

School

Primary

# Autism & PDD<sup>TM</sup>

## *Social Skills Lessons*

Pam Britton Reese  
Nena C. Challenner

Skill Areas: Social Skills/Language

Ages: 3 thru 8

Grades: PreK thru 3



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# About the Authors

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## 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

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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.

One of the most difficult things for students who are included in general education classrooms is understanding the many unwritten school rules. Unlike children who learn through observation (e.g., raise hand, walk in line), children with autism need direct instruction. The *School* lessons are designed to teach the skills that often hamper successful inclusion of children with autism.

# Introduction, *continued*

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If the lessons are used to support a social skills curriculum, the tracking form on page 58 will enable you to track progress. The form for individual students (page 56) allows you to keep a record of lessons introduced and includes places to write comments about student responses. Careful documentation can serve as an invaluable tool for educational planning and for tracking progress.

## 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 *Squirting 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.

# Introduction, *continued*

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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).

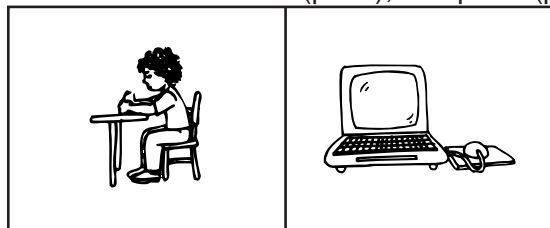
The lesson and pictures on one page may be overwhelming for some children. You can use a blank sheet of paper to mask the rest of the lesson as you read each line. The lessons can also be used to make a small book. Cut apart the sentences and accompanying pictures. Place each sentence/pictures in the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

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.

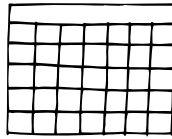
Pam and Nena





# First Day of School

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I will go to school on \_\_\_\_\_.  
(date\*)



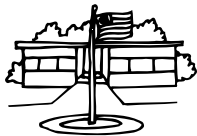
School will start in \_\_\_\_\_ days.  
(number\*\*)



I will have new friends.



I will have a new teacher.



I will stay at school all day.



School is finished. I will go home.

\* Write in the month/dates. Then circle the date/day school starts.

\*\* Write in the number of days before school starts.

# Riding the Bus to School

---



I ride the bus to school.



I climb up the steps.



I sit down on a seat.



I do not stand up. This is important.



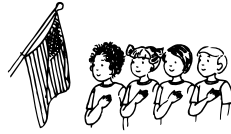
I can look out the window.



The bus will take me to school.

# Saying the Pledge of Allegiance

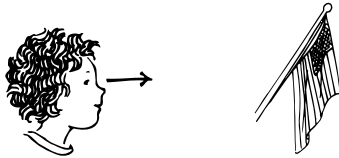
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I stand up with friends to say the pledge.



I put my right hand over my heart.



I look at the flag.



I stand still.



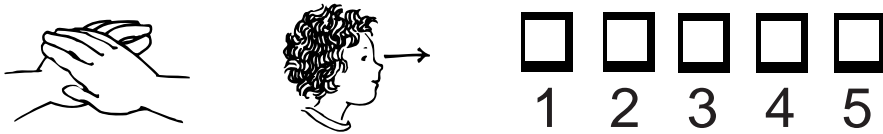
I say the pledge with friends.



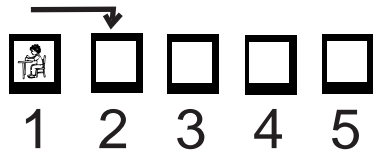
Now I can sit down.

# Using a Schedule

---



I finish my work. I look at my schedule.



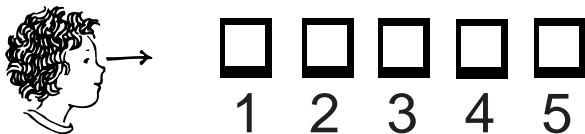
The schedule shows me what to do next.



