


Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD36
Developed by: Tess Webber, Ian David, Heather Ramsden	Date Developed: April 2, 2018
School Name: Education Services	Principal's Name: Jacob Sol
Superintendent Approval Date (for School Districts only): April 6, 2018	Superintendent Signature (for School Districts only) 
Board/Authority Approval Date: June 20, 2018	Board/Authority Chair Signature:
Course Name: Social Interactions 10	Grade Level of Course 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- Grade level student referred for additional social-emotional supports by the Student Support Team and/or School Based Team
- Student is on the “Dogwood” track

Special Training, Facilities or Equipment Required:

- Staff should be familiar with Ministry of Education Special Education policies and secondary school curriculum
- Staff should have training in Student Support (“Special Education”), added course work in behaviour/social-emotional support an asset
- Staff should have direct experience working with students who have learning, self-regulation, social and communication challenges
- Staff should have training and experience in developing IEPs for students with disabilities and other challenges that impact social-emotional development

Course Synopsis:

This course has been designed to help students develop skills in order to become successful in their personal and social interactions with others. Students will have the opportunity to practice techniques and strategies taught, to examine effective techniques connected to social learning situations and skills and to engage in problem-solving activities that are personalized and relevant. In addition to teacher assessment, instruction and coaching, students will have the opportunity to self-reflect and self-assess.

Goals and Rationale:

Social Interactions provides direct and specific instruction to develop student knowledge, self-awareness and skills and to engage students in positive and effective social interactions. Students will have the opportunity to demonstrate learning in the context of their personal social environment. The course is designed to offer opportunities for cross-curricular connections and assessment and focuses on competencies that will support learners in their participation and interactions in the school, community, and workplace settings. Students will develop the knowledge, skills, and understanding to be able implement successful social interactions, to adapt to social situations and to be self-aware in their communication and social interactions.

Social Interactions has been developed to support the needs of struggling learners who face challenges in their efforts to engage and interact in the school and outside community; it typically supports students who are identified by school support teams as needing supports and instruction in this area. Some examples of students who will benefit from the course include those who are identified as having autism, nonverbal learning disabilities, and anxiety disorders. Students who struggle with social interaction and communication due to challenges associated with anxiety, social/personal situations, self-regulation and learning will also benefit from the course.

Social Interactions is strongly linked to the core competencies. Teaching effective communication strategies and skills is at the heart of the course. Students will be able to implement learning in both the school and community settings. For example, the course supports student community transition needs by addressing organization, presentation and interaction skills that foster success in the workplace and work experience placements. Students will also be provided with the opportunity to engage in critical thinking exercises and activities as they explore their interactions and engage learned techniques that they assess for effectiveness and personal preference. Personal and social identity are also key components of the course, as students will: reflect on their strengths in the context of different kinds of social interactions; review, assess and reflect on how others perceive their interactions; and identify cause-and-effect relationships that highlight personal and social responsibility.

Social Interactions recognizes that students develop and learn differently. The students in the Social Interactions course will be provided targeted intervention and instruction to support social learning needs, the development of metacognitive awareness and the growth of a positive personal identity. Differentiated instruction and assessment are used to ensure that learning opportunities are relevant to the needs of the individual student. Moreover the course is organized so that it can be implemented through small group instruction, personalized program planning, or collaboratively between teachers through the implementation of IEP objectives and strategies.

Goals:

- Develop self-awareness and understanding
- Develop the ability to identify the elements of effective and positive social communication
- Develop Students' social and abstract thinking skills
- Develop the ability to problem-solve social interaction challenges
- Develop students' self-awareness and self-management skills for managing anger/frustration
- Develop students' self-awareness and self-management skills for managing anxiety
- Develop students' ability to engage strategies for resolving conflict

Aboriginal Worldviews and Perspectives:

Principles of social interaction incorporates the following aboriginal values and perspectives:

Referenced from “Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward” (2015) Province of BC

- Connectedness and relationships: Social Interactions supports the development of identity -- making meaning out of life and finding value in our connections with others
- Emphasis on identity: Social Interactions acknowledges the individuality of the learner and encourages the knowledge of self - who is the student and where does he or she come from? Students have the opportunity to explore how personal identity shapes their interactions highlighting that there is an interconnection between the student and their world
- Traditional teaching: The Social Interactions course teaches “expectations of respect, behaviour, generosity, and how we live together respectfully.”
- Experiential learning: Social Interactions ensures that students have the opportunity to “learn from real life situations that will help them to do the right things” and “learn practical life skills as a part of their daily work at school.”
- A positive, learner-centered approach: Social Interactions emphasized promoting student initiative in respect to personal learning needs. Student self-assessment activities are incorporated into the course, as are opportunities for students to engage in learning through self-reflection.

