

INTRODUCTION

The PCI *Getting Along With People At School* Reader & Workbook visually relates twenty-five social situations students might encounter in a school setting. The program can be used with one person, a small group, a school classroom, residential settings, work activity centers, workplace life skills classes, rehabilitation classes and other social skills learning environments.

The participants are introduced to the Reader's characters by the use of cameo pictures that give each character's first name. This cameo page allows participants to refer to the names of the main characters in the book when two or more people are in a scene.

The first three stories in the book have high school students at home demonstrating what to do if too sick to go to school, choosing clean clothes to wear to school and taking only approved items to school each day.

The next twenty-two stories revolve around a school setting at MHS High School. The main characters and their classmates act out social scenes while they are going through a typical school day. Two of the stories focus on acceptable behavior on the ride to and from school each day.

The book helps students from elementary to high school level learn to handle school social situations in an acceptable manner. The "real-life" social scenes help prepare elementary students for the transition to a more independent middle school "social skills" environment. The scenes help middle and high school students deal with common social situations they are now facing and teach them acceptable social behaviors.

The social situations in the Reader are taken from Ms. Haugen's personal teaching and administrative experience working with individuals attending area high schools in both Houston and San Antonio, Texas.

On the first page of each story, participants are presented with a "school social situation" and asked to read and discuss the scene. On the second page of each story, a positive solution to the situation is presented as an acceptable way to handle the issue. By having fictional characters portray positive solutions to common school situations in the Reader, participants can learn the correct response to many occurrences at school without feeling the lesson is being directed at them personally.

Each short story is two pages and has large print for ease of reading. The basic idea presented in each story is written to be understood by individuals of varying reading comprehension levels. The stories are also beneficial to teach basic social skills to individuals of varying educational, behavioral and communication skill levels.

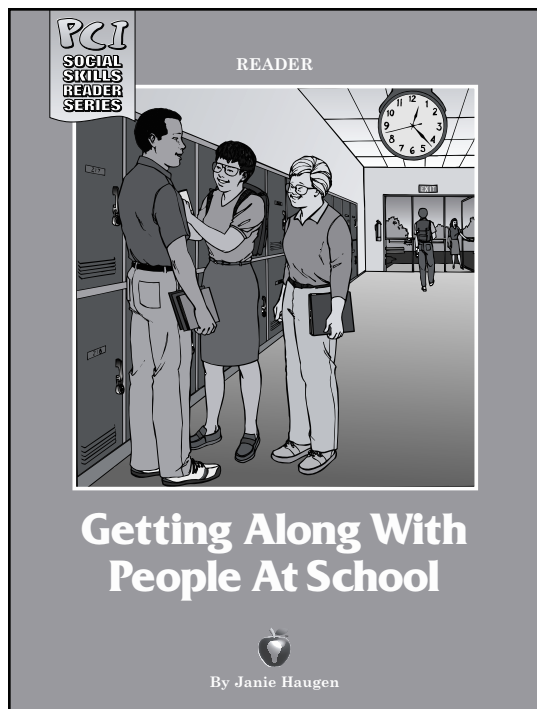
After reading each story, participants are given a Workbook sheet that shows both common positive and negative responses to the situations portrayed. They are asked to correctly answer or solve the questions and directives that correspond to the Reader.

The program participants can discuss even the negative behaviors depicted on the worksheets in a non-threatening and enjoyable environment. This is especially helpful if any program participants have a history of displaying the negative behaviors covered in the Workbook scenes.

The black and white illustrations serve as a visual teaching tool for people who can read and those with limited reading skills. The illustrations are so detailed that many participants will be able to describe the scenes even if they have no reading skills.

The *Getting Along With People At School* - Reader & Workbook was developed by PCI's Janie Haugen to give educators a "hands-on" tool to help them teach acceptable social skills in the school setting.

