



# Rico

## Identifies How Behavior Impacts Others (SAA.24)

*Rico learned to identify the impact of his behavior on others and himself during VOISS lessons. He learned the way he behaves has an emotional impact on others, and in certain situations, may make others want to avoid him in the future. He also learned that when he becomes very upset, he often spends the rest of the day in a bad mood.*

*Although Ms. Rao had noticed that Rico could consistently describe the way his behavior made others feel, Rico had not changed his behavior based on his peer's reactions. Rico continued to demonstrate tantrum behavior. Though pleased that Rico was able to identify the impact of his behavior on others, Ms. Rao knew it was important he found a socially appropriate way to meet his needs and avoid negative impact on others. She worked with the behavior specialist and determined Rico engaged in tantrum behavior because he consistently was taken out of the classroom when he tantrumed.*

*Ms. Rao created a lesson to help Rico practice the skill of identifying how his behavior impacts others (Self-Awareness & Advocacy Skill 24).*

### VOISS ADVISOR

#### Lesson Plan Outline

#### Self-Awareness and Advocacy

#### Skill 24: Identifies How Behavior Impacts Others

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 Rico receives a grade of B or lower on assignment, he will ask the teacher for a break without screaming, crying, or tearing up his assignment on 9/10 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:

- Train others to prompt and reinforce

Select the support strategy/strategies to be used:

- Reinforcement



### GENERALIZING THE SKILLS

Ms. Rao wanted Rico to learn a more appropriate way to meet his needs, and she wanted to make sure he demonstrated this skill across settings. Thus, Ms. Rao was focusing on setting generalization. Rico needed to ask for a break appropriately during math, science, and history class. Ms. Rao operationally defined an objective to determine response generalization had occurred:

- When Rico receives a grade of B or lower on assignment, he will ask the teacher for a break without screaming, crying, or tearing up his assignment on 9/10 opportunities.

### CHOOSING AN INSTRUCTIONAL METHOD AND SETTING

With her objective operationally defined, Ms. Rao needed to determine an instructional setting and method. She knew the skill was very personal to Rico and would require explicit explanations. She decided direct instruction would be the most effective and efficient method to teach the skill. Additionally, she decided a 1-1 instructional setting would be best for protecting Rico's dignity.

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

### CHOOSING A GENERALIZATION TACTIC AND SUPPORT STRATEGY

Ms. Rao then decided upon a generalization tactic. She would train Rico's teachers to prompt him to ask for a break when they knew he was about to receive a grade on an assignment that would upset him. Because Rico's tantrum behavior was reinforced by breaks from the classroom, Ms. Rao thought that teaching Rico to ask for a break would be similarly reinforcing. However, she wanted to make asking for a break more reinforcing than tantrum behavior. So, she decided to provide additional reinforcement for asking for a break appropriately. When Rico demonstrated the operationally-defined behavior, he would select one of five preferred activities to engage in for 5-10 minutes before returning to class.

- Generalization Tactic: Train others to prompt and reinforce
- Support Strategy: Reinforcement

## Identifies How Behavior Impacts Others (SAA.24)

Ms. Rao's Lesson on

### "Identifying How Behavior Affects Others"



#### IMPLEMENTING THE DIRECT INSTRUCTION LESSON

In a 1-1 direct instructional setting, Ms. Rao explained to Rico that he was doing a good job identifying the effect of his behavior on others. She told him that sometimes, even when we know we might upset others, it's very hard to control our emotions. She emphasized to Rico that it's okay to take a break when he needs to. He just needs to ask the teacher.

First, Ms. Rao shared with Rico that sometimes he will receive grades he does not like. She said that it's okay to be upset about grades, but it's not okay to scream or cry in class. Instead, Rico simply needed to raise his hand and ask for a break. Ms. Rao modeled this behavior for Rico. She pretended to receive a graded assignment with a B or lower. She showed Rico how she could raise her hand, wait for a teacher, and ask, "Can I have a break?" Then, the teacher would allow her to go to the hall or the special education room for a break.

Next, Ms. Rao asked Rico to practice asking for a break. She gave him a fake graded assignment with a large "B" written on it. Rico practiced raising his hand and saying, "[Mr./Ms. Teacher's Name], can I take a break?" Ms. Rao then told Rico

he would be able to take a break in the hallway or special education room. She showed him the choice of activities, which would serve as reinforcement, and he practiced choosing an activity. Ms. Rao told Rico that as long as he did not scream, cry, or destroy his assignment, he could ask for a break and choose one of the reinforcing activities. She told him that asking for a break would not make others feel uncomfortable or scared, but crying, screaming, or destroying assignments could upset others.



#### TRAINING STAFF TO PROMPT THE SKILL

After the lesson, Ms. Rao met with Rico's teachers to train them to prompt the skill. She told them that Rico had learned to ask for a break when he received a grade he did not like, and she would accompany Rico for his break. She explained that the teachers could help by prompting Rico when they were about to deliver an assignment with a grade of a B or lower. She told them they could prompt Rico and tell him, "You did well on this assignment, but you did not get enough points for an A. Remember, just let me know if you need to take a break to calm down."

### NATIONAL AND STATE STANDARDS BENCHMARKS AND INDICATORS

#### SAA.24

#### IDENTIFIES HOW BEHAVIOR IMPACTS OTHERS

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

- Self-Awareness
- Self-Management

#### KANSAS SOCIAL EMOTIONAL CHARACTER DEVELOPMENT (KSECD) STANDARDS

##### Social Development

- Social Awareness
  - A. Recognize the thoughts, feelings, and perspectives of others.
    - 6-8 (11-13) 4. Recognize how behaviors impact others perceptions of oneself.

##### Personal Development

- Self-Awareness
  - A. Understand and analyze thoughts, mindsets, and emotions.
    - 6-8 (11-13) 1. Describe common emotions and effective behavioral responses.

