



# **SOCIAL SKILLS DEVELOPMENT PROGRAMME**

## **PRIMARY SCHOOL**

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# Introduction

## Social Skills Development Programme

The original inspiration for this social skills development programme was drawn from the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) originally developed in 1988 in Texas, U.S.A. A primary purpose of the social development area of the curriculum was to teach functional age-appropriate social skills in both school and non-school settings, based on a continuing evaluation of students' progress. This programme also gives parents and teachers a framework to use as they prepare children with disabilities to lead successful and fulfilling lives.

The curriculum was originally designed to incorporate several principles, with each as relevant today as they were when the curriculum was originally developed.

- Teachers must have high expectations for their students and teach them the meaningful and functional skills necessary to develop independence.
- Skills must be age appropriate and functional.
- Parents must be involved to ensure the development of the objectives and the generalisation of skills.
- Individual adaptations or modifications must be developed in order to meet student needs.
- Instruction within the community must not be considered a one-time event, but rather a continuous process.
- Activities should have social significance and provide opportunities for social interaction.
- Once individual students have mastered the specific objectives, opportunities to perform the skills in a variety of settings should be provided.
- Instruction must include the development of appropriate behaviours and communication skills.
- Goals must be based on their potential for enhancing independence.
- The activities are designed to be taught in the setting where they would naturally occur. If this setting is not feasible, the skills may be taught indirectly in classroom situations.

# Contents

## Behaviour

Children will learn to:

- understand and obey instructions in the classroom and at home.
- understand and communicate consideration and respect for themselves, family, friends and & other people.

## Socialisation

Children will learn to:

- understand that different behaviour can give positive or negative results.
- understand the purpose of rules.
- comprehend the skills necessary for building and maintaining healthy relationships.
- communicate consideration and respect for self

## Recreation & Leisure

Children will learn to:

- communicate consideration and respect for self, family, friends and others.
- communicate consideration and respect for self, family, friends and others.
- understand the value of games and playing with others.
- develop the positive self-management and social skills needed to work independently and with others in physical activity settings.

## Working with Money

Children will learn to:

- use logic to make sense of money

## Living in the Community

Children will learn to:

- determine types of houses and buildings.
- understand the relative location of places.
- understands how to recognize health information
- generate questions about topics using information from a variety of sources.

## Shopping & Restaurants

Children will learn to:

- make sense of shopping.
- understand the concepts of goods and services.
- become familiar with food shopping.
- demonstrate appropriate behaviour in restaurants.

## Following the Rules

Children will learn to:

- understand the purpose of rules.
- understand the role of authority figures and public officials.

## Getting from Place to Place

Children will learn to:

- understand ways in which transport has changed how people live.
- demonstrate knowledge of concepts of printed road signs.
- use safe pedestrian rules.

# Behaviour

## 9 Lessons

- Children will learn to obey requests made by parents and teachers
- Children will respond to “Stop”.
- Children will carry out simple commands from parents and teachers.
- Children will come to an activity when called by parents and teachers.
- Children will put things away when asked to do so.
- Children will participate in classroom jobs.
- Children will learn that rewards are not always given immediately.
- Children will learn to behave appropriately in the community.
- Children will learn about different moods and emotions.

### *Understanding and Obeying Instructions in the Classroom and at Home*

#### **Objective: Children will learn to obey requests made by parents and teachers**

Give the children a simple instruction e.g. ‘stand up’

1. Teacher models the action requested and assists individual children if necessary.
2. Reward the child even if assistance is given
3. Repeat procedure until the child can follow the instruction, without prompting or assistance.
4. When the child can follow five simple instructions, choose an additional five instructions

Practice the skills in a variety of different setting and with different people.

