This may require students taking a field trip, engaging in conversations with staff or other students in the class, creating skits, movies or presentations to share what they have learned.

### Arlington County Grade Policy:

Letter Grade	Percentages	Quality Points
A	90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	4.0
B+	87, 88, 89	3.5
B	80, 81, 82, 83, 84, 85, 86	3.0
C+	77, 78, 79	2.5
C	70, 71, 72, 73, 74, 75, 76	2.0
D+	67, 68, 69	1.5
D	60, 61, 62, 63, 64, 65, 66	1.0
E	0 – 59	0.0

*Quarterly grades will round up when the percentage is .5 or higher*

Work habits as noted in the report card comments will be evaluated for each course using the following symbols:

- ! - Surpasses Expectations
- # - Meets Expectations
- ^ - Approaching Expectations
- N - Needs Improvement

### Academic Honesty:

Students are expected to adhere to the TJMS Academic Honesty Policy. See the TJMS Student Handbook for more information

### Final Grades:

There is no final exam for Social Skills. Final grades will be based equally on the four quarter grades.

### Classroom Expectations:

Students are expected to respect themselves and others by being prepared, being on time, and by being an active listener. Discussions and activities are a daily part of class and students are expected to participate.

### Canvas

-Students are expected to login to Canvas to access materials for class, announcements, and other resources. Canvas is accessible through the iPad App or with the following link:

<https://apsva.instructure.com/>

-For more specific assistance with Canvas, please see:

<https://jefferson.apsva.us/technology-resources/digital-learning-initiative-updates/canvas-for-students/>

-Students should use their normal APS login for Canvas.

-Students can also communicate with me directly through the messaging feature in Canvas.