

LESSON GUIDE

2012 SOCIAL SKILLS CINEMA CONTEST: LESSONS FOR THE REAL WORLD

Title: Self-Advocacy Solutions to School Problems

School: Special School District of St. Louis County, Town and Country, Missouri

Year: 2012

Length: 3.00 minutes

Grade Level: 3rd—5th

Creative Developers:

Karen Klein, Certified Teacher of Students with Visual Impairments (CTVI),

Lakecha Hancock, Social Worker, and

Harold Donovan, Video Communications Specialist, Hazelwood School District

Abstract and Specific Purpose of the Lesson:

Students will learn to communicate with a trusted adult about concerns/problems. Through various scenarios, students learn how to make good choices and discuss problem-solving steps and how to benefit from them.

Meet the Actress:

Diana H., age 10

Lesson Topic:

Self-Advocacy and Problem Solving Techniques

Instructional Goal:

In 36 instructional weeks, the student will increase self-advocacy skills by asking to speak with a trusted adult when concerns or problems arise with 80% accuracy.

Objective: Student will...

Objective:

Identify problems she experiences in school or at home, especially concerning her visual impairment, and discuss feelings that may arise from the problems and state possible solutions.

Criterion:

Score a three or better when graded according to a five-trait quality rubric.

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Steps to Use in Teaching the Lesson:

1. Discuss problems that may arise at home and school and outline solutions.
2. Provide for data collection by the social worker via a check list.
3. Start by having two statements on the board and on a handout. Read the statements and ask the student to explain the problems indicated by the statements and suggest solutions.
4. Have the student draw conclusions and reflect.
5. Read the poem “Angry” (in *Building on Patterns: The Primary Braille Literacy Program--Kindergarten*) and ask the student to think about the meaning of the poem. Discuss ways to redirect anger and demonstrate assertiveness in an appropriate manner.
6. Extend the exercise with more activities that will build upon the topic.

Materials Needed:

Board and markers or worksheet and pencil; Poem, “Angry” by Marci Ridlon from *Building on Patterns: The Primary Braille Literacy Program--Kindergarten*, p. 292-293 of the Teacher’s Guide, Book 2.

Progress Notes/Comments/Modifications:

Observation and questioning will give the CTVI understanding of how the student is meeting the IEP goal. Enlarge materials as needed and have student’s handheld, optical devices available.

Data Collection:

One way to collect data is using a quality rubric for each student with the skills to be mastered in a four-to-one rubric guide, with four being preferred behavior to master the objective and one being unable to master the objective.

Next Steps:

1. Continue with a discussion about emotions and go further with talking about anger.
2. Discuss ways to recognize anger and steps to control anger.