

Autism & PDDTM

Intermediate Social Skills Lessons

Healthy Habits

Pam Britton Reese
Nena C. Challenner

Skill Areas: Social Skills/Language

Ages: 8 through 12

Grades: 3rd through 7th



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<i>after</i>	page 33	<i>dirty</i>	pages 13, 20, 39
<i>another</i>	page 36	<i>first</i>	page 32
<i>before</i>	page 33	<i>germs</i>	pages 44, 45
<i>change</i>	page 40	<i>something</i>	page 19
<i>clean</i>	pages 35, 39	<i>tight</i>	page 27
<i>different</i>	pages 12, 40	<i>warm</i>	page 35

Introduction

A few years ago, we were working together to facilitate the inclusion of several children with autism in elementary classrooms. Behavior problems often occurred due to breakdowns in communication. Although the classrooms had been structured to aid inclusion, inappropriate behaviors repeatedly interrupted both social and academic learning. Typical behaviors included climbing on desktops, darting, squirting glue on tables, screaming, and having tantrums at breaks in routines.

We learned of Carol Gray's success with stories describing social situations to teach children with autism (*The New Social Story Book*, 1994). Based on those, we began writing shorter, one-page lessons with each sentence supported by one or more pictures. Our lessons targeted typical needs of preschool and early primary students.

As parents began to see how the lessons worked at school, they requested lessons concerning behaviors at home and in the community. In addition, the lessons were used successfully with children with other disabilities and with typically-developing children. *Autism & PDD: Primary Social Skills Lessons* (1999) was the culmination of the work we did with teachers and families of these students. This set of social skills lessons was followed by a set written for the needs of adolescents (*Autism & PDD: Adolescent Social Skills Lessons*, 2001).

We then began to hear over and over from parents and professionals we met at schools and conferences that we were leaving out a very important group of children: preteens. In an effort to target the needs of this age group, we used the Internet to solicit problems and specific social topics experienced by parents and professionals that needed to be taught to this age group. We had a tremendous response and many of the social skills lessons in these books are a result of those responses.

About the Books

The lessons are grouped into five separate books:

- Communication
- Controlling Behavior
- Healthy Habits
- Middle School
- Special Events & Activities

In each book, we have included two types of lessons: instructional and behavioral. The instructional lessons are intended to teach preteens what they need to say or do in social situations that are sometimes overwhelming (e.g., *Smoking*, page 24). The instructional lessons can be used as part of a social skills curriculum with small groups. The behavioral lessons target specific social problems that need to be stopped (e.g., *Picking My Nose*, page 44).

The lessons are not intended to be used in the order presented, but chosen according to the needs of a particular individual.

Many dramatic physical and emotional changes begin while children are preteens. Some of the lessons in *Healthy Habits* teach preteens about their changing bodies and help prepare them for independent self-care. Other lessons teach healthy habits (e.g., *Alcoholic Beverages*, page 23) and help preteens learn to make important decisions for a healthy life (e.g., *The Food Pyramid*, page 9).

Modifying the Lessons

No two people are the same! Although the lessons are ready for use as they appear in the books, it will undoubtedly be necessary to make changes in some lessons to fit each preteen. For example:

- Use a photograph of the preteen in place of the generic preteen in the books.
- Edit text if necessary to make the lesson fit the individual situation.
- Fill in the blanks provided to individualize the lesson.
- Use pictures from the picture index at the back of each book, photographs, line drawings, or computer-generated art to modify lessons as needed.

Using the Lessons

Identify the skill to be taught. No student will need every lesson. Search for the source of the problem. Is it sensory? Is it a communication breakdown? Is the preteen sick? Some problems can be solved by ignoring the behavior or changing something in the environment. Limit the number of lessons presented at one time. Start with one or two. Wait until they are learned before introducing more lessons.

Choose the appropriate lesson and change the story as needed. Make two copies. Place one copy of the lesson in a notebook for the student. As skills are presented and learned, use the notebook for reviewing lessons and for sharing the lessons with other teachers, parents, and caregivers.

Use the second copy for direct instruction as follows:

1. Identify the time and place the social situation occurs. The *Tracking Multiple Behaviors* form, page 51, and/or the *Initial Behavior Analysis* form, page 53, will help you.
2. When you teach a new skill, the social lesson should immediately precede the targeted situation. For example, before getting new glasses, read *Wearing Glasses*, page 25.
3. Present the lesson. Sit with the student one-on-one in a quiet area and read the lesson aloud. Point to the pictures for emphasis. Read the lesson again. (You might also want to copy the lesson onto a chart for group instruction at a later time.)

4. A common error is reading through the lesson too quickly. Allow adequate processing time. Pause after reading each line. Wait and observe the student's reaction before proceeding.
5. Give the student a copy of the lesson. Keeping a notebook of lessons presented allows the student to review each lesson repeatedly and to refer to it when needed.

Document the lesson(s) taught using the *Record of Progress*, page 55, and/or the tracking forms on pages 57-60. These records can serve as documentation for IEP objectives and behavioral intervention.

Special Considerations

Pronouns can be difficult for some people with autism. We have used "I" extensively throughout the books as a way to help teach the pronoun. If pronoun use prevents comprehension of the lesson, substitute names in the text and/or use photographs in place of the "I" symbol.

