

SOCIAL COMMUNICATION DISORDER INTERVENTION MANUAL

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	Number	
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Behavior

Number

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Behavior

Number

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I. *Social Communication Disorder Intervention Manual*

The *Social Communication Disorder Intervention Manual* (SCDIM) is a compilation of goals, objectives, and intervention strategies for behaviors on the *Social Communication Disorder Evaluation Scale*. It is designed to respond to the most typical social communication problems exhibited by students in educational settings. The interventions are appropriate for any student exhibiting the selected behaviors. The student need not be identified as handicapped in anyway. The appropriateness of the interventions relates directly to the communication problem and not to classification labels. The interventions selected reflect positive teacher behavior, contribute to a positive classroom atmosphere, and contribute to student success in the educational environment.

The interventions contained in this manual represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce variables (e.g., rules for sharing school materials, group games, etc.) which may stimulate problem behavior. Reactive interventions “teach” the student more appropriate ways to deal with his/her behavior. These strategies include practice appropriate verbal exchanges, explain social codes of conduct, etc.

Some interventions in this manual apply to most students and should be implemented first to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for a student based on the appropriateness of the intervention for that student and the situation.

Professional judgment should guide the choice of interventions for any particular student. The student’s age, gender, grade level, local community standards, and handicap, if one exists, are all to be considered in selecting appropriate intervention strategies.

For any social communication problem exhibited by students, it will be of value to assess

the extent to which institutional variables influence the situation and possibly contribute to the problem. Limited supervision in play areas, hallways, and during extracurricular activities, as well as arbitrary groups and seating arrangements are examples of factors which are inherent in the educational setting and often contribute to problem behavior. As a first step in improving unsuccessful or inappropriate behavior, institutional variables should be evaluated and reduced. To appropriately respond to individual situations, all related variables in the educational setting which influence student behavior problems should be identified and considered when choosing appropriate interventions to facilitate a student’s success. In order not to overlook any historical or contemporary determinants of behavior, other variables to consider are vision, hearing, general health, nutrition, and family case history.

The goals and objectives in this manual were developed to serve as examples which may be used in writing IEPs. Criteria for measuring the success of the student’s attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student’s current abilities and program recommendations.

Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. The interventions are appropriate for special education, as well as regular education classroom environments.

Use of the same interventions in all settings by all teachers and instructional personnel working with the student facilitates the likelihood of student success in the educational environment. The interventions included in this manual are appropriate for all educational environments and lend themselves particularly well to creating continuity across all the educational settings in which the student functions.

II. Using the *Social Communication Disorder Intervention Manual* in conjunction with the companion evaluation scale

*NOTE: If the *Social Communication Disorder Intervention Manual* is not being used in conjunction with the companion evaluation scale, the following procedural steps need not be followed.

- Step 1: The student is rated with the school version of the companion evaluation scale.
- Step 2: Conversions of raw scores on the evaluation scale are made. Subscale standard scores, quotient, and percentile scores are determined; and the companion evaluation scale *Profile Sheet* is completed.
- Step 3: Determine on which of four characteristics (subscales) the student scores one or more standard deviations below the mean.
- Step 4: For each of the characteristics on which the student scored one standard deviation or more below the mean, determine which behaviors constitute primary concern in the educational environment (the behaviors with the higher raw scores).
- Step 5: Find goals and objectives from the *Social Communication Disorder Intervention Manual* for the behavior indicated as a primary concern on the companion evaluation scale.
- Step 6: Determine those interventions from the *Social Communication Disorder Intervention Manual* which are most appropriate in facilitating the student's success in meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any behaviors which are of concern on subscales other than those with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected and written for those behaviors as well.
- Step 8: Share those goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.

III. Goals, Objectives, and Interventions

1 Has difficulty expressing opinions, feelings, and/or emotions

Goal:

1. The student will improve his/her ability to express opinions, feelings and/or emotions.

Objectives:

1. The student will maintain appropriate eye contact during verbal interactions in _____ out of _____ trials.
2. The student will demonstrate the ability to express feelings through three different modes (e.g., drawing, acting, gesture) _____% of the time.
3. The student will demonstrate the ability to describe the emotion of a pictured character with _____% accuracy.
4. The student will demonstrate the ability to complete a “what if” statement _____% of the time.
5. The student will demonstrate the ability to report the emotions of the characters in a book which he/she has read, with _____% accuracy.
6. The student will demonstrate the ability to correctly complete statements reflecting emotion (e.g., “I am happy when”) _____% of the time.

Interventions:

1. Have the student’s hearing checked if it has not been recently checked.

2. Evaluate the appropriateness of the task to determine if it is too difficult.

3. Reinforce the student for expressing opinions, feelings, and/or emotions: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

4. Reinforce those students in the classroom who express opinions, feelings, and/or emotions.

5. Be an appropriate model for the student by expressing your own opinions, feelings, and/or emotions. Attempt to clearly identify each when you do express them.

6. Each day provide the student with situations which elicit particular emotions and assist the student in expressing those emotions (e.g., “A stranger takes you by the arm in a department store. How do you feel?” “You see smoke coming out of a neighbor’s house. Are you happy?” etc.).

7. Have the student read stories involving a moral (e.g., *The Tortoise and the Hare*, *The Boy Who Cried Wolf*, etc.) and state his/her opinions about the outcome of the stories.

8. Provide the student with a list of questions involving opinions, feelings, and/or emotions and assist him/her in answering verbally (e.g., “How do you feel when you get an A on a test?” “Do you think recess should be before or after lunch?” “Should people wear seat belts?” etc.).

9. Require the student to explain outcomes, consequences, etc. (e.g., when the student earns a reward or privilege, make certain he/she can explain that the reward was the result of hard work and accomplishment and that he/she should feel proud).

10. Have the student respond to “What if...?” statements (e.g., “What if it rained for forty days and forty nights?” “What if there were no rules and laws?” etc.) to encourage the expression of opinions and/or feelings.

11. Have the student read short stories without endings. Assist the student in expressing opinions, feelings and/or emotions about possible endings to the stories.