



Using Simulation to Teach Social Skills at Work

Objective: To teach students vocational social skills.

Setting and Materials:

Settings: Self-contained high school classroom

Materials: Student self-rating forms

Content Taught

1. Ordering job duties
 - a) Face the person
 - b) Wait for question
 - c) Tell job title
 - d) List things to do
 - e) Ask if complete answer
 - f) Use "I" question
 - g) Appropriate terminology
 - h) Eye contact
 - i) Speech loudness
2. Conversational skills
 - a) Face the person
 - b) Initiate conversation
 - c) Return greeting
 - d) Question
 - e) Statements
 - f) Complementary comments
 - g) Affect
 - h) Eye contact
 - i) Speech loudness
3. Giving instructions
 - a) Label job task
 - b) Explain job purpose
 - c) Show materials
 - d) Give instructions
 - e) Ask "if" questions
 - f) Clarity and slow delivery
 - g) Appropriate terminology
 - h) Eye contact
 - i) Speech loudness

Teaching Procedures

1. At the beginning of each instructional session, teacher facilitates a discussion of particular skill to be learned
 - a) Include a rationale clarifying benefits of using skill
 - b) Ask students when and where skill could be used at work site.
 - c) A general definition of skill highlighting component parts
 - d) Distribute student self-rating forms
2. After the discussion teacher models the social behavior
 - a) The first display is intentionally flawed and students are asked to rate it on the self-rating form
 - b) The second display demonstrates correct usage and students are asked to rate performance on the self-rating form
 - c) Students are then asked to discuss what score they had given and why
3. The students are given the opportunity to develop a role-play for a given situation
 - a) Students observing role-play are asked to evaluate demonstration using the self-rating form
 - b) Feedback is given and students are asked to discuss their feelings about their performance
 - c) Students rotate in role-plays so all students have opportunity to practice skill and practice completing the self-rating form
 - d) Role-plays are repeated until group consensus confirms mastery

Evaluation

Collect data on the number of skills performed for each targeted vocational skill.

Lesson Plan Based on:

Clement-Heist, K., Siegel, S., & Gaylord-Ross, R. (1992). Simulated and in situ vocational social skills training for youths with learning disabilities. *Exceptional Children*, 58, 336-345.

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