Be sure to use words that the student is familiar with (e.g., *gym* vs. *P.E.*).

The lesson and pictures on one page may be overwhelming for some students. You can use a blank sheet of paper to mask the rest of the lesson as you read each line. The lessons can also be used to make a small book. Cut the lesson into sentence strips. Place each sentence with its accompanying pictures in the center of a sheet of paper. Staple the pages together to make a book.

These lessons can be easily adapted to a student's language and comprehension level. If necessary, delete words to shorten sentences. Some students may also need fewer pictures per sentence.

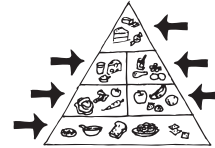
We hope that you will find these social skills lessons as effective as we have.

Pam and Nena

The Food Pyramid



The food pyramid shows healthy foods to eat.



I need to try to eat foods from each part of the food pyramid.



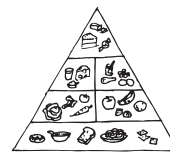
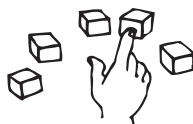
I eat too much junk food.



This is not healthy.



Junk food is candy, cookies, and chips.

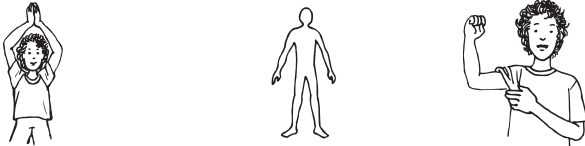


I will try to choose healthy foods from the food pyramid.

Exercise



I need exercise to be healthy.



Exercise makes my body strong.



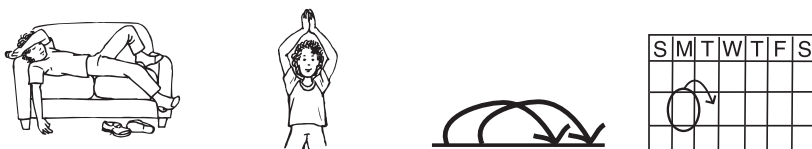
Some people walk to exercise.



Some people run to exercise.



Exercising might make me tired, but it is okay.

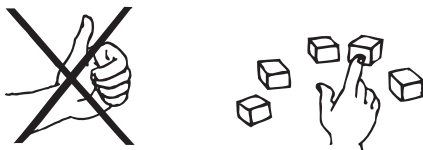


I can rest and exercise again tomorrow.

Cramming Food in My Mouth



Sometimes I put too much food in my mouth.



This is not a good choice.



Too much food in my mouth could make me choke.



I will try to take one bite of food at a time.



I will chew it up and swallow.

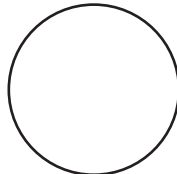
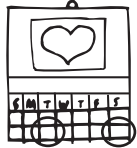


Then I can take another bite.

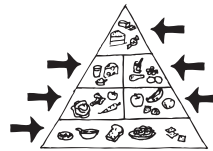
Eating Only One Food



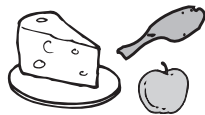
I like to eat _____ .
(favorite food*)



Some days I only eat _____ .
(favorite food*)



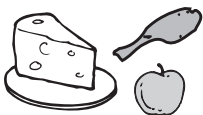
This is not healthy. I need to eat many kinds of food.



Some food might feel different in my mouth.



It is okay. I will try to eat it.



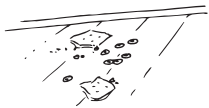
Soon the new food will not feel different.

*Indicate a food the child wants to eat every day.

Eating off the Floor



Sometimes I eat food I see on the floor.



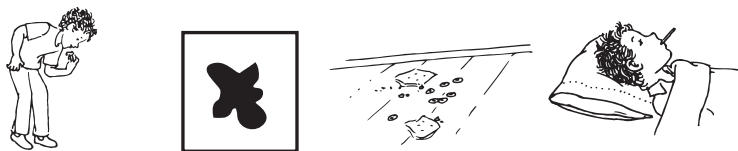
Food on the floor is dirty.



When people see food on the floor they throw it away.



They do not eat the food on the floor.



Eating dirty food might make me sick.



I can throw away the dirty food or keep walking.

Overeating



People eat when they feel hungry.



Sometimes I eat too much food. This is not healthy.



I may eat the food on my plate.



I may ask for a little more.

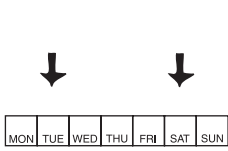


Now I am not hungry.



I am finished eating.

Drinking from My Own Glass



Sometimes I drink from a glass that is not mine.



This is not healthy.



Drinking from someone else's glass might make me sick.



When I see a glass I will stop and think.



"Is this glass mine?"



I will try to drink only from my own glass.

Taking Medicine



I need medicine to be healthy.



_____ gives me my medicine.
(person)



It might be a pill. It might be a liquid.



I swallow my medicine.



I won't take my medicine alone. This is important.



I will take my medicine when _____ tells me.
(person)

Other People's Medicine



I will only take my medicine.



_____ has medicine too.

(person)



It is not for me.



_____ 's medicine might make me sick.

(person)



I will not take _____ 's medicine. This is important.

