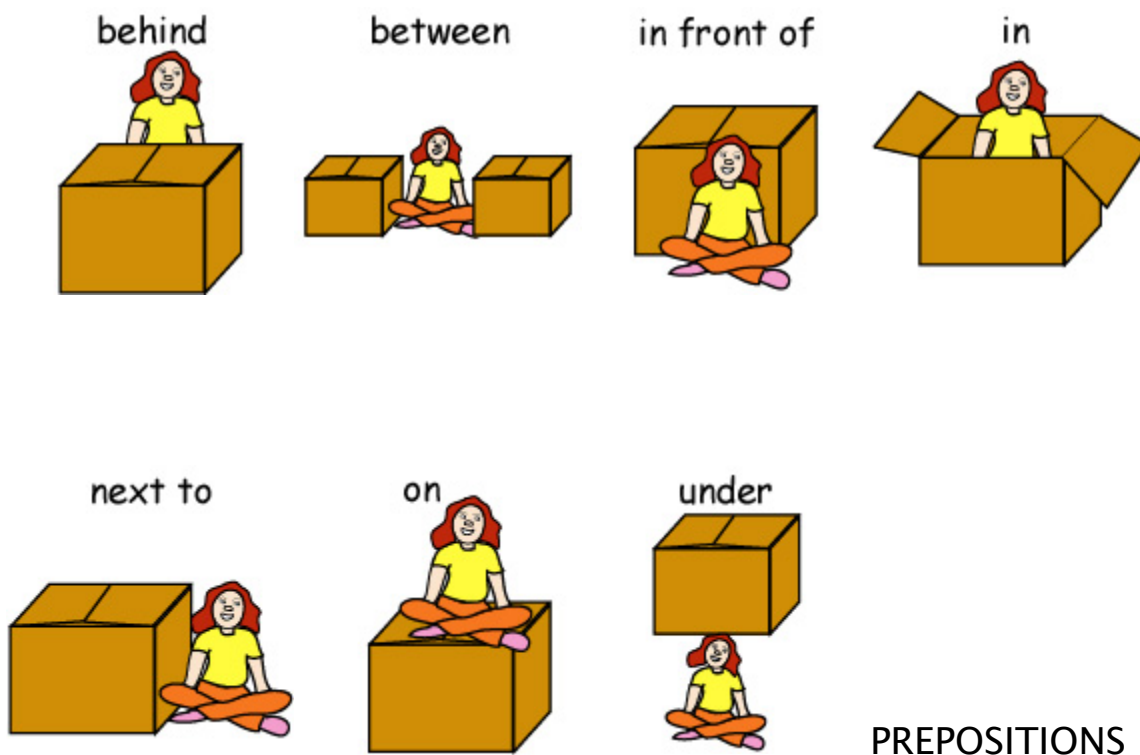


The Socially Speaking™ Social Skills Curriculum: Suggestions



Tips for Teaching Spatial Awareness and Body Awareness:

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1. Take digital photos of student reenacting these positions in Real Time and make a story book and/or Memory Game to play with later on that same day and send home for review and Show'n'Tell
2. Build a bridge from tissue boxes, blocks, plastic cups etc. and a highway out of plastic train tracks, pieces of toilet paper or paper towel etc. , and play “driving” with mini cars etc.
3. Hide favorite toys around the classroom and have a “treasure hunt”
4. Use arts& crafts to glue various items “into position” onto paper

The Socially Speaking™ Social Skills Curriculum: Suggestions

How to Teach About the Concept of “Part/ Whole Relationships” -A Precursor to Learning About Numbers

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1. Identify actual body parts on self, on doll, and on adults/peers
2. Identify photos of body parts
3. Make arts& crafts re: body parts (ex: face with googly eyes, button nose, craft sticks for hands and feet, yarn for hair etc.)
4. Play with toys that have pieces ex: different puzzles, Mr. Potato Head™, or Colorforms™
5. Build things with blocks and/or Lego™
6. Take pictures from photographs or worksheets, cut them in half, and have student paste them back together to make a “whole”
7. Work on improving categorization of like and unlike objects and pictures using sorting bins+real objects, and worksheets
8. Work on 1:1 correspondence and counting skills using visual (picture games and books) cues and tactile cues (arts& crafts items and other manipulatives, including real life objects for tasks involving ADL-getting dressed, setting table etc.)

The Socially Speaking™ Social Skills Curriculum: Suggestions

How to Teach About the Concept of Sequencing

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Remember: When teaching this concept, remember to a) go from maximum perceptual support (visual cues) to minimal or none, i.e. elicited learning > spontaneous ability, and b) use the numbers 1-3 in conjunction with your “props” to reinforce the concept of things having “an order”.

1. Identify “first and last” using #1&2 and real objects such as: chocolate wafer or licorice wrapped and then unwrapped, a whole apple, and then just the core, an egg, and then crack it, a sock and then a shoe, putting cereal in bowl and then milk etc.
2. Identify “first and last” using #1&2 and real time photos of person in action such as: putting on shirt and then buttoning it, pouring juice and then drinking it, opening closet and taking out coat, hanging up dress, and putting it in closet, running bath water and then bathing etc.
3. Play pre-made interlocking puzzle games (and include the numbers 1-3) that have pictures that tell a “story” according to “first/middle/last” (see catalogs for ideas)
4. Create customized sequencing worksheets for the student, using Boardmaker™ or Picture This™ CD-ROM
5. Do a special class activity and break down the procedure into at least 3 steps to reinforce that there is “an order” to things such as making popcorn, or baking cookies etc. and take digital photos to review later!
6. Read stories with student and discuss the pictures in sequence
7. Have student retell a familiar story in order, without any perceptual support (pictures, books, props etc.)

The Socially Speaking™ Social Skills Curriculum: Suggestions

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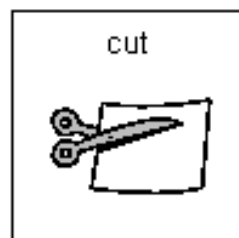
The Picture Communication Symbols ©1981–2009 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission.

Boardmaker™ is a trademark of Mayer-Johnson LLC.

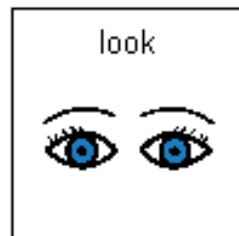
How To Do This Sequencing Worksheet

Name:

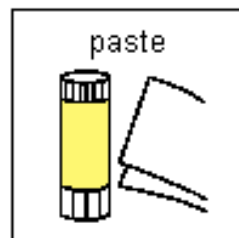
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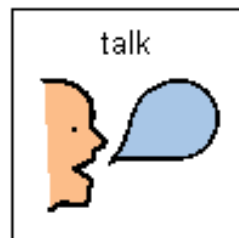
1. Cut out the pictures in each row and place on the table



2. Look at each picture and decide where it goes



3. Paste the picture in the correct order first-middle-last



4. Tell me the "story" in order while coloring each picture

** Remember to ASK for help if you get "stuck"*

Visual Supports-Task Organizer created by Penina Rybak MA/CCC-SLP, using Boardmaker

-This work was completed in class/speech therapy today (circle one) under the supervision of _____

-With assistance/sporadic assistance/no assistance by the teacher/speech therapist (circle one)