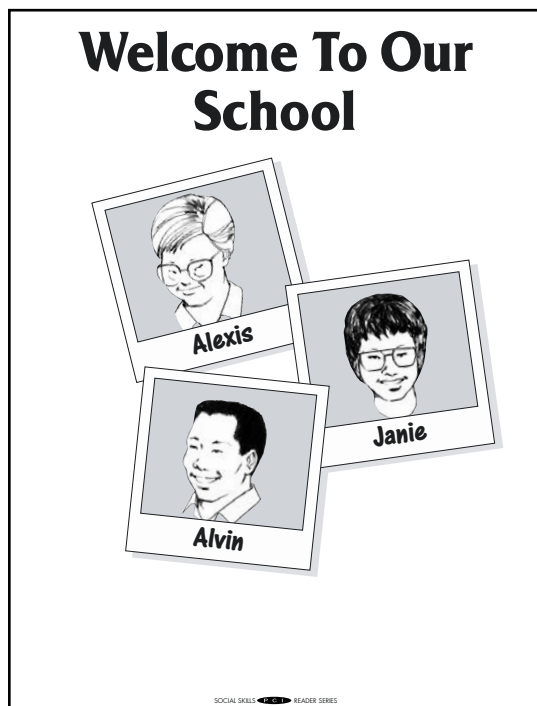
HOW TO USE THE READER



1. Give each participant a Reader.

Point to the picture on the cover of the *Getting Along With People At School* - Reader. Explain that the people in the picture go to the same high school. Explain that these three people are going to act out scenes that show good social skills at school.

Note: Explain that people who go to the same school are called “classmates.” This will help the individuals in your group become familiar with the term which is used frequently in this program’s Answer Key which begins on page 8.



2. Ask participant(s) to open the Reader to the first page.

Review the cameo pictures to introduce the main characters in the short stories so that participants can learn to recognize each person and read his or her name. Correctly pronounce each character’s name and ask participants to practice the correct pronunciation.

Note: Tell the participants that they should look at this page when they start to read a new story to review the names of the main characters in the book.

HOW TO USE THE READER (cont.)

Story 1



My stomach hurts.

Alexis has been throwing up all night. She feels sick when she wakes up. It is Friday morning. Her first class at school will start at 8:20 a.m.

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SOCIAL SKILLS READER SERIES

3. Ask participant(s) to turn to Story 1.

Ask everyone to quietly read the two page short story to themselves. Remind everyone to read the talk and thought bubbles in the illustrations.

Note: With participants who have limited or no reading skills, ask for a volunteer to describe the scene in the illustrations in his or her own words. The instructor should then read the story aloud to the group.

4. Ask a volunteer to read Story 1 aloud.

After everyone has finished reading Story 1 to themselves, have someone read the two pages aloud to the group.

Note: Instructor should give help with reading the story on an "as needed" basis only.

5. Discuss the scene in Story 1.

Ask participants to talk about each scene. They may want to relate it to similar scenes at their school.

Example for Story 1:

- What do people at their home need to do when they are too sick to go to school?
- Do people who stay home sick at their house have to stay in bed?

6. Go to Workbook exercises.

Story 1



Take some medicine. I will call the school at 8:00 a.m.

I was very sick last night.

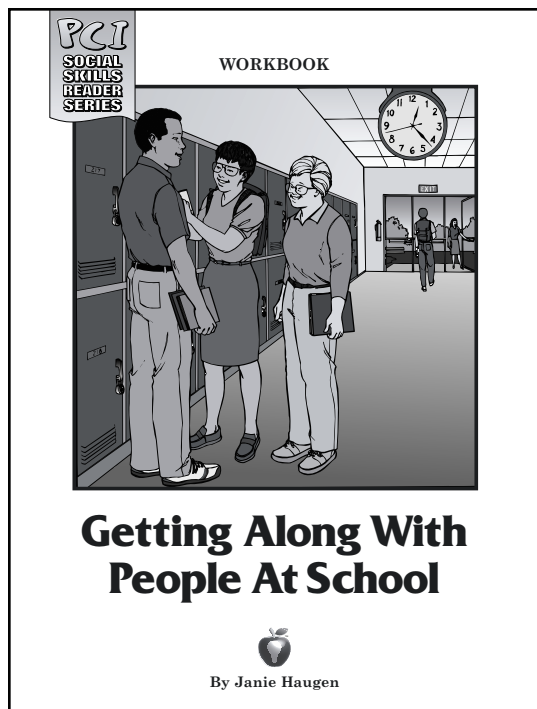
Thanks, Ann.

Alexis tells a staff person named Ann that she is sick. Ann says she will call the school for Alexis.

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SOCIAL SKILLS READER SERIES

HOW TO USE THE WORKBOOK



1. Give each participant a Workbook.

2. Ask participants to open the Workbook to the first page (Story 1).

Explain that they will be solving two problems about each of the twenty-five stories in the Reader - *Getting Along With People At School*. Ask them to follow the directions on the Story 1 worksheet and complete the answers independently.

a. Read the main scene.

It is the same illustration as in the Reader and a shortened version of the main idea presented in Story 1. It recaps the social situation for a quick review.

b. Work Problem A.

Study the illustration, reading the thought and talk bubbles. Then read the directions on the problem, and choose or write down his or her answer.

c. Work Problem B.

Study the illustration, reading the thought and talk bubbles. Then read the directions on the problem, and choose or write down his or her answer.