(person)



_____ will tell me which medicine to take.

(person)

Scabs



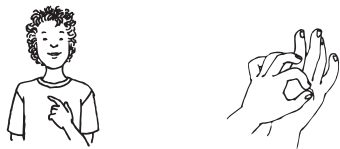
Sometimes I have a cut that bleeds.



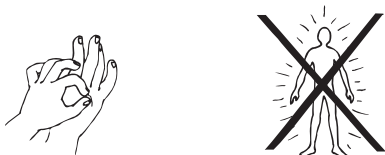
When the blood dries, I have a scab.



The scab helps the cut heal.



Sometimes I pull the scab off.



Pulling scabs off is not healthy.



I will try not to pull the scab off.

Blowing with No Tissue



Sometimes I feel something in my nose.



I blow air through my nose to get it out.



_____ on my face is not healthy.

(Mucus*)



_____ on my hand is not healthy.

(Mucus*)



I need to use a tissue when I blow my nose.



This is the healthy way to blow my nose.

*Substitute a word the child is familiar with.

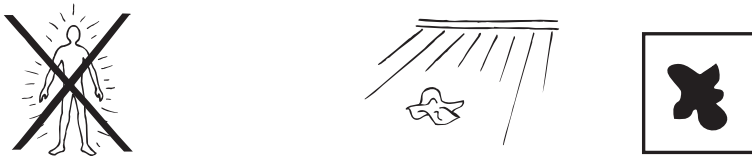
Chewing on Dirty Tissues



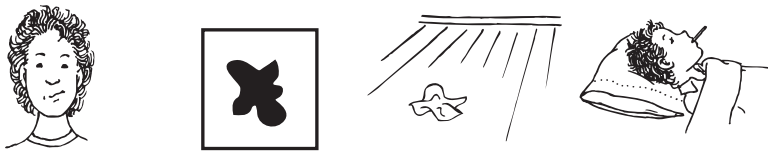
Sometimes I see a wad of tissue.



I pick it up and chew on it.



This is not healthy. Used tissues are dirty.



Chewing on dirty tissues will make me sick.

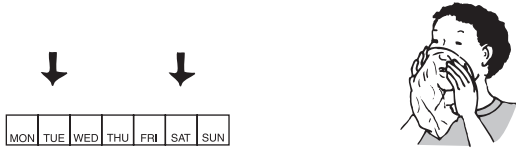


I will try not to touch dirty tissues.



I will not chew on dirty tissues.

Inhalants*



Sometimes people use inhalants.



They might ask me to try it.



I will say "No."



I will tell _____ what they did.

(person)



I do not use inhalants. This is important.



Using inhalants might kill me or make me sick.

*Inhalant use includes sniffing through the nose (sniffing), inhaling fumes from a plastic bag (bagging), or stuffing an inhalant-soaked rag into the mouth (huffing).

Marijuana



Sometimes people smoke marijuana.



joints

The cigarettes look like this. They are called *joints*.



Someone might try to give me the joint to smoke.



I will say "No."



I will tell _____ what happened.
(person)



It is okay to say "No" to a friend.

Alcoholic Beverages



Some people drink alcoholic beverages.



alcoholic
beverages

Beer, wine, and mixed drinks are alcoholic beverages.



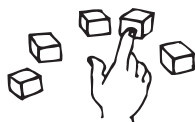
I do not drink alcoholic beverages. This is important.



They are not healthy.



Alcoholic beverages might make me sick.

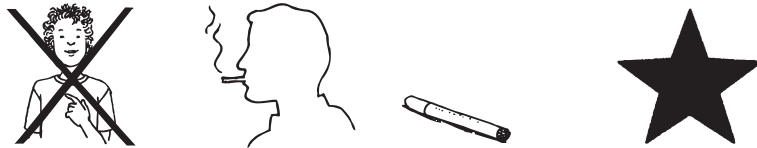


I will try to choose healthy drinks like _____.
(name of drink)

Smoking



Some people smoke cigarettes.



I do not smoke cigarettes. This is important.



Smoking cigarettes is not healthy.



Cigarettes smell bad.



Cigarettes will make me sick.



I will not smoke cigarettes.

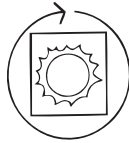
Wearing Glasses



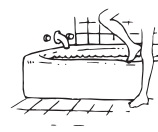
I need to wear glasses.



My glasses help me see better.



I keep my glasses on all day. This is important.



I don't wear my glasses when I sleep or bathe.



I need to clean my glasses every day.



I will try to wear my glasses so I can see better.

A Cavity



cavity



I have a cavity. It is a little hole in my tooth.



The dentist will fix my tooth.



I lean back in a chair and open my mouth.



I might wear a mask to make me sleepy.



I might hear a noise in my mouth. It is okay.



The dentist will tell me when I am finished.

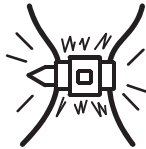
Getting Braces



The dentist wants me to wear braces.



Braces will make my teeth straight.



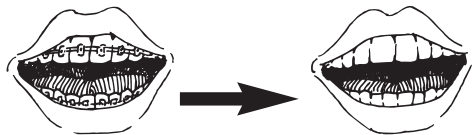
Braces will feel tight at first, but soon they will feel better.



It is important to brush my teeth.



