

The Hidden Curriculum:

Social understanding, Social Skills, and Belonging in K-12 Settings, Post-secondary, and Beyond

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First-Hand Accounts

- *"I had no idea how to make friends or to fit in with other kids at school...I know now that the way I behaved made everything worse, but I didn't know at the time, and I couldn't help it"* (Barron & Barron, 1992, p. 179).
- *"I was like someone on a departing boat who thought it was the shore that was pulling away...I now realized it had been me who couldn't keep up with them"* (Williams, 1992, p. 70).
- *"My parents told me not to talk to strangers. I believed the only people who were not strangers were people my parents introduced me to. For years, I thought my classmates were strangers I couldn't talk to"* (Hinkle, in Robledo, 2006).

Our Barriers

- Defining Autism
- Understanding Social Interaction Challenges
- Preparing school site teams, teachers, individuals, parents, and the community to provide support

Defining Autism Spectrum Disorders: Etic Perspective

- Etic Perspective (Goode, 1992, as cited in Biklen, 2005)
 - "objective, analytic, or clinical approaches... explicitly oriented to finding and eradicating flaws through therapy, treatment, or training of some sort" (Goode, 1992, p.198)
- Diagnostic language is often filled with assumptions that can be incorrect or even damaging. (Kluth, 2010; Leary & Hill, 1996)

Defining Autism Spectrum Disorders: Implications

"Yes, I struggle in the social realm, but your assumption that I don't want relationships or that I can't be a friend is more disabling."
(Hinkle, in Robledo, 2006)

Defining Autism Spectrum Disorders: Emic Perspective

- Emic Perspective (Goode, 1992, as cited in Biklen, 2005)
 - "The observer must learn to listen and to hear, which in turn may require a shifting of perspective and, especially, critical awareness of one's own location" (Biklen, 2005, p. 281).
- *"I can't speak for other kids, but I'd like to be very clear about my own feelings. I did not ever want to be alone. And all those child psychologists who said, 'John prefers to play by himself' were dead wrong. I played by myself because I was a failure at playing with others"* (Robison, 2007, p. 211).

Understanding Social Interaction Challenges


- Skill Acquisition Deficits and Performance Deficits
- Performance Deficit Factors:
 - Sensory Sensitivities
 - Anxiety
 - Attention and Impulsivity
 - Memory
 - Motivation
 - Self-Efficacy
 - Sensory and Movement Differences

(Bellini, 2008)

Understanding Social Interaction Challenges


- We need to *teach and support* social interaction development, not just *expect* it.
- Learning needs to be mutual.

The Big Question



Can the hidden curriculum can be taught in a speech therapy setting with no recreation or leisure instruction?


Answer



Answer: No, you cannot teach social skills without recreation, but if you look at how many schools teach the hidden curriculum omitting this outdated practice it is not a laughing matter. It is something that our schools need to change!


Recreation is a CRUCIAL part of social skills instruction

The Hidden Curriculum



The "Hidden Curriculum"

- Curriculum one is expected to know to function in society as a good citizen
- Often not taught in school in a formal or direct manner, and instead most people learn it indirectly or in subtle ways.
- Students are expected to learn this "curriculum" as an ongoing process at different levels for different stages of life
- This "curriculum" often goes on when teachers are not paying the closest attention




What is Extracurricular Inclusion?

Extracurricular Inclusion is the act of including everyone in the "fun half of school", and the social opportunities that go along with it.

Imagine life without such things!
Boring!

- Clubs
- Dances
- Plays
- Sports
- Community Activities
- Getting to Understand Others
- Friendships
- Relationships



Student Benefits From Extracurricular Inclusion


- Students become more Socially Aware of what is going on in their community
- Builds Friendships and Relationships
- Get to know more of the customs and correct behaviors for common activities in various settings
- Exposes students to the world of arts, sciences, fitness, sports, recreational , and leisure activities
- Students learn the common culture of being a student their age

More Benefits!

- Generally improves academic performance in many areas from reading to math to science from learning real world applications and use of the skills they learned in class
- It encourages students to "fit in" better with their community, so they get picked on and teased less.


