



ADDITIONAL GAMES, ACTIVITIES & RESOURCES

If during any of the sessions the students appear to need to play a game or if you have extra time, the following pages provide some suggestions for alternative activities.

1. Ping Pong Volley Ball
2. Board Shuffle
3. I think you think, why do I have friends?
4. Making impressions
5. Gray's Water Balloon Survey
6. Go Fish

Here are some resources we used to develop this curriculum as well as some additional resources San Diego City Schools has which may provide ideas for additional activities and handouts.

Bloomquist, M. L. (1996). *Skills Training for Children with Behavior Disorders*. Guilford Press.

Davies, A. (2004). *Teacher Asperger's Students Social Skills Through Acting*. Future Horizons.

Elliott, S. N. & Gresham, F. M. (1991). *Social Skills Intervention Guide; Practical Strategies for Social Skills Training*. AGS (American Guidance Services)

Garcia-Winner, M. (2000). *Inside Out: What Makes a Person with Social Cognition Deficits Tick?*

Garrity, C., Jenks, K., Porter, W., Sagar, N., & Short-Camilli, C. (1994). *Bully-Proofing Your School*. Sopris-West.

Howlin, P., Baron-Cohen, S., & Hadwin, J. (1998). *Teaching Children with Autism to Mind Read: A Practical Guide*. John Wiley and Sons.

LoGuidice, C., & Warner, M. (2003). *The Nonverbal Language Kit*. LinguSystems.

McAfee, J., & Attwood, T. (2001). *Navigating the Social World: A Curriculum for Individuals with Asperger's Syndrome, High Functioning Autism and Related Disorders*. Future Horizons.

McConnell, K. & Ryser, G. (2001). *Practical Ideas that Really Work for Students with Autism Spectrum Disorders*. Pro-Ed.

McConnell, N., & LoGuidice, C. (1998). *That's LIFE! Social Language*. LinguSystems.

Moyes, R. A., & Moreno, S. J., (2001). *Incorporating Social Goals into the Classroom*. Taylor and Francis Group.

Oceans of Emotion (2002) *My Friendship Diary*. www.oceansofemotion.com

Wilson, C. (1993). *Room 14: A Social Language Program*. LinguSystems.



PING-PONG VOLLEY BALL

- Place two long strings of masking tape on the floor—five feet apart.
- Ask the students how a Ping-Pong ball could be moved from one taped line to the other without touching it. (Possibilities include blowing with your mouth, fanning with a book, blowing with a straw, blowing through a paper towel tube)
- Let the students try suggestions.
- Extend thinking to observing which method accomplished the task the fastest.

Materials: Ping Pong Ball
Masking Tape
Straws
Paper towel tube



BOARD SHUFFLE

- Divide the group equally into two teams. Mark start and finish lines about 20 feet apart.
- Team members, one behind the other, line up behind the start line. Each team straddles two pieces of cardboard like skis, placing their right feet on one piece of cardboard and their left feet on the other. The leader secures the feet to the cardboard by punching a hole with a scissors in the cardboard on either side of each foot. Run a cloth strip through the holes and under the cardboard, then tie it around each foot like a sandal.
- Players stand ready at the start line while holding onto each other's waist. When the leader says "Go," teams begin to shuffle toward the finish line. Team members can coordinate steps by chanting "left, right, left, right..."
- The first team to shuffle over the finish line is the winner.
- If the students do not do well with competition, simply have them do the activity in groups of three as practice for teamwork and cooperation.

Materials: 4 pieces of 36" x 6" corrugated cardboard
12 strips of fabric, approximately 20" x 5"
Scissors

**Adapted from Wide Open Spaces*

Chapter 6: Understanding Perspective

Name _____ Date _____

I THINK, YOU THINK

Why do you like to have friends?

1.

2.

Why does your friend like to be friends with you?

What is special about you?

1.

2.

What does your friend want you to do for him?

Friends have feelings too, how can you make
him/her feel good?

1.

2.

Friends have to do stuff for EACH OTHER!

Name one really important thing you can do for
your friend:Copyright©Jan. 2000 Michelle G. Winner, SLP
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Chapter 6: Understanding Perspective

YOU MAKE IMPRESSIONS BY....

1. How you look....

- a. Hygiene
- b. Clothes you wear, hairstyle

2. By what you say....

- a. Just the words you use.

3. By what you do....

- a. Body language & gestures
- b. Facial expression
- c. Tone of voice
- d. Proximity
- e. Loudness, pitch of voice, etc.