I cannot eat _____.
(name of food item not allowed)



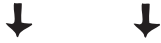
It is okay. The braces will come off _____.
(date*)

*Indicate the date, the month, or the year.

My Retainer



The dentist wants me to wear a retainer.



Sometimes I take the retainer out and play with it.



The retainer needs to stay in my mouth.



It is okay to take the retainer out when I eat.

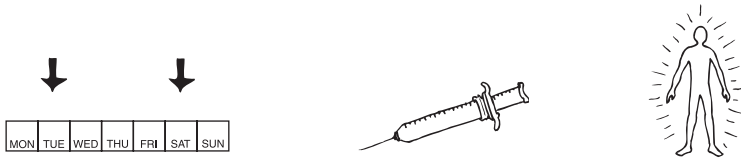


Playing with my retainer is not healthy.



I will try to keep the retainer in my mouth.

Immunizations



Sometimes I need a shot to stay healthy.



The nurse will rub cold alcohol on my arm or hip.



Then I get the shot. I can look away or close my eyes.



It might pinch a little.

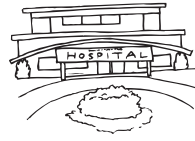


It is okay. It will stop.



Shots keep me healthy.

The Hospital



The doctor says I need to go to the hospital.



I will go in _____ days on _____.

(number)

(date)



I will stay in the bed. This is important.



_____ will stay with me.

(person)



I might sleep in the hospital _____ day(s).

(number)



It is okay. _____ will stay with me.

(person)

Brushing Teeth

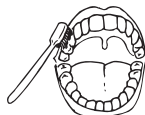


I brush my teeth to be healthy.



_____ will set a timer.

(person)



I will try to brush the inside and outside of my teeth.



I will try to brush my top teeth and my bottom teeth.



I will try to spit the toothpaste in the sink.



When the timer dings, I am finished.

Washing Hair



My hair is dirty. I need to wash it.

1 2 3



First I wet my hair with warm water.



I squeeze shampoo in my hand.



My fingers rub my scalp.



Then I rub and rub all of my hair.



I rinse the shampoo out with water. I am finished.

Washing Hands



Sometimes my hands look dirty.



I can wash the dirt off my hands.



I wash my hands before I eat.



After I use the bathroom, I wash my hands.



It is important to wash my hands.



Washing my hands keeps me healthy.

Using Deodorant



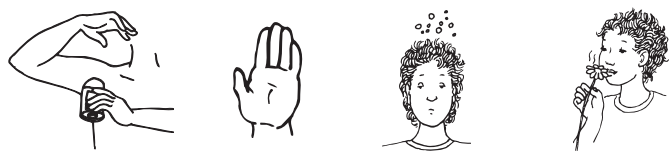
My underarms smell bad when I sweat.

body odor

This is called "body odor."



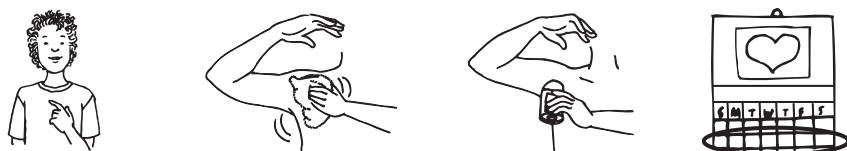
People don't like to smell body odor.



Deodorant stops the bad smell.



I can put deodorant under my arms.

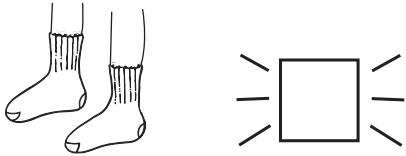


I will try to wash and use deodorant every day.

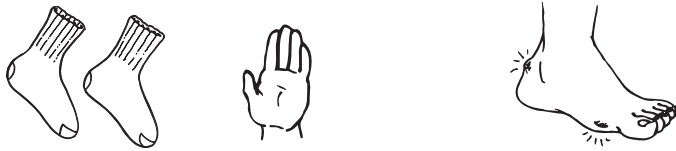
Wearing Socks



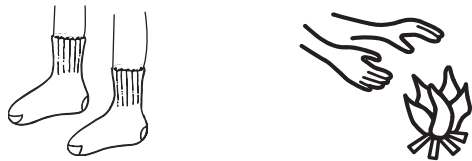
People wear socks with shoes.



Socks keep my feet clean.



Socks stop me from getting blisters.



Socks keep my feet warm.



It is important to wear socks with shoes.

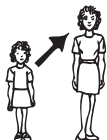


I will try to wear socks with my shoes.

Developing Breasts



When girls are young, their chests are flat.



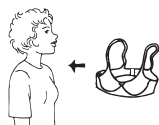
I am getting older.



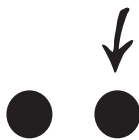
I am starting to get breasts.



It is okay. All women have breasts.



When I have breasts, I will need to wear a bra.



A bra is another kind of underwear.

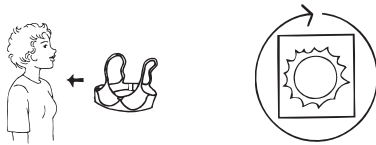
Wearing Bras



When I get dressed, I put on my bra.



I wear it under my shirt.