Extracurricular Inclusion in Elementary School

- Field Trips
- Recess
- Playground Activities
- After School Clubs
- Lunchtime Sports
- Dances
- Carnivals
- Field Day
- Science Fair
- Special Dress Up Days
- Talent Shows
- Concerts
- Boy Scouts / Girl Scouts
- Open House
- Birthday Parties
- Pizza Parties
- Book Fairs




Extracurricular Inclusion in Middle School

- Clubs
- Dances
- Sports
- Field Trips
- 6th Grade Camp
- Concerts
- Drama Productions
- Yearbook
- Lunchtime Fun
- After School Activities
- Technical Theatre
- Art
- Friends Over for the night
- Parties
- Going Places
- Science Fair




Extracurricular Inclusion In High School

- Football Games
- Dances
- Clubs
- Interscholastic Sports
- Yearbook
- Drama
- Choir
- Band
- Cheerleading
- Lunchtime Events
- Pep Rallies
- ASB / Student Government
- Academic League
- Prom
- Grad Night
- And More!




Extracurricular Inclusion in College

- Sports
- Theatre Shows
- Clubs
- Societies
- Fraternity / Sorority
- Events
- Lecturers
- Dancing / Clubbing
- Residence / Student Life
- Workouts and Fitness
- Adventure Trips
- And More!



Recess, PE, and Recreational Activities

- Swings
- Monkey Bars
- Slides
- Jump Rope
- Basketball
- Volleyball
- Tetherball
- Kickball
- Tennis
- Jungle Gym
- Flag Football
- Soccer
- 4-Square
- Hopscotch
- Scooters
- Running
- Exercises
- Recreational Games



Playground & Park Games

- Duck-Duck-Goose
- Hide and Go Seek
- Simon Says
- Follow the Leader
- Red Light / Green Light
- Tag
- Freeze Tag
- Interactive Dances / Moves Activities
- Parachute
- Frisbee
- Mother, May I?
- Capture the Flag
- Cops and Robbers
- H-O-R-S-E
- Balance Beam
- Obstacle Course
- Hackey Sack
- Relay Races
- Juggling
- Kite Flying
- Tug of War



School Spirit Activities and Lunchtime Fun

- Twin Day
- Pajama Day
- Pep Rallies
- Assemblies
- Guest Lecturers
- 3-Legged Race
- Music at Lunch
- Bean Bag Toss
- Prize Wheel
- Dress Up Day
- Food Fair / Special Food Sales
- Holiday Related Special Events
- Lunchtime Sports
- Staff/Student Switch Day
- Variety Shows
- Air Bands
- Talent Shows
- Special Lunch/Recess Games



It's Important for Kids to Know How to Get Involved with Extracurricular Activities!

- Kids should be taught there is so much more to school other than reading, writing, and arithmetic!
- Kids should learn where to go and how to get involved with extracurricular activities, and someone should help the kids if needed.
- Kids with disabilities should not be excluded from participation in extracurricular activities.

Community Hangouts

- Movie Theaters
- Video Arcades
- Skating Rinks
- Recreation Centers
- Parks
- Swimming Pools
- Boys & Girls Clubs
- YMCA / YWCA / JCC
- Coffee Houses
- Sports Stadiums & Coliseums
- Fast Food Restaurants
- Ice Cream Shops
- Sit Down Restaurants
- Dance Clubs
- Teen Centers
- Amusement Parks
- Churches
- Libraries
- Bowling Alleys
- Shopping Malls



Community Youth Activities




- Boys & Girls Clubs
- Church Groups
- Youth Sports Leagues, such as:
 - Little League
 - Youth Soccer
 - Parks & Recreation
 - Youth Basketball
 - Pop Warner
 - CIF
- Dance Studios
- 4-H
- Boy & Girl Scouts
- Theater Groups
- YMCA / YWCA / JCC
- Summer Camp Programs
- Youth Groups
- Martial Arts





The Great Outdoors

- Hiking
- Rock Climbing
- Camping
- Picnics
- Horseback Riding
- Bicycle Riding
- Boating
- Fishing
- Ropes / Challenge Course
- Skiing
- Beach Activities
- Nature Trails
- Exploring the countryside
- Trust Games
- Backpacking