GRAY'S WATER BALLOON SURVEY

Directions: Imagine yourself at 9 years old. In the front yard of your home there is a large climbing tree. This tree extends over the sidewalk below. If you climb into the tree and stay very quiet, people passing by do not know you are there. One day, you decide to surprise people by dropping water balloons on them from the tree. Your aim is 100%. What follows is a list of people who walk under the tree that day. For each person, rate the decision to drop the balloon according to the following scale:

- 1- NO RISK. A safe target. No consequences past the initial reaction of the victim
- 2- SOMEWHAT RISKY. Could go either way.
- 3- RISKY. If a parent or authority figure finds out, I will probably get in trouble.
- 4- DEFINITE RISK. There will be trouble, but it's worth the drop.
- 5- I AM NOT GOING TO DROP THE BALLOON. Due to long term and/or very serious consequences.

- ___ your older brother (age 12)
- ___ your younger sister (age 5)
- ___ a girl you don't know (age 4)
- ___ Mom
- ___ Dad
- ___ your best friend
- ___ a boy you don't know (about age 9)
- ___ Mrs. Woods, your neighbor
- ___ the neighborhood bully (age 9)
- ___ your priest, minister, or rabbi
- ___ the other neighborhood bully (age 9) who threw sand at your sister this morning.
- ___ a boy you don't know (age 4)
- ___ Grandma
- ___ a girl you don't know (about age 9)
- ___ baby in a stroller
- ___ Henry, the neighbor's Saint Bernard



GO FISH

1. Shuffle the cards
2. Deal 7 cards to each player
3. Look for a match in your hand (two cards that look alike).
 - a. If you have a match put them on the table.
4. When it is your turn, ask one other player if he/she has a card that you have. For example, if you have a 7 in your hand, ask the other player if he/she has a 7.
 - a. If a person does have the card that you asked for, make a match and lay the cards on the table.
 - b. If the person does not have the card that you asked for, then get a new card from the pile.
5. The players take turns asking for matches until all the cards are gone. When all of the cards are gone the game is finished.
6. When the game is finished put the cards in the box.



PROGRAM EVALUATION

The following checklists are for the child's teacher and parent to complete before and after the group. The pre-group checklist will allow the facilitator to have an idea about areas of concern teachers and parents have for each child. This might guide specific group activities and focus during the session. Additionally, you may use the checklist to help develop goals for individual children in the group (e.g., if Susie's parents feel she doesn't ask for help, be sure to have her practice this extensively during the session). Providing the checklist again after the group allows the facilitator to look at the children's progress outside of the group setting.



TEACHER/STAFF SKILLSTREAMING CHECKLIST

Student _____ Teacher/Staff _____ Date _____

INSTRUCTIONS: Listed below you will find a number of skills that children are more or less proficient in using. This checklist will help you evaluate how well each child uses various skills. For each child, rate his/her use of each skill based on your observation of his/her behavior in various situations.

- Circle 1 if the child is *almost never* good at using the skill.
- Circle 2 if the child is *seldom* good at using the skill.
- Circle 3 if the child is *sometimes* good at using the skill.
- Circle 4 if the child is *often* good at using the skill.
- Circle 5 if the child is *almost always* good at using the skill.

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Does the child appear to listen when someone is speaking and make an effort to understand what is said? | 1 | 2 | 3 | 4 | 5 |
| 2. | Does the child decide when he/she needs assistance and ask for help in a pleasant manner. | 1 | 2 | 3 | 4 | 5 |
| 3. | Does the child tell others he/she appreciates help given, favors, and so forth? | 1 | 2 | 3 | 4 | 5 |
| 4. | Does the child greet others appropriately when entering a situation or room? | 1 | 2 | 3 | 4 | 5 |
| 5. | Is the child able to speak nicely to peers, and make friends? | 1 | 2 | 3 | 4 | 5 |
| 6. | Is the child able to maintain a conversation on a variety of topics? | 1 | 2 | 3 | 4 | 5 |
| 7. | Is the child able to initiate a conversation? | 1 | 2 | 3 | 4 | 5 |
| 8. | Is the child good at understanding other people's feelings. | | | | | |
| 9. | Is this child able to control his/her anger appropriately? | 1 | 2 | 3 | 4 | 5 |
| 10. | Does this child handle conflict well, without becoming too angry or saying mean things to others? | 1 | 2 | 3 | 4 | 5 |
| 11. | Does this child stay on topic during lessons, and keep comments related to the lesson? | 1 | 2 | 3 | 4 | 5 |
| 12. | This child is able to pay attention to work tasks for the duration of the lesson. | 1 | 2 | 3 | 4 | 5 |
| 13. | Is the child able to read other's facial expression and body language? | 1 | 2 | 3 | 4 | 5 |
| 14. | Does the child respond appropriately to bullying by leaving the situation or finding help? | 1 | 2 | 3 | 4 | 5 |
| 15. | Does the child interact well with other children (that is, without irritating or bothering them)? | 1 | 2 | 3 | 4 | 5 |
| 16. | Does the child manage free time well by finding appropriate activities etc. | 1 | 2 | 3 | 4 | 5 |
| 17. | Does the child turn in homework completed and on time? | 1 | 2 | 3 | 4 | 5 |
| 18. | Does the child understand when directions are given, and does he or she follow these directions? | 1 | 2 | 3 | 4 | 5 |
| 19. | Does the child join in on class talks or discussions? | 1 | 2 | 3 | 4 | 5 |
| 20. | Does the child compliment others in class? | 1 | 2 | 3 | 4 | 5 |