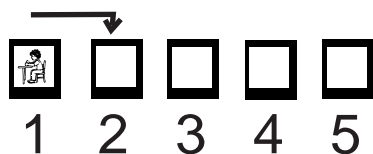
I sit and work.



I stay in my chair.



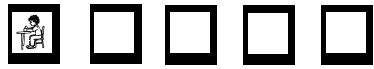
I look at my schedule.



The schedule shows me what to do next.

# Using a Work Table

---



1 2 3 4 5

My schedule shows my work table.



I sit down in my chair.



1

I work on number 1.



I finish number 1. I put it in the finished tray.



2

I work on number 2.



I finish 1, 2, 3, 4, and 5. Now I can sit with friends.

# I Finish My Work

---



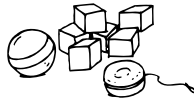
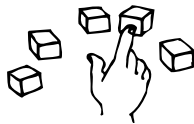
My teacher gives me work.



I work and work. I do not stop.



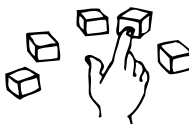
Friends finish their work.



Friends choose a center.



I finish my work.



I can choose a center.

# Listening to My Teacher Read a Story

---



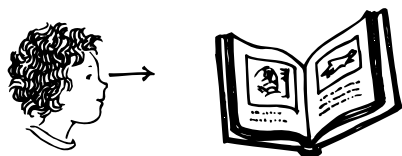
My teacher reads a story.



I sit with friends.



My mouth is quiet. My feet are still.



I look at pictures.



I listen to my teacher read.

# Listening to Friends Read Books

---



Friends read books to the class.



I sit with my legs crossed.



I keep my hands in my lap.



I look at the pictures in the book.



I am quiet when friends read books.



I will wait for my turn to read to friends.



# Recess

---



The teachers sit on the bench outside.



1

I can say "Hi" to the teachers one time.



Then I go play.



I can play on the slide and the monkey bars.



1

I only say "Hi" to the teachers one time.

# Cafeteria: Choosing Food

---



I get a tray and my silverware.



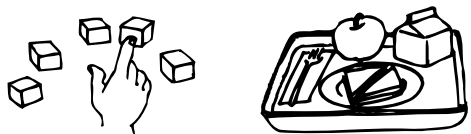
I choose one drink.



I choose the food I want to eat.



I cannot have all the food. It is okay.



I choose good food to eat.

# Cafeteria: Carrying My Tray

---



I carry my tray to the table all by myself.



I hold on to the sides of the tray.



I walk slowly.



I hold my tray straight.



I put my tray down on the table.



Now I can sit down and eat.

# Cafeteria: I Eat My Own Food

---



I have food on my tray to eat.



Friends have food to eat.



I do not touch friends' food.



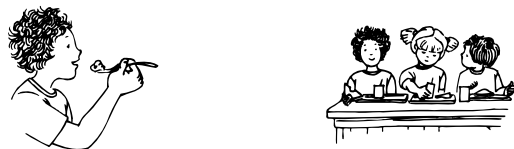
I eat my food. It is good.



I am happy to eat my own food.

# Cafeteria: Waiting with Friends

---



I eat with friends at the table.



When I finish eating, I sit.



I do not walk around.



I wait with friends.



My teacher will tell me when to get up.

# Nap Time

---



My schedule shows me nap time.



I get my towel.



I lie down on my towel.



My teacher turns the light off. It is okay.



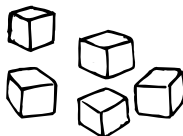
My mouth is quiet. My feet are still.



The light is on. Nap time is over.

# Using Math Manipulatives

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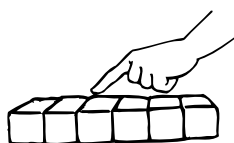
My teacher gives me cubes.



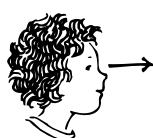
I wait.



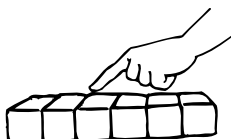
I listen to my teacher.



I count cubes.