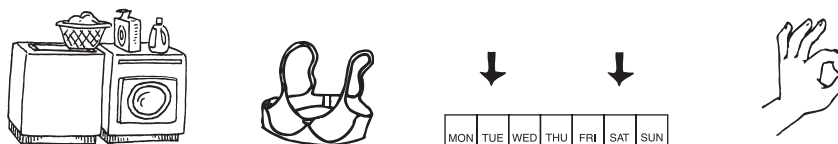
I wear my bra all day.



I will try not to touch my bra.



At night, I take off my bra before I go to bed.



_____ will wash my bra sometimes. It is okay.
 (person)

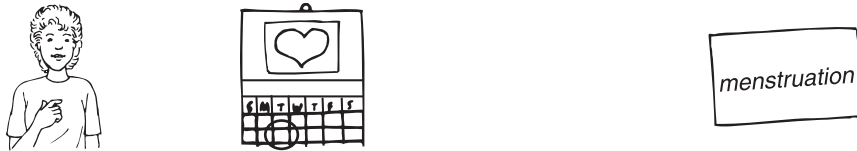
Menstruation



I might see blood on my underwear.



It is okay. I am not hurt.



I have started my period. This is called "menstruation."



I will have my period for a few days every month.

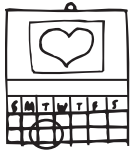


I need to tell _____ when I see the blood.
(person)



_____ will tell me what to do.
(person)

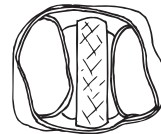
Sanitary Products



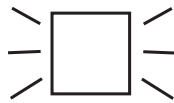
When my period starts I need to use sanitary products.



I can use a pad.



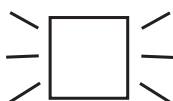
I pull the paper off and stick the pad to my underwear.



I will put on a clean pad every _____ hours.
(number)



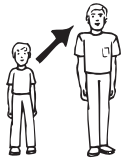
First I need to pull off the dirty pad and throw it in the trash.



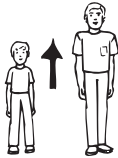
Then I put on a clean pad.

*Draw in clock hands to show the appropriate number of hours.

My Changing Body (Boys)



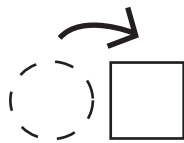
I am getting older.



I am growing taller.



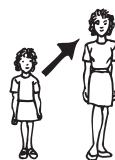
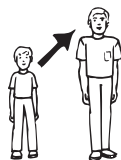
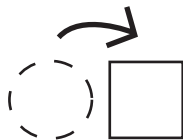
I will grow hair on my face, underarms, chest, and legs.



My voice is changing too. Sometimes my voice will sound different.



It is okay. Soon my voice will be deeper.



All people's bodies change when they get older.

Hair on Legs and Underarms (Girls)



I am older and I am getting more hair.



I have hair under my arms.



I have more hair on my legs.



It is okay. Everybody gets more hair.

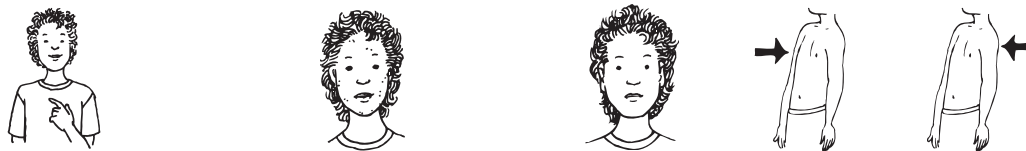


Some people shave their underarms and legs.



I will talk to _____ about shaving.
(person)

Acne



Sometimes I get red bumps on my face, chest, or back.



pimples

acne

These are called "pimples" or "acne."



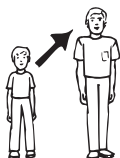
It is okay. Most people have acne sometimes.



Popping pimples can cause an infection.



I will try not to touch my pimples.



As I get older, my acne will go away.

What Can I Do About Acne?



I can help my acne get better.



I will try not to touch my face with my hands.



I will try to keep my hair off my face.



I will try to wash my face twice a day with soap and water.

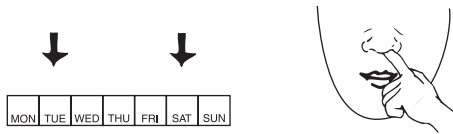


Drinking lots of water may help my acne.

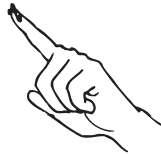


I may get medicine from a doctor for my acne.

Picking My Nose



Sometimes I put my finger in my nose.

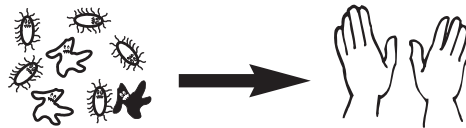


I pull _____ out of my nose.
(mucus*)



picking
my nose

This is called "picking my nose."



Picking my nose gets germs on my hands.



People don't like to see fingers in my nose.



I will not use my finger. I will use a tissue.

*Substitute a word the child is familiar with.

Biting My Nails



I like to bite my fingernails.



Biting fingernails is not a healthy habit.



Putting fingers in my mouth gives me germs.



Biting my fingernails might make me sick.