#### **Objective: Children will respond to “STOP”**

1. When the child is ‘misbehaving’, the adult says the word ‘Stop ..... (child’s name)
2. If the child does not obey, the adult repeats the ‘stop’ command and immediately moves the child to a ‘time out’ chair in the room.
3. Leave the child unattended for at least one minute but not more than five minutes.
4. Return to the child and make sure he/she is aware of why they had to go to the ‘time out’ chair.
5. Bring the child back to the activity and welcome them back if it is a group situation

**Objective: Children will carry out simple commands from parents and teachers**

1. The adult gives a command in a clear voice.
2. If the child carries out the command within a specified time, reward.
3. If the child does not obey the command, repeat the command in a clear voice and assist the child to carry out the command.
4. Repeat the procedure until the child is able to follow the command independently.
5. When the child can follow simple commands independently, the adult should make requests rather than commands, for example, can you bring me the book please?
6. The adult must always say 'thank you'

**Objective: Children will come to an activity when called by parents and teachers**

1. When a number of children are engaged in a group activity and seated at a table, the teacher calls the child's name and says 'it's time to join our group'.
2. If the child does not join the group in one minute, the teacher should start the activity with the other children and ignore the child for up to five minutes.
3. Teacher repeats the request but takes the child's hand and brings them to the group table
4. When the child is seated, praise them for joining the group and give a treat or activity that is enjoyable.
5. If the child does not sit down with the group within a few seconds, teacher should guide them into the seat, then praise them.
6. Repeat this process until the child joins the activity on his/her own within three minutes of the request.
7. Explain to the child that they will have to come as quickly as the other children when called if a reward is to be given.
8. Begin to reward the child only every other time they join the activity as requested.
9. Continue, however, to praise the child each time they join the activity as requested.

**Note:** Children who are already seated and doing what they are supposed to be doing should be rewarded before teacher requests the child to join them. This will keep the situation equitable for all children.

**Objective: Children will put things away when asked to do so**

1. Starting with several toys out of place ask the child to put the toys away.
2. Guide them in putting the toys away.
3. Reward the child when the activity is completed.
4. Progress to assisting the child in putting away one toy only and then model with remaining toys.
5. Repeat the activity until the child can do this independently.

**Note:** This skill must be introduced early and become a part of the daily routine. It is often helpful to label /use visual prompts on the storage areas to help the child put toys away in the correct place. The same procedure should be used for putting away books and other items as the child gets older.

**Objective: Children will participate in classroom jobs**

1. Provide jobs for the child in the classroom. Some examples could include:
  - a. Giving out lunches or snacks
  - b. Ring the bell.
  - c. Be a helper for another child
2. Provide jobs for the child that require leaving the classroom. Some examples could include
  - a. Take the roll/attendance book to the office.
  - b. Take a message to another teacher.

**Note:** Independent task completion should be encouraged at all times.

**Objective: Children will learn that rewards are not always given immediately**

1. Give the child a choice of rewards if at all possible.
2. Immediately after a task has been completed, allow the child to choose their reward. and tell them when it will be received and how much delay there will be.
3. Begin with a very short delay after the child has completed the tasks.
4. Be consistent and give the reward at the specified time.
5. Increase the delay between task completion and reward.

**Objective: Child will learn to behave appropriately in the community**

1. Ask children to identify one polite and one rowdy person (use examples on T.V.) and compare their behaviours.
2. Discuss respecting the rights of others through manners and good behaviour.
3. Make a class display to illustrate good behaviour
4. Enlist parental support to develop and encourage appropriate manners and behaviour in public.
5. Remind parents that they are also role models for their children.



## ***Understanding and Communicating Consideration and Respect for Oneself, Family, Friends and & Other People***

### **Objective: Children will learn about different moods and emotions**

1. Have a set of simple illustrations that show different emotions and moods.
2. Show one card and ask the child to describe the emotion illustrated.
3. The child can list several situations for each illustration
4. The child may then talk about things that might make them feel that way.
5. Discuss the concept of moods and emotions.
6. The child suggests as many mood and emotions as possible and the teacher can list these on the board.
7. The child can act out moods such as: grouchy as a bear, quiet as a mouse etc.
8. The child may then enjoy creating simple books based on their own experiences.
- 9.

**Note:** If handwriting is a barrier to the child creating a booklet, they can be assisted to write their story on the computer.





# Socialisation

## 12 Lessons

- Children will play properly without adult supervision.
- Children will imitate a play activity.
- Children will undertake an activity alone.
- Children will answer when their name is called.
- Children will respond to others.
- Children will say “please” and “thank you”.
- Children will share a toy with another child.
- Children will wait his/her turn.
- Children will invite another child to play.
- Children will understand the concept of and identify a friend.
- Children will exhibit concern and sympathy for others.
- Children will remain at the table when eating during lunchtime, or at mealtimes at home.