I watch friends.



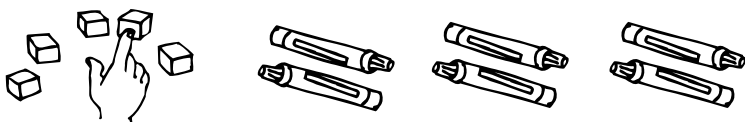
I do what friends do.

# Using Markers

---



I like to color with markers.



I can choose 6 markers.



I can make a picture with 6 markers.



Friends can use markers too.

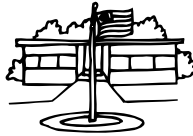


My teacher is happy when I share markers.

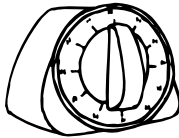


# Using the Computer

---



I like to use the computer at school.



My teacher sets the timer.



It is my turn. I use the computer.



The timer goes "Ding!" My turn is over.



My friend can have a turn on the computer now.



I share the computer with friends.

# Cleaning Up the Room

---



My teacher says, "Time to clean up!"



I stop. I pick up toys.



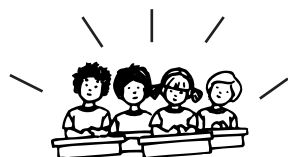
I pick up crayons.



I throw trash away.



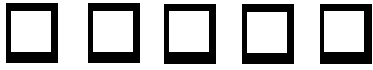
I help friends clean up.



The room is clean. My teacher is happy.

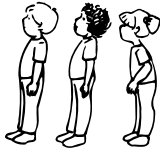
# Transitions

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1 2 3 4 5

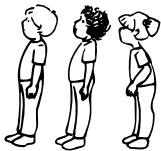
My schedule shows me \_\_\_\_\_.  
(activity\*)



Time to line up for \_\_\_\_\_.  
(activity\*)



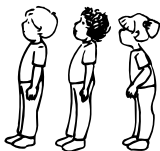
I stop working.



I line up with friends. I am quiet.



My hands are down.



I go with friends to \_\_\_\_\_.  
(activity\*)

\* Indicate any activity (e.g., music class, gym class, library) the child transitions to.

# Gym Class

---



I go to the gym with friends.



It is fun to play in the gym.



I listen to the gym teacher.



The gym teacher says, "Run!" I run.



The gym teacher says, "Stop!" I stop.



I like gym class. I have fun.

# Going to Speech

---



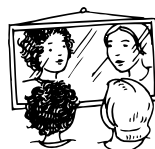
I go to speech.



Speech is on my schedule.



I work in speech.



I listen during speech.



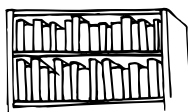
Sometimes I get a sticker when I finish.



I go back to my class.

# Library

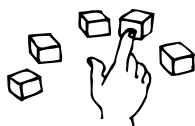
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I am quiet in the library.



I listen to the librarian read a book.



I choose a book to take home.



I give the book to the librarian.



She gives it back to me.



I can take the book home.

# Quiet Voice

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My teacher talks to the class. I am quiet.



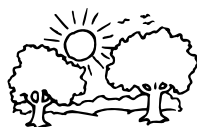
I am quiet when I work.



I am quiet in the hall.



Friends can listen when I am quiet.



I can use a loud voice outside.

# Raising My Hand

---



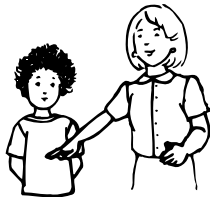
I want a turn.



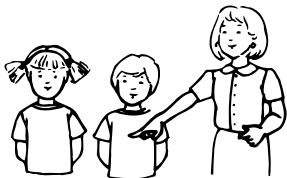
I hold my hand up. I wait.



My mouth is quiet.



My teacher chooses me. It is my turn.



My teacher chooses my friend. It is not my turn.



I raise my hand when I want a turn.



# Waiting for Help

---



My teacher gives work to me.



