




Jackson

Understands Rules of Touch (RCS.3)

During VOISS lessons, Jackson learned that it's inappropriate to touch anyone you don't know. He realized that he should ask his friends and acquaintances before he hugs them, and that it's inappropriate to ask strangers for hugs, even if they say yes. He learned that he should only ask familiar peers or adults, "Can I hug you?" and can only hug them if they consent.

Ms. Thomas created a lesson to help Jackson practice the skill of understanding rules of touch (Receptive Communication Skill 3)



VOISS ADVISOR Lesson Plan Outline Receptive Communication Skill 3: Understands Rules of Touch

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 Jackson wants a hug from a known peer, he will ask "Can I hug you?" (or a similar question) and will only hug with peer permission on 10/10 opportunities.

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:

- Embedded opportunity

Select the support strategy/strategies to be used:

- Peer coaching

GENERALIZING THE SKILLS

Ms. Thomas wanted to make sure Jackson asked for consent for hugs across appropriate environments. She decided this lesson would focus on setting generalization. Jackson needed to understand rules of touch in the cafeteria, during passing periods, and after school.

Ms. Thomas operationally defined an outcome to determine her generalization lessons had been effective. She knew that inappropriate touching is taken very seriously, so she set her mastery criteria at 100% for this skill.

- When Jackson wants a hug from a known peer, he will ask, "Can I hug you?" (or a similar question) and will only hug with peer permission on 10/10 opportunities.

CHOOSING AN INSTRUCTIONAL METHOD AND SETTING

Next, Ms. Thomas determined an instructional setting and method for this lesson. She decided to use explicit instruction with ample opportunities for Jackson to respond. Due to concern that Jackson would not get enough practice in a small group setting, she decided 1-1 instruction would be most effective. To maximize opportunities to respond, Ms. Thomas would utilize direct instruction to teach Jackson the target behavior.

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

CHOOSING A GENERALIZATION TACTIC AND SUPPORT STRATEGY

Ms. Thomas then identified a support strategy and generalization tactic that would help reinforce this skill. Ms. Thomas thought that if Jackson's request for a hug was declined, he would be sad. Therefore, she decided to create an embedded opportunity for this skill. Ms. Thomas would find willing peers to create opportunities for Jackson to request a hug, and these peers would give Jackson consent. These peers, who would be specially trained as peer coaches, would initially help reinforce Jackson and teach him to tolerate rejection from other peers in the future.

- Generalization Tactic: Embedded opportunity
- Support Strategy: Peer coaching

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Ms. Thomas's Lesson on "Understanding Rules of Touch"



CARRYING OUT 1-1 DIRECT INSTRUCTION

Ms. Thomas began the 1-1 direct instruction lesson by explaining to Jackson that though he liked hugging people, this behavior was only appropriate in certain situations. She told Jackson that he can hug close family members (his mom and dad), but he needs permission from others before he hugs them. She reminded Jackson that if he doesn't know someone, it's never appropriate to touch them. She also taught Jackson that it's inappropriate to ask strangers for hugs.

Next, Ms. Thomas read a couple of scenarios to Jackson. In each scenario, she explained whether or not it was appropriate to ask for a hug. She then modeled a way to ask for a hug if it was appropriate. Finally, she explained that she would only hug the person if they gave her consent.

Ms. Thomas and Jackson then read through some scenarios together. They discussed whether asking for a hug was appropriate and what to do if someone did or did not

consent to a hug after being asked. Finally, Jackson read through several scenarios on his own. He explained why it would be appropriate or inappropriate to ask for a hug. Then, he described how he would ask for a hug, and how he would know if hugging was appropriate.



RECRUITING PEER SUPPORT

To activate the embedded opportunity, Ms. Thomas then met with a group of Jackson's peers who often sat near him during the targeted activities. She asked them if they would be willing to be peer coaches, which would entail giving Jackson a hug if he asked them first. Upon receiving the peers' consent, Ms. Thomas explained that Jackson was working on getting people's permission before hugging them. She told the peers that Jackson should ask them for a hug and wait for them to say yes before hugging them. If he hugged them without asking, they would back away and tell him, "No thanks." The peers practiced acting out Jackson's and their own roles in responding to appropriate and inappropriate requests for hugs.

NATIONAL AND STATE STANDARDS BENCHMARKS AND INDICATORS

RCS.3 UNDERSTANDS RULES OF TOUCH

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

- Relationship Skills
- Responsible Decision Making

KANSAS SOCIAL EMOTIONAL CHARACTER DEVELOPMENT (KSECD) STANDARDS

Character Development

- Responsible Decision Making and Problem Solving

- A. Develop, implement, and model responsible decision making skills. 1. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
 - 6-8 (11-13) a. Manage safe and unsafe situations.

Social Development

- Interpersonal Skills
 - A. Demonstrate communication and social skills to interact effectively.
 - 6-8 (11-13) 1. Determine when and how to respond to the needs of others demonstrating empathy, respect, and compassion.