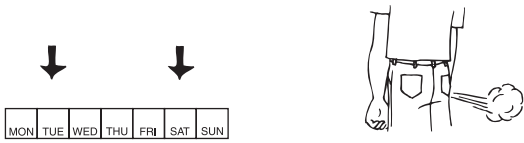


Sometimes my fingers bleed when I bite my nails.



I will try not to put my fingers in my mouth.

Passing Gas



Sometimes air comes out of my bottom.



It might make a noise.



It might smell bad.



This is called "passing gas*."



All people pass gas sometimes.



I will try not to pass gas when I am near people.

*Substitute any word the individual is familiar with.

Touching Myself



Sometimes I like to touch my _____.
(body part)



Sometimes I _____.
(Describe stimulating action.)



It is okay to touch my _____ in private.
(body part)



"Private" means I am alone and no people can see me.



It is not okay to touch my _____ when people can see me.
(body part)



I will try not to touch my _____ in public.
(body part)

Adjusting Underwear



Sometimes my underwear bothers me.



I pull on my underwear to make it feel better.



It is okay to pull on my underwear in private.



“Private” means I am alone and no people can see me.



It is not okay to pull on my underwear when people can see me.



I will try to pull on my underwear only in private.

Books About Body Changes

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Madaras, L. et al. *My Body, My Self for Boys: The "What's Happening to My Body?" Workbook for Boys*. Wilmington, DE: Newmarket, 1995.

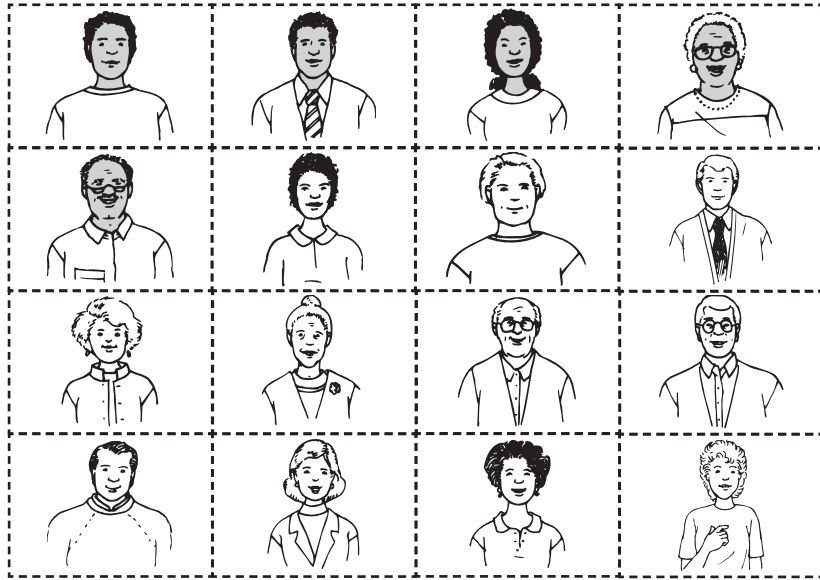
Madaras, L. et al. *My Body, My Self for Girls: The "What's Happening to My Body?" Workbook for Girls*. Wilmington, DE: Newmarket, 1993.

Madaras, L. et al. *The "What's Happening to My Body?" Book for Boys: A Growing Up Guide for Parents and Sons*. Wilmington, DE: Newmarket, 1987.

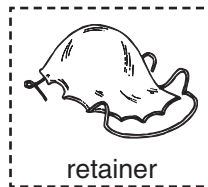
Madaras, L. et al. *The "What's Happening to My Body?" Book for Girls: A Growing Up Guide for Parents and Daughters*. Wilmington, DE: Newmarket, 1988.

Picture Index

People



Thing



Tracking Multiple Behaviors

Name _____ Date _____

Behavior		Behavior		Behavior		Behavior		Behavior	
Time 1	Location	Time 1	Location	Time 1	Location	Time 1	Location	Time 1	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	
Time 2	Location	Time 2	Location	Time 2	Location	Time 2	Location	Time 2	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	
Time 3	Location	Time 3	Location	Time 3	Location	Time 3	Location	Time 3	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	
Time 4	Location	Time 4	Location	Time 4	Location	Time 4	Location	Time 4	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	

Tracking Multiple Behaviors Example

Name Zachary H.

Date 9/12

Behavior		Behavior		Behavior		Behavior		Behavior	
<i>Picking Nose</i>		<i>Picking at Scabs</i>							
Time 1 <i>8:45 AM</i>	Location <i>classroom</i>	Time 1 <i>8:45 AM</i>	Location <i>classroom</i>	Time 1	Location	Time 1	Location	Time 1	Location
Antecedent ?		Antecedent <i>given a work task to complete</i>		Antecedent		Antecedent		Antecedent	
Consequence <i>redirected</i>		Consequence <i>verbal redirection</i>		Consequence		Consequence		Consequence	
Time 2 <i>10:00 AM</i>	Location <i>classroom</i>	Time 2 <i>10:45 AM</i>	Location <i>computer</i>	Time 2	Location	Time 2	Location	Time 2	Location
Antecedent ?		Antecedent <i>challenging software program started</i>		Antecedent		Antecedent		Antecedent	
Consequence <i>redirected</i>		Consequence <i>warning; Band-aid to put on scab</i>		Consequence		Consequence		Consequence	
Time 3 <i>11:30 AM</i>	Location <i>classroom</i>	Time 3	Location	Time 3	Location	Time 3	Location	Time 3	Location
Antecedent ?		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence <i>redirected</i>		Consequence		Consequence		Consequence		Consequence	
Time 4	Location	Time 4	Location	Time 4	Location	Time 4	Location	Time 4	Location
Antecedent		Antecedent		Antecedent		Antecedent		Antecedent	
Consequence		Consequence		Consequence		Consequence		Consequence	