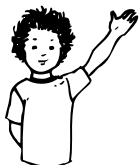
My teacher gives work to friends.



I will try to do the work by myself.



I can ask for help.



I raise my hand. I wait quietly.



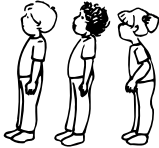
My teacher will come.

# Walking in Line

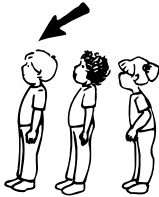
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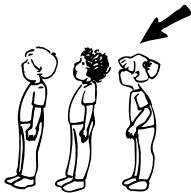
I walk with friends at school.



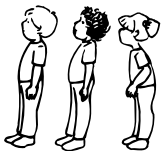
We walk in a line.



A friend is in front of me.



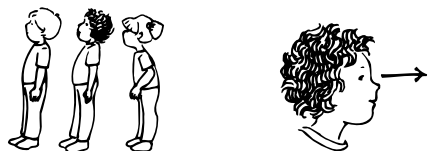
A friend is behind me.



I follow friends in line.

# Going to an Event

---

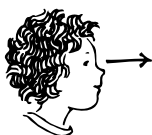


I go with friends to see \_\_\_\_\_.

(event\*)



I will sit with friends.



I will look.



I will listen.



I am quiet.

\*Write in any special event the child might attend in school.

# Field Trip

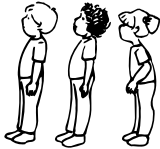
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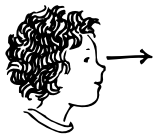
I go on the bus with friends today.



We are going to the \_\_\_\_\_.  
(place\*)



I will walk with friends.



I will see \_\_\_\_\_.  
(thing)



The bus will take us back to school.

\*Write in any place the child might go on a field trip.

# Somebody Different Picks Me Up

---



\_\_\_\_\_ will not pick me up from school today.

\_\_\_\_\_  
(person)



\_\_\_\_\_ will come to school in a \_\_\_\_\_.

\_\_\_\_\_  
(person)

\_\_\_\_\_  
(color, vehicle\*)



I will get in \_\_\_\_\_'s car and sit down.

\_\_\_\_\_  
(person)



I will wear my seat belt.



\_\_\_\_\_ is my friend.

\_\_\_\_\_  
(person)



\_\_\_\_\_ will take me home today.

\_\_\_\_\_  
(person)

\*Write in the color and type of vehicle that the child will ride in.

# Holidays Away from School

---



I stay at home today.



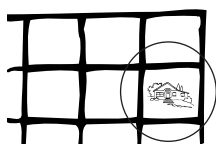
Friends are at home today.



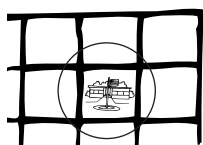
My teacher is at home.



\_\_\_\_\_ shows me the calendar.  
(person)



A picture of a house means I stay home.



A picture of a school means I go to school.

# My Teacher Is Sick

---



My teacher is sick.



\_\_\_\_\_ is my teacher today.  
(teacher's name)



I will listen to \_\_\_\_\_.  
(teacher's name)



\_\_\_\_\_ says, "Stop!" I stop.  
(teacher's name)



\_\_\_\_\_ gives me work. I work.  
(teacher's name)



My teacher is happy.

# Fire Drill

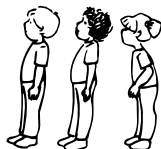
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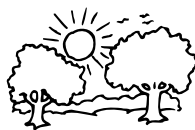
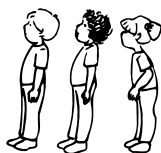
Sometimes at school I hear a loud noise.



It is okay. I am safe.



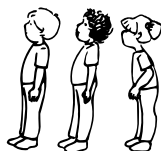
I line up with friends.



We walk outside with my teacher.



The loud noise stops.

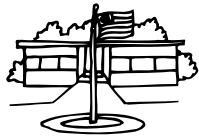


We go back in the school.