### ***Understanding that Different Behaviour can give Positive or Negative Results***

#### **Objective: Children will play properly without adult supervision**

1. Watch to see if the child plays without adult supervision.
2. If they so, reward.
3. If they do not play unattended, play with the child for around 15 minutes with a toy or other object.
4. Repeat the process and reduce the amount of time the child is playing alone without an adult in attendance.
5. Using different timings, reward the child when they play unattended

#### **Objective: Children will imitate a play activity**

1. Sit with the child on the floor (about two feet apart)
2. Introduce toy for a play activity.
3. Make sure the child has the same toy in their hand and is ready to imitate the actions of the teacher with their toy.
4. If the children imitates, reward.
5. If the child does not imitate, repeat the action but give the child verbal directions at the same time.
6. Repeat until the can imitate the action, giving less verbal direction each time.

### **Objective: Children will undertake an activity alone**

1. Use a toy the child likes.
2. Bring the child into the group and begin to play with the toy, giving verbal directions as needed.
3. The teacher should reduce the verbal directions and eventually leave the group, allowing the child to remain playing with the toy.
4. Work towards the child playing without guidance or verbal direction from the teacher

### ***Understanding the Purpose of Rules.***

#### **Objective: Children will answer when their name is called**

1. Give the child a toy to play with.
2. When the child is playing with the toy, call their name.
3. If the child does not respond within five seconds, gently touch the child arm and repeat their name.
4. Repeat these steps until the child responds without any physical prompt

Note: It is important for children to recognise their name. Have children's names displayed in the classroom. Always use the child's name before giving them a job to do. Children should be able to read their name from the early days in school.

### ***Comprehending the Skills Necessary for Building and Maintaining Healthy Relationships***

#### **Objective: Children will respond to others.**

1. Call the child's name.
2. If the child does not look at the speaker within ten seconds, gently touch their arm and ask them to look at the speaker.
3. When the child looks at the speaker, ask them to say hello to the person.
4. Repeat the process until the child responds without prompting.

**Note:** Always greet each child every morning expect an appropriate response. 2. When a children consistently greets the teacher, repeat the process with other adults coming into the room. Follow the same procedure when the school day is over.

**Adaptation:** Use signs or AC systems with non-verbal children.

**Objective: Children will say “please” and “thank you”**

1. The child will learn to use “please” and “thank you” at appropriate times over the course of the day.
2. Model appropriate responses for the children
3. Reward when the child responds appropriately.

**Adaptation:** Use signs or AC systems with non-verbal children.

**Objective: Children will share toys with another child**

1. Give the peer a toy and ask them to give the toy to the child.
2. Praise the peer for sharing.
3. When the children has had the toy for 15 seconds, tell them to give the item to their peer. (say the child’s name).
4. If the child does not respond, repeat the verbal prompt and move the child/s hand with the toy towards their peer.
5. Repeat reducing the physical prompt until the child gives the toy to his peer.

**Note:** Remember that sharing is a skill that must be taught. It is not a part of normal development

**Objective: Children will wait their turn.**

1. Specify the order in which the children will take turns.
2. Monitor the taking of turns with verbal prompts as needed.
3. Teacher stays in physical proximity, but does not specify order in which turns are to be taken.
4. Play board games that require turn taking.

**Note:** Waiting one’s turn can be incorporated into the children’s daily routine

**Objective: Children will invite another child to play**

1. Teacher observes the child during a free-time situation with four or more other children.
2. Encourage the child to offer a toy to another child.
3. Physically guide him/her in offering the toy to another child if necessary.
4. Praise both children.
5. Repeat using verbal instruction only.
6. Reward all children immediately after the toy has been shared

**Objective: Children will identify the concept of a friend and identify their friends**

1. Ask the child, “(Name), who is your friend?”
2. Show the child a picture of the friend and model the correct verbal response.
3. Ask the child to repeat the response.
4. Reward immediately.
5. Show the children a picture of a classmate and ask “Who is this?” All children should respond by saying/singing the name or by pointing.

**Objective: Children will exhibit sympathy and concern for others**

1. Discuss with the class what happens when someone is hurt
2. Ask them how they feel when they get hurt.
3. Talk about and act out appropriate responses:

***Knowing Healthy Ways to Communicate Consideration and Respect for Self***

**Objective: Children will remain at the table when eating during lunchtime, or at mealtimes at home.**

Tell children that when they have finished eating, they will be involved in an enjoyable activity

1. Tell the children that they must remain at the table for the required amount of time before receiving their reward.
2. Use a timer for five minutes and tell the children that they must stay at their table until the bell rings.