Initial Behavior Analysis*

Name _____ Date _____

Setting _____ Activity _____

Name of Person Completing Form _____

What happened just before the behavior occurred? _____

Describe the behavior. _____

What was the consequence of the behavior? _____

Date/Time **Location** **No. of Occurrences** **Consequences**

Date/Time	Location	No. of Occurrences	Consequences

Comments: _____

* This form can be used for observing the same behavior several times in one day or for observation over several days.

Initial Behavior Analysis* Example

Name Zachary H. Date 9/14 – 9/16

Setting classroom Activity varied

Name of Person Completing Form _____

What happened just before the behavior occurred? ? (not certain)

Describe the behavior. finger always in nose

What was the consequence of the behavior? redirected; verbal warning

Date/Time	Location	No. of Occurrences	Consequences
9/14	classroom	 	redirected, verbal warning
9/15	classroom	 	redirected, verbal warning
9/16	classroom	 	redirected, verbal warning, loss of privilege

Comments: _____

* This form can be used for observing the same behavior several times in one day or for observation over several days.

Record of Progress

Name _____

Behavior _____

Social Skill Lesson _____

Date Social Skill Lesson Initiated _____

Intervention Chart

Baseline _____ (average # of occurrences in one day from *Initial Behavior Analysis*)

Lesson Read?

How often does the behavior occur?

	Yes	No											
Day 1													
Day 2													
Day 3													
Day 4													
Day 5													
Day 6													
Day 7													
Day 8													
Day 9													
Day 10													

Comments: _____

Record of Progress Example

Name Zachary H.

Behavior picking nose

Social Skill Lesson Picking My Nose

Date Social Skill Lesson Initiated 9/17

Intervention Chart

Baseline 7-11x/day (average # of occurrences in one day from *Initial Behavior Analysis*)

	Lesson Read?		How often does the behavior occur?										
	Yes	No											
Day 1	X		✓	✓	✓	✓							
Day 2	X		✓	✓	✓								
Day 3*		X	✓	✓	✓	✓	✓	✓	✓				
Day 4	X		✓	✓									
Day 5	X		✓										
Day 6	X		0										
Day 7		X	0										
Day 8													
Day 9													
Day 10													

Comments: * field trip

Name _____

Being Healthy

The Food Pyramid

Date _____

Exercise

Date _____

Cramming Food in My Mouth

Date _____

Eating Only One Food

Date _____

Eating Off the Floor

Date _____

Overeating

Date _____

Drinking From My Own Glass

Date _____

Taking Medicine

Date _____

Other People's Medicine

Date _____

Scabs

Date _____

Blowing with No Tissue

Date _____

Chewing on Dirty Tissues

Date _____

Inhalants

Date _____

Marijuana

Date _____

Alcoholic Beverages

Date _____

Smoking

Date _____

Health Care

Wearing Glasses

Date _____

A Cavity

Date _____

Getting Braces

Date _____

My Retainer

Date _____

Name _____

Health Care, *continued*

Immunizations

Date _____

The Hospital

Date _____

Grooming

Brushing Teeth

Date _____

Washing Hair

Date _____

Washing Hands

Date _____

Using Deodorant

Date _____

Wearing Socks

Date _____

Puberty

Developing Breasts

Date _____

Wearing Bras

Date _____

Menstruation

Date _____

Sanitary Products

Date _____

My Changing Body (Boys)

Date _____

Hair on Legs and Underarms (Girls)

Date _____

Acne

Date _____

What Can I Do About Acne?

Date _____

Manners

Picking My Nose

Date _____

Biting My Nails

Date _____

Passing Gas

Date _____

Touching Myself

Date _____

Adjusting Underwear

Date _____

Tracking Form for Lessons – Group	Healthy Habits
--	-----------------------

Names:						
Being Healthy						
The Food Pyramid						
Exercise						
Cramming Food in My Mouth						
Eating Only One Food						
Eating Off the Floor						
Overeating						
Drinking From My Own Glass						
Taking Medicine						
Other People’s Medicine						
Scabs						
Blowing with No Tissue						
Chewing on Dirty Tissues						
Inhalants						
Marijuana						
Alcoholic Beverages						
Smoking						
Health Care						
Wearing Glasses						
A Cavity						
Getting Braces						
My Retainer						
Immunizations						
The Hospital						

Tracking Form for Lessons – Group, *continued*

Healthy Habits

Names:						
Grooming						
Brushing Teeth						
Washing Hair						
Washing Hands						
Using Deodorant						
Wearing Socks						
Puberty						
Developing Breasts						
Wearing Bras						
Menstruation						
Sanitary Products						
My Changing Body (Boys)						
Hair on Legs and Underarms (Girls)						
Acne						
What Can I Do About Acne?						
Manners						
Picking My Nose						
Biting My Nails						
Passing Gas						
Touching Myself						
Adjusting Underwear						