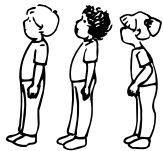


# Tornado Drill

---



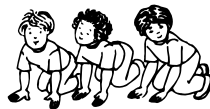
I hear a loud noise at school.



I line up with friends.



We go to the hallway.



I get down on the floor with friends.



I look like this. It is okay.



The loud noise will stop.

# Dirty Hands

---



I wash my hands to make them clean.



Time to eat. I wash my hands.



I use the toilet. I wash my hands.



My hands are dirty. I wash my hands.



I wash my hands to make them clean.

# Washing Hands

---



I turn on the water.



I get my hands wet.



I put soap on my hands.



I rub my hands together.



I wash the soap off my hands. I dry my hands.



I am finished.

# Using the Rest Room

---



I use the rest room at school.



I \_\_\_\_\_ in the toilet.  
(tee-tee\*)



I \_\_\_\_\_ in the toilet.  
(poop\*)



I go to the rest room with friends. It is okay.



I tell my teacher I need to go to the rest room.



My teacher is happy when I use the rest room.

\*Substitute a word the child is familiar with.

# Covering My Cough and Sneeze

---



Sometimes I sneeze and cough.



I cover my mouth with my hand.



I get a tissue to wipe my nose.



I put the tissue in the wastebasket.



People do not like it when I sneeze and cough on them.



I cover my sneeze and cough with my hand.

# Wearing a Helmet

---



Sometimes I have seizures.



I might fall and hit my head.



It might hurt me.



I need a helmet on my head.



I keep it on when I am at school.



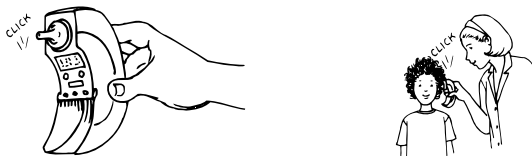
My teacher is happy when I wear my helmet at school.

# Going to the School Nurse

---



The nurse is my friend.



Sometimes she takes my temperature.



Sometimes she puts medicine on my \_\_\_\_\_.

(boo-boo\*)



Sometimes she puts a Band-Aid on my \_\_\_\_\_.

(boo-boo\*)



The nurse helps me feel better.

\*Substitute any word the child is familiar with.

# Getting My Temperature Taken

---



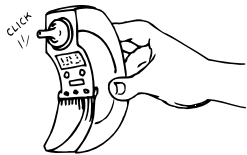
The nurse takes my temperature.



She pulls on my ear a little. It is okay.



She puts the thermometer in my ear.



It goes "click."



I'm finished. Sometimes I get a sticker.

