

SUBJECT **Social Skills**

AGES **8-11**

GROUP **3 students**

DATE

Asking for Help the First Time

a 20 minute small group for 3 students

The goal, from the IEP. When facing a task the student cannot complete, the student will ask for help using words, a card, or a device before leaving their seat, in 4 of 5 observed opportunities.

Today's objective. Each student practices asking for help with a stuck task, using their own communication mode, three tries each.

You will know it worked when. Each student asks for help before leaving their seat in at least two of their three tries.

initials only; this page
sits open on the table

The Group at This Table

INITIALS	LEVEL	COMMUNICATION	START AT	WORKS WHEN	AVOID
DH	Developing	Verbal	G	The help phrase is posted where he can see it	Calling on him first
MF	Emerging	PECS book	P	Help card velcroed to the task tray	Removing the book to prompt speech
SC	Developing	Verbal, echolalic	V	You model the exact phrase to repeat	Why questions about the stuck task

every student
responds in every
round

How the Session Runs

1	HOOK Open a jar that will not open. Think aloud, then ask for help and succeed.	3 MIN
2	MODEL Model one stuck task per communication mode: the phrase, the card, and the device button.	3 MIN
3	GUIDED ROUNDS Hand each student a stuck task: a zipped bag that will not zip, a marker with no cap, a puzzle missing a piece. Wait, honor every ask instantly, and reset. Every student responds every round.	9 MIN
4	QUICK CHECK One fresh stuck task each with you turned away. Mark the data row on the ask.	3 MIN
5	WRAP & PREVIEW Name each ask you heard or saw today. Preview where asking works outside the group.	2 MIN

what the rest of the
room is doing, and who
covers it

While You Teach

THE REST OF THE ROOM	COVERED BY
Fine-motor bins at desks, all materials complete	Ms. Ito (para)

one row per student;
mark every round

Per-Student Data

Each student practices asking for help with a stuck task, using their own communication mode, three tries each.

STUDENT	1	2	3	4	5	6	7	8	PROMPTS	NOTES
DH										
MF										
SC										

Prompt key: V verbal · G gestural · P physical · I independent

by support level, ready
before the group sits
down

Differentiation

MORE SUPPORT

Place the help card in the student's line of sight and accept any reach toward it as the ask.

ON LEVEL

The posted phrase available but not pointed at; the ask must come before frustration peaks.

MORE CHALLENGE

The stuck task appears mid-activity without warning, and the ask must name the problem.

the same response
from every adult

If the Group Wobbles

IF A STUDENT STRUGGLES

Solve the task instantly after a prompted ask so asking always works. Shrink the wait next round.

REINFORCEMENT

Every honored ask is the reinforcement; keep the fix instant and warm.

SENSORY

Choose stuck tasks that do not frustrate the hands: no tight lids for weak grips.

two minutes after the
group leaves

Notes & Next Session

WHAT LANDED

The round that worked; keep it in the next session.

REGROUP ON

The skill slice to re-teach, and for whom by initials.

NEXT SESSION STARTS WITH

The first thing the group does next time.