**Note:** This concept can apply to snack time and/or mealtimes at home



# Recreation & Leisure

## 4 Lessons

- Children will learn to play on their own.
- Children will learn the difference between worktime and playtime.
- Children will learn games and activities that can be played in school.
- Children will participate in outdoor activities at home or with friends and family

### ***Learning the Correct Way to Communicate Consideration and Respect for Self, Family, Friends and Others***

**Objective:** Children will play independently

1. Discuss why playing with other children is fun.
2. Ask the children to think about why it is also good to learn to play alone.
3. Teacher has a table of objects that are to be used in creating a collage.
4. Ask the children to make a collage give it a title.
5. Display the children's work.

**Note:** Always include time for independent play or activities during the day.

### ***Understanding the Value of Work.***

**Objective:** Children will differentiate between leisure and work time.

1. Teacher asks "How do you spend your free time?", "Do you watch television?", , "Do you ride a bike?", "Do you have a hobby?", "Do you play games?", "Do you like to visit with your friends?", "Do you like to go places with a group?", "Do you like to spend some of your free time alone?", "What do you do during work time?", "Do you like to work?"
2. Discuss the importance of recreation/leisure time.
3. Relate day and night to activity and rest. Point out the need for rest after work.

**Note:** Teacher includes in the daily schedule a leisure time following several periods of work time.

## ***Understanding the Value of Games and Playing with Others.***

**Objective: Child will identify game activities**

1. Ask the children to think about activities that can be played in the school or in the classroom for relaxation.
2. List these activities on the board.
3. Encourage the children to find games available in the class.
4. Arrange an area of the room with pictures and activities for leisure time.
5. Introduce a class game each day during one week. Talk about the rules, skills required, score keeping, and special fun involved.
6. Allow individual children to choose an activity for the class to do at the end of the day

## ***Developing Positive Self-Management and Social Skills needed to Work Independently and with others in Physical Activity Settings***

**Objective: The children will engage in outdoor activities at home or at school**

With adaptations made as needed for individual children, introduce the following activities

- Games – hide 'n seek, statues, running or chasing, hop scotch
- Ball games- tennis, golf, basketball
- Cycling - tricycles, bicycles
- Seasonal activities - paddling pools, flying kites, building forts, building tents, making snowmen, picnics
- Outdoor toys - skateboards, wagon, skipping ropes, roller skates, frisbees, and flying kites
- Playground / Garden equipment - swing set, sandbox, slide, and monkey bars



# Working with Money

## 2 Lessons

- Children will learn to take responsibility for their money.
- Children will learn about the uses of money.

### *Using Logic to make Sense of Money*

#### **Objective: Children will learn to take responsibility for their money**

1. Children should be asked to hold their own money for a snack, lunch or other shopping while waiting in line.
2. Children must learn the importance of waiting for change after making a purchase and putting it away.
3. Teacher discusses “safe” places to keep money (purse, pocket), and the importance of not taking it out often or playing with it.
4. Children should experience natural consequences for losing money (no money– no sweets)
5. Children must learn that money should not be given away just because someone asks for it.
6. Teacher should discuss what the child needs to do if they lose or find money.

#### **Objective: The child will learn about the uses of money**

1. Have a discussion in class about using money and paying for items.
2. The children compile a list of places where money will be needed:
  - Supermarket
  - Grocery shop
  - Clothes shop
  - Dentist
  - Garage
  - Ice cream shop
  - Fast food restaurant
  - Flower shop
  - Doctor’s office
3. Design a shop in the classroom. The store can change from a grocery shop to, for example, a pet shop to a toy store, so that the children’s interest can be maintained.
4. Children can bring items from home for the shop (empty egg cartons, boxes, plastic bottles, artificial fruit and vegetables).
5. Make price tags and place on each item.
6. Give each child a specific amount of money to spend in the shop



## Living in the Community

- Children will learn about various types of housing available in their communities.
- Children will identify barbers and hairdressers in their communities.
- Children will identify the post office.
- Children will identify places for health care.
- Children will become familiar with using a library.
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### ***Determining Types of Houses and Buildings.***

**Objective: Children will learn about various types of housing available in their communities**

1. Have pictures available of a variety of houses or ask students to bring pictures of their homes.
2. Take pictures of various types of buildings in the local community. Display in the classroom.