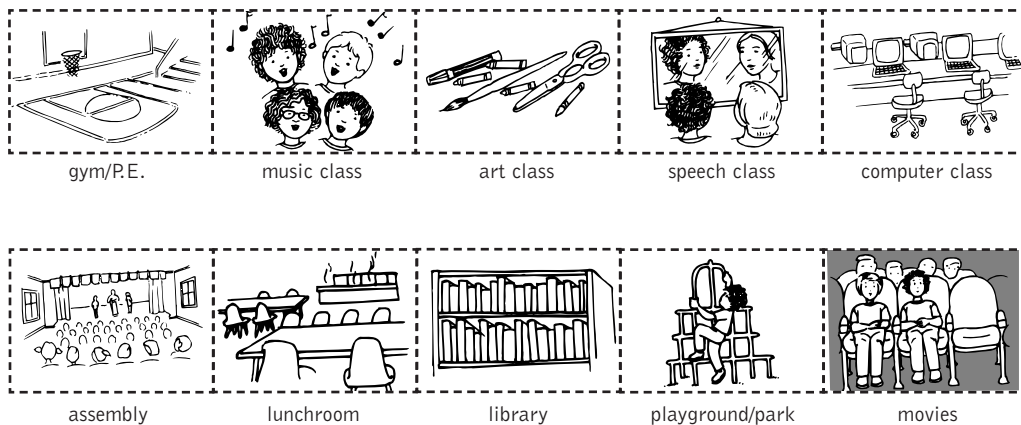


# Picture Index

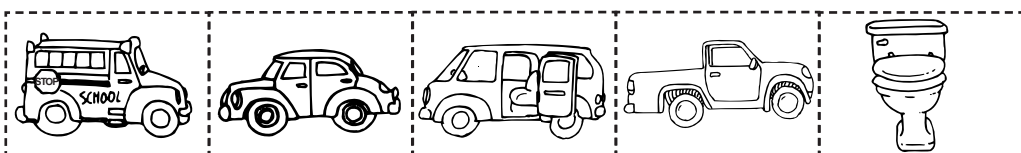
## People



## Places



## Things



# Tracking Multiple Behaviors

Child's Name \_\_\_\_\_

Date \_\_\_\_\_

Behavior		Behavior		Behavior		Behavior		Behavior	
Time 1	Location	Time 1	Location	Time 1	Location	Time 1	Location	Time 1	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	
Time 2	Location	Time 2	Location	Time 2	Location	Time 2	Location	Time 2	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	
Time 3	Location	Time 3	Location	Time 3	Location	Time 3	Location	Time 3	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	
Time 4	Location	Time 4	Location	Time 4	Location	Time 4	Location	Time 4	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	

# Tracking Multiple Behaviors Example

Child's Name Danny W. Date 3/19

Behavior <i>Biting Self</i>		Behavior <i>Biting Others</i>		Behavior <i>Scratching Others</i>		Behavior <i>Hitting Others</i>		Behavior	
Time 1 9:35	Location <i>circle time</i>	Time 1 10:05	Location <i>block center</i>	Time 1 10:50	Location <i>in line</i>	Time 1 11:15	Location <i>snack table</i>	Time 1	Location
Antecedent ?		Antecedent <i>wanted adult to sit by him</i>		Antecedent <i>another student was talking to him</i>		Antecedent <i>another student bumped his arm</i>		Antecedent	
Consequence <i>5 min. time-out</i>		Consequence <i>redirected</i>		Consequence <i>time-out</i>		Consequence <i>apology/moved to another chair</i>		Consequence	
Time 2	Location	Time 2 10:15	Location <i>house center</i>	Time 2	Location	Time 2	Location	Time 2	Location
Antecedent		Antecedent <i>friend had doll he wanted</i>		Antecedent		Antecedent		Antecedent	
Consequence		Consequence <i>redirected</i>		Consequence		Consequence		Consequence	
Time 3	Location	Time 3	Location	Time 3	Location	Time 3	Location	Time 3	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	
Time 4	Location	Time 4	Location	Time 4	Location	Time 4	Location	Time 4	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	

# 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? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date/Time	Location	No. of Occurrences	Consequences
-----------	----------	--------------------	--------------


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 Cindy B. Date 3/15 – 3/19

Setting kindergarten classroom Activity story time

Name of Person Completing Form \_\_\_\_\_

What happened just before the behavior occurred? children sat on floor to hear  
teacher read story

Describe the behavior. repeatedly fell backward onto other children

What was the consequence of the behavior? removed to sit in chair at desk during  
story after several requests to stop

Date/Time	Location	No. of Occurrences	Consequences
3/15	book center		redirected 2x, moved to chair
3/16	book center		redirected 3x, moved to chair
3/17	book center		redirected 2x, moved to chair
3/18	book center		redirected 2x, moved to chair**
3/19	book center		redirected 1x, moved to chair

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*)

	Lesson Read?		How often does the behavior occur?										
	Yes	No											
Day 1													
Day 2													
Day 3													
Day 4													
Day 5													
Day 6													
Day 7													
Day 8													
Day 9													
Day 10													

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Record of Progress Example

Child's Name Cindy B.