Note: Stress that some of the pictures show positive (acceptable) ways to handle the situation, and some of the scenes show negative (unacceptable) methods.

Story 1

1

My stomach hurts.

Alexis feels sick when she wakes up on Friday morning. Her first class at school will start at 8:20 a.m.

A

I feel very sick last night. Take some medicine. I will call the school at 8:00 a.m.

Thank, Ann.

Underline one right answer.

What should Ann say when she calls the school for Alexis?

Alexis is going to the dentist
Alexis is staying home sick
Alexis will be late to school

B

Underline one right answer.

What should Alexis do when she leaves the bathroom?

get back in bed
get dressed for school
eat a big breakfast

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Note 1: Quietly assist participants on an as-needed basis, so as not to interfere with others. Help them read or follow the directions on the worksheets on a one-on-one basis.

Note 2: Have participants with low-vision use the Reader along with the Workbook to see the scenes more clear. Anyone who needs help to solve the problems may use both books to review information from the story.

HOW TO USE THE WORKBOOK (cont.)

ANSWER KEY
Getting Along With People At School- Workbook

1A. **Alexis is staving home sick** – (Alexis has an upset stomach and is too sick to go to school.)
1B. **get back in bed** – (Alexis needs to go back to bed and give the medicine time to work.)
Good Idea To Share: A student who is too sick to go to school should ask a parent or other adult to call the school office, to say that he or she will be absent that day.
Note: Explain that a student who feels sick in the morning should tell an adult of the illness right away so that they can discuss if the person is sick enough to stay home for day.

2A. (✓) **No** – (The white shirt in the dirty clothes basket is not clean and should not be worn.)
2B. **to look and smell good** – (Clothes that have been washed usually have a nice fresh smell.)
Good Idea To Share: Students should wear clean clothes to school every day including pants, shirt, underwear and socks. They also need to take a bath and use deodorant each day.
Note: Explain that students who wear dirty clothes to school may be asked to attend a "life skills" class to learn how to correctly wash and care for clothing.

3A. **notebook with paper** – ("Notebook with paper" is on the teacher's list of OK things to bring to school.)
school books – ("School books" is on the teacher's list of OK things to bring to school.)
3B. (✓) **Yes** – (Alvin is only going to take a notebook, school books and pencil case in his backpack.)
Good Idea To Share: Review your school policy on approved items to bring to school.
Note: Explain that a student who brings an unapproved item to school may have the item taken away by a classroom teacher, the principal or other administrator.

4A. **happy** – (The bus driver has a smile on her face.)
4B. (✓) **No** – (Alexis is standing up, yelling and has her hand out of the bus window.)
Good Idea To Share: Students should sit quietly in their seats on the ride to and from school whether they ride in a school bus, van or car.
Note: Explain that students who do not follow the rules while they are riding in a school bus will make the bus driver and other students in the bus nervous and/or upset.

5A. **writing a letter** – (Janie is writing a letter to her aunt while she waits for class to start.)
5B. (✓) **No** – (The sign stated that students are not to go to their classrooms until 8:10 a.m.)
Good Idea To Share: Review your school policy on safe places that are protected from the weather where students can wait if they arrive at school before the classrooms are unlocked.
Note: Explain that if students get to school early, they need to find something acceptable to do such as write a letter, look at or read a book, study for a test, talk to a friend, etc.

6A. **talkin'** – (Alvin and Diana are saying "Good Morning" in their own words.)
wavin' – (Alvin and Diana are waving at each other.)
6B. (✓) **No** – (You do not need to touch a classmate to say hello.)
Good Idea To Share: Classmates should smile, wave, or talk to say hello to each other. There is no need to shake hands, hug, kiss or give high-fives to greet one another.
Note: Explain that classmates should only say hello to other students and teachers at school when they see them for the first time each day.

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3. Read correct answers in the Answer Key to the participants.

Using the Answer Key provided in this instruction booklet, ask the group to check their own work. Use peer tutors to monitor the room for participants who need assistance in checking their answers for accuracy.

Note 1: The answers to questions that have the directive "Write your answer on the blank lines" need only be a similar answer as it should be in the participants' own words.

Note 2: After many answers in the Answer Key, there is a further thought printed in italics. It is optional if the instructor want to stress this additional information to the participants.

4. Read "Good Idea To Share" aloud.

Instructor should read the idea listed in the Answer key to the participants and encourage group discussion of the "Good Idea".

5. Review information in the "Note" comments.

Instructor should read and explain the information in the Answer Key to participants. This will help participants to understand why the negative situations portrayed in the Workbook are unacceptable ways to handle school "social skills" situations.