

Social Skills Lesson Plan

Name:

Date:

SKILL AREA: Identifying, Expressing, and Coping with Feelings

FUNCTIONAL DEFINITION: Student will be able to identify and express his feelings (sadness, disappointment, anxiety, tension, anger, frustration, etc.) with socially appropriate volume, tone, verbal statements, and body movements. After doing so, he will engage in appropriate coping techniques (deep breathing, asking for a break, removing himself to a quiet area, stretching, tensing and relaxing muscles, etc.) in lieu of problem behavior (crying, perseverating on the situation, etc.).

Antecedent

A situation which evokes the feelings of sadness, disappointment, anxiety, etc. (Being corrected during instruction, losing a game, etc.)

Behavior

Student will identify and express his feelings in a socially appropriate manner as well as engage in an appropriate coping technique.

Consequence

Termination/Relief from the feelings of sadness, disappointment, anxiety, etc.

OBJECTIVE: Student will identify, express, and cope with his feelings with 100% accuracy on cold probes across 5 consecutive school days. Accuracy will be determined based on the total possible points on the teacher scored rating scale.

1. Model the Situation for the Learner

- Identify/Tact the feeling-provoking situation
- Identify/Tact the feeling
- Raise hand or go to an adult
- Tell the adult the situation and feeling
- Choose and mand/request for permission to engage in an appropriate coping technique
- Engage in appropriate coping technique
- Return to schedule

2. Tell Learner: What to Do

- Stop and think about how you feel
- Say out loud, to yourself, what happened and how you feel about it
- Raise your hand or go to an adult
- Tell the adult what happened and how you are feeling
- Think about your choices
 - Go to a quiet place
 - Take a break
 - Take 5 deep breaths
 - Tense and relax muscles
 - Stretch
 - Count to 10
 - Make positive statements to yourself (I will do better next time, I can do it again, I will be OK, etc.)
 - Talk to someone about how you feel
 - Write down how you feel
 - Ask to do something with someone else to help you forget about it
- Ask the adult for permission to do what you chose
- Do what you chose
- Return to the adult and tell them you feel better
- Return to your schedule

3. Tell Learner: What Not to Do

- Try not to cry
- Do not raise your voice
- Do not run out of the room
- When one adult gives you directions, follow the directions without going to another adult
- Do not argue
- Do not ask to go to the nurse or the bathroom instead of asking for one of your choices

4. Demonstrate Responses for Learner

- Model the list above from what the learner should do and what the learner should not do

5. Role Play the Situation with the Learner

6. Teacher Provides Learner with Feedback Regarding Practice Situations