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*)

Lesson Read?			How often does the behavior occur?										
	Yes	No											
Day 1	X		0										
Day 2	X		0										
Day 3		X	✓	✓	✓								
Day 4	X		0										
Day 5	X		0										
Day 6	X		0										
Day 7		X	0										
Day 8													
Day 9													
Day 10													

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Tracking Form for Lessons – Individual

**School**

Child's Name \_\_\_\_\_

## Routine Activities

☐ First Day of School

Date \_\_\_\_\_

\_\_\_\_\_

☐ Riding the Bus to School

Date \_\_\_\_\_

\_\_\_\_\_

☐ Saying the Pledge of Allegiance

Date \_\_\_\_\_

\_\_\_\_\_

☐ Using a Schedule

Date \_\_\_\_\_

\_\_\_\_\_

☐ Using a Work Table

Date \_\_\_\_\_

\_\_\_\_\_

☐ I Finish My Work

Date \_\_\_\_\_

\_\_\_\_\_

☐ Listening to My Teacher Read a Story

Date \_\_\_\_\_

\_\_\_\_\_

☐ Listening to Friends Read Books

Date \_\_\_\_\_

\_\_\_\_\_

☐ Recess

Date \_\_\_\_\_

\_\_\_\_\_

☐ Cafeteria: Choosing Food

Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ Cafeteria: Carrying My Tray

Date \_\_\_\_\_

\_\_\_\_\_

☐ Cafeteria: I Eat My Own Food

Date \_\_\_\_\_

\_\_\_\_\_

☐ Cafeteria: Waiting with Friends

Date \_\_\_\_\_

\_\_\_\_\_

☐ Nap Time

Date \_\_\_\_\_

\_\_\_\_\_

☐ Using Math Manipulatives

Date \_\_\_\_\_

\_\_\_\_\_

☐ Using Markers

Date \_\_\_\_\_

\_\_\_\_\_

☐ Using the Computer

Date \_\_\_\_\_

\_\_\_\_\_

☐ Cleaning Up the Room

Date \_\_\_\_\_

\_\_\_\_\_

## Extra-Curricular Activities

☐ Transitions

Date \_\_\_\_\_

\_\_\_\_\_

☐ Gym Class

Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Tracking Form for Lessons – Individual, *continued*

**School**

Child's Name \_\_\_\_\_

## Extra-Curricular Activities, *cont.*

☐ Going to Speech

Date \_\_\_\_\_

☐ Library

Date \_\_\_\_\_

## Social Skills

☐ Quiet Voice

Date \_\_\_\_\_

☐ Raising My Hand

Date \_\_\_\_\_

☐ Waiting for Help

Date \_\_\_\_\_

☐ Walking in Line

Date \_\_\_\_\_

## Special Days

☐ Going to an Event

Date \_\_\_\_\_

☐ Field Trip

Date \_\_\_\_\_

☐ Somebody Different Picks Me Up

Date \_\_\_\_\_

☐ Holidays Away from School

Date \_\_\_\_\_

☐ My Teacher Is Sick

Date \_\_\_\_\_

☐ Fire Drill

Date \_\_\_\_\_

☐ Tornado Drill

Date \_\_\_\_\_

## Self-Care

☐ Dirty Hands

Date \_\_\_\_\_

☐ Washing Hands

Date \_\_\_\_\_

☐ Using the Rest Room

Date \_\_\_\_\_

☐ Covering My Cough and Sneeze

Date \_\_\_\_\_

☐ Wearing a Helmet

Date \_\_\_\_\_

☐ Going to the School Nurse

Date \_\_\_\_\_

☐ Getting My Temperature Taken

Date \_\_\_\_\_

Tracking Form for Lessons – Group						School
Names:						
<b>Routine Activities</b>						
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						
<b>Extra-Curricular Activities</b>						
Transitions						
Gym Class						
Going to Speech						
Library						

Tracking Form for Lessons – Group, <i>continued</i>						School
Names:						
<b>Social Skills</b>						
Quiet Voice						
Raising My Hand						
Waiting for Help						
Walking in Line						
<b>Special Days</b>						
Going to an Event						
Field Trip						
Somebody Different Picks Me Up						
Holidays Away from School						
My Teacher Is Sick						
Fire Drill						
Tornado Drill						
<b>Self-Care</b>						
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						