### ***Understanding the Relative Location of Places.***

**Objective: Children will identify barbers and hairdressers in their communities**

1. Teacher talks about what a barber and/or a hairdresser does - cut hair, dry hair, colour hair, etc.).
2. Ask children to tell the group who cuts or styles their hair.
3. Ask the children what the barber/hairdresser did.
4. Develop vocabulary of words and visuals relating to hair care (e.g., shampoo, scissors, comb, etc.)
- 5.

**Objective: Children will identify the post office**

1. Build a general vocabulary of words and visuals associated with the post office.
2. Ask children to make a Valentine or Christmas card for their parents and/or a friend.
3. Talk about writing an address and name on the envelope.
4. The children put a stamp in the proper place on the envelope.

## ***Understanding how to Recognize Health Information***

**Objective: Children will identify places for health care**

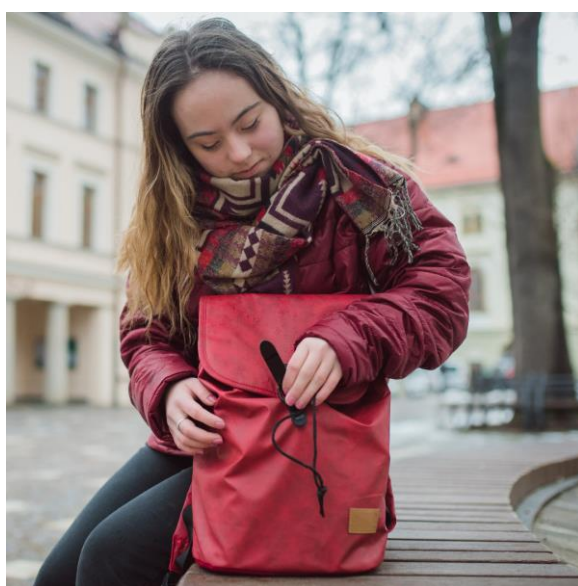
1. Discuss occupations associated with health care -doctor, dentist, nurse.
2. Children list / assemble pictures of what each person does - dentist cares for teeth; doctor cares for you when you're sick; nurse cares for you at school.
3. Discuss various locations where health care facilities are located - office, hospital, clinic
4. Play "Where do I go?" Name an imaginary health problem (i.e., "I have a toothache."). Ask the children, "Where do I go?" Children can answer verbally, using sign, or by pointing to an appropriate picture.

## ***Generating Questions and Conducting Research about Topics using Information from a Variety of Sources***

**Objective: Children will become familiar with using a library**

1. Discuss with children the reasons for the library
2. Visit the school library on a regular basis.
3. Arrange a group visit to the local library
4. Teacher gives instructions on the following:
  - Where is the entrance?
  - Find an empty chair at a table.
  - Select a book and take it to your chair
  - Read your book
  - Return the book to the correct shelf
  - Collect personal belonging before leaving.

**Note:** Going to the library at story-time, would be interesting to younger children.



# Shopping & Restaurants

## 5 Lessons

- Children will learn about the concept of shopping.
- Child will learn about a variety of familiar shops.
- Children will recognise food shops.
- Children will learn about restaurants and behaving properly when eating out.
- Children will learn to use a vending machine.

### ***Making Sense of Shopping***

**Objective: Children will learn about the concept of shopping**

1. Provide children with a “shopping game”.
2. Have pictures of various shops - grocery, department, pet shop, card shop, toy shop etc.).
3. Have pictures of products found at each shop on individual cards.
4. Select two types of shops. Ask the children to sort products into one of the two shops.
5. Increase the number of shops and/or products for children to sort.

### ***Understanding the Concepts of Goods and Services.***

**Objective: Child will learn about a variety of familiar shops**

1. Teachers displays pictures of familiar shops in the area.
2. Ask children what types of things can be bought at each shop.
3. Begin building and using a shopping vocabulary in the classroom. Use these words frequently so children will understand the meaning of each.
4. Bring children to the shops they have studied. Walk children through the shop and let them use their shopping vocabulary to identify things in the shop
5. When the children return to school, make a list of the items found at the shop.
6. Develop shopping lists in the classroom using words and pictures
7. Return to the shop and allow children to locate specific items on their shopping list by matching words or pictures.
8. Children must learn appropriate/inappropriate areas for customers (e.g., behind the counter.

