



Jackson

Displays Appropriate Facial Orientation (RCS.9)

During VOISS lessons, Jackson learned that when someone is talking to him, he should have a relaxed face and make intermittent eye contact. He learned that it's okay to make faces, but making faces while talking with or listening to people can be rude and distracting, and can communicate to others that you're uninterested in talking to them.

Ms. Thomas created a lesson to help Jackson practice the skill of displaying appropriate facial orientation (Receptive Communication Skill 9).

VOISS ADVISOR

Lesson Plan Outline

Receptive Communication Skill 9: Displays Appropriate Facial Orientation

Define the social skill to be demonstrated in observable and measurable terms. This should be the skill you want the student to use when the situation/opportunity naturally occurs.

- **When someone is talking to Jackson, he will display a relaxed facial posture and look toward the person for 90% of one-minute intervals across 10 conversational partners.**

Identify the generalization emphasis:

- **Setting generalization**

Identify the instructional setting:

- **1-1**

Identify the instructional method to be used:

- **Direct instruction**

Select the generalization tactic(s) to be used:

- **Contrived mediating stimulus**

Select the support strategy/strategies to be used:

- **Reinforcement**



GENERALIZING THE SKILLS

Ms. Thomas wanted Jackson to use appropriate facial expression and orientation during class and at lunchtime. She decided this lesson would focus on setting generalization. Jackson needed to display a relaxed facial posture during conversations with peers and adults in the aforementioned settings.

Ms. Thomas operationally defined an outcome to determine generalization lessons had been effective:

- When someone is talking to Jackson, he will display a relaxed facial posture and have shoulders toward the person for a minimum of 1 minute across 9/10 consecutive trials, with at least 5 different conversational partners.

CHOOSING AN INSTRUCTIONAL METHOD AND SETTING

Next, Ms. Thomas determined an instructional method and setting. She considered that Jackson's facial expressions were unique, and his struggle to maintain relaxed facial posture was uncommon among her students. She decided that direct instruction involving modeling appropriate facial posture, guided practice, and independent practice would be most efficient for acquiring the operationally-defined skill. Given the idiosyncratic nature of Jackson's need, she decided to conduct this instruction in a 1-1 setting.

- Instructional Setting: 1-1
- Instructional Method: Direct instruction

CHOOSING A GENERALIZATION TACTIC AND SUPPORT STRATEGY

Ms. Thomas then selected a generalization tactic that matched the instructional setting. Since Jackson needed reminding to have a relaxed facial posture whenever he talked to someone, she decided to utilize a contrived mediating stimulus that would remind Jackson of the appropriate behavior. Although Ms. Thomas believed that Jackson would ultimately not need reinforcement for appropriate facial posture, she decided to use his token reinforcement system to reinforce initial generalization behavior. The schedule of reinforcement could be thinned as Jackson was successful.

- Generalization Tactic: Contrived mediating stimulus
- Support Strategy: Reinforcement

Displays Appropriate Facial Orientation (RCS.9)

Ms. Thomas's Lesson on "Displaying Appropriate Facial Orientation"



INITIATING 1-1 INSTRUCTION THROUGH MODELING

Ms. Thomas began the 1-1 direct instruction lesson by overviewing the lesson's purpose and her instructional objectives. She explained to Jackson that it is okay to make faces when we aren't interacting with someone, but making faces while interacting with someone can be perceived as rude or distracting. She began the lesson by asking Jackson to tell her facts about the Jacksonville Jaguars. She modeled relaxed facial posture and inappropriate facial expressions and described each expression. Next, she asked Jackson to describe her expressions.

After Jackson correctly identified her facial expressions, Ms. Thomas had Jackson practice an appropriate relaxed facial posture. At first, she used a mirror so Jackson could see his face and identify his facial posture. She gave him reinforcing and corrective feedback throughout the lesson.

Next, she removed the mirror and had Jackson practice appropriate facial expressions with her. She explained to Jackson that anytime he was looking at someone's face, he should have a relaxed facial expression. That is, the sight of someone else's face would be the contrived mediating

stimulus for relaxed facial posture. If Jackson was working on independent work or taking notes from a lecture, he could make whatever facial expression felt good to him. But, if he was looking at someone else, he needed to make a relaxed face.



RECRUITING SUPPORT FROM THE PARAPROFESSIONAL

Then Ms. Thomas met with Jackson's paraprofessional, Mr. McBride, to describe the operationally-defined outcome, as well as Jackson's reinforcement schedule. She told him that, initially, Jackson would receive a token for appropriate facial posture every other time Jackson made a facial posture or was prompted to make one (50% of attempts). When he was able to successfully make appropriate facial postures for three conversations in a row, he would be rewarded with a token less and less often (every three times he attempted, and then every four times, to slowly increase the amount of time between the reward of tokens). This thinning of reinforcement would continue until Jackson met the outcome of displaying a relaxed facial posture and looking toward the person for 90% of the one-minute interval with 10 different people.

NATIONAL AND STATE STANDARDS BENCHMARKS AND INDICATORS

RCS.9

DISPLAYS APPROPRIATE FACIAL ORIENTATION

COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (CASEL) STANDARDS

- Relationship Skills

KANSAS SOCIAL EMOTIONAL CHARACTER DEVELOPMENT (KSECD) STANDARDS

Social Development

- Interpersonal Skills
 - A. Demonstrate communication and social skills to interact effectively.
 - 6-8 (11-13) 2. Monitor how facial expressions, body language, and tone impact interactions.

