

Group Goals: 6 – 9 years.

Fireflies Unite: Joining Play

Objective: During free play, a student will invite a peer and appropriately join in an ongoing activity or play with peer, by sitting/standing and playing next to the peer and say “_name of child” will you play with me?”

Self-Advocate

Objective: When Student is faced with a difficult situation (someone is ignoring him, needs missing item, peer won't share) he will self-advocate by seeking adult assistance by requesting for help in the absence of maladaptive or problem behaviors.

Perspective Taking:

During the context of a session and present various scenarios via role play, real life examples, video etc. (based on research paper by Craig, et al., 2016), The student will identify the potential feelings on the person in that situation and also identify strategies and behaviors that they can use in each situation

Inferences:

The Student will make inferences based on limited information with 90% accuracy across 3 sessions. Materials used for first steps are Inference Task Cards © from Teaching from a Mountain View, Ltd. Materials are single cards with printed paragraphs outlining limited information with which inferences can be made. Second step will be to introduce more complex inference questions for staged and real life situations, the student will be able to answer the questions correctly for 90% of opportunities as measured across 3 consecutive sessions.

Attention and Names: King Square

Objective: Each person stands in 4 square pattern. Teachers chooses a king and gives him a ball. The king must say a peers name and bounce the ball in his square. The peer will block the throw and try to have it bounce back in the kings square. The other kids stand in other 3 squares (1 person will sit out and rotate through if needed). Each child is given a model prompt and instruction to hold their hands up about a foot in front of their chest, palms facing forward (ready position) and that if their name is called, the ball will bounce to them, and their job is to bounce it back to the King's square.

The tricky part is, the King only needs to call the peer's name if the child is not already looking at him.

During both snack times and lunch:

Facilitate socials comments by modeling and reinforcing independent comments. Model and reinforce conversation questions. For first snack use lots of modeling, and prompting to help teach conversation skills, then fade your prompts to minimal by 2nd snack.

Follow this! Obstacle course Version 1 and 2

Played in the Big Gym. Students together set up an obstacle course using items in gym (mats, bean bags, the barrel).

Version 1

Objective: A student is blind folded and other student is told to give him directions on how to get from point a to point b without touching or bumping into anything. The student who is not blind folded should give clear directions to the person who is. The student who is blind folded should follow the instructions in the absence of protest.

If the person touches peer or if peer bumps into something/wall they must start over from the beginning.

Version 2

The first kid is the leader and moves through the obstacle course and the others must follow doing the same actions.

Charades (Perspective Taking, Inferences)

Objective: Each student will take a turn being the actor and will take a turn drawing a card from a pile with the picture of an animal. He will engage in behaviors, which indicate he is pretending to be that animal. Each student who is not the actor will have a turn to guess.

Ask for Action!

Requesting to peers (for turn to engage in action).

Objective: when presented with stimuli that child can engage in action with 1 at a time (e.g. swing, bike) on playground or in big room, a cool toy students will use the peer's name or look at the peer's eyes, and use a sentence to ask for a turn with the item from a peer who is currently using item in the absence of inappropriate behaviors e.g. trying to take/taking an item without asking.

Cheering & Compliments

Objective: While 1 or more peers are taking a turn in a game (e.g. video games), audience members of the group will cheer (by clapping, saying common cheering words or phrases, giving compliments or using the target peer's name in an encouraging manner) for the peer(s) who is/are taking their turn.

Show N Tell

Objective: While one student is seated in front of the group saying 3 sentences about his "item" to the group, each student remains seated in his chair with face oriented toward speaker/item while student sits in front. Each student also takes a turn asking a question or commenting on the item.

Personal Space: Freeze Dance

Objective: While playing a game of freeze dance (each child "freezes" when the music stops), students "freeze" with at least 3 feet/arm's length between himself and any other peers.

Commenting to peers: while watching Video/ Drawing

Objective: While watching an age-appropriate video/drawing each student will say a peer's name and/or make eye contact for 1 or more second while talking, and make a comment about the video/drawing 1 time per minute.

Losing is ok!

When the students are playing a board game, the student will 1. Tolerate loss in the absence of inappropriate behavior (in the form of crying, protesting, saying "no," or making excuses). 2. If another student loses, the student will use a supportive comment like, "next time" or "that's ok." 3. If another student wins, the student will use a supportive comment (e.g. "well done" or "nice job").

Play together: Gross Motor Game: _____ examples: simon says, duck duck goose

Objective: During game time children will all play together (with designated game) without eloping out of designated play area. Each child will remain on the mat /play area.

Daily Schedule: Firefly Workshop

- 9.00am: Intake; kiddo and parent greetings
- 9.15am: Fireflies Unite!
- 9.30am: Attention and Names King square
- 10.00am: Big gym and obstacle course
- 10.30am: Just eat!
- 11.00am: Charades/Freeze Dance
- 11.30am: Cheering and compliments
- 12.00pm: Ask for Action Playground/follow the leader
- 12.30pm: Lunch Bunch
- 1.00pm: Show n Tell and commenting to peers
- 1.30pm: Losing is ok!
- 1:45pm: Meditation
- 2.00pm: Snack attack
- 2.30pm: GM in big gym
- 3.00pm: Home

