Social Skills Lesson: “Accepting Criticism or a Consequence”

- **Individual:**
  - 10 years old, boy
  - 4th grade
  - Level of performance
    - Academic: This student is achieving classroom grades of B’s, C’s and D’s. While he is passing his classroom subjects, he is struggling in memorization of social studies facts. He is reading at approximately the late second grade level. His strength is in math.
    - Behavior: This student appears to try hard to follow the rules. However, he often struggles with talking out of turn, talking to peers and paying attention to peers when the expectation is to be listening to the teacher. As explained below, he seems to have trouble accepting these mistakes and often gets upset when he gets into trouble.
  - Learning Disability

- **Skill:**
  - Accepting Criticism or a Consequence

- **How/why skill chosen**
  - Daily Observation of this student consistently following up with any teacher criticism or consequence with a “but....” These conversations often lead to the student to crying or getting angry.
  - Deficit in this skill is causing friction between general education teacher and student
  - Student is conversing with student teacher and cooperating teacher about his dislike for his teacher’s method for discipline.
  - Recent conference between student, teacher, student teacher and collaborative teacher yielded further frustration and a possible lack of trust between student and staff
  - Student has made the statement that every time his teacher “gets him in trouble,” his mom and dad get mad at him at home, and “that’s not fair”
  - Note: Teacher observation and a recent oral language assessment revealed an apparent lack of confidence, which may be causing some of his social skill concerns.

- **Behavioral Objective** (conditions, behavior, criterion)
  - When given constructive criticism or a consequence by a teacher or staff member, the student will accept the criticism or consequence and understand that everyone makes mistakes. Specifically, he will:
    - Look at the teacher
    - Say “okay”
    - Not argue with teacher
    - Through role play, the student will practice conversational strategies and methods to discuss concerns with a teacher in an appropriate manner.

- **Materials** (needed for instruction)
  - “okay” cue for desktop
  - Role play scenarios for practicing “look, okay, don’t argue”
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- Role play scenarios for practice approaching teacher with concerns at the appropriate time and in the appropriate manner
- Image and description of the purpose of a light house.
- For lighthouse activity: “obstacles”, blindfolds, several small pieces of candy in a plastic bag, and an additional teacher to help with the activity

Lesson procedures and methods

- **Describe Skill for the Student**
  - Accept responsibility when you make a mistake and tell your teacher okay when she talks to you about the mistake or gives you a consequence.

- **Student Rationale** (student provides with guidance)
  - Teacher rationale: Accepting responsibility when you make a mistake and saying okay when she gives you a consequence will help you and your teacher to get along better
  - Student developed rationale:

- **Characteristics of general situations**
  - When your teacher gives you a direction as a result of you not following the rules or making a mistake, say okay and don’t argue.

- **Specific examples** (teacher & student generated)
  - Teacher generated examples of what a trigger might be (teacher says...)
    - “go pull a card”
    - “Stop talking”
    - “Put that away”
    - “Move over here”
    - “Stop doing that”
  - Student examples:

- **Steps of Skill**
  - **Step 1:** Look at the teacher
  - **Step 2:** Say “okay”
  - **Step 3:** Don’t argue

- **Anticipatory Set**: Lighthouse
  - **Purpose:** To help student understand and accept the role of a teacher as one who guides the safety and learning of students in classroom.
  - Preparation: Set-up several “obstacles” in a classroom or outside (hula hoops, toys, chairs, etc.) Find a place to set a bag of candy at one end of the room or outdoor space.
  - Teacher shows a picture of a lighthouse and reads the small description of a lighthouse provided (see attached).
  - Blindfold student (captain of a boat) and guide him with vocal directions (lighthouse), through a set of obstacles (rocks and land at night or in fog) to find the cargo (candy)
  - After the student has found the cargo, discuss the following questions:
    - In a classroom, who is the lighthouse? (teacher)
    - Who are the captains? Who are we the captains of? (our learning)
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- What is our cargo? (knowledge or learning)
- What are the storms and weather? (behavior issues, difficult information)
- So who do we have to trust in our classroom? (out teacher the lighthouse)
- Do you think it would be hard to be a light house in the classroom?
- Transition to social skill discussion (see below)

- **Social Skill Model**
  - Describe the concern of the classroom behavior. Why does this make the job of the lighthouse more difficult? What could you do differently to help the lighthouse? How would this help your relationship with your teacher? How would this make your parents feel?
  - Teacher and teacher role play two scenarios between the classroom teacher and student:
    - Your teacher gets frustrated with you because you are talking to another student and asks you to pull a card. What do you do?
    - You call out while your teacher is talking. She tells you to stop calling out, and to pull a card. What do you do?

- **Verbal Rehearsal** (student learn skill steps to automaticity)
  - The teacher will facilitate choral responding (student and teacher together) and round robin responding (alternating student and teacher) to practice stating the steps until the student can say the right steps quickly.

- **Behavioral Rehearsal**
  - Teacher and student role play two scenarios between the classroom teacher and student:
    - Your teacher gets frustrated with you because you throw a piece of paper to another student, and you are given lunch detention. What do you do?
    - Your teacher asks you to pull a card, but it was actually your neighbor who was talking. What do you do first? When do you try to talk to the teacher about the problem? What would this look like?

- **Homework** (generalization) assignment (have students try skill in new settings & report back)
  - A cue card will be taped to the student’s desk with “OK”, to serve as a reminder of the steps.
  - Student will keep a journal (log) of social skills, recording each positive response to a criticism or consequence. This journal will include: What happened, what the teacher said, what the student said, and how the teacher reacted? For the first week, the teacher and student will meet daily to discuss and evaluate situations from the journal.

**Resources**
- This lesson was created by blending two activities and skills from the following books, which were included in collection at the William and Mary Training and Technical Assistance Center. The cue on the desk, and image of the lighthouse were original ideas.
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  - Strengths:
    - This book includes 104 activities to help students in very helpful character and team building activities.
    - It is very easy to pick up and implement an activity.
    - Each activity has the same format for easy comparison and includes descriptions, such as objectives, group size, and materials.
    - It also includes an index of activities organized by goal, such as teamwork, coping skills, etc.
  - Weaknesses
    - I didn’t really find any weaknesses in the book. It serves its purpose, which is to be a “bag of tricks” for those facilitating activities with teamwork and social skills.

  - Strengths:
    - This manual is very easy to choose a topic and implement by following the simple steps.
    - For social skill, it provides a paragraph rationale for the skill to help with student buy in.
    - It provides the clearly defined steps for each behavior.
    - It gives a more descriptive version of the steps with helpful hints and step rationales.
  - Weaknesses
    - I felt the need to introduce the skill by using an anticipatory activity or hook. Activities such as this are not included in the manual, so I found the activity in another manual.
    - Visuels to use such as cartoons to help students understand may be helpful.
A lighthouse guides the way for ships in the fog and dark of night and away from dangers. The captain of a ship must have full confidence in each and every lighthouse if s/he is to get the ship to its destination on time and safely... [with] its cargo (Jones, 1998).
Look ➔ OK ➔ Don’t Argue

Journal prompt:

1. What happened?

2. What did Mrs. J. say?

3. What did you do?

4. How did Mrs. J. react?
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Desktop Prompt

OKAY