BIG IDEAS

How we communicate shapes our interactions with others

Communication is a learned social skill

Social interactions occur in **different environments and situations**

Communication and social interactions are shaped by the ability to **self-regulate**

Positive social interactions are a foundation of safe, respectful, and caring communities

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Self-Awareness and Understanding</p> <ul style="list-style-type: none"> Recognize a simple emotion Recognize and label a range of emotions Identify emotions in self and in others Initiate conversations with peers and adults Recognize First People’s perspectives on community and identity Quantify emotions on a continuum Identify and rate personal comfort with social/communication interactions Identify anxiety/stress signals (causes and effects) Predict, identify and define social problems Develop a map of personal social strengths and growth areas <p>Identifying and Applying the Elements of Social Communication/Interaction</p> <ul style="list-style-type: none"> Use basic conversational responses Apply active listening strategies Express verbal wants and needs Differentiate between positive and negative social and communication examples (video and role play) Identify ‘hidden rules’ of social conduct in varied environments 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Basics of positive social interactions Signs and signals of anxiety and anger Principles of whole body communication Rules of appropriate touch Difference between friend, acquaintance, trusted adults and strangers Identify the four functions of behavior Recognize First Peoples perspectives and knowledge on experiential learning Indicators and function of peer pressure Social turn-taking Rules of safe conduct Personal setting events and antecedents for anxiety and anger Identify racist and bullying language and interaction The negative impact of bullying (language and interaction) Recognize the negative impact of racism (language and interaction) Recognize and label a range of emotions

- Demonstrate appropriate use of greetings and good-byes
- Develop a set of rules to initiate conversations
- Apply appropriate attention getting strategies
- Apply appropriate strategies to avoid uncomfortable interactions
- Use **nonverbal communication** skills
- Demonstrate conversational manners
- Identify strategies to introduce themselves
- Distinguish appropriate topics, activities, and places for private vs. public social communications
- Identify how and when to offer and ask for help

Abstract Thinking Skills

- Identify phrases can have different meanings from what the words mean literally
- Recognize and interpret non-verbal and contextual clues in other people (i.e. thinking with eyes to predict what others are thinking)
- Recognize four types of non-literal speech (similes, metaphors, irony, and sarcasm)
- Understand the implications of non-literal speech (context, tone of voice, non-verbal cues) in changing meaning
- Identify pros and cons of text and image/video based communication using technology

Anger/Frustration Management

- Identify **self-regulation strategies** that support redirecting negative thoughts to positive thoughts
- Understand **degrees of anger**
- Identify and label personal levels of anger
- Develop a personal inventory of setting events and triggers for anger
- Develop strategies to limit the influence of setting events and triggers
- Identify effective strategies to manage anger

Anxiety/Stress Management

- Redirect negative thoughts to positive thoughts
- Recognize stress signals
- Recognize causes and effects of stress

- Express emotions
- Principles **of positive social choices**
- Friendship rules, boundaries and guidelines
- Describe and identify **self-regulation strategies**

- Develop a personal inventory of **setting events** and triggers for anxiety
- Develop strategies to limit the influence of setting events and **triggers**
- Develop personal relaxation strategies
- Use self-monitoring strategies/stress prevention strategies

Conflict Resolution

- Understand the value of working towards positive outcomes
- Express emotions in written form
- Demonstrate the ability to use language and strategies to avoid conflict
- Identify what to think, say, and do in bullying situations
- Identify how to report a bully or racism

Big Ideas – Elaborations

- **Different environments and situations** - different kinds of interactions take place in different environments and situations: the classroom, at work, in the hallway, in the cafeteria, at home, with a friend, with a teacher, with a boss
- **Positive social interactions** are safe and incorporate sharing, collaboration, kindness and emotional and physical appropriateness
- **Self regulate:** the ability to monitor and control our own behaviour, emotions or thoughts, altering them in accordance with the demands of the situation.