# Overview of Lessons

Getting Along	Behavior*	Home
<b>Social Interactions</b> 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 <b>Eating</b> 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 <b>My Body</b> Using a Tissue ..... I Fingers in My Nose ..... B Fingers in My Mouth ..... B Sticking Out My Tongue .... B	<b>School Behavior</b> Behavior Note My Parent Talks to My Teacher Tearing Climbing on Furniture Toys Stay at School Falling on Friends Squirting Glue Dumping Toys Counting Backpack I Like My Things Mouth Noises Cursing Stealing Money <b>Home Behavior</b> Drawing on the Wall VCR Buttons VCR Tapes Electrical Cords Running Away (Darting) Shoelaces Sharing Furniture What Goes in the Toilet? Flushing the Toilet <b>Hurting Self/Others</b> 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	<b>Daily Routines</b> 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 <b>Self-Care</b> Brushing Teeth ..... I Shampooing Hair ..... I Clipping Fingernails ..... I Bath Time ..... I Using the Toilet ..... I Taking Medicine ..... I <b>Appliances/Safety</b> 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 <b>Family Relations</b> 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 <b>Special Occasions</b> 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
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\* All lessons are behavioral.

# Overview of Lessons, *continued*

School	Community*
<b>Routine Activities</b>	<b>Community Services</b>
First Day of School . . . . . I	The Haircut
Riding the Bus to School . . . . . I	The Dentist
Saying the Pledge of Allegiance . . . . . I	A Cavity
Using a Schedule . . . . . I	The Check-up
Using a Work Table . . . . . I	Immunizations
I Finish My Work . . . . . I	Shopping
Listening to My Teacher Read a Story . . . . . I	The Car Wash
Listening to Friends Read Books . . . . . I	The Post Office
Recess . . . . . I	New Shoes
Cafeteria: Choosing Food . . . . . I/B	New Clothes
Cafeteria: Carrying My Tray . . . . . I	The Library: Choosing Books
Cafeteria: I Eat My Own Food . . . . . B	The Library: Story Time
Cafeteria: Waiting with Friends . . . . . B	The Video Store
Nap Time . . . . . I	The Restaurant
Using Math Manipulatives . . . . . I/B	Fast Food
Using Markers . . . . . I/B	Drive-Thru Food
Using the Computer . . . . . I/B	<b>Social Activities</b>
Cleaning Up the Room . . . . . I/B	Visiting a Friend's House
<b>Extra-Curricular Activities</b>	The Birthday Party
Transitions . . . . . I	The Movie Theater
Gym Class . . . . . I	The Skating Rink
Going to Speech . . . . . I	The Swimming Pool
Library . . . . . I	The Zoo
<b>Social Skills</b>	The Park
Quiet Voice . . . . . I/B	The Picnic
Raising My Hand . . . . . I/B	Taking a Vacation
Waiting for Help . . . . . I/B	Camping
Walking in Line . . . . . I/B	Fishing
<b>Special Days</b>	Soccer Practice
Going to an Event . . . . . I	The Soccer Game
Field Trip . . . . . I	The T-Ball Game
Somebody Different Picks Me Up . . . . . I	The Parade
Holidays Away from School . . . . . I	The Clown
My Teacher Is Sick . . . . . I	Fireworks
Fire Drill . . . . . I	<b>Transportation</b>
Tornado Drill . . . . . I	The Airplane
<b>Self-Care</b>	The Boat Ride
Dirty Hands . . . . . I	The Bus Ride
Washing Hands . . . . . I	The Elevator
Using the Rest Room . . . . . I	The Escalator
Covering My Cough and Sneeze . . . . . I	<b>Safety</b>
Wearing a Helmet . . . . . I	Crossing the Street
Going to the School Nurse . . . . . I	I Can't Find My Parent
Getting My Temperature Taken . . . . . I	

I = Instructional  
B = Behavioral

\* All lessons are instructional.

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