The Culture of Play

- Board Games
- Card Games
- Video Games
- Toys
- Action Figures
- Dolls
- Books
- Understanding Fictional Characters
- TV Shows
- Movies
- Playroom Activities
- Outdoor Games
- Imagination
- Gossip





Game Room Fun

- 8-Ball
- 9-Ball
- Cut Throat
- Ping Pong
- Foosball
- Bumper Pool
- Air Hockey
- Video Arcade Games
- Video Driving Games
- Billiards
- Skee Ball





Common Party Activities

- Pin the Tail on the Donkey
- Bingo
- Board Games
- Parlor Games
- Role Playing & Strategy games
- Dancing
- Barbeque
- Swimming
- Jacuzzi
- Small Talk Conversations with others and getting to know each other
- Formal Dinner
- Lounging in the backyards
- Holiday or Family Related Celebrations / Traditions
- Gift Exchanges





The Amusement Park World

- Roller Coasters
- Carnival Rides
- Carnival Games:
 - Basketball Shooting
 - Bean Bag Toss
 - Whac-a-mole
 - Ball Toss
 - Etc
- Coin Operated Entertainment Devices
- Go-Karts
- Boats
- Batting Cages
- Adventure Rides
- Water Rides
- Stage Shows
- Food
- Souvenir Items
- Themes and stories







Skills to Perform These Activities are Commonly Learned Outside of a Textbook!

- Arts and Crafts
- Music
- Dancing
- Martial Arts
- Swimming
- Fitness
- Sports
- Creativity
- Social Relationships
- Cooking
- Outdoor Activities
- Board Games
- Entertainment
- Computers
- Hobbies

Who says these and more aren't educational or should not be taught because they are not on a standardized test?

Balance Between Homework and Other Activities

- A Child should not have so much homework that he/she has almost no free time to his/her self
- There needs to be more in a kids life than schoolwork in class and homework
- Kids should have the opportunity for many activities he/she loves in his/her life, both during the school year and during summer break.
- More homework does not always produce better academic performance. Too much can have an opposite effect.
- Too much homework can overstress children
- A recommended amount is 10 minutes times the grade up to 5th grade. High School (academic day plus homework should not exceed more than 40 hours/week)
- Schools should work with kids if they claim they are overstressed, or have no time left to themselves.



What are the warning signs that might indicate a child is receiving a "failing grade" in the "hidden curriculum?"

You can get a 4.0 GPA and still fail the hidden curriculum!

| Report Card | |
|---------------------|-----|
| Math | A+ |
| English | A+ |
| Science | A+ |
| Social Studies | A+ |
| PE | A+ |
| Art | A+ |
| Computers | A+ |
| Wood Shop | A+ |
| "Hidden Curriculum" | F- |
| GPA | 3.6 |


A Little Hint for you: You don't usually see these signs on a child's report card!

Signs Teachers and Parents Should Watch For That May Indicate a Child has a Social Skills Deficit

- Child is always by himself/herself at lunch time
- Child has very few or no friends his/her own age
- Child does not know the common things of youth culture of their peers know
- Has trouble connecting with others in their community
- Child participates in very few or no extracurricular or community activities
- Child has trouble fitting in with other children in school
- Poor performance in reading and processing of narrative/story type reading, while understanding factual material very well

The Typical School Day

- P1: 8:00AM - 8:50AM
- P2: 9:00AM - 9:50AM
- P3: 10:00AM - 10:50AM
- P4: 11:00AM - 11:50AM
- Lunch: 11:50AM - 12:30PM
- P5: 12:35PM - 1:25PM
- P6: 1:35PM - 2:25PM



What times are kids working on their "Hidden Curriculum"?

What are teachers often doing during the "Hidden" time?

Generation Me

According to some national statistics, there is a generation which is out of touch with the social norms and common courtesies and is focused on themselves.

According to several sources, even many "Normal" kids today could benefit from social skills and etiquette instruction.

Kids today are:

- More original in their ways of doing things
- Often lacking the manners and customs of yesterday
- Not taught correct etiquette
- Think they can be all they want to be
- Are more into the wants and needs of themselves than to others

Factors that I Believe Contributed to the Manners Decline in Society Today



- People working longer hours
- Less formal Dress today in the workplace
- Less Family Meals Together
- Not as many formal events required in today' s lifestyle
- Corporate Greed and impoliteness in Customer Service
- Bad Ethics in TV, Movies, Radio, and other types of media
- Breakup of the Family Unit
- Church Attendance is down
- School is more competitive than ever before, partly due to NCLB
- The Emerging Digital World and communicating from a distance has become mainstream
- Lawyers and others so scared that everything that is a risk or challenge needs to be restricted due to fear of being sued.

