

# **Autism: Attacking Social Interaction Problems**

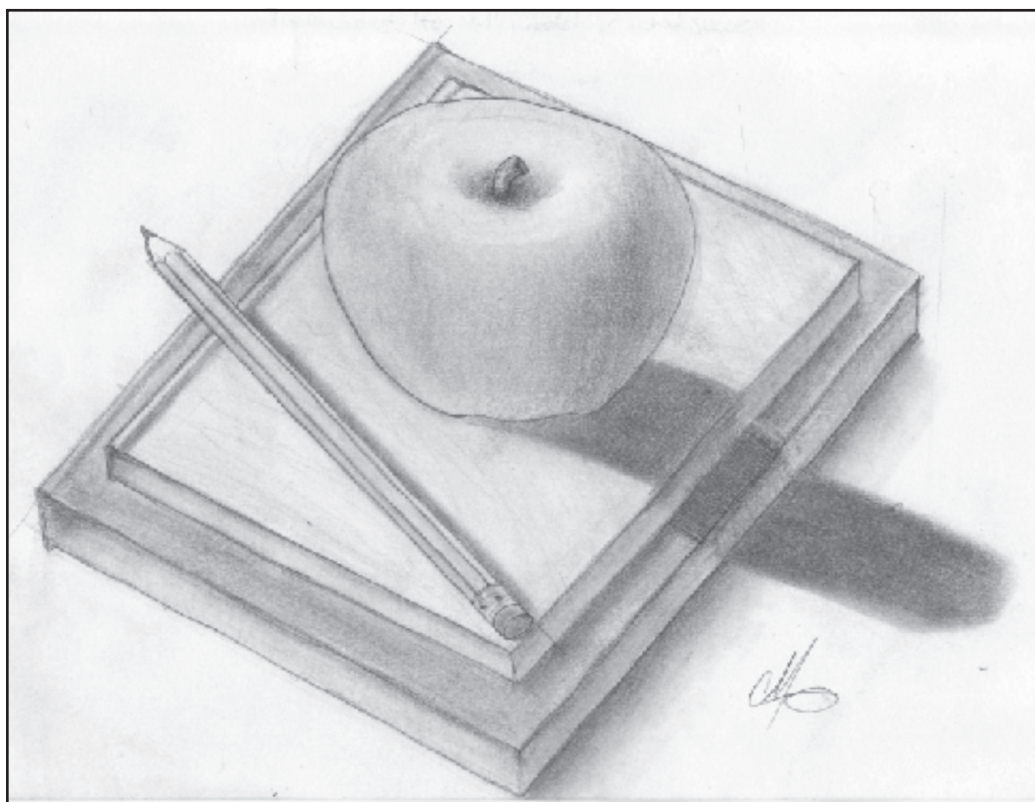
**A Therapy Manual  
Targeting Social Skills in Children 4–9**

# UNIT I

## **Activities for 4- to 6-Year-Olds**

# 4

## The ABCs of Life: Skills Needed for School Success



## **RATIONALE**

For younger children, this module is the first step in developing age-appropriate social skills necessary for school success. Kindergarten can be considered a year of refinement of age-appropriate social skills. Teacher expectations include the following: taking turns, playing cooperatively with other children, and following teacher-directed activities and requests. Active listening and the ability to attend are essential to the mastery of these expectations. The lessons in this chapter are: Active Listening, Following Directions, and Asking for Help.

### A Guiding Light

Social skills training should not be perceived as school, after school, or a “class” within the school day. It is social. Keep it fun!

## LESSON 1 OBJECTIVES

- Students will identify the parts of the body required for active listening.
- Students will verbalize appropriate responses to indicate listening.
- Students will demonstrate appropriate body language for listening.

## LESSON 1A: ACTIVE LISTENING (4-6 YEARS)

### Materials

- Puppets (*Select two puppets, named by the student, to be used consistently with the lesson.*)
- Everly, N. (2005). *Can you listen with your eyes?* East Moline, IL: LinguiSystems
- Paper plates
- Cutouts for eyes, mouth, nose, ears

### Activity A: Opening Activity

#### *Difficulty Listening*

*Puppet Maria:* Hi, Johnny. What do you want for lunch?

*Puppet Johnny:* *Doesn't respond. Has Band-Aids or bandages covering ears*

Johnny hums a familiar song.

*Puppet Maria:* Johnny, are you listening to me?

*Puppet Johnny:* Oh sorry. I couldn't hear you. What did you say?

*Puppet Maria:* I asked what you want to eat?

*Puppet Johnny:* *Fidgets and looks away.* I like to play with trucks.

*Puppet Maria:* Johnny! You are not listening to me.

*Puppet Maria:* What do you want to eat?

*Puppet Johnny:* Oh, I'm sorry. I like to eat pizza.

*Questions to stimulate discussion:*

- Was Johnny doing good listening?
- What does Johnny have on his ears?
- Do we need our ears to listen?
- Let's see if you were doing good listening. Who remembers what Maria asked Johnny?
- What was Johnny doing with his body when he told Maria he liked trucks?
- What part(s) of our bodies do we use to listen?

### **Activity B: Arts and Crafts**

Provide each student with a paper plate and cutouts for eyes, ears, nose, and mouth. Students are instructed to do good listening and to glue the facial parts on the plate when they hear a statement referencing the part.

- If I am doing good listening, I will look with my \_\_\_\_\_ (eyes).
- If I am doing good listening, I will listen with my \_\_\_\_\_ (ears).
- If I am doing good listening, I cannot talk while someone is \_\_\_\_\_ (talking).
- I will quiet my \_\_\_\_\_ (mouth).

Ask the students to identify the facial part that is missing and to glue it on as well.