Overview of Lessons

Communication

Social Interactions

- Greeting Others
- Saying “Hi” to Siblings’ Friends
- Smiling
- How to Shake Hands
- When to Shake Hands
- Joining a Conversation
- Listening to Others During a Conversation
- Ending a Conversation
- Talking to Children
- Staying on Topic
- Asking a Friend to Play
- Taking Turns in a Game
- Receiving a Compliment
- When to Hug
- How to Give a Hug
- Saying “I Love You”
- Using the Phone: Saying “Hello” and “Goodbye”
- Using the Phone: Taking a Message

Feelings

- Feeling Happy
- Feeling Sad
- Feeling Angry
- Feeling Excited
- Feeling Disappointed
- Feeling Tired
- Feeling Upset
- Feeling Afraid

Social Problems

- Inappropriate Greetings
- Obsessing on a Topic
- Responding to Unkind Words
- Unfair Situations
- Saying “No” to a Friend
- Saying “I’m Sorry”
- Others Are Upset with Me
- Repeating a Question
- Don’t Touch Me
- Seeking Attention with Inappropriate Words
- When Others Fight
- Hearing “No”
- Laughing When Someone Falls
- Self-Talk

Controlling Behavior

Expressing Feelings

- Expressing Anxiety
- Expressing Frustration
- Expressing Anger
- Expressing Sadness
- Expressing Disappointment

Special Problems

- Seeking Attention with Inappropriate Actions
- Inappropriate Drawings
- Inappropriate Laughing
- Running Away
- Stealing
- Taking Shoes Off
- Keeping Clothes On
- Leaving the Bathroom Naked
- Hands in Pants
- Touching Others
- Touching Breasts
- Making Others Repeat
- Obsessive Collecting
- Making Noises
- Whining
- Putting Things in My Mouth
- Licking

Aggressive Behaviors

- Spitting
- Cursing
- Throwing
- Breaking Things
- Tearing
- Throwing Food
- Pinching
- Hitting
- Biting
- Scratching
- Kicking
- Head Butting
- Pushing
- Choking
- Pulling Hair
- Stomping on Feet
- Pulling Out Own Hair
- Biting Self

Healthy Habits

Being Healthy

- The Food Pyramid
- Exercise
- Cramming Food in My Mouth
- Eating Only One Food
- Eating off the Floor
- Overeating
- Drinking from My Own Glass
- Taking Medicine
- Other People’s Medicine
- Scabs
- Blowing with No Tissue
- Chewing on Dirty Tissues
- Inhalants
- Marijuana
- Alcoholic Beverages
- Smoking

Health Care

- Wearing Glasses
- A Cavity
- Getting Braces
- My Retainer
- Immunizations
- The Hospital

Grooming

- Brushing Teeth
- Washing Hair
- Washing Hands
- Using Deodorant
- Wearing Socks

Puberty

- Developing Breasts
- Wearing Bras
- Menstruation
- Sanitary Products
- My Changing Body (Boys)
- Hair on Legs and Underarms (Girls)
- Acne
- What Can I Do About Acne?

Manners

- Picking My Nose
- Biting My Nails
- Passing Gas
- Touching Myself
- Adjusting Underwear

Middle School

Transitions

- Leaving Elementary School
- Leaving for School on Time
- New Bus Driver
- New Bus Route
- New Seating Arrangement
- Schedule Changes
- Leaving and Coming Back to the Classroom
- Bathroom
- Hallway Crowds
- Lockers
- Dress Code
- Emergency Drill
- Substitute Teacher
- Speech Therapy
- Counseling
- Social Skills Buddy

Classroom

- Inclusion
- School Rules
- Class Schedule
- Raising My Hand
- Let the Teacher Talk
- Homework
- I Forgot My Homework
- Taking Notes
- Taking a Test
- Cheating
- Others Are Working
- Inappropriate Talking
- Joining a Work Group
- Teacher's Signal
- I Feel Sick at School

Cafeteria

- I Eat My Own Food
- Lunch
- Vending Machines
- Lunch Choices
- Joining Others at Lunch
- Joining Others at Lunch – Rejection

Gym

- Gym Class
- Changing Clothes in Gym
- Adaptive P.E.

Special Events & Activities

Changes in the Family

- New House
- Getting Ready for a New Baby
- Living with a New Baby
- New Mom
- New Dad
- Grandparent Comes to Stay
- Older Sibling Leaves Home
- Death in the Family
- Parents Divorce
- Shared Custody
- Step-Family
- Boyfriend Moves In
- Girlfriend Moves In
- In-Home Trainer
- Showing Respect to Adults
- Waking Up at Night

Special Events

- Going to a Wedding
- Visiting a Nursing Home
- Daylight Savings Time
- Storms
- Electricity Goes Out
- New Pet
- Pet to Vet
- Pet Dies

Community Events

- Volunteering to Help
- Private Lessons
- Team Sports
- Day Camp
- Going to a Movie
- Camping Out: The Tent
- Camping Out: The Campfire
- Camping Out: Safety Rules
- Table Manners
- Going Out to Eat: Sit-Down Restaurant
- Going Out to Eat: Fast-Food Restaurant
- Going Out to Eat: Cafeteria
- Going Out to Eat: Buffet
- Out of Town Trip: Journey by Car
- Out of Town Trip: The Hotel
- Out of Town Trip: A Different House

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