Curricular Competencies – Elaborations

- **hidden rules** are consistent unspoken ‘social contracts’ that are relevant to the culture and situation
- **active listening strategies** are used during social interaction and involve both verbal and physical turn-taking and interaction. Examples include: nodding, smiling, repeating verbal information, appropriate eye contact ... This is often described as ‘whole body listening’.
- **non-verbal communication** includes aspects of communication such as personal space, eye contact, acknowledgement, responding, appropriate facial expression and ‘whole body listening’
- **conversational responses** - turn-taking, interjections, staying on topic, topic transitions, appropriate tone of voice and volume
- **self-regulation strategies** are any techniques that address the needs of the five senses (‘sensory diet’) and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include ‘Mindfulness,’ ‘Zones of Regulation’ and the ‘Alert System.’
- **degrees of anger** - rating scale of level of functioning (e.g. 5 = highly elevated... 1 = calm)
- **setting events** - events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **triggers (antecedents)** - events that occur just prior to an undesired behaviour. Examples include being touched, being called to answer a question in class, being told “no,” being ‘bumped’ in the hallway...

Content – Elaborations

- **setting events** - events that establish a higher probability that a behaviour will occur. Examples include hunger, sleepiness, hallway movement...
- **principles of whole body communication** - including physical space, use of eyes, facial expression, rules of touch... see active listening strategies and non-verbal communication skills above
- **rules** - socially understood boundaries of interaction that are based on cultural and individual context
- **four functions of behaviour** - from ‘functional behaviour assessment’ language: Attention, Escape, Sensory, Tangible
- **positive social choices** - decisions that lead to acceptance and engagement of those with whom an individual interacts
- **self-regulation strategies** are many techniques that address the needs of the five senses (‘sensory diet’) and/or assessment of personal elevation or de-escalation needs. Specific strategies are available to be taught; examples include ‘mindfulness,’ ‘zones of regulation’ and the ‘alert system’

Recommended Instructional Components:

- direct teacher based instruction
- interactive instruction
- cross-curricular teacher collaboration on learning goals
- social stories
- independent instruction
- fiction (storybooks/novels/comics)
- roleplay
- modeling
- games
- social stories and scripts
- brainstorming
- graphic organizer and communication tools
- check-in/check-out
- group work
- student handouts
- discussion
- interviews

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

- Self-assessment
- Performance Assessment
- Student portfolio
- Cross-curricular goal based checklists
- Support and/or IEP programing objectives and strategies outcomes
- Student conference
- IEP review and program planning

Learning Resources:

- **Navigating the Social World** by Jeanette McAfee
- **Tribes: A process for Social Development and Cooperative Learning** by Jeanne Gibbs
- **The Social Skills Picture Book for the High School and Beyond** by Dr. Jed Baker
- **Skillstreaming the Adolescent** by Goldstein and McGinnis
- **Social Thinking Thinksheets for Teens and Tweens: Learning to read between the Social Lines** by Michelle Garcia Winner
- **Social Skills for the Secondary Students with Special Needs** by Darlene Mannix
- **“Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward”** (2015) Province of British Columbia
- **The Walker Social Skills Curriculum - the ACCESS Program** by Hill M. Walker et al
- **Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control** by Leah M. Kuypers
- **Self-Regulation in the Classroom: Helping Students Learn How to Learn** by Richard M. Cash
- **The New Social Story Book** by Carol Gray
- **“Be Cool”** video series
- **“Friendzee”** and other Social Skills Games
- **Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety** by Tony Attwood
- **Exploring Feelings: Cognitive Behaviour Therapy to Manage Anger** by Tony Attwood
- **“Gray’s Guide to Bullying”**, Jenison Autism Journal
- **“Planning and Support for Students with Autism Spectrum Disorder” POPARD**
- **Teaching Friendship Skills** by Pat Huggins, Larry Moen, and Donna Wood Manion
- **Communication Skills for Teens: How to Listen, Express and Connect for Success** by Dudley Cahn
- **Inside Out: What Makes a Person with Social Cognitive Deficits Tick?** by Michelle Garcia Winner
- **Thinking About, Thinking About Me** by Michelle Garcia Winner
- **Think Social: A Social Thinking Curriculum for School-Age Children** by Michelle Garcia Winner
- **Worksheets for Teaching Social Thinking and Related Skills** by Michelle Garcia Winner

Additional Information:

This course was originally developed by teachers in the Quesnel School District (SD #28) as a Board Authority/Authorized Course in 2005. The Ministry of Education approved the course (course code YPSI 10, 11, 12) after its organizational, instructional, and assessment components were adapted and revised by the Maple Ridge-Pitt Meadows School District (SD #42) in 2008. The Surrey School District (SD #36) has taken the update and taken into considerations and opportunities presented through the redesigned curriculum language and structure, and further revised the course.