## ***Familiarisation with Food Shopping.***

### **Objective: Children will identify food shops**

1. Encourage children to recognize food shops from variety of pictures.
2. Take pictures of various types of shops within the community. Make a classroom display.
3. Ask children to identify shops where we buy food
4. Build skills until children can name specific food shops within the community.
5. Have children list the food shops near their homes.
6. Have them name the shop where their parents usually shop

## ***Demonstrating Appropriate Behaviour in Restaurants***

### **Objective: Children will learn about restaurants and appropriate behaviour when eating out**

1. Discuss the different types of restaurants.
2. Develop lists of foods available in restaurants and use pictures to illustrate to the variety of foods available.
3. A variety of menus from local favourite restaurants can be used in the classroom. Picture menus may need to be developed for non-verbal, non-reading children.
4. Review appropriate table manners.
5. Demonstrate the appropriate use of condiments, cutlery, and napkins.
6. Children practice asking for and using various condiments.

### **Objective: Children will learn to use a vending machine.**

1. Prepare cards for the children to use. Put a picture of each item on one side and depict the price of the item with coin stamps/pictures on the back.
2. Using a vending machine, teacher models inserting coins for the children.
3. Have children:
  - Activate the machine by making a selection.
  - Remove the item from the delivery door.
  - Check for any change. Gradually reduce assistance until children are able to complete all necessary steps independently.

# Following the Rules

## 2 Lessons

- Children will develop and follow classroom rules.
- Children will identify people related to rules in the home, at school and in their communities.

### *Understanding the Purpose of Rules*

**Objective: Children will develop and follow class rules**

1. Discuss with children the importance of making and following classroom rules.
2. Help children to develop a list of important rules for the classroom.
  - Use simple rules with few words.
  - Keep the list of rules as short as possible.
  - Illustrate each rule with a simple picture/drawing.
3. Review the rules daily as a part of opening activities.
4. Examples of rules include:
  - quiet hands
  - have a good bus ride.
  - walk in the classroom.
  - do good work.
  - listen to the teacher and obey what the teacher says.
5. Reward children who follow class rules with something designed for the whole group



## ***Understanding the Role of Authority Figures and Public Officials***

**Objective: Children will identify people related to rules in the home, at school and in their communities.**

1. Discuss the roles of people in the various environments.
2. Construct a chart listing different people such as:
  - Teacher
  - Principal
  - Playground Supervisor
  - Garda
  - Librarian
  - Bus Driver
  - Mother
  - Father
  - Grandfather
  - Grandmother
  - Uncle
  - Aunt
3. Create a mural of the community and place pictures of people on the chart.
4. Identify the role each person plays and the rules they might make.



# Getting from Place to Place

## 6 Lessons

- Children will identify and describe different types of land transport.
- Children will identify and describe air travel
- Children will identify and describe water transport.
- Children will learn the meaning of traffic signs in their communities.
- Children will become familiar pedestrian safety rules.
- Children will become familiar with traveling by bicycle.

### *Understanding Ways in which Transport has Changed how People Live*

**Objective: Children will identify and describe different types of land transport.**

1. Children make a picture, collage or mobile of walking, bicycles, cars, trucks, trains, and buses - land transport
2. Make a picture collage or mobile of water and air of land travel.
3. Make a list of all the items that are delivered to the school and find out how they are delivered.
4. Take a walk and observe traffic as it passes the school.
5. Identify as many different trucks or vans as possible, for example, oil lorry, post van, bin lorry, cattle lorry, cement lorry

**Objective: Children will identify and describe air travel**

1. Make a paper plane with the children and glide them across the classroom.
2. Ask the children to think about other objects that fly.
3. Make a display of model airplanes and helicopters (use pictures if no models are available).
4. Children find pictures and make a collage of different planes and helicopters
5. Bring children on a class visit to an airport or airfield.