Adapted from: *The Skillstreaming Curriculum* by McGinnis & Goldstein, 1997.



PARENT SKILLSTREAMING CHECKLIST

Name _____ Child _____ Date _____

INSTRUCTIONS: Based on your observations in various situations, rate your child’s use of the following skills.

- Circle 1 if the child is *almost never* good at using the skill.
- Circle 2 if the child is *seldom* good at using the skill.
- Circle 3 if the child is *sometimes* good at using the skill.
- Circle 4 if the child is *often* good at using the skill.
- Circle 5 if the child is *almost always* good at using the skill.

- | | | |
|-----|---|-----------|
| 1. | Does your child appear to listen when someone is talking to him/her? | 1 2 3 4 5 |
| 2. | Does your child decide when he/she needs assistance and ask for help in a pleasant manner. | 1 2 3 4 5 |
| 3. | Does your child tell others he/she appreciates help given, favors, and so forth? | 1 2 3 4 5 |
| 4. | Does your child greet others appropriately when entering a situation or room? | 1 2 3 4 5 |
| 5. | Is your child able to speak nicely to peers, and make friends? | 1 2 3 4 5 |
| 6. | Is your child able to maintain a conversation on a variety of topics? | 1 2 3 4 5 |
| 7. | Is your child able to initiate a conversation? | 1 2 3 4 5 |
| 8. | Is your child good at understanding other people’s feelings. | |
| 9. | Is your child able to control his/her anger appropriately? | 1 2 3 4 5 |
| 10. | Does your child handle conflict well, without becoming too angry or saying mean things to others? | 1 2 3 4 5 |
| 11. | Does your child stay on task while doing homework? | 1 2 3 4 5 |
| 12. | Is your child able to read other’s facial expression and body language? | 1 2 3 4 5 |
| 13. | Does your child respond appropriately to bullying by leaving the situation or finding help? | 1 2 3 4 5 |
| 14. | Does your child manage free time well by finding appropriate activities etc. | 1 2 3 4 5 |
| 15. | Does your child understand when directions are given, and does he or she follow these directions? | 1 2 3 4 5 |
| 16. | Does your child join in on family talks or discussions? | 1 2 3 4 5 |
| 17. | Does your child compliment others in the family? | 1 2 3 4 5 |

Adapted from: *The Skillstreaming Curriculum* by McGinnis & Goldstein, 1997.



ADDING MATERIALS TO THE CURRICULUM

As facilitators use this curriculum and develop groups of their own, new activities will likely develop that would be beneficial to other facilitators as well. This curriculum has been designed to be dynamic, and to allow modifications as needed.

If you would like to add an activity to the curriculum please be sure to pilot test the activity by using it in one of your own groups. If it works well, write up the activity in the format used for activities in the curriculum and it will be added during the next revision. Before the next revision others can be provided copies of the activity to add to their own current copies of the curriculum.

Additionally, if there are comments, concerns or suggestions about the curriculum those are also welcome.

If you are using this curriculum at San Diego Unified School District please submit any activities, comments, concerns or suggestions in writing to:

Bobbie Kohrt (address and email)

If you are using this curriculum at Children's Hospital and Health Center please submit any activities, comments, concerns or suggestions in writing to:

Aubyn Stahmer

3020 Children's Way MC 5042

San Diego, CA 92123

astahmer@casrc.org