Subtle Language of the Social Environment

- Body Language
- Gestures
- Behaviors and Procedures for various social situations
- Subtle Cues
- Eye Contact
- Non-verbal recognition of peer relationships
- Interaction with other peers in ones own age group
- Understanding peoples feelings
- Non-verbal communication and messages
- Showing someone you are interested in them
- Giving your attention to a person or thing
- Tone of voice and voice volume

Conversation Skills

- Eye Contact
- Taking Turns
- On Topic
- Topic Changes
- Reciprocity
- Smooth Flow
- Maintaining One' s Interest
- Types:
 - Casual
 - Formal
 - Banter
 - Etc
- Appropriate Language for the Situation
- Sentence Structure
- Pauses

Banter, Jokes, and Humor

- How banter conversations differ in terms of conversation protocol
- Understanding the real meanings of "joke" and "slang" phrases
- Know which phrases are "good" and which are "derogatory"
- Understand the "slang names" that people sometimes use and which are good to be called
- Understand how to make good banter and what is "funny" and what is not in context
- Understand the flow of banter conversations

Children' s Etiquette

- Common Courtesies
- Table Manners
- What do in specific situations related to children' s events
- The correct way to invite another child to a school or other kids event
- Correct Dress for various types of casual events
- How to carry on a conversation between 2 or more people
- When and when not something is a "joke" or "slang", and when are such jokes appropriate
- Proper Chivalry
- Correct Rules for various common social situations
- How to be one' s friend
- Who is and who is not a "stranger" in regards to people outside of ones family
- How to invite other kids they know to parties and other kids events
- How to distinguish teasing from being serious
- How to break up and handle when someone is no longer your friend
- When it is appropriate to tell adults of bad experiences and when will it hurt you socially.

Middle School Etiquette

- Understand meal courses
- Know how to plan events with friends such as invitations to community events and sleepovers.
- Know how to work in a group, and get along kindly
- How to clean up messes
- Know some dancing routines for school dances
- Know when to thank and give gifts to others
- Know how to maintain a friendship with someone
- Show social graces properly
- How to help others
- Know audience stuff such as clapping, quietness, and others for assemblies
- Know appropriate conversation skills
- Know what the school activities and what school spirit is about
- Be able to function at many youth oriented community events and youth programs
- How to have respect for others personal property

Teenage Etiquette

- Introduction to dating for school dances and other events
- Dress Codes for more formal events
- Behaviors for various types of common events in their community, both casual and formal.
- Introduction to Job Ethics
- More close relationships such as boyfriends / girlfriends
- Learn Basic Skills to learn how to live on their own for short lengths of time (such as babysitting and camp)
- Telephone Ethics
- Internet Ethics such as privacy, correct communication, safety, copyright, etc
- How to make a presentation to an audience
- The social culture of teenage life
- How not to cross the line between being a teen and an adult
- How to represent yourself without an adult present when going places on your own in your community

Adult Etiquette

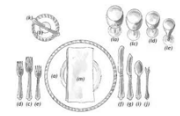
- Correct Behavior For the Workforce
- Understand formal events such as weddings, showers, banquets, corporate events, conferences, and others
- Understand correct dress for various situations
- How to respond to invitations
- How to write letters correctly
- Tipping – who gets tipped and who doesn't and why
- How to make "Small Talk" in conversations
- How to get involved in activities in the community they are living in
- Long Term Relationships
- Dealing with Clients
- Spouse and Roommate Cooperation
- How to get along with others who don't agree with you on many issues
- How to deal with financial issues
- Basic skills for living on their own
- How one should leave a room they way they found it
- Dating and intimate relationships
- Sexuality

Community Etiquette

- Activity Safety
- Obeying the rules of the various establishments you visit
- Ride Safety
- Using transportation systems
- Following social rules in public situations
- Respecting public property
- Knowing where you are allowed to go and where you are not
- Curfews
- Playing fairly by the rules in terms of sportsmanship

Formal Dining Etiquette

- Understanding multiple course meals
- Correct Utensils for the correct courses
- Toasting
- Saying the Blessing
- Small Talk
- No Cell Phone or Text usage during meals
- Waiting for the host to be seated and start eating first
- The Correct way to pass dishes across the table
- Asking to be excused before getting up



Event Planning

- Deciding what to do, where, and what time
- Including your friends in those activities
- Invitations
- Food Considerations
- Sleeping Arrangements for overnight events
- Activity Considerations and needs
- Budget
- Entertaining others
- Making it fun for all
- Other issues and concerns
- Reservations, advance tickets, etc

Let's Dance!

- Fast Dances
- Slow Dancing
- Swing Dance
- Common Dance Moves
- Dances to Specific Songs such as:
 - Y-M-C-A
 - Macaraina
 - Electric Slide
 - Music from specific cultures / events
 - etc
- Ballroom Dancing
- Modern Dance
- Partner Dances
- Group Dances
- Protocol for asking someone to dance with you or to find a partner
- Twirling and hand signals
- Partner cues / who is in control



Bullying

- Don't just ignore the bully
- Show them you are standing up for your rights
- Don't be a victim of their actions
- Try to leave the situation if you can
- Hold your anger
- Tell an adult or the police if you are threatened with violence
- Try to avoid confrontation with the person if possible in future situations

Parents vs School's Responsibility To Teach Social Skills?

Who's responsibility is it to teach kids social and friendship skills?

Some will say the school, and others say it is the parents responsibility. I personally think it is both.

Schools should play an important role in teaching social skills because not all parents are experts at this themselves. Also, not everyone lives in an ideal two parent family, and everyone's home culture is different. Also, teachers should recognize when one has a deficit and not let one go through school year after year without doing something to teach it.

Friendships

"Some people have no friends because they were never taught the skills to be a friend"

Quote from an online discussion board, when I asked the question, "should social and friendship skills be taught in school". The class was a class for students learning to be teachers at San Diego State University.

Acquaintances Versus Friends

| | |
|--|--|
| <p>Acquaintances:</p> <ul style="list-style-type: none"> ■ Are People in your life who you don't associate with on a personal level, except through certain settings, places, or events (for example, co-workers, people in your classes at school that you don't hang out with, people paid to be in your life, clients, etc) | <p>Friends:</p> <ul style="list-style-type: none"> ■ Friends are people who trust each other, and have relationships with you outside of the context and place you met them, and often those relationships go on to a personal level. Friends never receive payment, compensation, or reward for doing things nice to each other. |
|--|--|

A True Friend is:

| | |
|---|---|
| <ul style="list-style-type: none"> ■ Someone that you can trust, and they can trust you back ■ Someone who cares for you and you care for them back ■ a person in ones life who is not family, and who is not paid to be there. ■ Someone who is there for you in times of need | <ul style="list-style-type: none"> ■ A person you associate with on a personal level for pleasure, recreation, kindness, and socially ■ A person you can talk to for a different opinion on issues in your personal life and share stories together |
|---|---|

Intimate Relationships

| | |
|---|---|
| <ul style="list-style-type: none"> ■ Putting your arms around someone ■ Hugs ■ Kissing on the cheek ■ Exclusivity ■ Greater extent of trust and personal sharing ■ Dating Level Relationships ■ Showing Love and Romance | <ul style="list-style-type: none"> ■ Boyfriends / Girlfriends ■ Showing one you love them ■ Different from a normal friend relationship ■ Sexuality at the upper ages ■ Often the one that goes with someone to the most formal events |
|---|---|

“Skills to be a Friend”

- Extending a Relationship outside the context you met them
- Showing them you care for them
- Inviting them to social events
- Know the ins and outs of friend to friend discussion
- Learn to “get to know each other” and learn about personal stories, interests, hobbies, family background, etc and how to keep up on new events
- Know how to share personal stories together
- Show Kindness
- Show Compassion
- Nurture the Relationship
- Know How to Have Fun Together
- Create “Positive” Laughs
- How to Play and do group activities together in a variety of environments
- Communication Skills
- How to be open to trying new things

What kinds of direct instruction can be done to help people with special needs to help them learn the social world?

First, understand the barriers they may face

- Student is not aware that the activities exist, much less know what they are, or how to get involved
- Lack of behavior knowledge to participate in the activities
- Student gets no invitations to events from peers or classmates
- Student does not know if they can participate or not, given their disabilities

Common Barriers Related to School Based Extracurricular Activities

- Low Expectations
- District will not fund aides or supports because it is “overtime”
- Teaching the student the skills needed to participate in the activity
- GPA / Academic Requirements
- Parents Scared of child participating
- Liability / Insurance / Safety issues

Remember: IDEA says all kids with disabilities have full access to all extracurricular activities!

#1, Help Them Get Involved!

- Teach them about the many activities that are available to them, and when they meet and what they are
- Get another student, friend, or community member who is really involved in the fun to introduce them
- Assign them an activity they love as a “homework assignment” (In my case, I was “assigned” to go to the homecoming dance, and that night changed by life!)

What can be done to overcome the barriers?

- Teach children social and friendship skills such as interaction, relationships, manners, etc as part of the “visible” curriculum
- Educate the students about what the different activities are, and encourage participation, and how to get involved
- Teach students the skills needed to participate in different activities
- Adults should get to know the “youth culture”
- Help kids get involved and fit in in their school culture

The “Speech Therapy Vocabulary only” model of social skills training should be **abandoned ASAP** and replaced with a model based on the following:


- Direct Instruction in:
 - Recreation
 - Etiquette & Manners
 - Friendships
 - Relationships
 - Conversation Skills

What can be done to overcome the barriers?

- Get to know a students interests, and point them in the right direction with activities they might like, and offer to take them to clubs, sports, dances, etc that they might like.
- Get students who are involved in a lot of extracurricular activities to learn the “Student culture”, and “what it takes to be a cool kid” in the school, and ask them to help get them involved.

What can be done to overcome the barriers?

- Include children with disabilities in electives such as PE, music, drama,art, industrial arts shop, consumer family Science, etc
- Explain to them what assemblies and school spirit type activities are for, and introduce them to the customs and terminology



WHAT SHOULD BE TAUGHT FOR THIS?

Open your envelope and read the scenario you are assigned and answer the questions in the scenario given.

In this activity, you will learn how to do a “task analysis” of a common hidden curriculum activity

Digging Deeper into the “Hidden Curriculum“

- Communication
- Body Language
- Conversation Skills
- Character
- Manners
- Etiquette
- Social Graces
- Friendships
- Social Relationships
- Recreation
- Leisure
- Fitness
- Arts
- Creativity
- Rules of common games and sports
- To Have Fun!!!!

School Policy Recommendations

- Teach chaperones, PTAs, and other activity staff how to handle people with disabilities in the extracurricular setting, and have the activities in accessible rooms.
- Aides and paraprofessionals should have extracurricular support as part of their job description, if needed
- Teachers and office staff should do whatever it takes to prepare students for extracurricular activities
- Physical Plant, PTA, ASB, vendors, and the like should design and setup extracurricular activities in accessible settings if possible

School Policy Continued

- Security and other supervision staff should look for the warning signs of kids who may have a social skills deficit at lunch, recess, before school and after school
- Teachers should make it a priority to teach social skills, etiquette, and how to be a friend in school
- Parents should reinforce good manners and social skills at home
- Kids should be taught how to speak out if they see social issues in their school or community, and adults should let their voice be heard
- When a child has a social skills deficit, it should be acted on ASAP, because it can harm them later on.
- All teachers should remember that learning the "hidden curriculum" is just as important as learning the academic curriculum

Even More School Policy

- PE Teachers should teach the most commonly games & sports played at recess so **every kid** learns them starting in elementary school
- Middle school PE & High School PE should include a lesson in dancing
- High school students should be given a lesson in formal dining etiquette and business etiquette
- Direct instruction in the extracurricular and school spirit activities should be taught at all levels of schooling

Policy Recommendations to Encourage Socialization

- The number of "special education rooms should be minimized and if any exist they should be placed in the **CENTER** of the school.
- Policies such as early dismissal for special ed, separate exit doors for special ed, etc should be **discouraged**
- Special education students should get the **same lunch time, passing time, etc as normal students** and walking and eating with normal friends should be encouraged.
- Special Education students should be allowed to **sit with their non-disabled peers at lunch time** (no separate tables)

More Ideas to encourage socialization

- Special Education students should be encouraged to walk with peers as opposed to paraprofessionals when possible at passing time when possible.
- No child with special needs should be turned away from the extracurricular program based on the reason of transportation. If a school bus is not available, consider other alternatives like:
 - Walking
 - Parent pick up
 - Friend Drives
 - Carpool
 - And Others

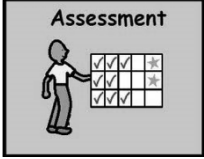
Community Policy Recommendations

- Work with families to implement these skills in their family culture
- Encourage children to join community activities and learn where typical places kids hang out in their community and go to them sometimes.
- Teach the skills needed to perform community activities
- Students need to be encouraged to use the skills they learn in class outside the classroom

Preparing School Site Teams, Parents, Individuals, and Community


- Who?
 - Ideally, everyone who comes into contact with student on a regular basis
 - Multidisciplinary teams
- What?
 - Social skills programs that targeted specific social skills were more effective than programs that focused on more global social functioning (Quinn et al., 1999).
 - Social skills instruction should match the type of skill deficits.
- When?
 - Provided more frequently and intensively than 30 hours over 10-12 weeks (Gresham et al., 2001).

Hidden Curriculum Assessment



- There are many ways to assess kids on the hidden curriculum
- To accurately assess the “hidden curriculum” effectively, you need to think outside the box!

Assessments to Avoid!



- These and other norm referenced assessments suffer from many fatal flaws:
 - Most ask “how often does the child do” on a scale of 0-3
 - Results in an age rating or number score that does not tell if the child actually knows the steps to do these activities
 - Most of these tests assess social skills from a communication and behavior management perspective

A totally new approach is needed for assessing the hidden curriculum!

- **DIRECT** assessment needs to be a key part (tests should go to the CHILD as opposed to the parents or teacher)
- Tests should look at if the kid knows the actual skills of each specific activity based on a task analysis of the activity as opposed to generalizations.
- Observations are also a key part of this assessment that need to observe extracurricular settings and school spirit settings.
- Assessment needs to look beyond the communication aspect of social skills.

Assessment

- Testing in this realm should be **CRITERION** referenced as opposed to norm referenced
- The results of such assessment should be used as potential skills to improve on.

Other flaws of indirect assessments in social skills

- Parents can easily mistake “not wanting to participate” for “the child doesn’t know how to participate”.
- Sometimes we take it for granted that the child will know the steps to participate in the activity in question and this **may not be the case at all.**

Can you pass my sample quiz?

- 1) How would you explain the protocol for knowing when to start clapping at a lecture, concert, or performing arts production in an auditorium, cafeteria, or other room used for large group audiences?
- 2) Is it kind to show respect for the opposing team and congratulate them when they do something well or out of the ordinary even though you are not rooting for them to win?

My Quiz Continued

- 3) What determines the difference between whether you should do a fast dance or a slow dance at a school dance and why?
- 4) What is the protocol for inviting a friend or classmate to a play date, to your house or to an event?

Students Will Thank You!

For introducing and encouraging the “fun side” of school to them, they will thank you, and it will probably expand and open them to a whole new world that they may have never explored very much.

It will also give them a reason to want to “stay in school”, and do well on their academics.

Online Resources You Can Use

- Operation Respect: <http://www.operationrespect.org>
- About.com:
- http://learningdisabilities.about.com/od/socialskills/Social_Skills_Development_Strategies_to_Teach_Social_Skills.htm
- Emily Post Institute: <http://www.emilypost.com>
- Manner Smith: <http://www.mannersmith.com>
- Polite Child: <http://www.politechild.com>
- Google “Social Skills” and “Disabilities” and a host of resources will appear

Good Reference Books

- “The Hidden Curriculum” by Brenda Smith-Myles
- “The Guide to Good Manners for Kids” by Cindy Post-Senning
- “Teen Manners” by Cindy Post-Senning
- “Teaching Social Skills to kids” by Tom Dowd”
- “New Manners for New Times” by Letitia Baldrige

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