**Objective: Children will identify and describe water transportation**

1. Have toy boats and float them in a large basin of water
2. Children find pictures and make a collage of different types of boats

**Objective: Children will learn the meaning of traffic signs in the community.**

1. Develop flash cards showing basic traffic signs and explain each one.
2. Children discuss where the sign might be located
3. Take a walk in the local area, stopping at each sign and telling the message of the sign.
4. Invite a safety officer to the classroom to discuss traffic safety.
5. Show a safety video.



## ***Learning Safe Pedestrian Rules***

**Objective: Children will become familiar pedestrian safety rules.**

1. The following rules/procedures should be discussed, demonstrated and practiced:
  - How to walk on footpaths rather than on the road or street.
  - How to cross streets by stopping and looking both ways before crossing
  - How to recognise to safety signs ( “Walk”, “Don’t Walk”, traffic lights)
  - The importance of walking with someone else.

**Objective: Children will become familiar with traveling by bicycle**

1. Discuss some of the dangers a bike rider is likely to encounter
2. Discuss how a careful rider can avoid these dangers.
3. Arrange a safety day at school for bikes



## Assessment

**Pupils Name:**

**Class:**

**Date Commenced:**

**Teacher:**

**Additional Information:**

Behaviour Lessons				
Lesson No.	Objective	Objective Completed	Objective Achieved	Revision of Objective
1	Children will learn to obey requests made by parents and teachers			
2	Children will respond to "Stop".			
3	Children will carry out simple commands from parents and teachers.			
4	Children will come to an activity when called by parents and teachers.			
5	Children will put things away when asked to do so.			
6	Children will participate in classroom jobs.			
7	Children will learn that rewards are not always given immediately.			
8	Children will learn to behave appropriately in the community.			
9	Children will learn about different moods and emotions.			

## Additional Notes:

## Socialisation Lessons

Lesson No.	Objective	Objective Completed	Objective Achieved	Revision of Objective
1	Children will play properly without adult supervision.			
2	Children will imitate a play activity.			
3	Children will undertake an activity alone.			
4	Children will answer when their name is called.			
5	Children will respond to others.			
6	Children will say "please" and "thank you".			
7	Children will share a toy with another child.			
8	Children will wait his/her turn.			
9	Children will invite another child to play.			
10	Children will understand the concept of and identify a friend.			
11	Children will exhibit concern and sympathy for others.			
12	Children will remain at the table when eating during lunchtime, or at mealtimes at home.			

### Additional Notes:

## Recreation & Leisure Lessons

Lesson No.	Objective	Objective Completed	Objective Achieved	Revision of Objective
1	Children will learn to play on their own.			
2	Children will learn the difference between worktime and playtime.			
3	Children will learn games and activities that can be played in school.			
4	Children will participate in outdoor activities at home or with friends and family			

### Additional Notes:

## Working with Money Lessons

Lesson No.	Objective	Objective Completed	Objective Achieved	Revision of Objective
1	Children will learn to take responsibility for their money.			
2	Children will learn about the uses of money.			

**Additional Notes:**

Living in the Community Lessons				
Lesson No.	Objective	Objective Completed	Objective Achieved	Revision of Objective
1	Children will learn about various types of housing available in their communities.			
2	Children will identify barbers and hairdressers in their communities.			
3	Children will identify the post office.			
4	Children will identify places for health care.			
5	Children will become familiar with using a library.			

## Additional Notes:



Shopping & Restaurants Lessons				
Lesson No.	Objective	Objective Completed	Objective Achieved	Revision of Objective
1	Children will learn about the concept of shopping.			
2	Child will learn about a variety of familiar shops.			
3	Children will recognise food shops.			
4	Children will learn about restaurants and behaving properly when eating out.			
5	Children will learn to use a vending machine.			

## Additional Notes:

## Following the Rules Lessons

Lesson No.	Objective	Objective Completed	Objective Achieved	Revision of Objective
1	Children will develop and follow classroom rules.			
2	Children will identify people related to rules in the home, at school and in their communities.			

**Additional Notes:**

## Getting from Place to Place Lessons

Lesson No.	Objective	Objective Completed	Objective Achieved	Revision of Objective
1	Children will identify and describe different types of land transport.			
2	Children will identify and describe air travel			
3	Children will identify and describe water transport.			
4	Children will learn the meaning of traffic signs in their communities.			
5	Children will become familiar pedestrian safety rules.			
6	Children will become familiar with traveling by bicycle.			

### Additional Notes: