

schoolMAX

A Comprehensive School-Based Intervention for High-Functioning Students with Autism Spectrum Disorder

Program Manual

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TABLE OF CONTENTS

Overview of Comprehensive School-based Intervention: schoolMAX	3
Structure of Manual	5
Features of High-Functioning Autism Spectrum Disorder	7
Overview of schoolMAX Components	9
Intensive Social Skills Groups	12
Therapeutic Activities	20
Individualized Daily Note (IDN)	26
<i>Mind Reading</i> Computer Instruction	36
Parent Education/Training	47
Consultation Support	49
Treatment Fidelity	54
School Staff Training	62
References	64
Appendices	68
Appendix A: schoolMAX Fidelity Forms	69
Appendix B: Therapeutic Activities.	80
Appendix C: schoolMAX Social Skills and Therapeutic Activity Options	155
Appendix D: schoolMAX Therapeutic Activity Materials	158
Appendix E: Individualized Daily Note Examples	162
Appendix F: IDN Blank Templates.	165
Appendix G: schoolMAX IDN Tracking Form.	170
Appendix H: schoolMAX Master Schedule Template	172
Appendix I: schoolMAX Fidelity Tracking Forms	174

OVERVIEW OF COMPREHENSIVE SCHOOL-BASED INTERVENTION: schoolMAX

High-functioning students with autism spectrum disorder (HFASD) are defined by significant impairments in social interactions and reciprocity, as well as restricted and repetitive behaviors and interests. These primary clinical features are often accompanied by secondary associated emotional and behavioral problems. Although students with HFASD are distinguished from other students with ASD based on relative strengths in cognitive and language skills, their primary and secondary clinical features significantly interfere with daily functioning and negatively impact long-term outcomes. The complex and pervasive nature of their difficulties warrants a comprehensive approach to interventions that addresses the range of affected areas and is manualized, adaptable to the intervention setting, and responsive to the unique needs of the students. schoolMAX is a comprehensive school-based intervention developed to address the unique profile of strengths and weaknesses of elementary school-age students with HFASD in the school setting. The intervention is delivered by members of the student's educational team and targets multiple facets of social-interaction and social-communication, as well as behavioral flexibility and interest expansion (restricted/circumscribed behaviors and interests). In addition to targeting the core impairments and symptoms, schoolMAX is adaptable to the unique skills and behavioral needs of individual students with HFASD.

The instructional procedures and content included in the schoolMAX program were informed by a number of research reviews on psychosocial interventions for students with HFASD. In addition to the information described in those reviews, schoolMAX was informed by and adapted directly from a comprehensive psychosocial summer program, summerMAX, which was found to be effective in numerous clinical studies including several randomized controlled trials (RCT) for children with HFASD (Lopata et al., 2010; Thomeer et al., 2012; Thomeer et al., 2016). Cognitive-behavioral instructional strategies and procedures used in schoolMAX include direct and explicit instruction, modeling, role-play/rehearsal, repeated practice, performance feedback, and reinforcement. These techniques allow complex and multi-step skills/behaviors to be broken down into smaller components that can then be systematically taught in a part-to-whole sequence. Frequent and immediate feedback and reinforcement are then provided to increase acquisition and promote maintenance of taught skills. schoolMAX components include social skills groups, therapeutic activities, an Individualized Daily Note (IDN; behavioral contract/reinforcement system), computer-based instruction in emotion recognition (*Mind Reading*; Baron-Cohen, Golan, Wheelwright, & Hill, 2004), and parent training. Because the schoolMAX program is implemented across the school year by members of the student's educational teams (i.e., teachers, related service professionals, aides), it includes a protocol for the provision of ongoing consultation and regular team meetings to ensure the intervention is coordinated across interventionists and settings. Lastly, the schoolMAX program includes a system for monitoring fidelity of implementation of the components as well as the student's progress.

schoolMAX was developed in collaboration with elementary school staff (teachers, speech/language pathologists, occupational and physical therapists, counselors, social workers, school psychologists, etc.), school administrators, and parents (Thomeer, 2012). Collaborator input was critical to identifying and finalizing the program elements, curriculum, and materials and the procedures for manualizing delivery of the intervention in school settings. schoolMAX was evaluated for feasibility and initial indications of effectiveness for elementary school students with HFASD in two year-long pilot studies (Lopata et al., 2012a, 2012b). Results

indicated high levels of implementation accuracy by school staff and high levels of acceptability and satisfaction by school staff and parents. Students showed significant improvements in social-cognitive emotion recognition skills and on parent and teacher ratings of ASD-symptoms and social-communication skills. schoolMAX was then tested in a large RCT (Lopata, Thomeer, et al., in press). Results indicated that children with HFASD that received schoolMAX performed significantly better on a test of social-cognitive emotion recognition skills and on parent-teacher ratings of social-communication skills and ASD symptoms compared to students with HFASD that received their typical educational programming. It is also important to note that there was no negative impact on the academic performance of students with HFASD that received schoolMAX (i.e., the time dedicated to the schoolMAX intervention did not result in lower academic skills compared to the students with HFASD that received their typical educational programming).

STRUCTURE OF MANUAL

The schoolMAX manual is structured so that school professionals and paraprofessionals and parents of students with HFASD understand how the intervention is implemented and monitored as well as how team member roles might be determined and assigned. The manual includes detailed and specific explanations of the curriculum, instructional procedures, methods of performance feedback, mechanisms of communication between school staff and parents of the students with HFASD, and procedures to measure and ensure implementation accuracy.

One of the greatest challenges to the development of manualized interventions is that in order to be useful and feasible, the intervention must adhere to a common curriculum and standardized set of implementation procedures (e.g., instruction, feedback, progress monitoring, etc.), while also being sufficiently flexible to operate effectively across different school environments (i.e., different school districts, buildings, classrooms, and school professionals). To achieve this balance, schoolMAX was developed around a core curriculum that can be implemented in different settings using the school's existing structures, expertise, and resources. More specifically, schoolMAX includes a standardized curriculum and procedures for instruction, performance feedback, generalization, and home-school communication; however, individual schools determine how to integrate these into their daily schedule using professionals and paraprofessionals who are already part of the student's educational team. Since students with HFASD often receive support services from a multidisciplinary team of professionals and paraprofessionals, it is necessary for each team to assess and identify the appropriate individual(s) from the team to facilitate each component and coordinate implementation of schoolMAX. This approach to comprehensive intervention ensures that the key school personnel responsible for overseeing and implementing the individual components are identified and that the entire team implements the intervention elements in an integrated manner that increases practice and reinforcement opportunities. This model increases the intensity of the intervention by integrating the schoolMAX components throughout the day using the procedures delineated in the manual.

Because schoolMAX is designed to be both manualized and adaptable to an individual school building/district, members of the school team should consider the resources and structure of their setting, as well as the expertise of those on the team relative to the intervention content. Given the importance of manualization and flexibility/adaptability, schoolMAX includes a detailed description of the curriculum and procedures that are implemented regardless of setting (Standard Protocol), as well as a framework for designating individuals on the student's educational team to implement individual schoolMAX components (District/Building Protocol). The description of each schoolMAX component (i.e., Intensive social skills groups, therapeutic activities, Individualized Daily Note, *Mind Reading*, and parent education/training groups) in this manual is divided into two distinct but related sections. The initial section of each component description describes the Standard Protocol for that specific component. The Standard Protocol includes the core content and procedures to be implemented and the dosage regardless of the individual setting (curriculum, instructional method, number of sessions and minutes per week, etc.). The second section of each component description consists of the District/Building Protocol which describes the implementation plan within that specific school building. This section uses a common form on which the educational team identifies the individual(s) responsible for specific schoolMAX components, where the component will be implemented,

the number of minutes the component is provided (in accordance with the parameters of the Standard Protocol), and materials storage and access, as well as other relevant details as necessary. The integration of both a manualized protocol (Standard Protocol) and a mechanism for individualizing application based on building and educational team resources (District/Building Protocol) provides building level flexibility and adaptability and efficient use of available resources.

FEATURES OF HIGH-FUNCTIONING AUTISM SPECTRUM DISORDER (HFASD)

The diagnostic criteria for ASD have varied over time however the core symptom dimensions involving social interaction/social communication impairments and restricted and repetitive patterns of interests and behaviors have been consistent. The current diagnostic framework (APA, 2013) recognizes significant heterogeneity in functional levels, with a majority of children diagnosed with ASD now demonstrating cognitive ability above the intellectual disability range. These children demonstrate relative cognitive and language strengths and they are often referred to as high-functioning children with ASD (HFASD). For the purposes of this manual and to recognize their distinct profile and needs, the term HFASD will be used to describe children with ASD without concomitant cognitive and language disability. Despite their relative cognitive and language strengths, children with HFASD demonstrate the core diagnostic symptoms of social interaction/social communication impairments and circumscribed and repetitive behaviors and interests that interfere with adaptive daily functioning. Social interaction/social communication symptoms include impairments in social reciprocity (e.g., atypical or absent social approach, initiations, responses, and/or conversational back-and-forth, reduced sharing of emotions or interests), nonverbal communication (e.g., poor eye contact and integration of nonverbal and verbal communication, reduced facial expressiveness and nonverbal communication), and development, maintenance, and understanding of relationships (e.g., reduced interest in others, problems adjusting behavior to social context; APA, 2013). In addition to deficits in rudimentary social behaviors (e.g., initiating/responding to social bids), children with HFASD demonstrate impairments in more complex social-cognitive understanding, such as interpreting facial and vocal expressions and others' perspectives (Bellini, Gardner, & Markoff, 2014). Together, these problems with social-cognitive understanding and basic social behaviors negatively affect the way these children understand and respond to others (Scarpa, Reyes, & Attwood, 2013).

Contributing to their social difficulties are restricted, repetitive, and stereotyped patterns of behaviors, interests, and activities. These can include extremely fixated and restricted interests, inflexible adherence to routines or ritualized behaviors, repetitive motor movements, and/or unusual sensory responsiveness (APA, 2013). For children with HFASD, excessively focusing on a specific topic and engaging in one-sided conversations can block social reciprocity and exchanges (Bellini et al., 2014). In addition, their intense focus on a restricted area of interest, along with cognitive and behavioral rigidity can interfere with attention to important social and academic content. The impact of this symptom dimension on broader functioning has been highlighted in studies that found that higher levels of restricted and repetitive interests/behaviors were significant predictors of lower adaptive skills including social skills in children with HFASD (e.g., McDonald et al., 2015).

For children with HFASD, their impairments do not tend to improve over time without intervention, and they continue to interfere with daily functioning throughout adolescence and into adulthood. The broad range of affected areas requires a comprehensive approach to intervention that targets the core features of the disorder while also addressing the unique needs of the individual child with HFASD (Bellini et al., 2014; Smith et al., 2007). Interventions should also include a mechanism to reduce problem behaviors (e.g., inattention, oppositional behaviors, etc.) which often occur in children with ASD. At present, there is widespread recognition of the need for comprehensive psychosocial interventions for children with HFASD,

including school-based interventions that increase social skills/competence while reducing ASD symptoms and problem behaviors.

schoolMAX is a comprehensive school-based intervention designed to address the unique profile of social-cognitive and social behavior impairments and circumscribed and repetitive behaviors and interests of elementary school-age students with HFASD in school settings. The intervention uses cognitive-behavioral techniques to address these features, as cognitive and behavioral elements play critical roles in social performance (understanding social cues and enacting an appropriate response; Bauminger-Zviely, 2013), and development of social-cognitive skills is a prerequisite for improvements in social performance of these children (McMahon, Vismara, & Solomon, 2013). School staff target the social knowledge/understanding and skills/behaviors of the students with HFASD using structured environments, direct and explicit instruction, modeling, role-play/rehearsal, repeated practice, performance feedback/reinforcement, and parent training. Each of the schoolMAX treatment components addresses a specific feature and/or deficit and collectively, these components aim to improve the overall social competence, ASD symptoms, and behavioral performance of elementary school-age students with HFASD.

schoolMAX AND OVERVIEW OF COMPONENTS

schoolMAX was developed to address the unique social-cognitive and social skills/behavior impairments of elementary school students with HFASD. Recognizing the multiple symptoms that characterize HFASD, schoolMAX is a comprehensive treatment comprised of multiple treatment components targeting multiple domains and applied intensely for an extended period of time and at a specified level of engagement. Comprehensive treatments ensure that critical skill areas, core ASD features, and the unique needs of individual children are all addressed (Odom, Boyd, Hall, & Hume, 2010, 2014; Reichow & Barton, 2014). schoolMAX components use instructional techniques that adhere to a cognitive-behavioral framework and which have been identified as effective in social interventions for students with HFASD (Koenig et al., 2010; McMahon et al., 2013; Reichow, Steiner, & Volkmar, 2012; White, Koenig, & Scahill, 2007). Specific techniques used include clear and concrete rules, structured environments, direct and explicit instruction, modeling, role-play/rehearsal, repeated practice, and performance feedback/reinforcement. These techniques allow complex skills/behaviors to be broken down into small components and taught in a part-to-whole sequence, with reinforcement used to increase acquisition and maintenance (Bregman, Zager, & Gerdtz, 2005; Howlin, Baron-Cohen, & Hadwin, 1999).

While the subsequent sections provide a detailed description of the curriculum/content and implementation procedures of each individual component of the schoolMAX treatment, the following is a brief overview of the five core intervention components, as well as a brief overview of the consultation support that is used to facilitate implementation and fidelity monitoring that ensures procedures are adhered to. The five core intervention components include (1) intensive social skills groups, (2) therapeutic activities, (3) Individualized Daily Note (IDN), (4) *Mind Reading* computer instruction, and (5) parent education/training groups.

Intensive Social Skills Groups

Social skills groups are a critical component of schoolMAX, as they directly address the core deficit in social skills and social understanding. These social skills groups follow the instructional procedures from *Skillstreaming* (McGinnis & Goldstein, 1997). Specific social skills that align with specific diagnostic characteristics have been selected from the *Skillstreaming* curriculum. The instructional procedures of the *Skillstreaming* approach including direct instruction, modeling, role-play, and performance feedback are consistent with techniques recognized in the research as effective for teaching students with HFASD. During social skills groups, students receive specific instruction in target social skills and the steps that comprise each skill (e.g., having a conversation). Each student then observes others modeling the skills and practices the skills her/himself followed by feedback from the group leader and peers in the group. An essential feature of the social skills groups is active participation with multiple opportunities to practice specific skills. The core social skills taught during the social skills groups are also integrated in the IDN (described below) as a means to promote practice and generalization of the skills outside the social skills groups.

Therapeutic Activities

Therapeutic activities have been developed to promote social skills, face-emotion recognition, interpretation of non-literal language, and interest expansion. These activities are fun,

cooperative in nature and require a minimum of two students to complete. As such, each promotes social interaction and social cooperation as well as specific micro-skills that affect social performance. Many of these activities are designed to be done in association with a target social skill taught during a social skills group. Some of the therapeutic activities can be completed in a single session, while others can be conducted over two or more sessions. Each therapeutic activity lesson plan describes its purpose, skills targeted, materials needed, and the deficit area addressed, along with the specific procedures for how to conduct the activity.

Individualized Daily Note (IDN)

One area known to be a challenge for students with HFASD is generalization of newly learned skills across settings and individuals. More specifically, many students with HFASD learn and can demonstrate a new skill in the setting where they learned it but fail to display the skill in other settings and with other adults and peers. The IDN provides a mechanism for reminding the students to continually practice new skills across the school day and at home. Because the social behaviors are part of the IDN, the students practice newly-learned social skills and receive feedback from all members of the educational team across the school day. This ensures that skills taught and learned during the social skills groups are also reinforced in settings outside the social skills group setting. Performance on the IDN is tied to reinforcers at home which provide the students desired activities/tangibles based on their level of performance for that given day. The IDN also serves as a critical means of communication between school and home on identified social and behavioral targets. Lastly, the IDN serves as a means to monitor the performance of each student as they progress in their social and behavioral development.

Mind Reading Computer Instruction

The *Mind Reading (MR)* (Baron-Cohen et al., 2004) computer program was developed to promote facial and vocal emotion recognition skills of individuals with ASD. Using a wide range of fun and novel computer tasks, students watch videos, look at pictures, listen to vocal expressions, and listen to descriptions of different emotions and situations that elicit such emotions. Lessons are designed around specific emotion groups and the students learn and practice tasks designed to increase their understanding of these emotions and the social implications of the emotions. The *MR* program provides the students with many opportunities for practice as well as immediate performance feedback to strengthen learning. To increase on-task behaviors and engagement with the lessons, students earn access to preferred items in the Reward Zone. While the students work independently on lessons, supervision is provided by a staff member who also manages the program.

Parent Education/Training Groups

Parent involvement is recognized as an essential component of effective educational programming for students with HFASD. One of the fundamental emphases of schoolMAX is integration of the intervention across settings. To increase the rate of learning and generalization of skills, schoolMAX requires coordination across the critical environments of home and school. schoolMAX provides predetermined parent meetings to link school-based skill targets with targets and reinforcement at home. The groups initially seek to increase parent knowledge of the broad range of areas impacted in HFASD, effective strategies, and schoolMAX components. The groups are then used to develop home-based techniques for

teaching, prompting, and reinforcing skills that are also being developed in the school setting. Having members of the educational team co-facilitate these groups ensures that skill targets and goals are agreed upon and understood across settings. Effective implementation of comprehensive intervention requires careful coordination among all individuals involved in the social development of students with HFASD.

Consultation Support

Although not a core component of the direct intervention, consultation is considered a critical support service for those primarily responsible for schoolMAX implementation. schoolMAX has consultation and support services built in throughout the multiple levels of schoolMAX providers. This includes support to the facilitators implementing social skills groups, therapeutic activities, the IDN, MR, and parent groups as well as guidance and problem solving for any issues that arise over the course of the school year in component implementation or in the student's performance. The schoolMAX consultant is likely to be the school psychologist, school social worker, school counselor, speech pathologist, or other related services professional from the school.

Treatment Fidelity

Critical to the success of schoolMAX is the implementation of schoolMAX as it is manualized. To ensure fidelity to the manualized schoolMAX protocol, a record is kept of each scheduled schoolMAX component, and staff members implementing treatment components are monitored for their adherence to the protocol at set intervals across the school year. For each scheduled component, staff record who participated and when and how long the session ran on standardized session forms. For fidelity monitoring of adherence, checklists are used that identify the core procedures for each element that the staff member must cover during its implementation. A designated school staff member monitors facilitators implementing a component while completing the corresponding component checklist. The frequency of fidelity monitoring observations is specified for each component. The facilitators receive feedback regarding their adherence to implementing the program elements during bi-weekly consultation meetings. During these meetings, the team members problem solve any deviations from the procedures.

INTENSIVE SOCIAL SKILLS GROUPS

[STANDARD PROTOCOL]

Frequency and duration of groups: 2-3 social skills groups per week for a total of 60 minutes per week.

Group parameters: Each social skills group contains 3-6 students.

Facilitator(s): Depending on group size, 1-2 group facilitators conduct each group according to the procedures described below.

Group composition: The groups are composed of target student(s) but may also include other students of similar age who exhibit similar social impairments.

Outcomes: Group facilitators collect information on number of attendees per group, number of minutes of instruction per group, and the skill taught each session on the Social Skills Group Fidelity Sheet-Facilitators (SSGFS-F). The designated schoolMAX consultant completes a Social Skills Group Fidelity Sheet-Research Assistant (SSGFS-RA) once every three sessions to assess adherence to manualized protocol. (Fidelity sheets are provided in Appendix A).

Intensive social skills instruction is a central component of schoolMAX, as it addresses the most prominent and defining feature of HFASD – social impairment. Given the nature of these impairments, groups are often considered an appropriate format to teach and practice social skills. While fully integrated groups can sometimes be beneficial, it is important that students with HFASD are not in a group setting in which their social status is further reduced by drawing attention to their social impairment. As such, it has been suggested that social skills groups consisting of students with shared social difficulties (HFASD) may provide a safe environment in which to learn and practice basic social skills. Such groups also provide opportunities for development of social relationships around shared experiences and relationships that extend beyond the group setting.

It is critical to provide instruction and social curricula that is appropriate and effective for the unique needs of students with HFASD. One such program found to be effective for teaching social skills to children with HFASD is *Skillstreaming* (McGinnis & Goldstein, 1997).

“Skillstreaming is a method for teaching an extended curriculum of interpersonal, aggression management, and related skills to children who are weak or lacking in these competencies” (McGinnis & Goldstein, 1997, p. 40).

In schoolMAX, the structured social skills groups (SSGs) are conducted according to the general framework of *Skillstreaming* (McGinnis & Goldstein, 1997), an instructional methodology particularly applicable for students with HFASD. The *Skillstreaming* curriculum can be purchased at <https://www.researchpress.com/>. The following is a detailed description of this methodology and how it is implemented in schoolMAX.

Skillstreaming Group Methodology

As previously noted, the instructional methodology and components of the *Skillstreaming* curriculum have been found to be effective in promoting social skills and social understanding for children with HFASD (see Lopata, Thomeer, Volker, Nida, 2006; Lopata, Thomeer, Volker, Nida, & Lee, 2008; Lopata et al., 2010; Thomeer et al., 2012, 2016). The standardized format of the instructional methodology allows individual group facilitators to administer the social intervention in a manner consistent with one another. In schoolMAX, group facilitators strictly adhere to the established format to ensure treatment fidelity and consistent delivery of the intervention across groups. Group content and structure are prescribed to parallel the *Skillstreaming* program (McGinnis & Goldstein, 1997). The following nine teaching steps from the *Skillstreaming* model are used for all schoolMAX SSGs (McGinnis & Goldstein, 1997, p. 57):

1. Define the skill
2. Model the skill
3. Establish trainee skill need
4. Select role-player
5. Set up the role play
6. Conduct the role play
7. Provide performance feedback
8. Assign skill homework
9. Select next role-player

Skillstreaming Skills and Diagnostic Features of HFASD

The 26 skills taught from the *Skillstreaming* curriculum were specifically selected to align with core and associated features of HFASD. This approach was used to ensure that the skills taught were anchored to core features that characterize these students.

The 26 *Skillstreaming* social skills taught in schoolMAX include:

Listening	Asking Permission	Joining In
Asking a Question	Sharing	Expressing Your Feelings
Asking for Help	Apologizing	Showing Concern for Another ²
Following Instructions	Using Self-Control	Responding to Teasing
Introducing Yourself	Ending a Conversation	Avoiding Trouble with Others
Having a Conversation	Giving Compliments	Dealing with Another's Anger
Ignoring Distractions	Giving Instructions	Negotiating
Accepting Consequences	Contributing to Discussions	Dealing with Being Left Out
Being a Good Sport	Offering to Help Adult/Classmate ¹	

¹=Modified Skill – Combination of 2 skills

²=Modified Skill – Combination of 3 skills

Implementation of Social Skills Groups

The SSGs are conducted two or three times per week, for a total of 60 minutes each week, throughout the 10-month school year. One skill is taught each week. In weeks in which there are scheduling conflicts or school holidays, the facilitators review previously taught skills during the social skill groups conducted in the shortened week. Sessions covering previously taught skills are referred to as “Grab-bag Sessions.” Facilitators choose, in collaboration with the classroom teams, what social skills to practice during these “Grab-bag Sessions.” Once all 26 skills are taught, the facilitators will conduct “Grab-bag Sessions” for the remainder of the school year.

While other children, besides those identified as schoolMAX participants, might participate in the SSG sessions, schoolMAX participants must be a main actor for one of the role plays and a co-actor in another role play conducted during the weekly sessions.

Each SSG adheres to the following format:

1. **Review Group Rules.**

Given the importance of structure and consistency for students with HFASD, each group begins with a review of the group rules. The group rules are displayed visually during the group. At the outset of each group, the group facilitator prompts the group members (students) to state a group rule (e.g., “Who can tell me one of our group rules?”; if there is no response, the group facilitator should issue a directive for the students to state the rules - “Jared, tell me one of our group rules”). The group facilitator continues with the group rules discussion until all the group rules have been reviewed. If necessary, the group facilitator can point to the visual display of the rules as a prompt. The review of rules should take no more than two minutes.

The specific group rules for schoolMAX SSGs are as follows:

- a) Be actively involved
- b) Stay in seat/area
- c) Use materials correctly
- d) Speak so others can hear you clearly
- e) Raise your hand to speak

2. **Complete the 9 Skillstreaming steps as follows:**

- a) **Define the skill.** Each group begins with the group facilitator introducing the target social skill for that group session. The sequence of steps required to exhibit the targeted social skill are presented visually on a chalkboard, dry erase board or poster board. The facilitator asks the children to define the skill in operational terms. For example, the facilitator asks: “What do you do when you have a conversation?” The facilitator connects the student’s responses to one of the

specific steps posted. If a student provides a response that has already been provided, the facilitator would ask the student to provide another behavior required to exhibit the skill. After all the steps of the social skill are identified, the facilitator reviews the specific steps required to exhibit the social skill being taught for the session. Goldstein, McGinnis, Sprafkin, Gershaw, and Klein (1997) identified this portion of the group as targeting orientation toward the skill, as well as a time when contents are described for their abstract meaning and concrete application.

- b) **Model the skill.** Facilitators model the skill according to the behavioral sequence previously presented when defining the skill. Facilitators describe two examples of a time, place, or setting when they used the targeted skill. The facilitator should select situations relevant to the students' real-life circumstances and portray her/himself as a person of similar age and characteristics as the students. The examples should reflect positive outcomes. The facilitator then models one of the two examples with his/her co-facilitator of the group. If there is not a co-facilitator, the facilitator will have one of the students serve as the co-actor for the role-play. This role-play should depict the behavioral steps, in correct sequence, of the skill being modeled.
- c) **Establish trainee skill need.** The facilitator asks each student to briefly describe where, when, and with whom he/she has used the skill being discussed. This discussion with each student should be brief. The co-facilitator (or facilitator) writes down a few brief bullet points of each of the student's examples for later reference when the students are to role play their use of the skill.
- d) **Select role-player.** In each group session, the facilitator selects a total of two to three students (one at a time) to role play their example of how they used the social skill being discussed. The goal is to have each student serve as a primary actor and a co-actor at least once during the weekly sessions.
- e) **Set up the role play.** Per each student's role play, the facilitator reviews the scenario the student identified for when he/she used the social skill being taught. This student is the main actor and another student from the group is selected to serve as a co-actor for the role play. The facilitator describes and sets up the scene and the primary actor's and co-actor's roles in the role play. The description should make the role play as similar to real life for the main actor as possible.
- f) **Conduct the role play.** The facilitator assigns each of the students who are not in the role play to monitor whether or not the main actor exhibits a specific step of the social skill being role played. The facilitator reminds the role play actors of their roles and responsibilities and reiterates the behavioral steps of the social skill the main actor is role playing. The facilitator then instructs the actors to begin. The group facilitator is responsible for providing the student actors with coaching according to the behavioral steps and with making sure the actors remain in their roles. If needed, the role play can be stopped, additional instruction provided, and the actors directed to begin again. During the role play, one of the facilitators (either the facilitator or co-facilitator) positions her/himself near the chalkboard/dry

erase board to point out the behavioral steps as demonstrated by the student actors.

- g) **Provide performance feedback.** A brief feedback period accompanies each role play in the following sequence. First, the co-actor describes how the main actor did using the behavioral steps. Then, each of the students observing the role play report on how the main actor did in adhering to the specific behavioral step he/she was assigned to observe. Next, the facilitator reports on how the main actor did in following the behavioral steps, and then lastly, the main actor identifies how he/she did in adhering to the behavioral steps of the skill that was role played. The students giving feedback should give their feedback directly to the primary actor.
- h) **Assign skill homework.** The facilitator asks the main actor how he/she will use the demonstrated social skill in a specific activity during the school day.
- i) **Select next role-player.** The facilitator selects the next student to conduct his/her role play (following same procedures).

3. **Debrief the Group.**

At the end of each group, the group facilitator briefly (2-3 minutes) reviews the overall performance of the group. The facilitator has the group members:

- a) Identify positive events from group. Specifically, the facilitator will ask: “What went well during the group?”
- b) Discuss negative events from group. Specifically, the facilitator will ask: “What can we work on?”
- c) Report what they learned. The facilitator will ask: “What did we learn?”
- d) State how they can use the skill taught in future classroom activities.

While this debriefing should be quick, the facilitator must ensure that the group members’ responses provide specific descriptions or examples.

For video demonstrations of two SSGs being conducted go to www.canisius.edu/schoolMAX.

Generalization of Social Skills beyond the Social Skill Groups

To ensure that the group members use the taught social skills outside of the social skill groups, each participant has at least two social targets on his/her Individualized Daily Note (see Individualized Daily Note section). To further increase the student’s use of the social skills taught in the social skill groups across the school day, the school teams in each building display a listing in each student’s main classroom of each of the social skills taught to date. Additionally, the child’s main classroom will post the specific component steps of each week’s target social skill. Posting the list of skills and the specific components of the social skills makes the skills visible to the target students as well as other students in the classroom and serves as a reminder

for the students to use the skills. Additionally, the posting fosters a common language across the school teams regarding the social skills being taught and reinforced.

The social skill group facilitators are responsible for notifying school teams of the current skill of the week as well as reminding staff about the social skills that were already taught. The method of this communication may come via weekly email updates, distribution of a list to staff mailboxes, postings on staff bulletin boards, or public address announcements identifying the social skill of the week for the entire student body.

At the first parent education session, the parents or caregiver receives a list of social skills and the dates as to when the skills are taught during the school year.

SSG Fidelity

To monitor accurate implementation of the SSGs, the designated schoolMAX consultant completes one fidelity observations for every three SSG sessions using a standardized checklist (Social Skill Group Fidelity Sheet-Research Assistant; SSFS-RA). The facilitators complete the SSG Fidelity Sheet-Facilitator (SSGFS-F) at the end of each session. The SSGF-S tracks the number of attendees per group, length of the activity, and skills taught and/or practiced during the therapeutic activity. For further information about TA fidelity, see Treatment Fidelity section (page 54).

INTENSIVE SOCIAL SKILLS GROUPS

[DISTRICT/BUILDING PROTOCOL]

School: _____

The following is the protocol for the INTENSIVE SOCIAL SKILLS GROUPS for this school. This section of the chapter describes the specific procedures for implementation in this unique setting. Details of the district/building protocol are described in the following template. Included in the district/building protocol is a description of the primary individual(s) responsible for implementing the component, number of minutes per week, number of sessions per week (including days and times), location for administering the component, and the location where related equipment and materials are stored.

PRIMARY STAFF MEMBER. Please identify the individual designated as the primary staff member responsible for implementing and coordinating this specific component, as well as any other staff member(s) designated to assist (if applicable).

Primary: _____
Other Staff: _____

TOTAL NUMBER OF MINUTES PER WEEK (Please identify the TOTAL number of minutes per week the component will be provided). _____

SESSIONS PER WEEK (DAYS AND TIMES) AND LOCATION OF IMPLEMENTATION. For each target student, record his/her grade level, the days and times the sessions are to be held each week, and the room or location where each session of the week is to be held. Note that the form allows for recording whether there are two (2x20) or three (3x20) sessions in the week.

Student	Grade	Session Days	Session Times	Room #

Student	Grade	Session Days	Session Time	Room #

Student	Grade	Session Days	Session Time	Room #

Student	Grade	Session Days	Session Time	Room #

MATERIALS STORAGE AND ACCESS. Each schoolMAX component requires a range of materials. As such, it is necessary to identify the location where the materials are maintained and can be accessed. Please identify the item(s) and storage location for this component of schoolMAX. If there are any extraordinary measures that are needed to access the materials, please describe these (e.g., locked cabinet in library is not accessible on Mondays; materials in speech pathologist’s office are not accessible on Wednesday mornings due to individual student speech sessions; etc.).

Item(s)	Storage Location	Restricted Access (if any)

THERAPEUTIC ACTIVITIES

[STANDARD PROTOCOL]

Frequency and duration of groups: 2-3 therapeutic activities per week for a total of 60 minutes.

Group parameters: Each therapeutic activity must have at least 2 students but can involve any number of students including an entire class.

Facilitator(s): Depending on group size and the demands of the activity, 1-2 group facilitators conduct the activity.

Group composition: The groups are composed of the target student(s) and other students from the classroom.

Outcomes: Group facilitators collect information on number of attendees per group, number of minutes the activity was conducted per group, and the skill practiced via the Therapeutic Activity Fidelity Sheet-Facilitator (TAFS-F). Additionally, fidelity of staff implementation of the therapeutic activities is assessed one time per week by the designated schoolMAX consultant via the Therapeutic Activity Fidelity Sheet-Research Assistant (TAFS-RA). Fidelity sheets are provided in Appendix A.

As part of schoolMAX, therapeutic activities (TAs) are conducted to practice and maintain the skills taught during social skill groups, as well as reduce ASD symptoms. These activities have been developed to address specific diagnostic and/or associated features of HFASD. They include cooperative social activities, face-emotion recognition activities, interest expansion activities, and interpretation of non-literal language activities. Each TA has a defined purpose with objectives for teaching and reinforcing an identified skill. Each activity also includes a description of the activity, materials needed, and procedures for running the activity (see Appendix B). The TAs conducted in schoolMAX include the following:

Balloon Volleyball	Four Square (Cooperative)	Self-Collage
Blind Fold/Obstacle Landing	Freeze Tag Emotions	Shore to Shore
Board Games	Group Island	Sports Games
Catch Me if You Can	Group Loop	Steal and Translate the Bacon
Computer Grab-bag (Team)	Hula Hoop Relay	Stranded on an Island
Computer Self-Peer (Book)	Human Wagon Train	Team Pictionary
Crab Soccer	If My Friends and I Were Animals	Three Legged Race
Don't Break the Egg	Mother May I	Truth?
Doubles Four Square	One Handed Construction	T-Shirt Art
Expression Paintings	Peer Collage	Video Facial Recognition
Face and Physio	People Builder	What Does Jack Like?
Faces Collage	Scavenger Hunt Collage	Who Are You?
Facial Recognition Bingo		

A list of TAs to use with each of the social skills taught in schoolMAX is in Appendix C.

The TAs may be conducted with peers who are participants in schoolMAX and/or from his/her classroom or can be conducted with a student's whole class. Whatever the group makeup, it is the responsibility of the TA facilitator to make sure that targeted schoolMAX participants demonstrate the specific skills being practiced during the activity. The location of where the TAs are conducted is dependent upon the group size, availability of school facilities and specific activity being conducted. It is recommended that staff consider the season and availability of outdoor and gym space for those activities that involve gross-motor actions and require open space. Staff should also identify alternative activities in the case of inclement weather on the day of a scheduled outdoor activity.

Prior to running an activity the facilitator should:

1. Know the skill being taught and/or practiced in the activity.
2. Be aware of all other prior skills that have been taught to date.
3. Know the objectives of the activity.
4. Have all the materials needed to run the activity.
5. Know where the activity is to occur and have the space prepared.
6. Know how to run the activity.

Each therapeutic activity session adheres to the following format:

1. **Review Group Rules.**

The facilitator reviews the following rules:

- a) Be actively involved
- b) Stay in seat/area
- c) Use the materials correctly
- d) Follow rules of specific activity conducted during the TA.

2. **Introduce the Activity and Identify Social Skills to be Used.**

- a) The facilitator provides a brief introduction as to what the students will be doing and the object of the activity.
- b) The facilitator discusses with the target student(s) what skills are being targeted during the activity and how he/she can use previously taught social skills in the activity.

3. **Set-up TA.**

- a) The facilitator describes the instructions for the activity and models, if necessary, how to do the activity.
- b) The facilitator assigns positions and/or placements as necessary for the activity.

Note that the completion of the first three steps should generally be completed in 2-5 minutes.

4. **Run the TA.**

- a) The facilitator tells the students to begin the activity.
- b) Throughout the activity, the facilitator remains aware of his/her proximity to the target students. This ensures that the facilitator can monitor these students and their use of the skills taught. If more than one school staff member is available, the staff should spread out in the room so that they are equally distributed amongst the students participating in the activity. The nature of the TAs promotes multiple opportunities for the students to exhibit the skills, so it is important to reinforce the target students frequently and provide corrective feedback when necessary.
- c) Staff should provide high rates of social reinforcement whenever the students exhibit pro-social behaviors, particularly those social skills that are being taught. Staff feedback to the students should be specific to the action observed. If necessary, staff should provide instructional prompts to help the student with the activity. Staff should respond briefly and matter-of-factly whenever a student engages in inappropriate behaviors.
- d) Staff should ensure that students remain actively engaged in the activity.

5. **Debrief the Group.**

Following completion of the activity, the facilitator conducts a quick debriefing (2-3 minutes). First, staff quickly reviews the activity rules (see Step 1) and then has the group members:

- a) Identify positive events from the activity. Specifically, the facilitator will ask: "What went well during the activity?" and "What did we learn?"
- b) Discuss negative events from the activity. Specifically, the facilitator will ask: "What needs to be improved?"
- c) Discuss how they can use the target skill in other classroom activities. The facilitator will ask: "How can we use the skills taught in future classroom activities?"

Note that while this debriefing should be quick, the facilitator must ensure that the group members' responses provide specific descriptions or examples.

For a demonstration of a TA of "Don't Break the Egg" go to www.canisius.edu/schoolMAX.

While each TA lesson plan identifies what materials are needed to run the activity, a master list of what materials are needed to run each TA can be found in Appendix D. Group facilitators of TAs may find it helpful to store all the TA materials in a large bin in the space in which the TAs are done. The amount of the materials needed is dependent upon the number of students participating.

Therapeutic Activity Fidelity

To monitor implementation of the therapeutic activities, the designated schoolMAX consultant completes three fidelity observations for every eight TA sessions using a standardized checklist (Therapeutic Activity Fidelity Sheet-Research Assistant; TAFS-RA). The facilitators complete the Therapeutic Activity Fidelity Sheet-Facilitator (TAFS-F) at the end of each session. The TAF-S tracks the number of attendees per group, length of the activity, and skills taught and/or practiced during the therapeutic activity. For further information about TA fidelity, see Treatment Fidelity section (page 54).

THERAPEUTIC ACTIVITIES

[DISTRICT/BUILDING PROTOCOL]

School: _____

The following is this school's protocol for the THERAPEUTIC ACTIVITIES. This section of the chapter describes the specific procedures for implementation in this unique setting. Details of the district/building protocol are described in the following template. Included in the district/building protocol is a description of the primary individual(s) responsible for implementing the component, number of minutes per week, number of sessions per week (including days and times), location for administering the component, and the location where related equipment and materials are stored.

PRIMARY STAFF MEMBER. Please identify the individual designated as the primary staff member responsible for implementing and coordinating this specific component as well as any other staff member(s) designated to assist (if applicable).

Primary: _____
Other Staff: _____

TOTAL NUMBER OF MINUTES PER WEEK. (Please identify the TOTAL number of minutes per week the component will be provided). _____

SESSIONS PER WEEK (DAYS AND TIMES) AND LOCATION OF IMPLEMENTATION. For each target student, record his/her grade level, the days and times the sessions are to be held each week, and the room or location where each session of the week is to be held. Note that the form allows for recording whether there are two or three sessions in the week.

Student	Grade	Session Days	Session Times	Room #

Student	Grade	Session Days	Session Time	Room #

Student	Grade	Session Days	Session Time	Room #

Student	Grade	Session Days	Session Time	Room #

MATERIALS STORAGE AND ACCESS. Each schoolMAX component requires a range of materials. As such, it is necessary to identify the location where the materials are maintained and can be accessed. Please identify the item(s) and storage location for this component of schoolMAX. If there are any extraordinary measures that are needed to access the materials, please describe these (e.g., locked cabinet in library is not accessible on Mondays; materials in speech pathologist’s office are not accessible on Wednesday mornings due to individual student speech sessions; etc.).

Item(s)	Storage Location	Restricted Access (if any)

INDIVIDUALIZED DAILY NOTE

[STANDARD PROTOCOL]

Frequency and/or duration: The Individualized Daily Note (IDN) is administered continually across the school day.

Group parameters: The IDN is administered in all settings regardless of the number of students or composition of the group.

Facilitator(s): While a designated member of the teaching team assumes primary responsibility for the IDN, all members of the team are aware of the IDN procedures and student targets so that the student can receive performance feedback from anyone present.

Group composition: The group composition may vary depending on the individual student's schedule and class to which the student is assigned.

Outcomes: The classroom teacher will collect each IDN. Additionally, the IDN Fidelity (IDN-F) sheet will be completed at least twice per week for 120 minutes each week by the schoolMAX consultant or designated staff member. (Fidelity sheets are provided in Appendix A).

In order to ensure that skills taught during the SSGs and MR program are practiced and exhibited across the day, an IDN is created for each student. Given the common problems children with HFASD have with generalization and maintenance of skills/behaviors, the IDN is used to prompt, increase, and reinforce newly learned skills, as well as reduce ASD symptoms and problem behaviors across the school day. The IDN allows the target students and the school teams to focus on specific skills, behaviors, and performance requirements/criteria and identifies how performance feedback is provided. It also promotes shared understanding and communication between the school and home on targeted skills and the system of reinforcement. Lastly, the IDN is used to monitor the student's performance toward skills and behavioral goals.

The IDN consists of three to five operationally-defined targets to be monitored across the school day. The students are reinforced with tokens/points for meeting specific criteria for each target across the school day. For example, if the child brings up irrelevant information on average, three times a period, his target on the IDN would seek to reduce this number to no more than two instances of bringing up irrelevant information during the period. If the student interrupts two times or less in the period then he/she would get reinforced with a token/point. Thus the goal in implementing the IDN is to gradually teach the student to exhibit less of the challenging behavior and more pro-social behaviors by reinforcing his/her gradual improvement in meeting the specific targets.

IDN Creation

The procedures for creating an IDN are as follows:

1. Identify Targets for the IDN.

The specific targets for a student are determined by the classroom teacher in consultation with the schoolMAX consultant and the facilitators of each of the treatment components.

The student's team determines targets for each student based on informal and structured observations of the student over one or more weeks at the start of the school year. During these observations, the teachers identify skill and/or behavioral areas of concern (i.e., skills deficits and behavioral challenges). After these observations, the teachers and staff that work with the student then meet to discuss their observations and decide what specific behaviors they want to target. Each target is then operationally-defined so all staff members are clear on what behaviors they are monitoring and tracking.

While these targets may include organizational skills (e.g., "Has materials necessary for task") and/or behavioral goals (e.g., "Keeps hands and feet to self," "Stays in seat"), at least two of the IDN targets must include social behaviors that are taught in schoolMAX curriculum (e.g., "Exhibits social skill of the week," "Has at least 2 conversations," or "Makes eye contact with person talking").

In addition to targets monitored across the school day, targets may also be added to the IDN that monitor the student's behavior during a specific period of the day such as morning arrival or routine, lunch, or end of day routine. Examples include "Turns in homework," "Says hello to teacher during AM arrival," or "Has all books/materials needed for home."

2. Establish IDN Intervals to Monitor IDN Targets.

Once targets are identified and operationalized, the team divides the student's day into intervals of time in which the student will be monitored for his/her performance on his/her targets. Typically the intervals are created based on the periods or subjects the student has each day. For example, if there are 9 periods, then there would be 9 intervals on the IDN. Note that staff should also consider the student's needs and level of staffing in the classroom in determining the length of the interval. For example, if a student has a 1:1 aide and high rates of off-task behaviors, a 60 minute reading period may be divided into two 30-minute intervals (Reading I and Reading II).

3. Determine Target Baseline Rates.

With the targets and intervals identified, the team determines the baseline rate at which the targeted behaviors occur across the school day as per the following steps:

- a) Collect data on the frequency the student engages in the operationally-defined target behaviors across the school day for three to five school days.
- b) Calculate how often each target behavior occurs per day and the average daily rate. For example, the team has identified “staying on topic” as a behavior they want to target. After observing the student for three days, they determine that the student was off topic 21 times on the first day, 32 times the second day, and 28 times on the third day. This is a total of 81 reminders over the three school days which averages to 27 reminders per day (i.e. 81 incidents divided by 3 days).
- c) Calculate the average rate per interval. Divide the average number of incidents per day by the number of intervals/periods per day. Using the example in a) and b) respectively, staff would divided 27 (average daily of incidents of bringing up irrelevant information) by 9 (number of periods) to get an average of 3 incidents of being off topic during a period.
- d) Set performance criteria for each target on IDN. Based on the average rate each behavior occurs per interval, the staff will set the performance criteria for how many reminders the student is allowed per interval for failing to exhibit the target behavior or how many times the student should exhibit the target behavior.
 - a. For behaviors the team is seeking to reduce, the team should set the criteria as slightly less than the average rate the student presently exhibits the behavior at per period. For example, if the student averages 3 off topic statements per interval, staff would set the criteria for the target “Stays on Topic” to “no more than 2 off topic comments per period.”
 - b. Similarly, for behaviors the team is seeking to increase across the school day, the team would set the criteria at a slightly higher rate per period. For example, if the student rarely talks to his/her peers, then the criteria could be set as ‘having one conversation per interval.’
 - c. If the student exhibits a high rate of an inappropriate behavior across the day during baseline observations such that the average rate of a behavior is over 6 incidents per 30-40 minute interval, then staff may need to consider reducing the length of the interval or breaking the interval into two; that is, staff may need to set the interval length to 15-20 minutes. In this case, instead of having performance criteria that the student has “no more than 5 interruptions per 30 to 40 minute period,” the performance criteria would become “no more than 3 interruptions per 15-20 minute interval.”

Note that it is possible that a student’s IDN intervals will be of different lengths. For example, a student may have his/her IDN divided by periods yet the periods may be of unequal length. Math may be 75 minutes and social studies may only be 30 minutes. In these instances, the number of prompts/warnings/incidents allowed in an interval may have to be different. The IDN may have an additional column next to each target to reflect the different performance criteria for targets during unequal intervals (see Appendix E for IDN examples and Appendix F for IDN Blank

Templates; Additional templates with equal and unequal periods/intervals that can be edited can be found at www.canisius.edu/schoolMAX).

Note that the designated schoolMAX consultant can assist teachers to generate operational definitions of the target behaviors/skills, assess baseline rates, and determine appropriate criteria for goals. All targets chosen should be clearly stated in language the staff and the student understand and include clearly delineated performance criteria.

Staff should be cognizant that there may be times during the school day when the desired social behavior is for the students to be quiet and not engaged in conversations. Staff should remain vigilant for opportunities for the student to engage in the desired social behavior in every interval. If there is not an opportunity, the student should not be penalized for failure to exhibit a behavior he/she does not have the opportunity to engage in. For example, if a test takes an entire period, the student would not be expected to engage in a conversation. In these instances, staff will record “not applicable” for that specific interval.

After the IDN is finalized, the teacher should share the IDN with the parents/caregivers of the student. Parents/caregivers will be responsible for reviewing each day the targets their child is working on, what they are working for to earn at home if the child earns at least 75% of his/her YESSES, and how their student performed each day. The specifics for the parents’ responsibilities are covered in the parent education session described in Parent Education Section below.

IDN Implementation

The procedures for implementing the IDN at school are as follows:

1. Review IDN: Targets, Rewards, and Criteria.

At the beginning of the first interval of the day, a staff member shows the student his/her IDN, quickly reviews the targets, asks the students what home reward the student is working for that day, and reminds him/her what he/she needs to do to earn that home reward. This should be brief and in language that the student understands. Once the targets are reviewed, the staff member tells the student the interval starts now.

2. Monitor the Student’s Performance on the IDN.

Throughout the first interval and all subsequent intervals in the day, the student is reinforced frequently for his/her exhibition of appropriate behavior and given warnings whenever he/she violates a target. Additionally, staff should provide frequent verbal and non-verbal praise and encouragement for all appropriate efforts throughout each interval. The performance criteria (i.e., number of warnings or prompts the student is allowed for each target) is noted on his/her IDN. If the student violates any of the targets during an interval, the staff should immediately inform the student in a matter-of-fact neutral tone of voice that he/she violated the specific rule. For example, if a student did not follow a directive, then staff would inform the student, “you did not (insert what was asked of him/her to do), that is a warning, if you don’t (insert what was asked of him/her to do), you will not earn your “YES” for following instructions.” This

feedback should be very brief and specific. Staff should not dialogue with the student as to why the rule was broken. Staff should then record a tally for the corresponding target on the student's IDN to indicate a warning was given.

At the end of each interval, if the student has more warnings or prompts than is specified by the target performance criteria during the interval, he/she receives a "NO" for the specific target for that interval. For example, a student has the target, "Stays on Topic" and is allowed no more than two reminders to stay on topic during the period. If, during a class discussion, the student brings up unrelated information, a warning would be given. If, during that same interval, the student brings up more unrelated information, then the staff member would issue another warning and inform him/her that if he/she continues to not stay on topic, he/she will not earn a "YES." If the student brings up unrelated information again (for the third time) then he/she would fail to earn a "YES" for the "Stays on Topic" target for that interval. The student would be told, "You failed to earn your "YES" for staying on topic for this period."

At the end of each interval, staff circle "YES" on the IDN if the student is not given more than the allowed warnings or prompts for a particular target. Staff circles "NO" on the IDN whenever the student exceeds the number of warnings/prompts allowed for the respective target.

3. Review "YESSES" Earned at End of Each Interval.

At the end of each interval throughout the day, the designated member of the educational team conducts an IDN review with the student as to how he/she performed on each target. The designated staff member states, "Time to check your IDN." Note that if the student is exhibiting disruptive behaviors during an IDN review, then his/her performance is not reviewed until he/she is calm. Staff members review whether or not the student earned a "YES" for each target. The student should be verbally praised for each "YES" he/she earns and reminded matter-of-factly what he/she failed to earn a "YES" for the interval. If the student does not earn any "YESSES" for an interval, staff should state in a neutral voice that he/she failed to meet his/her targets but that he/she will have another opportunity to meet his/her targets during the next interval. At the end of each IDN review, after all "YESSES" earned have been reviewed with the student, the staff member tells the student that a new interval is starting and reminds the student what he/she is working to earn at home for reinforcement. Any violations of targets after an IDN review has started would be documented on the new interval.

For video-taped demonstrations of an IDN Review go to www.canisius.edu/schoolMAX.

4. Calculate IDN Daily Percentage.

At the end of the day, the designated member of the educational team calculates the overall percentage of "YESSES" the student earned on the IDN. The staff member adds up the number of "YESSES" earned and the number of "NOS" received. Note that if the student missed a period or was not observed during a period, staff would record a "NA" which stands for Not Applicable (N/A).

The percentage is calculated by dividing the total number of “YESES” by the total number of “YESES” and “NOS” and then multiplying this quotient by 100. The formula is as follows:

$$\frac{\text{(Total \# of YESES)}}{\text{(Total \# of YESES) + (Total \# of NOS)}} \times 100 = \underline{\hspace{2cm}} \%$$

For example, if the student earned a total of 42 “YESES” and 10 “NOS” then using the formula above, the number 42 would be divided by 52 (i.e., 42+10) and then multiplied by 100 to get 0.807 which can be rounded up to 81%.

Note that N/As are not used in computing the percentage.

5. Review “YESES” and Overall Percentage Earned at End of School Day.

At the end of each school day, the designated member of the educational team provides a quick review of how the student did on his/her IDN for that day, what percentage the student earned, and whether or not he/she earns the daily home reward (see below). The student should be verbally praised for the targets he/she did well on, the times of day he/she did well, and what he/she might need to work on.

6. Send IDN Home with Student for Parent Review and Home Reward (if earned).

A copy of the student’s IDN sheet is sent home every day with the student. After the IDN is reviewed with the student at the end of the day, the student is given a copy of his/her IDN to take home and review with his/her parents/caregiver and to access his/her home reinforcement if his/her IDN percentage is greater than or equal to 75%. Like the end of day review by the school staff, the parent or caregiver conducts a quick review of how their child did on the IDN for that day. The focus of this parental review is to socially reinforce what their child did well on (earned “YESES” for) and to matter-of-factly identify targets their child had difficulty with and to briefly discuss how their child could improve the next day (if necessary). The parent/caregiver then checks the IDN percentage for the day and provides access to the reinforcer if their child had a percentage of 75% or greater. If the child does not earn the reinforcer for the day, then the parent would matter-of-factly tell their child that they did not earn the daily reward for that day and remind their child that that he/she can try again the next school day.

To reinforce the student's exhibition of the target behaviors at school, the student's parent/caregiver provides their child with two types of reinforcement, a daily reward and a weekly reward. For the daily reward, the student must earn at least 75% of his/her “YESES” for the day. For the weekly reward, the student must earn at least 75% for four out of five school days. The reinforcers should consist of something the student does not have access to unless he/she meets the percentage or weekly criteria. Examples of possible reinforcers include but are not limited to access to an electronic device (e.g., smartphone, iPad, Xbox), watching a preferred television show, or playing a game. For any reinforcer to be influential and have value, the student must not have access to it unless he/she earns enough “YESES” on his/her IDN. Parents are instructed in how to review and provide reinforcement to their children in the parent education

sessions. The parents/caregivers are responsible for notifying the school staff what their child is working for each day on the IDN.

7. Conduct Ongoing Monitoring of IDN Progress.

The schoolMAX consultant in collaboration with the IDN point person is responsible for collecting the student's IDNs and reviewing the student's progress in meeting each of his/her targets.

In order to assist the schoolMAX consultant and team in monitoring how the student is doing on each target, the schoolMAX consultant or IDN point person would use the schoolMAX IDN Tracking Form (See Appendix G). The IDN Tracking Form tracks the student's daily percentage for each IDN target each month of the school year. This allows the team to evaluate each student's performance on his/her targets and to determine if modification or changes need to be made for any or all of the targets.

On a bi-weekly basis, the designated staff should look at the IDN Tracking Form and the percentage of "YESES" the student earned for individual target behaviors across each school day. If a student is consistently earning 90% or better on a specific target behavior for at least a week during the month, then the staff would consider the following modifications:

- a) Reduce the number of warnings allowed for all target behaviors or for a specific target behavior.
- b) Increase the number of incidents a target behavior should be exhibited.
- c) Replace the target behavior that is successful with a new target the student needs to work on. Note that the team may consider still keeping a met target on the student's IDN by making it an "all day target." For example, if the student consistently meets the criteria for "Waiting turn to speak," but the staff want to make sure he/she maintains this behavior, they could add it on the bottom of the IDN as an 'all day' target behavior. The target would become, "Waits turn to speak – No more than 2 reminders across the day to not interrupt."
- d) Increase the length of the intervals the IDN is divided into.

Likewise if the student is not exhibiting success in meeting his/her targets (averaging less than 75% on his/her IDN over the prior two weeks), then the following remedies should be considered:

- a) Review fidelity data to make sure staff are accurately monitoring the target(s).
- b) Make sure all staff members who work with the student are in agreement about what the target behavior should be and how they are monitoring it.

- c) Confirm that the student is getting reinforced for meeting performance criteria at home. If the student's family or caregiver reports an inability to provide a home reward, staff should consider adding a school-based reward.
- d) Reevaluate each target behavior that is not meeting criteria to make sure it is appropriate for the student, and consider altering the behavior to better reflect what the student needs to do.
- e) Break down the target behavior into one of its component parts that is a precursor behavior to the original target.
- f) Add additional reinforcement periods during the school day. For example, provide a school-based reinforcer if the student earns at least 75% of his/her "YESES" during the morning periods, midday periods, and afternoon periods.

Additionally, as a student is successful, the percentage of "YESES" needed to earn a reinforcer (i.e., the daily percentage) could also be increased. For example, to earn a home reinforcer, the student would have to earn 80% of his/her "YESES" across the day.

Throughout the implementation of the IDN, the student's parent or caregiver should be updated on progress and any changes with IDN targets and criteria for goal attainment by the designated school-based schoolMAX IDN leader.

IDN Fidelity

To monitor IDN implementation, the schoolMAX consultant or identified point person for collecting fidelity conducts a minimum of 120 minutes of observation over the course of each week using a standardized checklist (Individualized Daily Note Fidelity; IDN-F). The IDN-F assesses whether the designated individual reviewed targets at the beginning of the day, accurately recorded the students' performance on the IDN, and provided performance feedback at the end of each interval. For further information about IDN fidelity, see Treatment Fidelity section (page 54).

INDIVIDUALIZED DAILY NOTE

[DISTRICT/BUILDING PROTOCOL]

School: _____

The following is this school’s protocol for the INDIVIDUALIZED DAILY NOTE. The IDN is implemented across each school day throughout the school year. This section of the chapter describes the specific procedures for implementation in this unique setting. Details of the district/building protocol are described in the following template. Included in the district/building protocol is the identification of the primary staff person responsible for implementing and coordinating the implementation of the IDNs for the target student(s). Additionally, this template identifies the target student(s), the corresponding grade of each target student, the primary teacher(s) for each student, the classroom location(s) of each student, and the location where IDNs are stored.

PRIMARY STAFF MEMBER. Please identify the individual designated as the primary staff member responsible for this specific component at this school, as well as any other staff member(s) designated to assist (if applicable). Note that the point person for the IDN is likely to be the classroom teacher that interacts most with the targeted student(s).

Primary: _____
Other Staff: _____

IDN PARTICIPANTS. Please fill in the student, grade level, classroom teacher, room number, and location where IDNs will be stored.

Student	Grade	Teacher	Room #	Location of Stored IDNs

MATERIALS STORAGE AND ACCESS. Each schoolMAX component requires a range of materials. As such, it is necessary to identify the location where the materials are maintained and can be accessed. Please identify the item(s) and storage location for this component of schoolMAX. If there are any extraordinary measures that are needed to access the materials, please describe these (e.g., locked cabinet in library is not accessible on Mondays; IDN templates located on this drive; etc.).

Item(s)	Storage Location	Restricted Access (if any)

MIND READING COMPUTER INSTRUCTION

[STANDARD PROTOCOL]

Frequency and duration of groups: 2-3 times per week for a total of 60 minutes per week.

Group parameters: *Mind Reading* involves 1 student per computer.

Facilitator(s): Each *Mind Reading* session is facilitated by 1 staff member for every 1-3 target students.

Group composition: The groups are composed of target students who exhibit similar social impairments.

Outcomes: Each session, the designated teacher or team member tracks the emotion group, cycle, attendance, and session length on *Mind Reading* Fidelity Sheet - Facilitator (MRFS-F). The schoolMAX consultant or other designated staff member completes the *Mind Reading* Fidelity Sheet – Research Assistant (MRFS-RA) at least once every three *MR* sessions to assess adherence to manualized protocol. (Fidelity sheets are provided in Appendix A).

Individuals with HFASD exhibit deficits in identifying and responding to facial and vocal emotion cues. As a result they are likely to have problems communicating and responding during social interactions. According to Golan and Baron-Cohen (2006), social functioning of individuals with HFASD can be improved through direct instruction on how to recognize facial expressions and emotions. *Mind Reading (MR)* is an interactive computer software program designed to teach recognition of emotions in facial and vocal expressions (Baron-Cohen et al., 2004). Studies have found it effective in improving emotion recognition skills and ASD-related impairments of children with ASD (e.g., LaCava, Golan, Baron-Cohen, & Myles, 2007; Thomeer et al., 2015). The *MR* DVD used in schoolMAX can be purchased at <https://www.jkp.com/usa/mindreading/>.

MR Components and Methodology

MR contains over 400 emotion samples and provides flexibility in how lessons are created and conducted. The program consists of structured lessons on a wide array of emotions, quizzes to monitor learning progress, and a Game Zone used as a reward and further learning tool. Game Zone activities include hidden faces, space faces, emotion pairs, real world faces, and famous faces. Additionally, in order to increase on-task behaviors and engagement with the lessons, the *MR* program employs a virtual reward system that unlocks access to preferred items in the Reward Zone for correctly answering questions in lessons and quizzes. The Reward Zone consists of a wide variety of items that Baron-Cohen and colleagues found to be interesting and engaging for individuals with HFASD. These Reward Zone items include video clips of spinning objects and time-lapsed action sequences as well as images and/or videos, facts, figures of country flags, birds, butterflies, planets, and trains. The train items also allow the student to control a virtual train. Additional items include virtual musical instruments that the student can

choose to play a tune and a virtual microscope to analyze a collection of images. Each student receives 60 minutes per week of individual instruction with the *MR* program in a designated school location. The 60 minutes are divided into three 20-minute sessions or two 30-minute sessions. Across the 60 minutes each week, the student will complete or engage in the following activities/tasks:

1. A pre- and a post-quiz;
2. A prescribed lesson on a specific emotion group from the researcher-modified “Top 100” *MR* emotions (see below);
3. A lesson of the student’s choice in the Learning Center (Emotion Groups or Build Your Own);
4. Free play with any activity in the Learning Center or Emotions Library;
5. Game Zone;
6. Reward Zone.

“Top 100” *MR* Emotion Groups

The prescribed lesson each week will teach the target student(s) 100 emotions from a researcher-modified *MR* “Top 100” emotions list. These 100 emotions are divided into 10 groups with each group consisting of 10 emotions. The groups are delineated by the letters A through J. The specific emotion groups are as follows:

Group A	Group B	Group C	Group D	Group E
Happy	Liking	Glad	Difficult	Lonely
Sad	Mean	Serious	Tired	Upset
Angry	Shy	Impatient	Lucky	Comfortable
Afraid	Hurt	Teasing	Pleasure	Honest
Kind	Bored	Worried	Safe	Polite
Excited	Wanting	Asking	Strong	Helpful
Interested	Jealous	Friendly	Giving	Silly
Surprised	Sorry	Sneaky	Listening	Disappointed
Thinking	Guilty	Bothered	Lost	Suspicious
Disgusted	Liked	Content	Needed	Loving

Group F	Group G	Group H	Group I	Group J
Adventurous	Unfriendly	Cold	Wonder	Confused
Unkind	Uncaring	Included	Delighted	Calm
Moaning	Tearful	Fine	Relaxed	Grateful
Merry	Overjoyed	Wild	Proud	Keen
Joking	Grumpy	Sure	Nervous	Shocked
Bullied	Moody	Warm	Disrespectful	Enthusiastic
Embarrassed	Playful	Stubborn	Threatened	Ignored
Ashamed	Unsure	Close	Positive	Fond
Relieved	Believing	Lying	Weak	Impressed
Greedy	Easy-going	Responsible	Touched	Mysterious

Each week during the school year, the students participating in schoolMAX are taught one group of emotions (Group A - Group J) during the prescribed lesson period that week. After the students have completed the prescribed lesson for all 10 emotion groups, the students will complete a new cycle of prescribed lessons with each of the 10 emotions groups for a second time. One emotion group will be covered per week. When this second cycle of prescribed lessons covering each emotion group is completed, a third cycle will be started and completed. Thus, over the course of the 10-month school year, the students will have had a total of three exposures (cycles) to lessons covering each of the modified “Top 100” MR emotion groups.

Note that in the second and third cycles, the lesson plan format may be altered from question types that simply have the student match an emotion word to a face to more sophisticated question types that involve visual, audio and/or video examples and scenarios. The MR program has seven types of questions it uses in its lessons. The following table defines these seven MR question types and identifies the recommended cycles for their use in a prescribed lesson.

Type	Defined	Cycle
1	-Large video is shown and the student must identify the emotion shown from 2 options or 1 voice is heard and the student must identify from 2 options the emotion heard.	II
2	-1 word at the top is shown and the student must then watch 2 videos or listen to 2 audio samples and then select which video or audio matches the word at the top.	I
3	-2 video or 2 audio segments are shown/revealed side by side with two words underneath. The student must then drag the words to the appropriate video or audio segment.	II
4	-The student watches 4 videos and must match the emotions by dragging the videos on the right to the empty boxes that match the emotions. -The student listens to 4 voices and must match the emotions by dragging the voices on the right to the empty boxes that match the emotions. -1 word at the top is shown and the student watches the videos and selects the video which matches the word. -2 videos are shown and the student identifies which person in the video is feeling a specified emotion.	III
5	-The student watches 4 videos and then matches the emotions by dragging the videos on the right to their corresponding empty boxes. -The student listens to 4 voices and then matches the emotions by dragging the voices on the right to their corresponding empty boxes.	III
6	-A video is shown. A question is then asked to which the student answers, “yes” or “no.”	II
7	-2 voices are heard and the student answers a question about the emotions of the people in the audio example. -1 voice is heard and 1 video is shown and the student determines if the people in the samples are feeling the same. -2 videos are shown and the student determines if the people in the samples are feeling the same.	-

MR Session Schedules

The order and amount of time the student accesses a specific lesson and/or activity in *MR* are dependent upon the number of sessions (2 or 3) held each week. When three 20-minute sessions are held each week, the schedule and time allocation of *MR* lessons or activities is as follows:

Task	20-minute Session I Activities (# of mins.)	20-minute Session II Activities (# of mins.)	20-minute Session III Activities (# of mins.)
Choose Reward	< 1	< 1	< 1
Pre-Lesson Quiz	5	0	0
Lesson Period (“Top 100”)	0	15	0
Lesson Period in the Learning Center (Emotion Groups or Build Your Own)	0	0	10
Free Play Period in the Learning Center or Emotions Library	10	0	5
Post-Lesson Quiz	0	5	0
Rewards and Game Zone	5	0	5

When two 30-minute sessions are held each week, the schedule and time allocation of *MR* lessons or activities is as follows:

Task	30-minute Session I Activities (# of mins.)	30-minute Session II Activities (# of mins.)
Choose Reward	< 1	< 1
Pre-Lesson Quiz	5	0
Lesson Period (“Top 100”)	15	0
Lesson Period in the Learning Center (Emotion Groups or Build Your Own)	0	10
Free Play Period in the Learning Center or Emotions Library	0	15
Post-Lesson Quiz	5	0
Rewards and Game Zone	5	5

MR Setup of sessions

1. Confirm which session number is being held that day (session I or II for 2-time-a-week sessions or session I, II or III for 3-time-a-week sessions).
2. Identify tasks to be completed in the 20- or 30-minute session as per schedule above.
3. Set up computers and workspace.

- a) Identify the computer that the student will use and set-up the profile for that student. The student should use the same computer for the school year so all his/her program information is saved on one computer. To set up a student profile, start *MR* on the computer being used and click on “Learning Center” button. Type in student’s name and then press enter. Visually confirm the level is set at “2” and that the helper is set to “Emoto.” Note that the child can change the voice options later if he/she prefers an adult, child, or no voice instead. After the first time of setting up the profile, in all subsequent sessions, the designated person would verify that the profile settings are set as noted here.
- b) After setting up or verifying the student’s profile, the designated staff member should exit *MR* and open *MR Manager*. In *MR Manager* settings, click on the student’s name and then make or verify the following settings:

	Setting
Levels	Off
Filter	Adult words filter “ON”
Sounds	No change
Quiz Difficulty	“Hard”
Quiz Question Type (Dependent upon what Cycle completing)	Check Type 2 – When completing Cycle I; Check Type 1, 2, 3, and 6 – when completing Cycle II; Check Type 1, 2, 3, 4, 5, and 6 – when completing Cycle III;
Scrapbook	Off
Search	Off
Games	No change
Rewards	No change (unless adjusting reinforcement rate [see below])
Inactivity Time Out Prompt	Off
Language	International

- c) Ensure that the student’s headphones are present and ready for use.
- d) Place a schedule listing the activities to be completed for the session held that day and the activity program rules next to the computer(s) being used in that session. The program rules include being actively involved, staying in seat/area, and using materials correctly.

MR Implementation

The procedures for implementing *MR* are as follows:

1. Quickly review the rules and specific activities scheduled for that day’s session while pointing to the schedule next to the computer being used.

2. Monitor each student's completion of the activities as per schedule. One staff member is assigned to monitor no more than three target students during a session to ensure that the lessons are conducted correctly and the students receive adequate monitoring and reinforcement.
 - a) Ensure the student chooses the reward he/she is working for quickly. To choose a reward item, the student clicks on "Learning Center" in main menu, clicks "Rewards," clicks "Collects New Reward" in the bottom right of the screen, and then selects the reward item he/she wants to earn access to.
 - b) Ensure the students complete the quiz or the prescribed lesson before they proceed to access other *MR* areas. Students may vary in their speed in completion of quizzes and lessons and should complete the quizzes and prescribed lessons first. To access quizzes and the prescribed lesson, the student clicks on "Learning Center" in main menu, clicks "Quizzes" or "Lessons," clicks "Top 100," and then clicks on the labelled star corresponding to the emotion group (A-J) being worked on that week.
 - c) Prior to starting a quiz or prescribed lesson, check that the students are accessing the emotions group for the corresponding week on the school's schoolMAX *MR* schedule. Additionally, verify that the students watch all the video examples and listen to all the audio examples presented in the quiz or the prescribed lesson before answering a question or moving on to the next section.
 - d) Provide individual feedback and verbal and non-verbal reinforcement to each student during the *MR* sessions. If a student violates program rules during a session, immediately inform the student in a matter-of-fact tone of voice that he/she violated the specific rule. This feedback should be very short and specific.
3. If a student completes the prescribed lesson before the allotted 15 minutes is up, the student can complete additional lessons with other groups of emotions that are not part of the "Top 100" emotions list. Note that as students complete lessons, they earn access to items in the Reward Zone. The more questions completed correctly, the more reward items the student has access to view.
4. During Lesson Periods in the Learning Center, the student can complete lessons for other emotion groups that are not part of the "Top 100" or they can build their own lesson by choosing emotions from the Emotion Library. To access, the student clicks on "Learning Center" in main menu, clicks "Lessons," and then clicks on either "Emotion Groups" or "Build Your Own." Within the Emotion Groups lessons, the student chooses a planet that presents a group of similar emotions. If there is a flag on a planet, it indicates that emotion group was completed before. Within the "Build Your Own" lessons, the student selects an emotion group to work on and then chooses which emotions from this group that he/she wants to complete a lesson on.
5. During free play, the students may access the Learning Center or the Emotions Library. Students cannot access the Reward Zone or Game Zone during free play. If the student does not complete the prescribed lesson for a specific week, he/she would work on the

incomplete lesson during this free play time. As in lesson periods, the student earns virtual tokens for correctly answering questions in the emotion group lessons. In the Learning Center, the student can take quizzes and create and complete lessons. Access to the Learning Center lessons and quizzes is described above. To access the Emotion Library, the student clicks on “Emotions Library” on the home screen and then clicks on an emotion group the student wants to gain more information about. In these emotion groups, the student can access definitions of a particular emotion, a listing of similar emotions, videos of a person showing a particular emotion, very brief stories of when a person expressed the emotion, and audio clips of people expressing the emotion. Additionally, there is an info tab for each emotion that describes how people perceive this emotion (positive or negative) and the strength of the emotion.

6. During Reward Zone time, the student can access items that he/she unlocked when correctly answering questions in lessons and quizzes. To access the Reward Zone, the student clicks on “Learning Center,” then “Rewards,” and then the particular reward item the student wants to access.
7. During Game Zone time, the student can access the following games and activities: hidden faces, space face, emotion pairs, real world faces, and famous faces. To access the Game Zone, from the home screen, the student clicks “Game Zone” and then selects one of the five activities listed.
8. The most important session for the students to complete each week is the prescribed “Top 100” lesson. For a student who attends the *MR* group two times per week (2x30), if they miss the first session (Session I), then they should follow the schedule for session I during the second session (Session II) held that week. For a student who attends group three times per week (3x20), if they miss the second session (Session II), then they should follow the schedule for session II during the third session (Session III) held that week. If a student misses all sessions held during a particular week, they would not make it up but rather just follow the *MR* schedule when they return the next week and complete the next emotion group scheduled for that week.

MR Fidelity

To monitor accurate implementation of the *MR* sessions, the designated schoolMAX consultant completes one fidelity observation of an *MR* session for every three *MR* sessions using a standardized checklist (*Mind Reading* Fidelity Sheet - Research Assistant; MRFS-RA). The *MR* facilitator completes the *Mind Reading* Fidelity Sheet – Facilitator (MRFS-F) at the end of each session to document session details such as the *MR* cycle, session number, participants, time started, time ended, duration of *MR* session, and target student(s) participating in the session. For further information about *MR* fidelity, see Treatment Fidelity section (page 54).

MIND READING COMPUTER INSTRUCTION

[DISTRICT/BUILDING PROTOCOL]

School: _____

The following is this school's protocol for the *MIND READING* COMPUTER INSTRUCTION. This section of the chapter describes the specific procedures for implementation in this unique setting. Details of the district/building protocol are described in the following template. Included in the district/building protocol is a description of the primary individual(s) responsible for implementing the component, number of minutes per week, number of sessions per week (including days and times), location for administering the component, and the location where related equipment and materials are stored.

PRIMARY STAFF MEMBER. Please identify the individual designated as the primary staff member responsible for implementing and coordinating this specific component, as well as any other staff member(s) designated to assist (if applicable).

Primary: _____
Other Staff: _____

TOTAL NUMBER OF MINUTES PER WEEK. Please identify the TOTAL number of minutes per week the component will be provided. _____

SESSIONS PER WEEK (DAYS AND TIMES) AND LOCATION OF IMPLEMENTATION. For each target student, record his/her grade level, the days and times the sessions are to be held each week, and the room or location where each session of the week is to be held. Note that the form allows for recording whether there are two (2x30) or three (3x20) sessions in the week.

Student	Grade	Session Days	Session Times	Room #

Student	Grade	Session Days	Session Times	Room #

Student	Grade	Session Days	Session Time	Room #

Student	Grade	Session Days	Session Time	Room #

MATERIALS STORAGE AND ACCESS. Each schoolMAX component requires a range of materials. As such, it is necessary to identify the location where the materials are maintained and can be accessed. Please identify the item(s) and storage location for this component of schoolMAX. If there are any extraordinary measures that are needed to access the materials, please describe these (e.g., locked cabinet in library is not accessible on Mondays; materials in speech pathologist’s office are not accessible on Wednesday mornings due to individual student speech sessions; etc.).

Item(s)	Storage Location	Restricted Access (if any)

PARENT EDUCATION/TRAINING

[STANDARD PROTOCOL]

Frequency and duration of groups: Parent education/training groups are held one time per month during the 10-month school year. Each session is 60-90 minutes in length.

Facilitator(s): Parent education/training groups are facilitated by at least one member of the research team with the support of at least one member of the school educational team.

Group composition: Participants consist of parents or caregivers of students participating in schoolMAX.

Outcomes: Group facilitators collect information on parent attendance and length of each parent training session on the Parent Training Fidelity Sheet - Facilitator (PTFS-F). Additionally, once every two parent training sessions, the designated school consultant completes Parent Training Fidelity Sheet – Research Assistant (PTFS-RA) to assess treatment adherence. (Fidelity sheets are provided in Appendix A).

Parent education/training (PT) sessions are held once per month during the 10-month school year by at least one member of the school education team. PT sessions promote home-school communication and integration through greater interaction between parents and school staff. Training sessions focus on (1) parental knowledge of HFASD and evidence-based strategies, (2) parental understanding and use of the IDN and provision of rewards for school-based performance, and (3) parent-school communication. Content of the sessions was informed by research reviews (i.e., White et al., 2007; Lopata, Volker, Toomey, Chow, & Thomeer, 2008) and diagnostic criteria. In addition to the 10 group sessions, at least one individual meeting is held with each parent or caregiver and the designated PT point person or schoolMAX consultant after the first PT session is held to review the specific student's IDN goals and expedite establishment of rewards to be used at home for their student's IDN performance at school.

Implementing Parent Education Sessions

Parent training facilitators are required to view each recorded parent education/training session (see www.canisius.edu/schoolMAX) to ensure that the specific manualized content for each session is presented. Facilitators then have the option to present the content live or show the recorded parent education/training session. Presentation slides for each parent education/training education session are available on www.canisius.edu/schoolMAX.

Each session is structured as follows: 1) Brief updates on schoolMAX and parent education/training session agenda; 2) Lesson content (delivered live or via video recording of session content); 3) Discussion of content and integration of content into daily routine; and 4) Review of session content and implementation procedures. Sessions are generally 60-75

minutes, with sessions 1 and 2 running 15 minutes longer to allow parents to work with the PT facilitator to understand and contribute to development of the IDN and establish home-based rewards for school IDN performance.

The topics covered during the 10 monthly sessions are as follows:

Month	Topic
1	IDN and Home Rewards
2	Teaching Social Skills
3	Managing Parental Stress
4	Teaching Independence
5	Behavioral Strategies for Homework Completion
6	Advocacy in Schools and the Community
7	Teaching Social Nuances
8	Understanding and Managing Anxiety in HFASD
9	Planning and Fostering Summer Community Integration for Children with HFASD
10	End-of-Year Review and Planning for Social Development Beyond schoolMAX

Missed/Makeup Sessions

If a parent(s) is/are unable to attend a given session, he/she/they are provided with the handouts of the content covered in the session and/or offered an individual meeting to review the content.

Parent Education/Training Fidelity

Attendance for each session is tracked via the Parent Training Fidelity Sheet - Facilitator (PTFS-F). Adherence to session content is tracked by the designated Research Coordinator via the Parent Training Fidelity Sheet - Research Assistant (PTFS-RA).

PARENT EDUCATION/TRAINING

[DISTRICT/BUILDING PROTOCOL]

School: _____

The following is this school's protocol for the PARENT EDUCATION/TRAINING. This section of the chapter describes the specific procedures for implementation in this unique setting. Details of the district/building protocol are described in the following template. Included in the district/building protocol is a description of the primary individual(s) responsible for implementing the component, date and times of monthly sessions, the location for conducting the parent groups, and the location where related equipment and materials are stored.

PRIMARY STAFF MEMBER Please identify the individual designated as the primary staff member responsible for implementing and coordinating this specific component, as well as any other staff member(s) designated to assist (if applicable).

Primary: _____
Other Staff: _____

DATE AND TIME OF MONTHLY SESSIONS AND LOCATION OF IMPLEMENTATION:

Session	Date of Session	Time of Session	Location of Session
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

MATERIALS STORAGE AND ACCESS. Each schoolMAX component requires a range of materials. As such, it is necessary to identify the location where the materials are maintained and can be accessed. Please identify the item(s) and storage location for this component of schoolMAX. If there are any extraordinary measures that are needed to access the materials, please describe these (e.g., locked cabinet in library is not accessible in afternoons; password for accessing video modules, etc.).

Item(s)	Storage Location	Restricted Access (if any)

CONSULTATION

[STANDARD PROTOCOL]

Format of consultation: Consultation support is provided to each site and educational team in individual or group sessions.

Consultation parameters: Consultation can be provided to any individual school team member or group of participants. At a minimum, consultants meet with the classroom team and the component facilitators once every two weeks throughout the school year. Consultants conduct observations to collect information on implementation adherence for each of the schoolMAX components. Consultants also review each student's progress on the IDN and assist the classroom teams in making modifications or adjustments on the IDN based on each student's performance and needs.

Consultants: Consultants for schoolMAX include a designated point person(s) from the school who is responsible for overseeing the overall implementation of the schoolMAX components. This person(s) runs schoolMAX team meetings, conducts fidelity monitoring, and assumes primary consultation responsibilities with the facilitators of each schoolMAX component.

Outcomes: Consultants collect fidelity sheets monitoring dosage and adherence as prescribed for each schoolMAX component (see Treatment Fidelity chapter below). Consultants also log their contacts with school staff on the Consultant Contact Log (CCL-RA; see Appendix A)

In schoolMAX, consultation serves a variety of purposes. One of the central purposes is to provide support and solutions to common and unforeseen challenges. Consultation is used to support implementation of the various schoolMAX components, particularly in the early stages of implementation when school-based staff is initiating implementation. Consultants assist with setting up and modifying IDN targets and monitoring IDN progress. Consultants also collect and monitor intervention fidelity and work with the educational teams to ensure accurate implementation of the schoolMAX components. The schoolMAX consultant is likely to be the school psychologist, school social worker, school counselor, speech pathologist, or other related services professional. Note that it is possible for the role of the schoolMAX consultant to be one of the facilitators of the components and for the duties of the consultant to be shared by more than one staff member.

The specific duties of the schoolMAX consultant are as follows:

1. Coordinate training of school staff in schoolMAX protocol.

2. Prior to startup of schoolMAX, assist facilitators as they practice implementation of SSGs, *MR*, and TAs.
3. Prior to startup of schoolMAX, work with facilitators to set up schedule of when SSGs, TAs, and *MR* sessions will be conducted each week and across the school year using the District/School Building protocols for each component.
4. Prior to startup of schoolMAX, create a master schedule for the school year (See Appendix H) that identifies the social skill to be taught each week and the corresponding TA to be conducted for the students to practice the social skill being taught that week (See Appendix C for suggestions of TAs to be used with each social skill). Additionally, the master schedule identifies the *MR* emotion group and cycle being taught that week.
 - a) When creating the master schedule, if the number of school days in week do not allow for the number of scheduled SSGs, TAs, or *MR* sessions to be held in a week, then the SSG facilitator can run a “grab bag” session for the SSGs conducted that week. For a “grab bag” session, the facilitator chooses a prior taught skill to practice again. The TA for this shortened week will be based on what social skill is chosen.
 - b) On the master schedule, record if any holidays or vacations or any other events such as half-days or teacher in-service days occur during a week that could impact the schoolMAX schedule.
 - c) On the master schedule, once all the 26 social skills have been taught, all remaining weeks of the school year can be “grab bag” sessions.
 - d) On the master schedule, record what emotion group (A-J) and Cycle (I, II, or III) are taught each week. As with SSG and TAs, if not all *MR* sessions can be held that week, have student complete practice sessions with previously taught emotion groups.
5. During initial startup of schoolMAX, help classroom teams and group facilitators identify IDN targets, generate operational definitions for the IDN targets, and collect baseline data for setting IDN goals.
6. After the first group PT sessions, set-up and conduct individual meeting with the facilitator of the PT sessions and the parents/caregivers of each participating student to get parents’/caregivers’ feedback on IDN targets and to expedite the reinforcements the parents/caregivers will provide to their child if he/she meets IDN criteria each day and at the end of the week.
7. During first month of schoolMAX, help facilitators set-up and coordinate SSGs, *MR*, and TAs as per schedule.
8. Set up schedule for conducting fidelity observations of treatment adherence for SSGs, TAs, IDN, *MR*, and PT as prescribed by the schoolMAX protocol (see Treatment Fidelity chapter for timelines).

9. Conduct fidelity observations of treatment adherence for SSGs, TAs, IDN, *MR*, and PT as prescribed by the schoolMAX protocol (see Treatment Fidelity chapter for procedures).
10. Review completed fidelity observations of adherence with component facilitators.
11. Collect fidelity sheets tracking dosage for each of the schoolMAX components and store in designated location.
12. Record dosage and adherence fidelity data on fidelity tracking forms (see Treatment Fidelity chapter for procedures).
13. Hold bi-weekly meetings with the classroom teams and the component facilitators to assess implementation and resolve any challenges. The agenda for the team meetings includes the following:
 - a) Review of each student's progress on IDN targets and goals and make adjustments/modification as needed based on data.
 - b) Review treatment fidelity data on dosage and adherence for each schoolMAX component and problem-solve any issues to ensure effective implementation.
 - c) Review upcoming schedule and problem-solve any issues or needs.
 - d) Discuss aspects of the intervention that are successful as well as any difficulties that have arisen that require resolution.
 - e) Complete Consultant Contact Log documenting issues discussed, actions taken, items needing further follow-up.

The duration of these schoolMAX consultant meetings is based on the number of targeted students to be reviewed. On average, about 10 minutes is spent per student in each bi-weekly meeting.

MATERIALS STORAGE AND ACCESS. Please identify the item(s) and storage location for schoolMAX consultant forms (i.e., IDN templates, IDN data, fidelity sheets, fidelity tracking, CCL-RA). If there are any extraordinary measures that are needed to access the materials, please describe these (e.g., locked office; password protected; locked file cabinet; etc.).

Item(s)	Storage Location	Restricted Access (if any)

TREATMENT FIDELITY

[STANDARD PROTOCOL]

Format of treatment fidelity: schoolMAX components are monitored via component-specific standardized checklists that record dosage and track adherence to the manualized protocol.

Fidelity parameters: Dosage is recorded each time a component is conducted and adherence is monitored on a schedule dependent upon the component being run. Results of fidelity monitoring are reviewed with the component facilitators and educational team as needed and during bi-weekly consultation meetings.

Fidelity monitors: The point person for each component is responsible for completing dosage forms. The designated point person for overseeing and coordinating schoolMAX implementation in the school is responsible for conducting fidelity monitoring of component implementation. Additionally, other team members and facilitators may assist in collecting fidelity checklist on schoolMAX components.

Outcomes: Dosage and treatment adherence rates are collected and reported for each of the schoolMAX components across the school year. Consultant Contact Logs (CCL-RA) document meetings and consultations with school staff and component facilitators.

Durlak and DuPre (2008) found a strong relationship between psychosocial intervention outcomes and intervention fidelity. The authors found that programs with high intervention fidelity demonstrated two-to-three times the effectiveness compared to programs that did not reliably or systematically assess treatment fidelity. To maximize the effectiveness of the schoolMAX protocol, it is important that each targeted student receives the intervention components as prescribed by this manual. To this end, treatment fidelity data is collected that tracks the amount of each treatment component the students receive (dosage) and documents that all procedures for each treatment component administered are adhered to as delineated in this manual (adherence). Fidelity sheets have been created to monitor dosage and adherence for each treatment component. The point person for each treatment component is responsible for recording dosage, and the designated schoolMAX consultant completes the checklists assessing treatment adherence. As needed, other members of the school staff can complete fidelity monitoring observations. Dosage is recorded upon the completion of each session while the frequency of monitoring adherence is dependent upon the specific schoolMAX component. Results of the fidelity monitoring are shared with the facilitators of the components as needed and during bi-weekly consultation meetings. During these meetings, the schoolMAX team members discuss and resolve any deviations from the procedures.

The specific fidelity sheets (see Appendix A) and procedures for collecting dosage and adherence for each of the schoolMAX components are as follows:

Social Skill Groups (SSGs)

1. **Dosage:** Social Skills Group Fidelity Sheet - Facilitator (SSGFS-F)

The SSG facilitator records the date, participants, minutes of group instruction, and the skill taught for each session.

2. **Adherence:** Social Skills Group Fidelity Sheet - Research Assistant (SSGFS-RA)

The designated schoolMAX consultant documents the facilitator's adherence to the step-by-step procedures required to conduct the social skills group. This includes reviewing the rules for the group, conducting the nine *Skillstreaming* steps, and leading the group wrap-up discussion. Note that it is expected that at least two students will role play their social skill example during a group session. If a third student also role plays their example, then the consultant should document how staff adhered to the procedures with this student as well. If only two students role play during the group, then no recordings would be made for "Child 3" on the fidelity sheet. Fidelity observations are conducted for one SSG session per every three SSG sessions.

Therapeutic Activities (TA)

1. **Dosage:** Therapeutic Activity Fidelity Sheet - Facilitator (TAFS-F)

The TA facilitator records the date, participants, minutes of group instruction, and the skill targeted for each session.

2. **Adherence:** Therapeutic Activity Fidelity Sheet – Research Assistant (TAFS-RA)

The designated schoolMAX consultant documents the facilitator's reviewing the activity rules, describing the activity, and conducting a group wrap-up discussion. Fidelity observations are conducted for three TA sessions per every eight TA sessions.

Individualized Daily Note (IDN)

1. **Dosage:** Individualized Daily Note (completed each day for each target student)

The classroom teacher keeps a copy of each target student's IDN each day.

2. **Adherence:** Individualized Daily Note Fidelity Sheet – Research Assistant (IDNFS-RA)

The designated schoolMAX consultant documents whether the teacher/school staff member reviewed targets at the beginning of the interval, accurately recorded the performance, and provided performance feedback at the end of the IDN intervals. Fidelity observations are conducted for 120 minutes each week.

Mind Reading (MR)

1. **Dosage:** *Mind Reading* Fidelity Sheet – Facilitator (MRFS-F)

Each session, the *MR* facilitator records the date, emotion group (A-J), the *MR* cycle, session number, participants, and the minutes and duration the student was completing *MR* that session.

2. **Adherence:** *Mind Reading* Fidelity Sheet – Research Assistant (MRFS-RA)

The designated schoolMAX consultant records whether the student completed the scheduled activities (i.e., choosing reward, completing assigned quiz and/or lesson, free play, and/or reward/game zone) for the session being observed. Fidelity observations are conducted for one *MR* session per every three *MR* sessions.

Parent Training (PT)

1. **Dosage:** Parent Training Fidelity Sheet – Facilitator (PTFS-F)

The PT facilitators record the date, participants, length of session (minutes), and the session number for each of the PT sessions.

2. **Adherence:** Parent Training Fidelity Sheet – Research Assistant (PTFS-RA)

The designated schoolMAX consultant documents that the PT session facilitator provided updates on schoolMAX and the PT agenda (e.g., identified and reviewed current skill targets, surveyed status of each family’s follow-through with their child’s IDN, reviewed the families’ implementation of the homework session from the previous PT session). Additionally, the consultant records how session content was presented (live or via video), whether the facilitator discussed the session content and its integration into daily routines, and reviewed session content and implementation procedures. Fidelity observations are conducted for one of every two PT sessions.

Fidelity Tracking

The Fidelity Tracking Sheets (Dosage and Adherence; See Appendix I) summarize dosage amounts and adherence fidelity percentages from the fidelity sheets of each of the schoolMAX components across the school year. This allows the consultant and the team facilitators to monitor whether or not each participating student is receiving the prescribed elements and that the facilitators are delivering the components as manualized.

The procedures for completing Fidelity Tracking Sheet –Dosage are as follows:

1. The designated consultant collects the facilitator-completed fidelity sheets on dosage for each of the schoolMAX components conducted for the week.
2. On the Fidelity Tracking Sheet - Dosage, the consultant identifies the week of the schoolMAX program and records the start and end of the identified week.

3. Using the facilitator-completed fidelity sheets, the consultant records how many sessions were held that week.
4. Next, the consultant records the number of sessions each targeted student missed, if any, for each component.

The procedures for completing Fidelity Tracking Sheet – Adherence are as follows:

1. The designated consultant collects the treatment fidelity sheets assessing adherence for each of the schoolMAX components conducted for the week.
2. For each schoolMAX component, a separate Fidelity Tracking Sheet – Adherence is used.
3. The consultant records the date of the fidelity observation, the initials of the observer, and the treatment fidelity percentage.
4. If conducted for a particular session, the second observer’s treatment fidelity percentage is recorded as well as the percentage of agreement between the two observers’ fidelity observations.

Fidelity Sheet Storage

All fidelity sheets on dosage and adherence are collected each week by the designated consultant and stored in a binder that is kept in a predetermined location for all schoolMAX team members to access as needed.

Scoring Fidelity Observations

On the bottom of each fidelity sheet that tracks adherence, the observer records the total number of “YESES” and “NOS” circled. To calculate the overall fidelity score (i.e., percentage of manualized items/steps that the facilitator adhered to), divide the total number of “YESES” by the total number of “YESES” and “NOS” and then multiply this quotient by 100. The formula is as follows:

$$\frac{\text{(Total \# of YESES)}}{\text{(Total \# of YESES) + (Total \# of NOS)}} \times 100 = \underline{\hspace{2cm}} \%$$

For example, after an observation of a social skills group session, if the total number of “YESES” is 39 and the total number of “NOS” is 3, then using the formula above, 39 would be divided by 42 (i.e., 39+3) to get .9285 which is then multiplied by 100 to get 92.85%.

$$\frac{\text{(39)}}{\text{(39) + (3)}} \times 100 = \underline{\hspace{2cm}} 92.85\%$$

This reveals that the facilitator adhered to the manualized protocol for running the schoolMAX social skills protocol 92.85% of the time.

All fidelity observations should be reviewed with the facilitators of the component observed. The date of this review and the consultant’s initials should be documented on the bottom of the fidelity sheet when this completed. It is recommended that fidelity percentage scores should be 85% or greater. If a percentage score is lower than 85%, the consultant should discuss with the facilitator what is not being adhered to and problem-solve strategies to ensure missing steps/procedures are followed in the future. Additionally, if fidelity percentage scores remain on average below 85% over a three week period, then further training and/or support should be provided to improve treatment adherence.

Reviewing Fidelity Tracking Sheets

The summary tracking sheet of each targeted student’s dosage provide an ongoing record of missed sessions across the school year. This summary data on dosage should be reviewed in the bi-weekly team meetings so that the consultant and team can discuss what to do if makeup sessions or schedule modifications are needed.

The summary tracking sheet of each component facilitator’s adherence to the manualized protocol provide an ongoing record of adherence across the school year. This summary data on adherence should also be reviewed in the bi-weekly team meetings. At these meetings, the consultant and team discuss and problem-solve what to do if fidelity percentages are below 85%. As noted above, if fidelity percentage scores remain on average below 85% over a three week period, then further training and/or support should be provided to improve treatment adherence.

Inter-observer Agreement

It is recommended that at least 20% of the fidelity observations of treatment adherence for each of the schoolMAX components be observed by a second independent school staff member so as to establish reliability of the fidelity observations for each component. This second observer (reliability observer) conducts an independent fidelity observation at the same time as the consultant and scores his/her fidelity observation as noted above. The percentage score for each fidelity observation are then compared to determine amount of inter-observer agreement (IOA) percentage.

To calculate IOA percentage, the primary and reliability observer calculate the total number of agreements they had in their observations (i.e. times they both agreed the facilitator followed the manualized procedural step or did not follow the manualized step) and divide this number by the total number of times they agreed and did not agree. This quotient is then multiplied by 100 to determine the percentage of agreement between the primary observer’s and the reliability observer’s fidelity observation of that particular component. The formula for calculating inter-observer percent of agreement is as follows:

$$\frac{\text{(Total \# of Agreements)}}{\text{(Total \# of Agreements) + (Total \# of Disagreements)}} \times 100 = \underline{\hspace{2cm}} \%$$

It is recommended that IOA percentage be above 80%. The primary and reliability observers should discuss and review their disagreements so as to ensure they both will agree on future observations whether the facilitators are adhering or not adhering to the manualized protocol.

When a reliability observation is conducted, it is recorded on the bottom of the fidelity sheet. Specifically, both staff members that observed the component would circle “YES” after IOA on the bottom of the fidelity sheet. The first observer circles “Primary” and the second observer circles “Reliability” and records his/her initials on the sheet. They both record the calculated IOA percentage.

Consultant Contact Log

In addition to tracking dosage and adherence, consultation meetings are also tracked via the CCL-RA. The purpose of the CCL-RA is to record and document what is discussed and decided upon in each of the consultant meetings held across the school year. The designated point person for the schoolMAX program’s implementation should review these logs monthly to ensure that there is follow-through and/or closure on items discussed.

TREATMENT FIDELITY

[DISTRICT/BUILDING PROTOCOL]

School: _____

The following is this school’s protocol for conducting TREATMENT FIDELITY monitoring of schoolMAX components. Included in the district/building protocol is an identification of the primary individual(s) responsible for coordinating, collecting, tracking, and reviewing schoolMAX fidelity data. Additionally, this protocol also summarizes the implementation schedule of the schoolMAX components for this school and the requirements of fidelity monitoring for each component so that the fidelity point person can establish a schedule for conducting fidelity observations. Lastly, this protocol identifies the location where fidelity sheets and tracking forms are kept and stored.

PRIMARY STAFF MEMBER. Please identify the individual(s) designated as the primary person(s) for coordinating, collecting, tracking, and reviewing schoolMAX fidelity data. While it is likely that the schoolMAX consultant will assume this role, other school staff may assist in collecting fidelity data on the implementation of schoolMAX components.

Primary: _____
 Other Staff: _____

SCHEDULE OF COMPONENTS AND FREQUENCY OF FIDELITY COLLECTION. For each component, record when the school plans to implement each component during the week (i.e., 2X30 or 3X20; Note that IDN and PT components are set). From this table, the point person for fidelity can set his/her schedule for when he/she conducts fidelity observations as well as set up reliability observations.

schoolMAX Component	School Implementation Schedule (number of times per week component conducted)	Frequency of Fidelity Monitoring Requirements
SSGs		1 SSG session per every 3 SSG sessions
TAs		3 TA sessions per every 8 TA sessions
IDN	Monday - Friday	120 minutes per week
MR		1 MR session per every 3 MR sessions
PT	1 time per month	1 PT per every 2 PT sessions

MATERIALS STORAGE AND ACCESS. Please identify the item(s) and storage location for schoolMAX fidelity forms (i.e., fidelity sheets, fidelity tracking, Consultant Contact Logs,). If there are any extraordinary measures that are needed to access the materials please describe these (e.g., locked office; password protected; locked file cabinet; etc.).

Item(s)	Storage Location	Restricted Access (if any)

SCHOOL STAFF TRAINING

[STANDARD PROTOCOL]

Format of staff training: Manual review, video modules, and component practice

Facilitator(s): The schoolMAX consultant and other designated school staff coordinate and schedule the manual distribution, video-module training, and component practice sessions.

Outcomes: Training attendance is recorded for all school staff involved in schoolMAX implementation at the school. Treatment adherence is collected on the point persons of each schoolMAX component during their practice sessions run during training (see specific treatment fidelity tracking forms in Appendix A).

Prior to implementing schoolMAX in the school, all school staff members that work with the target students receiving the schoolMAX protocol will receive the schoolMAX manual and be trained in its implementation via video-taped schoolMAX component training modules. The slides corresponding to the training modules presented will also be distributed.

In addition to watching the training videos, all schoolMAX staff that will be leading or running schoolMAX components will practice implementing these specific components after completing the video-module training sessions. It is recommended that other school staff act like students during these practice sessions. Any staff actors may present behaviors displayed by children with HFASD (e.g., run-on communication, poor eye contact, etc.); however, these staff actors should keep behaviors to a minimum so that staff can focus on the component and become fluent in the step-by-step procedures. Initially, it is expected that the point persons practicing running a component will need prompts and feedback to guide their ability to implement the component as manualized. Additionally, the point person practicing could use the component fidelity sheet as a cheat sheet to provide further assistance. During the practice sessions, the schoolMAX consultant or designated school staff monitors the practice sessions and gives feedback at the end as to what went well and what was missing or needs adjustment. These component fidelity sheet observations should be scored as described in the fidelity chapter. Once a point person scores 90% or greater on the corresponding component fidelity sheet, then the practice sessions can end.

The schoolMAX component training modules cover the following areas:

1. High-functioning Autism Spectrum Disorder and schoolMAX Overview and Structure
2. Intensive Social Skill Groups
3. Therapeutic Activities
4. Individualized Daily Note
5. *Mind Reading* Computer Instruction

6. Parent Education/Training Groups
7. Consultation
8. Fidelity Monitoring

Video-taped schoolMAX component modules and their corresponding training slides are available at www.canisius.edu/schoolMAX.

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Appendices

Appendix A

schoolMAX Fidelity Forms

Social Skills Group Fidelity Sheet – Facilitator (SSGFS-F)

Facilitator (1st Initial): _____ School: _____ Date: _____

Social Skill Taught: _____

Session:

1	2	3
---	---	---

 Target Participants (Initials):

--	--	--	--	--	--

Time Start: _____ Time End: _____

Duration of Social Skills Group (minutes): Total # of Participants (Including non-target children):

Actors (Initials):	Role-Play #1	Role-Play #2	Role-Play #3 (if completed)
Primary Actor:			
Co-Actor:			

Additional Notes: _____

Facilitator (1st Initial): _____ School: _____ Date: _____

Social Skill Taught: _____

Session:

1	2	3
---	---	---

 Target Participants (Initials):

--	--	--	--	--	--

Time Start: _____ Time End: _____

Duration of Social Skills Group (minutes): Total # of Participants (Including non-target children):

Actors (Initials):	Role-Play #1	Role-Play #2	Role-Play #3 (if completed)
Primary Actor:			
Co-Actor:			

Additional Notes: _____

Social Skills Group Fidelity Sheet – Research Assistant (SSGFS-RA)

School: _____ Date: _____ Social Skill: _____

Group Start: _____ Group End: _____ Total Time: _____

Observer (1st name only): _____ Facilitator (1st Initial): _____ Session:

1	2	3
---	---	---

Target Participants (Initials):

--	--	--	--	--	--

 Total # Participants (Including non-target):

--

Review Program Rules

- Y N Be actively involved
- Y N Stay in seat/area
- Y N Use the materials correctly
- Y N Speak so others can hear you
- Y N Raise your hand to speak

Define the Skill

- Y N Brief introduction
- Y N Asks children to define
- Y N Review Skillstreaming steps

Model the Skill

- Y N Facilitator gives two examples
- Y N Situations relevant to children's lives
- Y N Portrays self as similar age to the children
- Y N Portrayal reflects positive outcome
- Y N Model skill in correct sequence

Establish Trainee Skill Need

- Y N Each child describes where, when, and with whom she/he will use the skill

Select Role Player

- Y N Child 1 _____
- Y N Child 2 _____
- Y N N/A (Child 3)

(Score Child 3 only if conducted)

Set Up the Role Play

Ch 1	Ch 2	(Ch 3)	
Y N	Y N	Y N	Selects another child/ staff as co-actor for role-play
Y N	Y N	Y N	Sets up role-play in an engaging way (like real-life)

Conduct the Role Play

Ch 1	Ch 2	(Ch 3)	
Y N	Y N	Y N	Assign each child a skill to watch for, state skill content for child
Y N	Y N	Y N	Remind actors of their roles, i.e., Who they are role-playing
Y N	Y N	Y N	Restate steps in sequence for the actors: Go through the steps quickly, "Remember..."
Y N	Y N	Y N	Trainer positions her/himself near the skill poster to point out the steps as they are performed

Provide Performance Feedback

Ch 1	Ch 2	(Ch 3)	
Y N	Y N	Y N	Follows correct order of feedback (co-actor, group members, facilitator, then the main actor)
Y N	Y N	Y N	Feedback involves adherence to behavioral steps

Assign Homework to Use Skill in Next Activity/During School Day

Ch 1	Ch 2	(Ch 3)	
Y N	Y N	Y N	"How are we going to use this skill in upcoming activities/during the school day?"

Provide Quick Summary at End of Session

- Y N Discuss positive events of group: "What went well?"
- Y N Discuss negative events of group: "What can we work on?"
- Y N Discuss what was worked on: "What did we learn?"
- Y N Discuss how will use skill: "How will we use the skill in upcoming activities/during school day?" (Specific examples)

Overall

- Y N Leader kept children engaged in skill group
- Y N Staff reinforced appropriate contributions/social skills
- Y N Staff responded appropriately and provided suitable feedback to negative or challenging behaviors

Reviewed with School Staff (Date):		Supervisor Review (Initials):		#Y:		#N:		Percentage:	%
								[#Y / (#Y + #N)] =	
IOA:	YES	NO	This form is:	PRIMARY	RELIABILITY	Co-observer:		%Agreement:	

Therapeutic Activity Fidelity Sheet – Facilitator (TAFS-F)

Facilitator (1st Initial): _____ School: _____ Date: _____

Skill Targeted: _____

Time Start: _____ Time End: _____

Target Participants (Initials):					

Duration of Therapeutic Activity (minutes): Total # of Participants (Including non-target children):

Please Circle the Specific Activity:

Balloon Volleyball	Four Square (Cooperative)	Self-Collage
Blind Fold/Obstacle Landing	Freeze Tag Emotions	Shore to Shore
Board Games	Group Island	Sports Games
Catch Me if You Can	Group Loop	Steal and Translate the Bacon
Computer Grab-bag (Team)	Hula Hoop Relay	Stranded on an Island
Computer Self-Peer (Book)	Human Wagon Train	Team Pictionary
Crab Soccer	If My Friends and I Were Animals	Three Legged Race
Don't Break the Egg	Mother May I	Truth?
Doubles Four Square	One Handed Construction	T-Shirt Art
Expression Paintings	Peer Collage	Video Facial Recognition
Face and Physio	People Builder	What Does Jack Like?
Faces Collage	Scavenger Hunt Collage	Who Are You?
Facial Recognition Bingo	Other (describe in Notes/Comments below, include materials needed):	

Modified: YES NO

Notes/Comments: _____

Therapeutic Activity Fidelity Sheet – Research Assistant (TAFS-RA)

School: _____ Date: _____ Skill Targeted: _____

Group Start: _____ Group End: _____ Total Time: _____

Observer (1st name only): _____ Facilitator (1st Initial): _____

Target Participants (Initials):

--	--	--	--	--	--

Total # Participants (Including non-target):

--

Please Circle the Specific Activity:

Balloon Volleyball	Four Square (Cooperative)	Self-Collage
Blind Fold/Obstacle Landing	Freeze Tag Emotions	Shore to Shore
Board Games	Group Island	Sports Games
Catch Me if You Can	Group Loop	Steal and Translate the Bacon
Computer Grab-bag (Team)	Hula Hoop Relay	Stranded on an Island
Computer Self-Peer (Book)	Human Wagon Train	Team Pictionary
Crab Soccer	If My Friends and I Were Animals	Three Legged Race
Don't Break the Egg	Mother May I	Truth?
Doubles Four Square	One Handed Construction	T-Shirt Art
Expression Paintings	Peer Collage	Video Facial Recognition
Face and Physio	People Builder	What Does Jack Like?
Faces Collage	Scavenger Hunt Collage	Who Are You?
Facial Recognition Bingo	Other (Confirm facilitator describes on Facilitator form):	

Reviews rules

- Y N Be actively involved
- Y N Stay in seat/area
- Y N Use the materials correctly
- Y N Follow rules of specific activity

Describes the activity

- Y N Brief introduction
- Y N Describes the skills targeted
- Y N Describes the instructions for the task/activity

Provides quick summary at end of session

- Y N Discuss positive events of group: "What went well?"/ "What did we learn?"
- Y N Discuss negative events of group: "What can we work on?"
- Y N Discuss how we will use this: "How can we use the skills taught in future classroom activities?"

Reviewed with School Staff (Date): <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 40px; height: 20px;"></td></tr></table>		Supervisor Review (Initials): <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 40px; height: 20px;"></td></tr></table>		#Y: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		#N: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		Percentage: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> %		
				$[\#Y / (\#Y + \#N)] =$						
IOA: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px; text-align: center;">YES</td><td style="width: 20px; height: 20px; text-align: center;">NO</td></tr></table>	YES	NO	This form is: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 40px; height: 20px; text-align: center;">PRIMARY</td><td style="width: 40px; height: 20px; text-align: center;">RELIABILITY</td></tr></table>	PRIMARY	RELIABILITY	Co-observer: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 40px; height: 20px;"></td></tr></table>		%Agreement: <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		
YES	NO									
PRIMARY	RELIABILITY									

Individualized Daily Note Fidelity Sheet – Research Assistant (IDNFS-RA)

School: _____ Date: _____ IDN Interval Observed: _____

Interval Start: _____ Interval End: _____ Total Observation Time: _____

Observer (1st name only): _____ Facilitator(s) (1st Initial):

--	--	--	--	--

Target Participants Observed (Initials):

--	--	--

Classroom Activity: _____

If Start of Day, facilitator reviews target behaviors from IDN:

(Note after this initial review, performance feedback at the end of the previous interval constitutes the review)

(Participant Initials)	()	()	()	()
	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

Facilitator Accurately Records Child's IDN Behaviors:

(Participant Initials)	(Target 1)		(Target 2)		(Target 3)		(Target 4)		(Target 5)			
	Prompts/ Incidents	Teacher Rating	Prompts/ Incidents	Teacher Rating	Prompts/ Incidents	Teacher Rating	Prompts/ Incidents	Teacher Rating	Prompts/ Incidents	Teacher Rating		
()		Y N n/a		Y N n/a		Y N n/a		Y N n/a		Y N n/a		
	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A
()		Y N n/a		Y N n/a		Y N n/a		Y N n/a		Y N n/a		
	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A
()		Y N n/a		Y N n/a		Y N n/a		Y N n/a		Y N n/a		
	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A

Performance Feedback Provided to Students Based on IDN Operational Definitions at End of Interval:

(Participant Initials)	()	()	()	()
	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

Reviewed with School Staff (Date):	<input style="width: 90%;" type="text"/>	Supervisor Review (Initials):	<input style="width: 90%;" type="text"/>	#Y:	<input style="width: 20px;" type="text"/>	#N:	<input style="width: 20px;" type="text"/>	Percentage:	<input style="width: 40px;" type="text"/> %
IOA:	<input type="checkbox"/> YES <input type="checkbox"/> NO	This form is:	<input type="checkbox"/> PRIMARY <input type="checkbox"/> RELIABILITY	Co-observer:	<input style="width: 100%;" type="text"/>			%Agreement:	<input style="width: 40px;" type="text"/>
								[#Y / (#Y + #N)] =	<input style="width: 40px;" type="text"/>

Mind Reading Fidelity Sheet – Facilitator (MRFS-F)

Facilitator: (1 st Initial) _____		School: _____				Date: _____						
Emotion Set:	A (1-10)	B (11-20)	C (21-30)	D (31-40)	E (41-50)	F (51-60)	G (61-70)	H (71-80)	I (81-90)	J (91-100)		
Cycle:	I	II	III	Session:			20 Minute			or	30 Minute	
				1	2	3		1	2			
Time Start: _____	Time End: _____			Target Participants (Initials):								
Duration of <i>Mind Reading</i> (minutes):	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>											
Technical Problems with <i>MR</i> : _____												
Additional Notes: _____												

Facilitator (1 st Initial): _____		School: _____				Date: _____						
Emotion Set:	A (1-10)	B (11-20)	C (21-30)	D (31-40)	E (41-50)	F (51-60)	G (61-70)	H (71-80)	I (81-90)	J (91-100)		
Cycle:	I	II	III	Session:			20 Minute			or	30 Minute	
				1	2	3		1	2			
Time Start: _____	Time End: _____			Target Participants (Initials):								
Duration of <i>Mind Reading</i> (minutes):	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div>											
Technical Problems with <i>MR</i> : _____												
Additional Notes: _____												

Mind Reading Fidelity Sheet – Research Assistant (MRFS-RA)

School: _____ Date: _____

MR Start: _____ MR End: _____ Total Time: _____

Observer (1st name only): _____ Facilitator (1st Initial): _____

Session:

20 Minute		
1	2	3

 or

30 Minute	
1	2

Target Participants (Initials):

--	--	--	--	--	--

 Total # Participants (Including non-target):

--

Emotion Set:	A (1-10)	B (11-20)	C (21-30)	D (31-40)	E (41-50)	F (51-60)	G (61-70)	H (71-80)	I (81-90)	J (91-100)
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Technical Problems with MR: _____

Complete 1 of the 5 possible sessions. “Y” is given if student transitions to appropriate task/zone within 1 minute of scheduled time. A “Y” is given even if a prompt from school staff was necessary.

20-minute Session 1	20-minute Session 2	20-minute Session 3
Y N Choose Reward (<1)	Y N Choose Reward (<1)	Y N Choose Reward (<1)
Y N Pre-Lesson Quiz (5)	Y N Lesson Period- Top 100 (15)	Y N Lesson Period- Library (10)
Y N N/A Free Play Period (10)	Y N N/A Post-Lesson Quiz (5)	Y N N/A Free Play Period (5)
Y N Reward Zone (5)	Y N N/A Post-Lesson Quiz (5)	Y N Reward Zone (5)

30-minute Session 1	30-minute Session 2
Y N Choose Reward (<1)	Y N Choose Reward (<1)
Y N N/A Pre-Lesson Quiz (5)	Y N Lesson Period- Library (10)
Y N Lesson Period- Top 100 (15)	Y N N/A Free Play Period (15)
Y N N/A Post-Lesson Quiz (5)	Y N Reward Zone (5)
Y N Reward Zone (5)	

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$\frac{[#Y]}{[#Y + #N]} =$															
IOA:	<table border="1"><tr><td>YES</td><td>NO</td></tr></table>	YES	NO	This form is:	<table border="1"><tr><td>PRIMARY</td><td>RELIABILITY</td></tr></table>	PRIMARY	RELIABILITY	Co-observer:	<table border="1"><tr><td> </td></tr></table>		%Agreement:	<table border="1"><tr><td> </td></tr></table>			
YES	NO														
PRIMARY	RELIABILITY														

Parent Training Fidelity Sheet – Research Assistant (PTFS-RA)

School(s): _____ Date: _____

Group Start: _____ Group End: _____ Total Time: _____

Observer (1st name only): _____ Facilitator (1st Initial): _____

Number of Parent/Caregiver Attendees: _____ Number of School Staff Attendees: _____

Circle Number of Session Conducted:	
1	IDN and Home Rewards
2	Teaching Social Skills
3	Managing Parental Stress
4	Teaching Independence
5	Behavioral Strategies for Homework Completion
6	Advocacy in Schools and the Community
7	Teaching Social Nuances
8	Understanding and Managing Anxiety in HFASDs
9	Planning and Fostering Summer Community Integration for Children with HFASDs
10	End-of-Year Review and Planning for Social Development Beyond the CSBI

1. Updates on CSBI and PT agenda

- Y N Identify and review current skill targets for month
- Y N N/A Survey status of IDN implementation (N/A for session 1)
- Y N N/A Review homework implementation from previous session (N/A for session 1)
- Y N N/A Announce next topic and next scheduled parent training session (N/A for session 10)

2. Lesson content (circle one): Live Video

- Y N Play video (or) present slide content

3. Discussion of content and integration of content into daily routine

- Y N Discuss content and/or complete content activity
- Y N Discuss integration of content into daily routine

4. Review of session content and implementation procedures

- Y N Review major content elements
- Y N Summarize implementation procedures discussed during session

Reviewed with School Staff (Date):	<input type="text"/>	Supervisor Review (Initials):	<input type="text"/>	#Y:	<input type="text"/>	#N:	<input type="text"/>	Percentage:	<input type="text"/> %
								[#Y / (#Y + #N)] =	<input type="text"/>
IOA:	<input type="text"/> YES	<input type="text"/> NO	This form is:	<input type="text"/> PRIMARY	<input type="text"/> RELIABILITY	Co-observer:	<input type="text"/>	%Agreement:	<input type="text"/>

Consultant Contact Log – Research Assistant (CCL-RA)

A Consultant Contact Log should be completed following any substantive contact with school staff or parents (e.g., discussion of treatment elements, adherence to the manual, individual child progress, treatment acceptability, etc.) and following classroom team meetings.

School Staff / Parent(s): (1 st Initial) _____ Date: _____
Consultant(s): (1st name only) _____
Consult Start: _____ Consult End: _____ Total Time: _____
General Topic(s): (number each topic discussed) _____
Outcome(s): (number each outcome by topic) _____

School Staff / Parent(s): (1 st Initial) _____ Date: _____
Consultant(s): (1st name only) _____
Consult Start: _____ Consult End: _____ Total Time: _____
General Topic(s): (number each topic discussed) _____
Outcome(s): (number each outcome by topic) _____

Appendix B

Therapeutic Activities

THERAPEUTIC ACTIVITIES

Therapeutic activities in schoolMAX have been specifically designed to develop and maintain skills known to be deficient in children with HFASD. Specifically, therapeutic activities promote social interaction skills through cooperative social activities, face-emotion recognition activities, interest expansion activities, and interpretation of non-literal language activities.

Each of the activities includes:

1. Title of the activity
2. Characteristic addressed (specific diagnostic and/or associated feature addressed)
3. Purpose of the activity (goal)
4. Target skill
5. Objectives (of the activity)
6. Materials needed
7. Activity description
8. Procedures (detailed description of how to conduct the activity)

Therapeutic Activities

Title of Activity:	BALLOON VOLLEYBALL
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	6 foot rope to serve as net (tie two together if more is needed), balloon (to serve as volleyball)

Activity Description:

Participants will work as a team to get the balloon over the net. Each member of a team **MUST** hit the balloon at least once before his/her team is able to hit the balloon over the net.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations.
2. The group facilitator divides the participants into two teams.
3. The field of play is sectioned off into as many sections as needed to accommodate the number of players so as to keep players from intruding and colliding. Each participant is assigned to a section on his/her team's side of the net.
4. Participants are instructed that they must remain in their assigned section during the game. Players can be rotated to different positions/sections if desired.
5. The group facilitator instructs the participants to play from a seated position or on their knees.
6. The group facilitator explains that the activity requires teamwork and cooperation – and that everyone **MUST** hit the balloon at least once before a given team can hit the balloon over the net (i.e., rope). Specifically, when the balloon is hit into a team's side, all team members for that side must hit the balloon at least once before the balloon can be hit over the net to the other team's side. Teammates should hit the balloon to each other until hitting the ball to the other side.

7. A team earns a point if all members of the team hit the balloon at least once before hitting the balloon to the other team's side and if the balloon travels over the net and hits the floor on the opponent's side.
8. Facilitators have the option of introducing two balloons onto the field of play at the same time if the group members demonstrate mastery in playing one balloon.

PRACTICE SET:

Practice sets should be conducted prior to beginning the game to ensure that all participants understand and can perform the skills.

Participants should practice hitting the balloon to their own team members while sitting in their assigned area on the court. The facilitator(s) should provide skill instruction as needed and reinforce successful use of the skills needed for the activity.

Group facilitators should participate in the game as a team member.

Therapeutic Activities

Title of Activity:	BLINDFOLD AND OBSTACLE LANDING
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social cooperation and trust
Target Skill:	Social Interaction
Objectives:	Increase trust and social awareness through social reliance
Materials Needed:	Bandanas to serve as blindfolds, objects to serve as obstacles (i.e., hula hoops, rope, cones, etc.)

Activity Description:

Blindfolded participants will rely on a partner to lead them around the environment while verbally describing what is in the area. Participants will also guide one another through a human obstacle course in an attempt to “land” the blindfolded person (who is designated as an airplane).

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations.
2. Participants are informed that they will be working in pairs of two. The group facilitator can allow participants to select partners or staff can create pairings.
3. The group facilitator directs one member of each pair to place a blindfold over her/his eyes and instructs the partner to lead the blindfolded partner around the room (and hallway if possible). The participant leading should describe the environment as they move around so the blindfolded participant is aware of the surroundings and does not collide with objects.
4. Once both participants have played the role of the leader and the blindfolded person, the group discusses what it was like being led around and having to trust another person.
5. Next, the group facilitator informs the participants that they are going to become an airplane and will be trying to land in heavy fog. Two group members will be selected; one will be designated as the “airplane” (individual blindfolded) and the other as the control tower.

6. A runway is designated within the room, and the group facilitator instructs the group members to position themselves on the runway as obstacles. Additionally, cones, ropes, and hula hoops, etc. can be used as obstacles.
7. The “airplane” (individual blindfolded) is instructed to land without hitting any of the obstacles, but must rely on the control tower person to guide her/him down the runway.
8. The airplane landing activity can be conducted in two ways:
 - a. Option I – Have the control tower person stand behind the blindfolded participant with one hand on each shoulder. The guide/tower person steers the participant through the obstacles without talking (i.e., no verbal direction).
 - b. Option II – Have the control tower person be the only one allowed to talk while the airplane moves down the runway. It might be helpful to have the “airplane” person hold out her/his arms similar to an airplane and hold an object in one hand and nothing in the other hand so there is no confusion as the control tower gives direction. Instead of giving right-left commands, the “control tower” person can state which way to turn based on what is in the “airplane” person’s hand. For example, turn to the hand holding the cup.
9. The group facilitator leaves approximately 4-5 minutes at the end of the activity to review the activity.

Group facilitators should participate as blindfolded members and guide members, as well as the “airplane” and “control tower.”

Therapeutic Activities

Title of Activity:	BOARD GAMES
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction, Social Communication
Objectives:	Foster social cooperation, skills, reciprocity, negotiation, and frustration tolerance
Materials Needed:	Any board game requiring 2 or more participants and social interaction/social communication

Activity Description:

Participants will participate in a board game requiring 2 or more participants.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The facilitator also introduces which board games are to be played and reviews the specific rules for each board game being played.
2. The group facilitator divides the participants into groups to play the board games. The group size is dependent upon the board games being played.
3. The group facilitator instructs the children to begin the game, supervises the game, and provides reinforcement for use of social skills and corrective feedback (including identification of a replacement skill) when necessary.

Therapeutic Activities

Title of Activity:	CATCH ME IF YOU CAN
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	Ball, cones (to designate the field of play). Lines can be drawn if possible

Activity Description:

Participants will work as a team to complete several consecutive catches. Each member of the team can make only one catch up to the designated number needed to score a point. If the designated number of catches needed to score a point is greater than the number of players on a team, the number of catches allowed per player should be increased but still require equitable numbers across players.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator then explains that the activity requires all participants work together and cooperate. Specifically, the group is given a designated number of catches that the group has to make without the ball hitting the ground. Every participant must catch and throw the ball at least once to reach the designated number of consecutive catches. As the catches are made, the participants state the catch number.
2. Teams will receive a point if the designated number of consecutive passes has been achieved.
3. After catching the ball, the individual with the ball can take only three steps before making her/his pass.
4. The facilitator should begin with fewer catches needed for a point and increase the number of catches that have to be made as proficiency improves.
5. The field of play is set up in one of two ways:
 - a. Option I - The field of play is sectioned off into as many sections as needed to accommodate the number of players so as to keep players from intruding and

colliding. If using a sectioned field, participants will be instructed that they must remain in their section during the game (players can be rotated to different sections, if desired, over the course of the activity).

- b. Option II - The field of play is not sectioned off and players are allowed to move anywhere on the field of play. In this option, after catching the ball, the individual with the ball can take only three steps before making her/his pass.
6. Over the course of the activity, the group facilitator can introduce small variations in the activity such as having each participant state a favorite item (e.g., favorite movie, color, computer game, etc.) or state and display an emotion before he/she throws the ball.

Group facilitators should participate in the game as a team member.

PRACTICE SET:

Practice sets should be conducted prior to beginning the game to ensure that all participants understand and can perform the skills.

Participants should practice throwing and catching the ball and counting aloud. The facilitator(s) should provide skill instruction as needed and reinforce successful use of the skills needed for the activity.

Therapeutic Activities

Title of Activity:	COMPUTER GRABBAG (TEAM)
Characteristic Addressed:	Restricted/repetitive pattern of interest; Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Expose participants to a range of topics and foster social interaction
Target Skill:	Interest Expansion and Social Interaction
Objectives:	Have participants cooperatively research a topic on the computer
Materials Needed:	List of topics, computer with internet access, construction paper, and markers/crayons

Activity Description:

Over two sessions, participants will work in small groups to research and gather as much information as possible on a given topic using the computer.

Procedures:

SESSION ONE

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they are going to work in small groups to gather information on a given topic.
2. The group facilitator informs participants that they will be working in small groups of 2-4 students. The group facilitator can allow participants to select partners or staff can create groupings.
3. One participant from each team draws a topic from a "hat" containing a range of topics (e.g., sharks, dinosaurs, etc.).
4. The group facilitator tells participants to locate as much information as possible on the topic via a computer search. All participants in the group must be actively involved in the computer search.
5. If more than one computer is used by a group, the participants must share their findings with one another during the activity to avoid collecting duplicate information.
6. Participants will print out the information they find in this first session. In session two, they will use these printouts to create a short book of information about the topic.

Title of Activity: COMPUTER GRABBAG (TEAM) - Continued

SESSION TWO

1. The group facilitator begins the activity by reminding the participants about the program rules, the activity they are working on, and what they will be doing in session two.
2. Participants are allowed to search and compile any final information for the initial 10-15 minutes of the activity.
3. Next, participants will work with their group to organize and collate a book. The group will also create a cover page.
4. For the final 7-10 minutes of the activity, each group will present their book to the whole group. Note that all members of a group should present information about their book.

Therapeutic Activities

Title of Activity:	COMPUTER SELF-PEER (BOOK)
Characteristic Addressed:	Restricted/repetitive pattern of interest; Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Expose participants to a range of topics and foster social interaction
Target Skill:	Interest Expansion and Social Interaction
Objectives:	Participants research peer and self-directed topics on the computer
Materials Needed:	Computer with internet access, construction paper, and markers/crayons

Activity Description:

Over two sessions, participants will work independently and in pairs to research and gather as much information as possible on themselves and a peer.

Procedures:

SESSION ONE

1. The group facilitator begins the activity by reiterating the program rules and expectations.
2. The group facilitator informs participants that they will be working in small groups of 2-4 students. The group facilitator can allow participants to select partners or staff can create groupings.
3. The group facilitator directs the participants to ask each member in their small group to identify some area of self-interest on which to do computer research.
4. The group facilitator tells participants to conduct a computer search on each peer's topic. The group should work on researching one peer's topic at a time. All participants in the group must be actively involved in the computer search.
5. If more than one computer is used by a group, the participants must share their findings with one another during the activity to avoid collecting duplicate information.
6. Participants will print out the information they find in this first session. In session two, they will use these printouts to create a short book of information about each peer's topic

SESSION TWO

1. The group facilitator begins the activity by reminding the participants about the program rules, the activity they are working on, and what they will be doing in session two.
2. Participants are allowed to search and compile any final information on each peer's interest for the initial 10-15 minutes of the activity.
3. Next, participants will work with their group to organize and collate a book of the interest of each peer in their small group. The group will also create a cover page.
4. For the final 7-10 minutes of the activity, each group will present their book to the whole group. Note that all members of a group should present information about their book.

Therapeutic Activities

Title of Activity:	CRAB SOCCER
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social interactions and social cooperation
Target Skill:	Social Interaction
Objectives:	Increase social cooperation and interactions toward a group goal and to foster cooperation among participants
Materials Needed:	Ball, cones (as goal posts)

Activity Description:

Participants will work as a team to move the balloon/ball toward the opposing team's goal. Each member of the team MUST kick the ball at least once before the team is able to kick the ball over the other team's end line.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations and telling the participants that they must remain in the "crab position" during the game. To get into a crab position:
 - a. Have the participants sit on the ground with their knees bent and their feet flat on the ground.
 - b. Next have the participant place the palms of their hands behind their hips on the ground.
 - c. The participant then pushes his/her mid-body area upward while keeping his/her feet and palms flat on the ground. The participant's weight is balanced on his/her hands and feet.
 - d. The participant moves by simultaneously taking a step with the right foot and left hand or the left foot and right hand.
2. The group facilitator demonstrates the "crab position" and how to pass and kick the ball in a "crab position."
3. The group facilitator describes the field of play for the setting/room. The field of play is divided into halves. Each half is sectioned off into as many sections as needed to accommodate the number of players on a team and to keep players from colliding.

4. The group facilitator divides the participants into two teams.
5. Each participant is assigned to a section on his/her team's half of the field. Participants will be instructed that they must remain in their section during the game.
6. The group facilitator explains that the activity requires teammates to work together and cooperate. Specifically, the facilitator explains that all players on a team must pass the ball at least once before their team can kick the ball over their opponent's end and at their opponent's goal.
7. Teams will receive a point if all members of the team kick the ball at least once and the ball is then kicked into their opponent's goal.
8. Facilitators have the option of introducing two balls onto the field of play at the same time if the group members demonstrate mastery in playing one ball.

PRACTICE SET:

Practice sets will likely be needed prior to beginning the game to ensure that all participants can get into a "crab position," and move and kick/pass the ball when in a "crab position." Additionally, the facilitator must make sure participants understand where their designated positions are.

Therapeutic Activities

Title of Activity:	DON'T BREAK THE EGG
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Foster social attention, interaction, and cooperation
Target Skill:	Social Interaction
Objectives:	Have participants work collaboratively to complete a project
Materials Needed:	Boiled eggs, construction paper, glue, Popsicle sticks, cotton balls, markers, tape

Activity Description:

Participants will work in small groups to create a container that allows an egg to be dropped without breaking. Participants will develop and build the container using provided materials and then drop the container from increasing heights until the egg eventually cracks. This activity may take more than one session.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs participants that they will be designing and building a box to hold and protect an egg when it is dropped from differing heights using construction paper, Popsicle sticks, tape, glue, and cotton balls.
2. The group facilitator informs participants that they will be working in small groups of 2-4 participants. The group facilitator can allow participants to select group members or staff can create groupings.
3. The participants are directed to work with their teammates to create a plan before building their protective box. The group facilitator provides support to the participants during development of the plan and subsequent building of the protective box. The facilitator also makes sure that each group member actively participates throughout the development and building.
4. Once built, participants decorate the boxes. After their boxes are decorated, the facilitator will have participants sit in a half circle. Then the facilitator will drop each group's box one at a time from different heights.
5. After each team's box has been dropped, they will check to see if their egg cracked. Each group's egg that did not crack will be dropped again in their protective box from a higher level. This continues until all the eggs are cracked or the greatest drop height is achieved.

Therapeutic Activities

Title of Activity:	DOUBLES FOUR SQUARE (COOPERATIVE)
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	Ball

Activity Description:

Participants will work cooperatively to have all members of the group catch and throw or hit the ball between squares without the ball bouncing more than one time in a square before the ball is hit or caught. Participants will work in pairs within each of the four squares and alternate who catches, throws, or hits the ball. This version is NON-COMPETITIVE.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator explains that the activity requires all participants work together and cooperate to have as many successful passes (hits or throws) without the ball bouncing more than once in a square before it is passed or hit to another square.
2. The participants are divided into pairs. The group facilitator can select the pairings or allow the participants to choose who their partner is. Each pair will be assigned to a square. Each pair will alternate who catches and throws or hits the ball to another other square.
3. The group facilitator describes the layout of the large square equally divided up into four smaller squares (quadrants).
4. Prior to starting the game, the group facilitator tells the participants how many successful passes (i.e., where the ball does not bounce more than once in a quadrant) must be made between quadrants.
5. To start the game, the facilitator designates one of the pairs to serve the ball to another quadrant. To serve, the participant hits or throws the ball into another quadrant. The ball must bounce once in this quadrant before a player in that quadrant can catch or hit the ball. The receiver of the serve must hit or throw the ball to another quadrant. Again the ball must bounce once before the receiving team can catch and throw or hit the ball in their quadrant to another quadrant. This continues until the predetermined number

of successful passes has been made or all participants have caught and thrown or hit the ball to another quadrant.

6. Once a player has hit (or caught and thrown) the ball, he/she must quickly leave the quadrant and have her/his partner get into the quadrant to take the next volley (or throw).
7. Participants will count aloud each successful pass and catch or hit to track the group's ability to reach the designated number of successful passes. The designated number of passes needed should be low in the beginning and progressively increased as the group participants' proficiency improves. The whole group could receive a point if they reach or exceed the designated number of passes.

PRACTICE SET:

Practice sets should be conducted prior to beginning the game to ensure that all participants understand and can catch and throw or hit the ball to another quadrant and can rotate with their quadrant partner.

Participants should practice hitting (or catching and throwing) the ball to one another, followed by practice hitting (catching and throwing) the ball into a designated quadrant. Participants should then practice rotating in and out of quadrants. Facilitators will provide skill instruction as needed and reinforce successful use of skill(s).

Staff should participate in the game as a team member.

Therapeutic Activities

Title of Activity:	EXPRESSION PAINTINGS
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase awareness of facial expression and affect
Target Skill:	Social Interaction, Facial Recognition, and Affect Recognition
Objectives:	Increase recognition of the facial expressions that represent various emotional states
Materials Needed:	Construction paper, mirror, and markers, crayons, or watercolor paints

Activity Description:

Participants will work to create pictures of faces that represent emotional states.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. Participants are informed that they will be creating drawings/paintings of different faces and emotional expressions.
2. The group facilitator places pieces of paper indicating emotional states in a hat and has participants draw two slips of differing emotional states.
3. Participants are directed to draw/paint a face that depicts the emotions on the pieces of paper.
4. The group facilitator has participants look into a mirror and attempt to make the face identified on the slip of paper.
5. Participants are encouraged to use the mirror to help them draw/paint the faces.
6. The group facilitator uses the last 7-10 minutes of the activity to review the drawings/paintings of the emotional states. The facilitator can have other group members attempt to identify the feeling for each drawing/painting.

Therapeutic Activities

Title of Activity:	FACE AND PHYSIO
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase understanding of facial expression, affect, and the physiological reactions associated with emotions
Target Skill:	Social Interaction
Objectives:	Increase understanding of facial expression, affect, and the physiological reactions associated with emotions
Materials Needed:	None

Activity Description:

Participants will participate in a discussion involving the manner in which facial expression can reflect internal mental states and affect. The discussion will include the association between physiological reactions, emotion, and behavior, as well as ways to recognize emotion based on internal physiological indicators.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. Participants are informed that they will be creating drawings/paintings of different faces and emotional expressions.
2. The group facilitator reviews what facial expressions reveal about an individual's emotional state.
3. The group facilitator models different facial expressions and explains what emotion he/she is modeling.
4. The participants then model different facial expressions and the other participants identify the facial expression being displayed and describe the associated emotional state for the modelled emotion.
5. Next, the participants identify several feelings, and the facilitator will write them on the board.
 - a. Participants describe when/where the feelings they identified can happen.
 - b. Participants describe the physiological reactions that accompany the feelings. The facilitator guides this discussion by asking questions such as, "How do you know

when you have this feeling?” and “What happens to your body when you have this feeling?” The facilitator helps participants identify internal state (e.g., heart rate, pulse, breathing, sweating, dry mouth, stomach pain/butterflies, chest pain, muscle tension, etc.) felt with each emotion.

- c. The facilitator writes the responses on the board next to the corresponding feelings.
- 6. Next participants describe the types of behaviors that will likely result for each feeling identified on the list. Facilitators guide the participants to focus on the likely positive behaviors associated with positive emotional states and likely negative behavior associated with negative states.
- 7. Staff will summarize the discussion – including the importance of recognizing facial expressions, emotion, physiological correlates of emotion, and the effect of emotion on behavior

The following is an example of how the feelings, physiology, and behavior can be displayed on the board:

Feeling	When/where could this feeling happen?	What happens to your body?	Negative behavior	Positive behavior
Scared	When I have a test; When I’m alone at night	Fast heart rate, fast breathing, sweating	Crying, running away	
Excited	My birthday; Last day of school	Fast breathing, tight chest		Smiling, talking to others, following directions

Therapeutic Activities

Title of Activity:	FACES COLLAGE
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase participant's ability to interpret and infer affective states
Target Skill:	Facial Affect Recognition
Objectives:	Have participants locate, collect, and display faces that reflect a range of emotional states
Materials Needed:	Magazines, construction paper, scissors, glue/tape, and master list of emotional states

Activity Description:

Participants will work in pairs (or individually if directed by staff) to locate pictures of faces that represent the emotions identified on the master list distributed at the start of the activity. Each will be required to locate, cut out, and paste the pictures on a large poster board.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. Participants are informed that they will be working in pairs of two (or individually if directed by staff). If working in pairs, the group facilitator can allow participants to select their partner or the facilitator can assign the pairings.
2. The group facilitator presents the following list of emotional states on a sheet to each participant (Note that other emotions can be added to this list):

<i>HAPPY</i>	<i>CONFUSED</i>	<i>MAD</i>
<i>EXCITED</i>	<i>SAD</i>	<i>SURPRISED</i>
<i>NERVOUS</i>	<i>TIRED</i>	<i>SCARED</i>

3. The group facilitator directs the participants to see in magazines how many pictures of faces the participants can find that display these emotions.
4. Participants create a collage of these faces. Participants cut out and paste the pictures of faces they find in the magazines on construction paper.

5. Participants cross out the emotional state from the master list once a picture or face has been located and pasted on the construction paper.
6. The group facilitator uses use the last 7-10 minutes of the activity to review the collages and have participants identify each face and the corresponding emotional state.

Therapeutic Activities

Title of Activity:	FACIAL RECOGNITION BINGO
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase understanding of facial expression and affect
Target Skill:	Social Interaction
Objectives:	Increase understanding of facial expression and affect
Materials Needed:	Set of cards display a range of facial emotions, bingo cards (that display a collection of some of these emotions), small pieces of paper or chips

Activity Description:

Participants will locate facial expressions on their “bingo” cards as staff calls out facial expressions from a deck of facial emotion cards. The game follows general bingo procedures as participants attempt to get vertical, horizontal, diagonal, or full card sequences covered on their cards.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they must cover any facial expression image on their bingo card that matches the facial emotion called out and/or displayed by the facilitator. The group facilitator tells the participants that the goal of the game is to cover a vertical, horizontal, diagonal row of faces or all the faces on their card before the other participants.
2. The group facilitator hands out the “bingo” cards, as well as small pieces of paper or chips for participants to use to cover facial expression images on their “bingo” card that matches what emotion is called out/shown by the facilitator.
3. Participants can work alone or in pairs. If working in pairs, the group facilitator can either assign partners or allow the participants to choose their partner.
4. The group facilitator selects a facial expression card from the deck and then announces and shows the expression on the card. If a participant has that facial expression, then he/she covers the matching expression on their card with a small piece of paper or a chip.
5. The facilitator will continue to call out and show facial emotion cards from the deck until a participant has covered a vertical, horizontal, diagonal row of faces or all the faces on

his/her card. When a participant does cover a vertical, horizontal, diagonal row of faces or all the faces on his/her card, he/she says “bingo.”

6. The game then stops. The participant who said “bingo” removes each chip or paper one at a time from her/his card while calling out the emotion that was covered so as to confirm it matches what the facilitator called out.
7. After several rounds of play, the group facilitator may alter the game at step 4 above. Instead of calling out and showing the emotion/feeling displayed by the picture on the card, the facilitator only calls out the emotion and does not show the picture of the emotion to the participants. The participants have to determine the facial expression that represents the feeling called by the bingo leader without seeing it. The rest of the game follows steps 5 and 6 above.

Therapeutic Activities

Title of Activity:	FOUR SQUARE (COOPERATIVE)
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	Ball

Activity Description:

Participants will work cooperatively to see how many consecutive times the group members can catch and throw or hit the ball between squares without the ball bouncing more than one time in a square before the ball is hit or caught. This version is NON-COMPETITIVE.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator then explains that the activity requires all participants work together and cooperate to have as many successful passes (hits or throws) without the ball bouncing more than once in a square before it is passed or hit to another square.
2. The group facilitator describes the layout of the large square equally divided up into 4 smaller squares (quadrants). Each participant is assigned a quadrant that he/she must remain in during game play. The facilitator can reassign participant positions after a point is earned.
3. Prior to starting the game, the group facilitator tells the participants how many successful passes (i.e., where the ball does not bounce more than once in a quadrant) must be made between quadrants.
4. To start the game, the facilitator designates one participant to serve the ball to another quadrant. To serve, the participant hits or throws the ball into another quadrant. The ball must bounce once in this quadrant before a player in that quadrant can catch or hit the ball. The receiver of the serve must hit or throw the ball to another quadrant. Again, the ball must bounce once before the receiving participant can catch and throw or hit the ball in his/her quadrant to another quadrant. This continues until the predetermined number of successful passes has been made or all participants have caught and thrown or hit the ball to another quadrant.

5. Participants will count aloud each successful pass and catch or hit to track the group's ability to reach the designated number of successful passes. The designated number of passes needed should be low in the beginning and progressively increased as the group participants' proficiency improves. The whole group could receive a point if they reach or exceed the designated number of passes and all participants have hit the ball at least once.

PRACTICE SET:

Practice sets should be conducted prior to beginning the game to ensure that all participants understand and can catch and throw or hit the ball to another quadrant.

Participants should practice hitting (or catching and throwing) the ball to one another, followed by practice hitting (catching and throwing) the ball into a designated quadrant. Facilitators will provide skill instruction as needed and reinforce successful use of skill(s).

Staff should participate in the game as a team member.

Therapeutic Activities

Title of Activity:	FREEZE TAG EMOTIONS
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase awareness of facial expression and affect
Target Skill:	Social Interaction, Facial Emotion Recognition and Expression
Objectives:	Increase recognition and display of the facial expressions that represent various emotional states
Materials Needed:	Cones (to set boundaries)

Activity Description:

At least one identified participant is designated as "IT" and he/she will attempt to tag all remaining participants. Every time "IT" tags a participant, they are "frozen" and cannot move. Participants who are not "frozen" can "unfreeze" their peers by touching them. Depending upon the variation played, the participants who are frozen will have to either display an emotion or identify an emotion to be unfrozen. If all participants are tagged and have not been unfrozen, then the game is over.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The facilitator informs the participants that they must try to avoid being tagged by the participant(s) identified as "IT" in the designated area. Additionally, the participants are told that the activity requires participants to be able to display an emotion with one's face and to identify emotions so that participants can become "unfrozen" or can "unfreeze" participants.
2. The group facilitator identifies who will be the participant(s), the "IT," who try to tag the other participants. The number of participants identified as "IT" is dependent upon number of participants participating in the activity.
3. The group facilitator defines the area of play and informs the participants that they must stay in this area as they try to avoid being tagged.
4. If a participant is tagged by "IT," they are "frozen" and cannot move. Additionally, when "IT" tags someone, he/she will also tell the tagged participant to display a specific emotion while they are "frozen."
5. The participant "frozen" must continue to display the emotion until they are "unfrozen" or the game is over.

6. A “frozen” participant can only be “unfrozen” if both of the following two things happen:
 - a. They are tagged by a person who is not “frozen;”
 - b. The participant who tags them correctly identifies the emotion the participant is displaying while “frozen.”
7. Game ends when all participants are frozen.
8. Another person(s) is/are then chosen to be “IT” and the game is started over.

Variations

Variation I:

Instead of the “frozen” participants having to display an emotion identified by “IT,” the “frozen” participants don’t have to display any emotions until they are approached by a facilitator who tells them to display a specific emotion. If the participant correctly displays the facilitator requested emotion, then the facilitator tags the “frozen” participant and he/she is “unfrozen.”

Variation II

Instead of the “frozen” participants having to display an emotion identified by “IT,” the “frozen” participants don’t have to display any emotions until they are approached by a facilitator who tells them to identify what emotion the facilitator is displaying. If the participant correctly identifies the emotion displayed by the facilitator, then the facilitator tags the “frozen” participant and he/she is “unfrozen.”

Therapeutic Activities

Title of Activity:	GROUP ISLAND
Characteristic Addressed:	Qualitative impairment in social interaction/social communication; Restricted/repetitive patterns of interests
Purpose of Activity (Goal):	Increase social interaction, cooperation, and interest expansion
Target Skill:	Social Interaction and Interest Expansion
Objectives:	Have participants collectively identify and categorize needed supplies
Materials Needed:	Large sheets of paper, smaller sheets of paper, markers/crayons, magazines, scissors, and glue

Activity Description:

Initially, participants identify five items they would need to survive if stranded on a deserted island. Participants then independently find magazine pictures or draw pictures of these items. The participants are then divided into small groups (4-6 participants) that work together to identify which of the items they found fall into similar categories (e.g., cooking items, fishing/hunting items, sleep items, etc.). The participants create “common areas” on the island where they paste similar items (i.e., kitchen area for cooking or food items; camping area for sleep items; transportation area for cars and bikes, etc.). Once completed, each group presents the common areas of their island to the other groups and describes the reasons they chose their items and common areas.

Procedures:

1. Prior to the group, the group facilitator draws one island on each large sheet of paper. The number of sheets needed is dependent upon the group size. Generally, one sheet for each group of six participants.
2. The group facilitator begins the activity by reiterating the program rules and expectations. The facilitator informs the participants that they will each identify five items they would need to survive on a deserted island. The participants will then work in small groups to identify which items fall into similar categories (e.g., cooking items, fishing/hunting items, sleep items, etc.) and then identify “common areas” on the island for items that are similar.
3. The group facilitator instructs the participants to identify five items they would want on a deserted island.
4. The group facilitator instructs the participants to search through magazines for pictures of the five items they identified and then to cut the pictures out. If any of the participants cannot find the item in a magazine, they can draw it.

5. After the participants have the pictures or drawings of their items, the group facilitator divides the participants into groups of 4-6 participants. Each group will receive a sheet with an island drawn on it.
6. Each group then examines the items each member has chosen and then works together to identify items that are similar. The group then categorizes similar items (e.g., cooking items, fishing/hunting items, sleep items, etc.).
7. The group then draws common areas on the island where similar items can be grouped together (e.g., cooking area for kitchen and food items, camping quarters for sleep items). The similar items are glued in their corresponding "common area." For example, if participants were to bring a pot, a pan, utensils, food and bottled water to the island, those items could be grouped into a "kitchen" or "food prep" area, which would then be drawn on the island. Once that area is drawn, the pictures and/or drawings of the pot, pan, utensils, and bottled water would be glued onto the island in that area.
8. Once completed, participants present the common areas of their island to the other group(s) and describe why they chose those areas and which items are in those areas. All participants should participate in their group's presentation.

Therapeutic Activities

Title of Activity:	GROUP LOOP
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	15-20 ft. rope (tie additional ropes together if more length is needed)

Activity Description:

Participants will work as a team to keep a length of rope with its ends tied together (i.e., a circle) from falling to the floor using only their bodies (no hands). Participants will arrange themselves in a circle and with their hands over their heads holding up the rope using only their torsos. Next, selected participants will change positions around the circle while the remaining group members work to keep the rope from falling to the floor. Participants will have to create tension to hold the rope up when selected members change positions.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The facilitator informs the participants that they must work together to keep the rope from falling to the floor,
2. The group facilitator leads a discussion on how group participants will be able to hold up the rope using only their torsos and not their hands.
3. The facilitator sets the rope (with the ends tied together) on the ground in the shape of a circle.
4. The facilitator then directs group participants to position themselves inside the rope circle. The facilitator tells participants to position themselves equal distant from each other in the circle. Participants can face inward or outward of the circle.
5. Participants are directed to pick up the rope and place it against their torso.
6. Participants hold their hands over their heads while keeping the rope from dropping to the floor.
7. The facilitator directs the participants to slowly roll (spin) in one direction, then reverse and roll in the opposite direction.

8. Once participants have successfully completed this task of spinning in different directions, the facilitator asks the participants how they will keep the rope tight and from falling if one of the participants moves. After this discussion, the facilitator directs one participant to move to another area in the circle.
9. Once all participants have successfully moved to a new area, the group facilitator tells the participants that he/she is now going to have more than one person move to a different area in the circle at the same time. The facilitator reminds the participants to use similar strategies to keep the rope tight and from falling to the ground. The facilitator directs two members to change areas at the same time.
10. The group facilitator increases the number of participants moving simultaneously to make the task increasingly challenging.
11. The group facilitator leaves 3-5 minutes at the end of the activity to discuss the activity, including the benefits and problems that sometimes accompany working on a team.

Staff should participate in the game as a team member.

Therapeutic Activities

Title of Activity:	HULA HOOP RELAY
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	Hula Hoops

Activity Description:

The participants hold hands to form a circle. A hula hoop is placed on the arm of two of the participants whose hands are joined. This will leave the hula hoop hanging on their joined arms. The participants then work together to pass the hula hoop around the circle without letting go of each other's hands and by moving their arms, legs, and heads through the hula hoop so as to pass it to the next participant.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The facilitator informs the participants that they must work together in a circle holding hands to pass the hula hoop around this circle without letting go of each other's hands and by moving their arms, legs, and heads through the hula hoop so as to pass it to the next participant.
2. The group facilitator has all the participants hold hands to form a circle. The facilitator instructs two of the participants to release their hand grasps and then places a hula hoop between them and then has the two participants hold hands again inside the circle of the hula hoop. This will leave the hula hoop hanging on their joined arms.
3. The group facilitator instructs the participants that they will work to move the hula hoop around the circle by stepping through the hoop (i.e., moving their arms, legs, and heads through the hula hoop) so as to pass it to the next participant.
4. The group facilitator tells the participants that they must not let go of each other's hands at any point while the hula hoop is moved around the circle. The facilitator tells the group that he/she will indicate when they can release their hands.
5. Participants can assist one another by holding a hand up high so that the hula hoop moves toward the next participant.

6. The group must get the hula hoop all the way around to the starting point. If anyone releases his/her partner's hand, the hula hoop must go back to the starting point and the group must try again.

Staff should participate in the game as a team member.

Variations

Variation I:

1. Follow steps 1-7 above but inform the participants that they will be timed.
2. The group facilitator records the time it takes for the group to move the hula hoop around the circle and writes the time on the board.
3. The group facilitator informs the group that they can repeat the task again while trying to beat their previous time.
4. This can be repeated additional times as the facilitator challenges the group to beat their best time.

Variation II:

1. Follow steps 1-7 above and procedures in Variation II (timing the group) while adding a second hula hoop to the circle.
2. Participants will be challenged to move both hula hoops around the circle to their starting points.

Variation III:

1. The facilitator will break the group into two groups.
2. Each group follow steps 1-7 above while competing with each other to see which group move the hula hoop around the circle first.

PRACTICE SET

The facilitator will have participants break into pairs and join hands. Participants are directed to practice moving the hula hoop from one person to the other. Participants will practice stepping through the hoop (by moving their arms, legs, and heads through the hula hoop) as they move the hula hoop back and forth to their partner.

Therapeutic Activities

Title of Activity:	HUMAN WAGON TRAIN
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	Cones

Activity Description:

Participants will work as a team to see how fast they can race around an obstacle course of cones to the finish line while holding hands in the shape of a wagon train with a driver and two other participants.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. Participants are informed that the activity requires teamwork and cooperation and that everyone must hold hands without breaking the “wagon train” as they move around the obstacle course of cones to the finish lines.
2. The group facilitator reviews the course and the obstacles the participants have to go around and identifies the start and finish lines. The facilitator demonstrates how the teams will complete the course.
3. The group facilitator instructs three group members to create a “wagon train” by having the three members stand together in a triangle with two members facing outward and one member facing the other two members. All three members hold hands. The two members facing outward are the front of the “wagon train.” The individual facing the inside is the rear of the “wagon train” and serves as the “driver.”
4. The group facilitator instructs the “wagon trains” that they cannot let go of each other’s hands until they cross the finishing line.
5. The group facilitator has all the “wagon train” teams practice completing the race course and navigating around the cones. The facilitator should have the teams practice at a slow pace initially to ensure success. If necessary, the facilitator can serve as one of the members of a “wagon train” team.
6. Once the “wagon train” teams are somewhat competent, staff will have the groups try to finish the race as quickly as possible.

7. The group facilitator will announce when each “wagon train” team starts and will time each team. The facilitator awards points for successful completion as well as extra points for beating their previous attempts or a preset time.
8. All participants should serve as the “driver” of a “wagon train” at some point during the activity.
9. The group facilitator has the option of having participants changing the participant of a “wagon train” team to give participants the opportunity to work with different members.
10. The group facilitator leaves approximately five minutes at the end of the activity to discuss the challenges that were encountered during the activity.

Therapeutic Activities

Title of Activity:	IF MY FRIENDS AND I WERE ANIMALS
Characteristic Addressed:	Restricted/repetitive patterns of interests; Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase participant's self-understanding and awareness of others
Target Skill:	Self-Awareness and Awareness of Others
Objectives:	Have participants draw the animal they perceive themselves most like, the animal which they would like to be like, and animals which their peers are most like. The number of peer's animals they draw is dependent upon the amount of time available.
Materials Needed:	Construction paper, markers, crayons (this activity can also be done as a collage - if doing as a collage, materials will include paper, magazines, scissors, and glue sticks)

Activity Description:

Participants will work to create drawings depicting the animal that they are most like and the animal that they would like to be like, as well as drawings of animals that their peers are most like. Note that the animals chosen should be based on personal characteristics (e.g., being kind, loyal, smart, etc.) and NOT based on physical traits (e.g., big, short, fast, etc.).

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. Participants are informed that they will be drawing animals that they are most like and would most like to be like and then drawing animals that their peers are most like. The facilitator tells the group members that their animals should be based on personal characteristics that don't include physical traits. The group facilitator informs participants that they will have to describe their drawings at the end of the activity.
2. The group facilitator directs participants to first draw the animal that they are most like.
3. After completing this first drawing, the facilitator directs participants to draw the animal they would most like to be like.
4. Lastly, participants are directed to select one to two peers (more if time permitting) and draw the animal that each of these peers is most like.
5. Note that if doing a collage instead of drawing, the participants will search magazines for pictures of the animals in items 2-4 and then glue these pictures on paper.

6. The group facilitator will leave approximately 7-10 minutes at the end of the activity to have each participant present his/her drawings to the group (or collages if collages were created).

Therapeutic Activities

Title of Activity:	MOTHER MAY I?
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, social intentionality (giving/following instructions), and social reciprocity
Target Skill:	Giving/Following Instructions, Asking a Question
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	Cones or tape to mark start and end lines

Activity Description:

One participant takes the role of “mother” (leader) at the end line. All other participants begin at the start line with the goal to be the first one to cross the end line. The “mother” has her back to the participants. The only way for the participants to move towards the end line is to ask the “mother” for permission (i.e., “Mother may I...”) to take a certain number of steps toward the end line. The “mother” either grants permission to the participant’s request or tells his/her some other way to move toward the end line. The first participant to cross the end line wins. The participants will take turns in being the “mother.”

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will play a game in which the object is to be the first one to reach the “mother” at the end line. The facilitator notes that to move from the start line to the end line, the participants will have to ask for and receive permission by the “mother” regarding specific steps they can make (i.e., jump three hops, take two large steps, etc.). The facilitator notes that all participants will take the role of the “mother.”
2. The group facilitator chooses a participant to become the “mother” and has this participant stand at the end line with his/her back to the other participants.
3. The participants stand on the start line.
4. The participants take turns asking the “mother” if they can perform some steps that will position them closer to the end line. The participants must start his/her request with the phrase, “Mother, may I” followed by some type of steps they want to perform. For example, the participant may say, “Mother, may I take 4 large steps forward?”
5. The “mother” either answers, “Yes, you may” or offers a different suggestion, such as, “No, but you may take five baby steps.” The participant then makes the move approved

or instructed by the “mother.” The facilitator monitors the instructions given by the “mother” to ensure that all participants have a chance to move to the end line.

6. This continues until one of the participants reaches the “mother. This person taps the “mother” on his/her shoulder.
7. The winner can become the “mother” for the next round or the group facilitator choose who the next “mother” for the next round. Note that a participant can play the “mother” role only once until all the participants have had a chance to play the “mother” role.
8. Participants can be creative with the type of steps they request, however, the facilitator should monitor for appropriateness. Suggested steps the participants can ask of the “mother” include the following:
 - a. Regular steps
 - b. Giant steps
 - c. Baby steps
 - d. Hopping steps
 - e. Scissor steps (stepping sideways with arms and legs opening like scissors as steps are taken)
 - f. Frog steps (hopping like a frog)
 - g. Crabwalk steps
 - h. Cinderella steps (twirling forward with finger on top of head)
 - i. Tiptoe steps

Therapeutic Activities

Title of Activity:	ONE HANDED CONSTRUCTION
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Foster social attention, interaction, and cooperation
Target Skill:	Social Interaction
Objectives:	Have participants work collaboratively to complete a project
Materials Needed:	Glue and Popsicle sticks (construction paper and other art materials can be used to decorate the constructed objects if time permits)

Activity Description:

Participants will work in pairs to construct an object (e.g., building, boat, car, castle, etc.) out of Popsicle sticks. Participants can only use one hand when building and, therefore, must rely on their partner to complete their object.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. Participants are informed that they will be working in pairs to build an object however each partner can only use one hand.
2. The participants are divided into pairs. The group facilitator can select the pairing or allow the participants to choose who their partner is.
3. The group facilitator informs participants that they will be constructing an object of their choice out of glue and Popsicle sticks.
4. The group facilitator informs participants that each individual can only use one hand to work with. The facilitator suggests that participants place one of their hands behind their back, in a pocket, or sit on the unused hand.
5. The group facilitator directs the pairs to develop a plan before beginning to build their object. The pairs can use scrap paper and pencils can be used to design the object.
6. The facilitator supports participants during development and building of their objects.
7. If time permits, participants can decorate their constructed object.
8. The group facilitator will leave approximately 7-10 minutes at the end of the activity to have each participant pairing present their constructed object. The pairings should

describe their object and the process of designing and constructing the object, and relying on another person (challenges and successes).

Therapeutic Activities

Title of Activity:	PEER COLLAGE
Characteristic Addressed:	Restricted/repetitive patterns of interests; Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Expose participant to interests of others through social interaction
Target Skill:	Interest Expansion and Social Interaction
Objectives:	Have participants locate, collect, and display items of interest to others
Materials Needed:	Magazines, construction paper, scissors, and tape or glue

Activity Description:

Participants will work in pairs and locate pictures of items/objects that represent the peer with which they are working. Participants will ask one another to identify things they like and/or facets of their lives. Each will then locate, cut out, and paste pictures on separate poster boards that reflects their peer partner. Participants will then present the pictures and describe the interests and characteristics of their partner.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will be working in pairs to identify and collect information and interests of their partner, and then they are going to create a collage of their partner's information and interests.
2. The group facilitator informs participants that they will be working in pairs. The group facilitator can allow participants to select partners or the facilitator can create pairings.
3. The group facilitator directs the participants to ask their partner questions about aspects of her/his life such as what they like to eat, favorite school subject, hobbies, interests, etc.
4. The group facilitator directs the participants to find as many pictures of their partner's objects, items, and concepts in magazines and catalogs. Participants cut out pictures and paste them on a poster or paper to create a collage.
5. The group facilitator leaves approximately 7-10 minutes at the end of the activity to review the collages and have participants identify each object, item, and/or concept as characteristic of their partner. The facilitator encourages, prompts, and reinforces each participant's appropriate presentation of their collage they created on their partner.

Therapeutic Activities

Title of Activity:	PEOPLE BUILDER
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	Index Cards (listing different items, shapes, or objects)

Activity Description:

A participant will pick an index card that identifies an item, shape, or object (e.g., the letter "A", a stick house, the number "8", an airplane, etc.). This participant will direct the other participants to make the item, shape, or object while lying on the ground using their bodies to represent various sides of the item, shape, or object. The group facilitator will assist this participant in giving clear directions as to where each participant should lie to recreate a representation of the item, shape, or object.

Procedures:

1. Prior to the activity, the group facilitator creates a list of items, shapes, or objects and then makes a sketch of each item and its name/descriptor on an index card. One item, shape, or object per card. He/she then places the index cards into a container.
2. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will be directed by one of the participants to use and position their bodies to make an item, shape, or object while lying on the ground. The group facilitator tells the participants that they have to listen and do exactly what the participant leader directs them to do.
3. The group facilitator picks one of the participants to direct his/her peers to make the item, shape, or object. The chosen participant picks one index card from the container.
4. The identified participant draws an index card with an item, shape, or object drawn on it. He/she shows the index card to the group facilitator but does not reveal what is on the card to the other participants.
5. The participant directs the other participants one at a time into various positions/locations on the ground so as to recreate a representation of the item, shape, or object using their bodies. The participant leader must be sure to be very specific as to how and where each participant is to use and position their body to represent a part of the item being represented on the ground.

6. When the item, shape, or object is successfully created, another participant is selected, and the whole process is repeated from step 3 above. To ensure that more than one person takes the role of participant leader and that more than one item is recreated, the group facilitator will provide guidance to the participant leader as necessary.
7. The group facilitator will leave 3-5 minutes at the end of the activity to discuss the activity, including the benefits and problems that sometimes accompany working on a team and in giving and receiving instructions.

Staff should participate in the game as a team member.

Variation I

1. Instead of identifying one person to lead the other participants in depicting an item with their bodies, all the members of the group will look at one of the index cards. The whole group will then spend 2-4 minutes talking about how each of the members can position themselves to make a representation of the item, shape, or object.
2. To assist the group discussion, one group member can lead the group discussion and draw the other group members' suggestions on the board.
3. After deciding on how to represent the specific item, the group will then have 3-5 minutes (if necessary) to position themselves and depict the item/object.
4. After the group creates the item, then another index card is chosen and again the group would have a discussion on how to position themselves to create a representation of the item. Note another group participant should lead this next group discussion. This would be repeated until as many people can go during the allotted activity group time.
5. The group facilitator will leave 3-5 minutes at the end of the activity to discuss the activity, including the benefits and problems that sometimes accompany working on a team and in giving and receiving instructions.

Therapeutic Activities

Title of Activity:	SCAVENGER HUNT COLLAGE
Characteristic Addressed:	Restricted/repetitive patterns of interests
Purpose of Activity (Goal):	Expose participant to items, objects, and concepts identified by others
Target Skill:	Interest Expansion
Objectives:	Have participants locate, collect, and display items identified by others
Materials Needed:	Magazines, construction paper, scissors, adhesive, master list of objects

Activity Description:

Participants will work in pairs to locate as many items from a master list of objects, in magazines, and catalogs. Each will be required to locate, cut out, and paste the pictures on a large poster board. Participants will attempt to identify as many objects, items, and concepts from the master list as possible.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will be working in pairs to identify and collect images of objects, items, and concepts from a master list. The partners will create a collage of these collected images and then share what they collected with the whole group.
2. The group facilitator informs participants that they will be working in pairs. The group facilitator can allow participants to select partners or the facilitator can create pairings.
3. The group facilitator gives each team with a list of items, objects, or concepts and tells the pairings that they must find as many images of the objects, items, and concepts as possible in the magazines and catalogs. The partners will get a point for each image they collect however, only two pictures per item, object, or concept are allowed.
4. Partners cut out the pictures they find and paste them on construction paper to create a collage.
5. The group facilitator leaves approximately 7-10 minutes at the end of the activity to review the collages and have participants identify the objects, items, and/or concepts on their collage. Both partners should report on their collage.

SCAVENGER HUNT COLLAGE – MASTER LIST

Tree	Music	Heavy
Sky	Singing	Light
House	Sleeping	Tall
Car	Running	Short
Fence	Walking	Fast
Book	Reading	Slow
Radio	Listening	Bright
Insect	Crawling	Dark
Bird	Flying	Sharp
Fish	Swimming	Dull

Therapeutic Activities

Title of Activity:	SELF-COLLAGE
Characteristic Addressed:	Qualitative impairment in social interaction/social communication; Restricted/repetitive patterns of interests
Purpose of Activity (Goal):	Foster self-awareness, presentation, and communication skills
Target Skill:	Appropriate Self-Presentation and Social Communication
Materials Needed:	Magazines, construction paper, scissors, and adhesive
Objectives:	Have participants locate, collect, and display items that reflects themselves

Activity Description:

Participants will locate pictures in magazines and catalogs that represent facets of their lives and areas of interest. Each will locate, cut out, and paste pictures on construction paper. Participants will be directed to identify a range of self-reflective pictures and avoid collecting just images within their restricted range of interests. Participants present their collages to the group at the end of the activity.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will collect images that reflect a range of facets about them (e.g., family, where they live, areas of interest, hobbies, etc.) and then create a collage of their images that they will then share with the group.
2. The group facilitator instructs participants to identify a range of pictures in magazines that describe the many characteristics and features about themselves. The facilitator tells the participants to find images that describe who they are, their interests, their family, their house/neighborhood, their school, etc. The group facilitator reminds the participants that they should not just collect pictures on their restricted or repetitive areas of interest.
3. Participants will cut out and paste as many self-reflective pictures as possible.
4. Throughout the activity, the group facilitator supports and bridges discussions between participants. For example, the facilitator may verbally reinforce similarities between participants to create social interaction and dialogue between the participants.
5. The group facilitator leaves approximately 7-10 minutes at the end of the activity to review each participant's collage and has each participant identify the pictures in his/her collage and what it reveals about him/her.

6. During the presentations, the group facilitator identifies similarities between the presenter and his/her peers. The facilitator encourages participants to talk about their commonalities.

Therapeutic Activities

Title of Activity:	SHORE TO SHORE
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Develop social cooperation and skills for a group challenge
Target Skill:	Social Interaction
Objectives:	Increase social skills and cooperation by having participants collectively examine and solve a group challenge
Materials Needed:	Six 6-foot ropes with washers tied at each end, hula hoops or tape (to designate an island or shoreline)

Activity Description:

Participants will work as a group to solve a series of increasingly difficult challenges that involve crossing a make-believe “rushing river.” Participants must collectively develop and execute a plan to get all participants across the “rushing river” using varying numbers of ropes and encountering varying number of islands/rocks to visit while crossing the “rushing river.”

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will have to work to together to get everyone across a “rushing river” using ropes. The facilitator should verbally create an image of a “rushing river.” The facilitator tells the participants that the group will be presented with different challenges on crossing the “rushing river.”
2. Prior to each challenge, the facilitator identifies the shorelines and any islands/rocks that are in the middle of the river. The shorelines and islands/rocks are represented by rope, hula hoops, and/or tape.
3. All participants should contribute to the problem solving discussions about how the participants will use the ropes to cross the “rushing river.”

Challenge I

1. The group facilitator points out the shorelines they start at and end at as well as the island/rock in the middle of the river that they will use to help them cross the “rushing river.”
2. The group facilitator informs the group that their challenge will be to cross the river by going from one shoreline to the island/rock to the other shoreline using two ropes. The participants will have to go the island/rock first because the ropes are not long enough

to go from shore to shore. The facilitator will remind the participants to first create a plan as a group as to how the group will cross the “rushing river.” The plan should include what rope(s) to use and when, who will anchor the ropes to the shore or islands, and how they will cross (e.g., do they all go to the island first or do some go to the island and then continue on to the shore before other participants even leave the shore).

3. Before crossing, one of the group members would throw a rope from the shore to the island/rock. The facilitator can help the group get the rope to reach and “connect” with the island. One of the group members should monitor the rope to make sure it stays “connected” to the shore or island/rock while participants are walking on the rope.
4. The participants begin crossing the “rushing river” once a rope “connects” the shoreline to the island/rock.
5. To cross the river, each participant must walk on the rope to the island or shore. If a participant falls off the rope while crossing, the participant has to restart his/her crossing.

Challenge II

1. Follow steps 1-5 in Challenge I, but only allow the group one rope. This means that all participants must get to the island/rock before anyone can move on to cross the second half of the “rushing river.”

Challenge III

1. The group facilitator adds two additional islands/rocks that the participants must visit on their crossing of the “rushing river.” The group facilitator allows the group to use four ropes. The group facilitator reminds the group on how to use the ropes to cross to the islands and the shore and that any participant has to start over if he/she falls off the rope while crossing it.
2. The group facilitator reminds the participants to first create a plan as a group as to how the group will cross the “rushing river” while visiting all three islands.
3. As the group is successful, the group facilitator reduces the number of ropes the participants can use from four to three and then to two.

Challenge IV

1. Follow steps 1-3 of Challenge III but add stipulation that each participant can only visit two of the three islands/rocks as they cross the “rushing river.” The group will be allowed to use four ropes. The group facilitator will remind the participants to work together to determine which group members will cross which island, how and when. Note that the distance between the islands/rocks should be no longer than the length of the rope.
2. As group is successful, the group facilitator reduces the number of ropes the participants can use.

Challenge V

1. Follow steps 1-3 of Challenge III but have limits on some of the islands/rocks as to how many participants can be on the island at the same time. The facilitator would make two of the islands smaller in diameter. The group will be allowed to use four ropes. The group facilitator will remind the participants to work together to determine which group members will cross which island, how and when. Note that the distance between the islands/rocks should be no longer than the length of the rope.

Therapeutic Activities

Title of Activity:	SPORTS GAMES
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction, Social Communication
Objectives:	Foster social cooperation, skills, reciprocity, negotiation, and frustration tolerance
Materials Needed:	Any sports game requiring 2 or more participants and social interaction/social communication (e.g., soccer, kickball, etc.), and the specific equipment for that activity (e.g., ball, cones, bases, etc.)
Activity Description:	
	Participants will participate in a sports game (e.g. kickball, basketball, soccer) requiring 2 or more participants.
Procedures:	
	<ol style="list-style-type: none">1. The group facilitator begins the activity by reiterating the program rules and expectations for the particular sports game being played (e.g. kickball, basketball, soccer, etc.). The rules of the particular sport being played are reviewed.2. The group facilitator may choose to do skill drills/practice trials prior to starting the game to be sure the children understand and can exhibit the skills needed for game play.3. The group facilitator divides the participants into two teams.4. The group facilitator reviews the field of play for the sport being played (e.g., inbounds/out of bounds, fair ball/foul ball, etc.) and assigns players to specific positions as defined by the sport being played.5. If necessary, the group facilitator sections off the field of play into as many sections as needed to accommodate the number of players so as to keep players from intruding and colliding. If sectioning the field, each participant is assigned to a section and cannot go into another teammate's section.6. Participants are instructed that they must remain in their assigned position or section during the game. Players can be rotated to different positions/sections if desired as the game progresses.

7. The group facilitator instructs the children to begin the game, supervises the game, and provide reinforcement for use of social skills and corrective feedback (including identification of a replacement skill) when necessary.

Therapeutic Activities

Title of Activity:	STEAL AND TRANSLATE THE BACON
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Improve social interaction and increase pragmatic language skills
Target Skill:	Social Interaction and Language Pragmatics
Objectives:	Foster social cooperation and increase language pragmatics
Materials Needed:	Dry-erase or chalkboard erase/marker (or similar small object), index cards containing one idiom on each card, tape

Activity Description:

Participants will work as a team to earn a point by getting the “bacon” from the center point of the field back across their team’s line without being tagged. Additionally, the team can earn another point for successfully deciphering an idiom. The opposing team (that was unable to get the “bacon” to their side), can steal this extra point if the first team incorrectly decipheres the idiom and they correctly decipher the idiom.

Procedures:

1. Prior to the activity, the group facilitator places two parallel lines on the floor with tape approximately 15-20 feet apart. Each team will start behind one of these lines. The facilitator then places an “X” in the midpoint between these two lines; this will be the center point of the field of play. A dry-erase or chalkboard eraser will serve as the “bacon.”
2. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will be working as a team to compete against another team to get the “bacon” from the center point (marked with an “X”) and return it to their side without the other team getting it. Whichever team brings the “bacon” to their side will get a chance to receive a point for correctly deciphering an idiom stated by the group facilitator. If the team is incorrect in their translation, then the opposing team gets the chance to decipher the idiom. If the opposing team is correct then they earn the point.
3. The group facilitator divides the participants into two teams.
4. The group facilitator assigns a number or has participants of each team count off such that one member of one team has the same number as one member of the other team.

5. The group facilitator reviews the field of play, where the center point is (that the “bacon” is placed), and where each team line is (one of the parallel lines). Each team must remain behind their team’s line unless they are called to get the “bacon.”
6. To start play, the group facilitator places the “bacon” on the center point and then calls out one of the numbers he/she assigned to the participants. The participant on each team with that number will attempt to get the “bacon” and return it across her/his team’s line without being tagged.
7. If a player is tagged, the two players return to their sides, the bacon is returned to the center spot, and another number is called.
8. If a team is successful in getting the “bacon” across their team line without being tagged, they earn a point. Then the group facilitator picks an index card and reads the idiom. The team works collectively to provide the meaning of this idiom. If the team is correct, they earn another point. If incorrect, the other team has a chance to steal the point by correctly providing the meaning of the idiom.
9. After a few rounds of the teams trying to get the “bacon,” the group facilitator has the option of calling two numbers at the same time. The two team members called out can throw the “bacon” to one another to avoid being tagged and to get across their team’s line. If a participant with the “bacon” is tagged, he/she must drop the “bacon” and cannot pick it up again. It is then up to the remaining players on the field to get it across the line.

Group facilitators should participate in the game as team members.

PRACTICE SET:

Participants should practice picking up the bacon and running across the line, as well as passing the bacon to one another

Therapeutic Activities

Title of Activity:	STRANDED ON AN ISLAND
Characteristic Addressed:	Qualitative impairment in social interaction/social communication; Restricted/repetitive patterns of interests
Purpose of Activity (Goal):	Increase awareness of the interests of peers, foster social interaction, and expand area of interest
Target Skill:	Increase awareness of the interests of peers, foster social interaction, and expand area of self-interest
Objectives:	Have participants imagine they were stranded on an island with their peers. Participants will draw the things one of their peers would need and like to have on the island.
Materials Needed:	Large sheets of paper, smaller sheets of paper, or dry erase/chalk board, boardmarkers/crayons, magazines, scissors, and glue
Activity Description:	Participants will interview a peer and make of list of the things their peer would need to have and like to have if stranded on an island in the middle of the ocean.

Procedures:

1. Prior to the group, the group facilitator draws one island on each large sheet of paper. The number of sheets needed is dependent upon the number of pairs in the group.
2. The group facilitator begins the activity by reiterating the program rules and expectations. The facilitator informs the participants that they will be stranded on an island in the middle of the ocean and need to determine what things their peers would need and like to have on the island.
3. The group facilitator informs participants that they will be working in pairs. The group facilitator can allow participants to select their partner or he/she can create groupings.
4. Each participant interviews his/her partner to determine the things the partner needs and wants to have on the deserted island.
5. Once the partner interviews are completed, the facilitator directs the participants to search and cut out images of their partner's desired items from magazines. If they cannot find an image, they can draw it. The participants will paste the cut-out images or draw the images on the island.

6. The group facilitator leaves approximately 5 minutes at the end of the activity so that each pair can present the images of items each partner wanted or needed for the island. Each partner should present the items of their partner.

Therapeutic Activities

Title of Activity:	TEAM Pictionary
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social interaction and cooperation
Target Skill:	Social Interaction
Objectives:	Increase social interaction and cooperation
Materials Needed:	Dry erase board or chalkboard, marker(s)/chalk, erase, index cards

Activity Description:

Participants will select index cards from box and attempt to draw a picture reflecting the object/item on the index card. The other participants will seek to guess the object, item, or action depicted in the drawing.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The facilitator explains that the game requires individuals drawing an object, item, or action and the other participants trying to guess what is drawn. The group will be divided into teams with the goal to earn points for successfully guessing what is drawn.
2. The group facilitator divides the participants into two groups and directs the teams to sit together in a half circle around the dry-erase or chalk board.
3. The group facilitator selects a participant to come to the board and randomly select an index card identifying an object, item, or action from the game box.
4. The group facilitator tells the drawer that he/she has two minutes to draw the image on the card. The facilitator sets the timer for two minutes and states "Begin drawing."
5. Participants from both teams attempt to identify the object, item, or action depicted in the drawing.
6. The group facilitator has four options regarding how the teams guess what the image is:
 - a. Option I – Allow the team members from both teams call out their guesses. Whichever team member correctly identifies the image first, his/her team gets the point.

- b. Option II – Don't allow any guesses while the participant is drawing the image. Once the drawer is finished or his/her two minutes are up, the team whose member is drawing gets to guess what the drawing depicts. If they are correct, then his/her team gets a point. If they are not correct, then the other team gets to guess. If the other team is correct, they get the point. If they are wrong, the first team gets to guess again and so on until a team correctly guesses or the facilitator stops the guessing and has the drawer tell the participants what he/she was drawing. This second option ensures that no one individual or team monopolizes the game.
- c. Option III – Instead of having participants blurt out their guess, the group facilitator gives each participant slips of paper and a pencil. Each team member writes down what they think the object, item, or action is depicted in the picture. Once all observers have written a response, the participant who completed the drawing is asked to identify what he/she drew. Each participant who guessed correctly gets a point for his/her team.
- d. Option IV – Follow option III except once the participants have written out their choice, have each team hold a brief 30-second discussion to review what each member thinks the drawing is and then for the team to come to a consensus on what their whole team's guess will be. Once the team discussion is completed, the participant who completed the drawing identifies what he/she drew. Each team that guessed correctly gets a point.

Therapeutic Activities

Title of Activity:	THREE-LEGGED RACE
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills and reciprocity
Materials Needed:	Sections of cloth or rope (for attaching legs together) and cones or tape to mark start and finish lines

Activity Description:

Participants will work with a partner to run a designated length while one of their legs is attached to their partner's leg. The partners will strive to beat their fastest time.

Procedures:

1. Prior to the activity, the group facilitator places cones or tape to identify the start and finish lines for the races.
2. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will be work with a partner to run from start to finish while one of their legs is attached to their partner's leg. The facilitator tells the partners that they must communicate with their partner to coordinate how they will step (i.e., which leg goes first) and at what pace.
3. The group facilitator pairs up with one of the participants to demonstrate how to attach their legs and move in a coordinated manner. The group facilitator stands side-by-side to the demonstration participant and then ties their legs that are touching together (in the middle) using the cloth or rope. The facilitator and the participant then walk the course by alternating taking a step with their outer legs (untied) and then their middle "leg" (i.e., tied legs).
4. The group facilitator divides the participants into pairs. The group facilitator can allow participants to select their partner or the facilitator can create pairings.
5. Participants stand side-by-side with their partner, tie their legs (that are touching) together and then practice moving (i.e., alternating taking a step with their outer untied legs and then their middle "tied leg"). Participants should begin with a slow walk and then gradually increase their pace as they become more proficient.

6. The group facilitator instructs participants that they must maintain their legs being tied until across the finish line.
7. Once the participants are somewhat competent, staff will have the partners try to move as quickly as possible. A point will be given for each partnership that successfully goes from the starting line to the finish line. An additional point can be earned for partners that beat previous race times or a present time.
8. Group facilitators have the option of having participants change partners to further practice coordinating movements and pace with another partner.

Therapeutic Activities

Title of Activity:	TRUTH?
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, interaction, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social recall, attention, skills and reciprocity
Materials Needed:	Index cards with "T" for truth and an "F" for false

Activity Description:

Participants will sit in a circle. Participants attempt to tell a true story that sounds false or a false story that sounds true. Participants take turns telling stories about themselves and/or their families while the remaining group members listen carefully. Group members then attempt to determine whether the story is true or false.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they must listen to the story being told by each member. The group facilitator encourages participants to use what they know about one another to try and determine whether each story they hear is true or false. After a story is told, each participant will indicate whether or not they believe the story.
2. The group facilitator emphasizes that overly unrealistic stories will be easy to identify as false (e.g., "I saw a 400' yellow elephant") and overly simple stories will be easily identified as true (e.g., "I have a mom"). The storytellers are encouraged to try to fool the group members.
3. The facilitator gives each participant two index cards - one containing a "T" for true and one containing an "F" for false.
4. After the story teller finishes her/his tale, group members will place either the "T" or "F" card face down in front of them. Participants should not let other members see their card.
5. After everyone has voted, the group facilitator then has all members turn over their cards simultaneously. Participants cannot change their minds after their vote has been revealed.

6. After votes have been shared, the storyteller indicates whether his/her story was true or false. The staff facilitator can keep track of the number of correct identifications by each group member on the board, as well as the number of people the storyteller “tricked”
7. The group facilitator leaves 3-5 minutes at the end of the activity to discuss the activity and the problems sometimes encountered when attempting to determine “fact or fiction.”

Staff should participate in the game as a team member.

Therapeutic Activities

Title of Activity:	T-SHIRT ART
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase participants' self-expression toward peers
Target Skill:	Self-Awareness and Awareness of Others
Objectives:	Increase participants' self-expression toward peers
Materials Needed:	T-shirts (white or light color), fabric markers

Activity Description:

Participants will create a design or image on their own t-shirt that reflects something of interest to them. Once this is completed, participants will pass their t-shirt to each member of the group and have their peers write or draw something on the t-shirt about their "friendship" or something he/she has in common with the t-shirt owner.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will be creating special t-shirts about themselves, as well as sending a message to each of their "friends" in the group by writing/drawing something on their peers' t-shirts. This project will likely require two days.
2. The group facilitator informs participants that they will begin by drawing something of interest or something that reflects themselves on the t-shirt.
3. Once all participants have completed drawing a self-reflective image, staff will have each participant hold up her/his t-shirt and describe what he/she drew about her/himself.
4. After all members have described their t-shirt, the group facilitator will instruct all group members to hand their t-shirt to the peer or staff member sitting to their right.
5. Participants are then directed to write a message to the t-shirt owner about their time together in the group. The message can be short and can contain an image.
6. The group facilitator allows 3-5 minutes for the message/image to be completed, and then the facilitator will direct the participants to take the t-shirt and pass it along to the person to their right.

7. This process will be continued until all members of the group have had the opportunity to create a message and/or image to each t-shirt owner.
8. The facilitator will leave approximately 3-5 minutes at the end of the activity to discuss the friendships that were made during the group/program as well as allow participants to talk about their friendships.

Therapeutic Activities

Title of Activity:	VIDEO FACIAL RECOGNITION
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase understanding of facial expression and affect
Target Skill:	Social Interaction
Objectives:	Increase understanding of facial expression and affect
Materials Needed:	Video containing a range of facial expressions and emotions

Activity Description:

Participants will identify the feelings/emotions portrayed by actors in a movie.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will be identifying different emotions and feelings portrayed by actors in a movie. The group facilitator tells the participants that they will be looking for facial expressions, body language, and the context to help them determine what emotion/feeling is being displayed.
2. Prior to starting the movie, the group facilitator has participants suggest as many emotions/feelings as possible and writes these feelings/emotions on the board.
3. The group facilitator informs the participants that he/she will be randomly pausing the movie and asking participants to identify the feeling being displayed/experienced by specific characters/actors at that point in the movie.
4. The group facilitator then plays a movie of interest to the participants. The movie must contain human actors (no animated characters).
5. The group facilitator pauses the movie at various points to expose the participants to a range of feelings/emotions. At each pause, the facilitator asks a participant to identify the emotion being displayed and how he/she knows that this is the feeling/emotion that the character is experiencing. The facilitator may prompt the participant to identify the facial features or body language displayed that support his/her answer. Participants can be directed to use the list on the board if they are having trouble identifying the feeling/emotion.

6. The group facilitator should call on different participants so that no one participant provides an unequal number of responses. The facilitator can also ask other participants to help a participant identify the emotion.
7. Once the participant identifies the emotion, the group facilitator asks the entire group if they agree with the answer and can ask group participants for further support of why they identified the particular emotion/feeling. The facilitator then resumes the movie and repeats steps 5-7.
8. The group facilitator leaves 3-5 minutes at the end of the activity to discuss what feelings/emotions were easy and difficult to identify.

Therapeutic Activities

Title of Activity:	WHAT DOES JACK LIKE?
Characteristic Addressed:	Qualitative impairment in social interaction/social communication
Purpose of Activity (Goal):	Increase social attention, skills, and reciprocity
Target Skill:	Social Interaction
Objectives:	Foster social cooperation, skills, and reciprocity
Materials Needed:	Bin of mixed objects that can be grouped (i.e. soft objects, objects that are all green, etc.). Bin can include stuffed animals, writing utensils, toys, and other miscellaneous objects.

Activity Description:

An assortment of small objects, toys, and materials are in a bin (“Jack’s” bin). Prior to the game, the facilitator and one group member given the name “Jack” will identify a common characteristic (e.g., color, shape, texture, etc.) of some of the items in the bin. The facilitator and “Jack” do not tell the participants what the common characteristic is. The participants will take turns picking an object from “Jack’s” bin and asking, “Does Jack like this?” “Jack” will say “yes” to any object chosen that has the chosen characteristic. After each participant has asked about an item and they have collected enough items to make a guess, the group participants will engage in a discussion about the similar features of the category of objects that “Jack” likes. Once all participants have contributed to the discussion and the group is ready to guess, then one member will be chosen to give the group’s guess as to what the common characteristic is. “Jack” will confirm if the group is correct.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The facilitator explains that he/she and one of the group participants called “Jack” have identified a common characteristic for some of the items in “Jack’s bin” and that the group must work together to determine what the common characteristic is. One by one, group members will pick an item from “Jack’s bin” and ask “Does Jack like this?” Then after the group members have collected enough items that “Jack” likes, they will hold a group discussion to discuss what each member thinks the common characteristic is and then make a guess. “Jack” will then reveal the characteristic. The group gets a point if they are correct.
2. “Jack’s bin” of small objects and items is placed in the center of the room and the participants sit in a semi-circle around the bin.
3. The group facilitator chooses one of the participants to be “Jack.” The facilitator and “Jack” identify a common characteristic (big, red, things that go into the water, etc.) of

some of the items in the bin but they do not tell the other participants what the characteristic is.

4. To start the game, the group facilitator or “Jack” pulls two objects from the bin. The first object represents/demonstrates the characteristic chosen. The facilitator or “Jack” holds the first object up and says, “Jack likes this” and puts it in a designated “LIKES” pile on the ground to the left of the bin. The second object does not represent/demonstrate the chosen characteristic. The facilitator or “Jack” holds up the second object and says, “Jack doesn’t like this” and places it in a “DOES NOT LIKE” pile on the ground to the right of the bin.
5. Taking turns, each participant then picks an object from “Jack’s bin” and asks, “Does Jack like this?” Each participant can only pick one item from the bin per turn.
6. If the object consists of or demonstrates the identified characteristic, “Jack” answers “yes” and the item is placed in a “LIKES” pile. If the item does not, “Jack” says “no” and the item is placed in a “DOES NOT LIKE” pile.
7. The participants are not to reveal what they think the common characteristic is until all participants have picked an object and contributed in the discussion.
8. After all the group participants have asked about an item and the group members have collected enough items that “Jack” likes, then the group facilitator prompts the participants to have a discussion about the differences between the two piles and similarities within the “LIKE” pile. All participants must contribute to this discussion.
9. The group or the facilitator chooses one member to reveal what they think is the common characteristic of the items that “Jack likes.”
10. “Jack” identifies the common characteristic chosen and if the group is correct. If the group is correct, then the group receives a point. If the answer is not correct, participants can re-group and talk about another possibility.
11. The group facilitator then picks another participant to be “Jack” and has the new “Jack” identify a different characteristic common to some of the items in the bin. The group repeats steps 4-10.

Therapeutic Activities

Title of Activity:	WHO ARE YOU?
Characteristic Addressed:	Qualitative impairment in social interaction/social communication; Restricted/repetitive patterns of interests
Purpose of Activity (Goal):	Increase participants' awareness of the background and interests of peers. Activity also requires social attention, interaction, and reciprocity.
Target Skill:	Social Interaction
Objectives:	Foster social awareness and interest toward peers and others, as well as facilitate social skills and reciprocity
Materials Needed:	QUESTION SET #1, QUESTION SET #2, paper and writing utensils

Activity Description:

Participants interview a peer in the group in order to gather information about the peer (e.g., age, family, where lives, school attends, preferred foods, etc.). Following the peer interviews, each participant will then introduce the peer he/she interviewed to the group and present the information they learned about the peer to the group.

Procedures:

1. The group facilitator begins the activity by reiterating the program rules and expectations. The group facilitator informs the participants that they will be interviewing a peer in the group in order to get to know the peer.
2. The group facilitator gives each participant QUESTION SET #1.
3. The group facilitator directs participants to conduct this interview with someone in the group. The group facilitator can assign who the participants interview or let the participants choose their interviewee on their own.
4. The group facilitator tells each participant that the interviews should take about three minutes to complete. Once the interview is completed, then pairs switch roles, and the interviewer becomes the interviewee and interviews the former interviewer for three minutes.
5. The participants are directed to get as much information as possible for each of the questions however they are also told to only get information related to the question and not get information unrelated to the question.

6. After the interviews are complete, the group facilitator directs the participants to return to a semi-circle around the facilitator but that they are not to sit next to the peer they interviewed.
7. One pair at a time, the group facilitator has the partners who interviewed each other stand and introduce/describe the information they gathered regarding their partner. The group facilitator directs the partners to begin the introduction by saying, "I'm proud to present..." followed by the name of the partner and the information they gathered.
8. After all members have presented their partners, the group facilitator directs the participants to get a different partner to do another interview with a different set of questions. The facilitator gives each participant QUESTION SET #2 and the process is repeated from step 3 – 7 using this second set of questions.

WHO ARE YOU? – QUESTION SET #1

Other Person's Name: _____

Other Person's Age: _____

Who is in your family and what are their names? _____

What is your favorite food? _____

What food do you not like? _____

What is your favorite animal? _____

What is your favorite hobby (thing to do)? _____

What is the best thing about your mom or dad or person who takes care of you?

WHO ARE YOU? – QUESTION SET #2

Other Person's Name: _____

Other Person's Age: _____

What school do you go to? _____

What grade are you in? _____

What is your teacher's name? _____

How many friends do you have in school? _____

What are some of your friends' names? _____

What are your favorite subjects in school?

What subjects do you not like?

What is your favorite part of school?

Appendix C

schoolMAX Social Skills and Therapeutic Activity Options

Listening

Catch Me If You Can
Don't Break the Egg
Fact or Fiction
Shore to Shore
Group Island
People Builder
What Does Jack Like?
Who Are You?

Asking a Question

Shore to Shore
Group Loop
Who Are You?
Group Island
Stranded on an Island
Truth?
What Does Jack Like?

Asking for Help

Hula Hoop Relay
Blindfold and Obstacle Landing
Crab Soccer
Doubles Four Square (Cooperative)
Four Square (Cooperative)

Following Instructions

Human Wagon Train
Computer Self Peer Book
Group Island
Shore to Shore
Four Square

Introducing Yourself

Who Are You?
Computer Self Peer Book
If My Friends and I Were Animals
Peer Collage

Having a Conversation

Board Games
Balloon Volleyball
Computer Grab bag (Team)
Don't Break the Egg
Group Island
One Handed Construction
Shore to Shore

Ignoring Distractions

Catch Me if You Can
Crab Soccer
Scavenger Hunt Collage
Truth?
Who Are You?

Accepting Consequences

Board Games
Four Square (Cooperative)
If My Friends and I Were Animals
Group Island
Hula Hoop Relay
People Builder
Sports Games

Being a Good Sport

Balloon Volleyball
Catch Me if You Can
Crab Soccer
Don't Break the Egg
Doubles Four Square (Cooperative)
Sports Games

Asking Permission

People Builder
Board Games
Mother May I
Shore to Shore

Sharing

Don't Break the Egg
Four Square (Cooperative)
One Handed Construction
Scavenger Hunt
Self-Collage

Apologizing

Computer Self-Peer Book
Catch Me if You Can
One Handed Construction
Sports Games

Using Self Control

Board Games
Human Wagon Train
Group Loop
Truth?
Hula Hoop Relay

Ending a Conversation

Computer Grab bag (Team)
Peer Collage
Group Island

Giving Compliments

Peer Collage
Self Collage
Board Games
Balloon Volleyball
Hula Hoop Relay
Sports Games

Giving Instructions

Blindfold and Obstacle Landing
Shore to Shore
Three Legged Race
People Builder

Contributing to Discussion

Balloon Volleyball
Facial Collage
Computer Grab bag (Team)
Fact or Fiction
Scavenger Hunt Collage
Steal and Translate the Bacon

Offering to Help Adult/Classmate

Freeze Tag Emotions
Steal and Translate the Bacon
Human Wagon Train
Crab Soccer
People Builder

Joining In

Balloon Volleyball
Crab Soccer
Don't Break the Egg
Doubles Four Square (Cooperative)
Sports Games
Steal and Translate the Bacon

Expressing Your Feelings

Freeze Tag Emotions
Expression Paintings
Faces Collage
Team Pictionary
If My Friends and I Were Animals
Video Facial Recognition

Showing Concern for Another

Charades
Human Wagon Train
Crab Soccer
Don't Break the Egg
Hula Hoop Relay
Team Pictionary

Responding to Teasing

Balloon Volleyball
Crab Soccer
If My Friends and I Were Animals
One Handed Construction
Shore to Shore
Sports Games

Avoiding Trouble with Others

Crab Soccer
Shore to Shore
Three Legged Race
Balloon Volleyball

Dealing with Another's Anger

Don't Break the Egg
Hula Hoop Relay
Doubles Four Square (Cooperative)
Sport Game

Negotiating

Computer Grab bag (Team)
Crab Soccer
Group Island
Shore to Shore
Steal and Translate the Bacon
Stranded on an Island
Three Legged Race
What Does Jack Like?

Dealing with Being Left Out

Board Games
Doubles Four Square (Cooperative)
Catch Me if You Can
Freeze Tag Emotions
Hula Hoop Relay
Four Square (Cooperative)
Shore to Shore
Sports Games

Appendix D

schoolMAX Therapeutic Activity Materials

schoolMAX Therapeutic Activity Materials

Therapeutic Activity	Materials Needed
Balloon Volleyball	Rope (to serve as net) Balloon (to serve as volleyball)
Blindfold and Obstacle Landing	Bandanas (to serve as blindfolds) Obstacles (e.g. Hula Hoops, cones, rope, etc.)
Board Games	Any board game requiring one more participants and social interaction/communication
Catch Me if You Can	Ball Cones (to designate the field of play)
Computer Grabbag (Team)	List of topics (photocopied) Computer with Internet Access Construction Paper Markers/Crayons
Computer Self-Peer (Book)	Computer with Internet Access Construction Paper Markers/Crayons
Crab Soccer	Ball Cones (as goal posts)
Don't Break the Egg	Hard-boiled eggs (only on day 2 of the activity) Construction Paper Glue Popsicle sticks Cotton balls Markers Tape
Doubles 4-Square (Cooperative)	Ball
Expression Paintings	Construction Paper Mirror Markers/crayons/watercolor paints
Face & Physio	No materials needed
Faces Collage	Magazines Construction Paper Scissors Glue/tape Master list of emotion states
Facial Recognition Bingo	Set of cards display a range of facial emotions Bingo cards (that display a collection of some of these emotions) Small pieces of paper or chips
4-Square (Cooperative)	Ball
Freeze Tag Emotions	Cones (to set boundaries)
Group Island	Large sheets of paper Small sheets of paper Markers/crayons Magazines Scissors Glue

schoolMAX Therapeutic Activity Materials

Therapeutic Activity	Materials Needed
Hula Hoop Relay	Hula Hoops
Human Wagon Train	Cones
If My Friends and I Were Animals	Construction paper Markers, crayons (This activity can also be done as a collage - if doing as a collage, materials will include paper, magazines, scissors, and glue sticks)
Mother May I	Cones or tape to mark start and end lines
One-Handed Construction	Glue Popsicle Sticks Construction Paper and other materials to decorate
Peer Collage	Magazines Construction Paper Scissors Glue or tape
People Builder	Index Cards (listing different items, shapes, or objects)
Scavenger Hunt College	Master list of Objects (in manual or create own) Magazines Construction Paper Scissors Glue or tape
Self-Collage	Magazines Construction Paper Scissors Glue or tape
Shore to Shore	Six 6ft. lengths of rope with washers tied at each end Tape (to designate an island and shoreline)
Sports Games	Any sports game requiring 2 or more participants and social interaction/communication (e.g. soccer & kickball), and the specific equipment for the activity (e.g., ball, cones, bases)
Steal & Translate the Bacon	Dry-erase or chalkboard Eraser/marker (or similar small object) Index cards containing one idiom on each card Tape
Stranded on an Island	Large sheets of paper, smaller sheets of paper, or dry erase/chalk board Board markers/crayons Magazines Scissors Glue
Team Pictionary	Dry erase board or chalkboard Marker(s)/chalk Eraser Index cards
Three-Legged Race	Sections of cloth or rope (for attaching legs together) Cones or tape to mark start and finish lines

schoolMAX Therapeutic Activity Materials

Therapeutic Activity	Materials Needed
T-Shirt Art	T-Shirts (White or light color) Fabric markers
Video Facial Recognition	Video containing a range of facial expressions and emotions
What Does Jack Like?	Bin of mixed objects that can be grouped (i.e. soft objects, objects that are all green, etc.) Bin can include stuffed animals, writing utensils, toys, and other miscellaneous objects
Who Are You?	Copies of Question Sets from manual Writing utensils for each group member

Appendix E

Individualized Daily Note Examples

Individualized Daily Note

Name: _____

Date: _____

Completes AM Routine

Turns in homework (No more than 1 reminder)	YES N/A NO
Signs up for lunch (No more than 1 reminder)	YES N/A NO
Fills in assignment book (No more than 1 reminder)	YES N/A NO
Starts AM work (No more than 1 reminder)	YES N/A NO

TIME PERIOD	Follows Directions (No more than ___ reminders to do what teacher says)		Completes Work (No more than ___ prompts to complete work/task assigned for the interval/period)		Contributes to Class Activities (At least ___ instance of contributing to class discussions or work tasks with others)		Uses Social Skills from Group (At least ___ instance per period/interval. May include prior taught skills)	
	# Prompts		# Prompts		# Instances		# Instances	
9:10-10:00	2	YES N/A NO	2	YES N/A NO	1	YES N/A NO	1	YES N/A NO
10:00-10:45	2	YES N/A NO	2	YES N/A NO	1	YES N/A NO	1	YES N/A NO
10:45-11:15	1	YES N/A NO	1	YES N/A NO	1	YES N/A NO	1	YES N/A NO
11:15-12:00	2	YES N/A NO	2	YES N/A NO	2	YES N/A NO	1	YES N/A NO
12:00-12:25	1	YES N/A NO	1	YES N/A NO	1	YES N/A NO	1	YES N/A NO
Lunch	1	YES N/A NO	1	YES N/A NO	1	YES N/A NO	1	YES N/A NO
1:00-1:20	1	YES N/A NO	1	YES N/A NO	1	YES N/A NO	1	YES N/A NO
1:20-2:20	3	YES N/A NO	3	YES N/A NO	3	YES N/A NO	2	YES N/A NO
2:20:300	2	YES N/A NO	2	YES N/A NO	2	YES N/A NO	1	YES N/A NO

Sits or Stands Quietly	YES N/A NO
------------------------	------------

TOTAL # OF YESES: _____ **out of** _____ **chances** % = _____ **Earns Reward:** YES NO

Comments: _____

Individualized Daily Note

Name: _____

Date: _____

ARRIVAL

Gets all materials needed for class and returns to class within time designated by teacher	YES N/A NO
Turns in Homework with no more than ___ reminders	YES N/A NO

TIME PERIOD	Has materials needed for task (No more than ___ reminders to get materials needed for the task)	Completes Work (No more than ___ reminders to complete work assigned for period)	Follows Quiet Rules (No more than ___ prompts to keep quiet, stop humming, etc. during period)	Eye Contact (No more than ___ prompts to look at person talking to or being spoken at)
AM Routine	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO
ELA I	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO
ELA II	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO
Social Studies	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO
Math I	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO
Math II	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO
Specials	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO
Science	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO

DEPARTURE

Gets all materials needed from locker and returns to class within time designated by teacher	YES N/A NO
Stays in seat (or assigned area) upon return from locker for remainder of departure period	YES N/A NO

TOTAL # OF YESES: _____ **out of** _____ **chances**

Teacher's Initials: _____

Percentage: _____

Earns Reward: **YES** **NO**

Comments: _____

Appendix F
IDN Blank Templates

Individualized Daily Note

Name: _____

Date: _____

	YES N/A NO
	YES N/A NO

TIME PERIOD	# Prompts	YES N/A NO	# Prompts	YES N/A NO	# Prompts	YES N/A NO	# Instances	YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO
		YES N/A NO		YES N/A NO		YES N/A NO		YES N/A NO

	YES N/A NO
	YES N/A NO

TOTAL # OF YESES: _____ out of _____ chances % = _____ Earns Reward: **YES NO**

Comments: _____

Individualized Daily Note

Name: _____

Date: _____

ARRIVAL

	YES N/A NO
	YES N/A NO

TIME PERIOD	YES N/A NO	YES N/A NO	YES N/A NO	YES N/A NO

DEPARTURE

	YES N/A NO
	YES N/A NO

TOTAL # OF YESES: _____ out of _____ chances

Teacher's Initials: _____

Percentage: _____

Earns Reward: **YES** **NO**

Comments: _____

Individualized Daily Note

Name: _____

Date: _____

TIME PERIOD	# Prompts			# Prompts			# Instances					
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO
		YES	N/A	NO		YES	N/A	NO		YES	N/A	NO

TOTAL # OF YESES: _____ **out of** _____ **chances** % = _____ **Earns Reward: YES NO**

Comments: _____

Individualized Daily Note

Name: _____

Date: _____

TIME PERIOD			
	YES N/A NO	YES N/A NO	YES N/A NO
	YES N/A NO	YES N/A NO	YES N/A NO
	YES N/A NO	YES N/A NO	YES N/A NO
	YES N/A NO	YES N/A NO	YES N/A NO
	YES N/A NO	YES N/A NO	YES N/A NO
	YES N/A NO	YES N/A NO	YES N/A NO
	YES N/A NO	YES N/A NO	YES N/A NO
	YES N/A NO	YES N/A NO	YES N/A NO
	YES N/A NO	YES N/A NO	YES N/A NO

TOTAL # OF YESES: _____ out of _____ chances

Teacher's Initials: _____

Percentage: _____

Earns Reward: YES NO

Comments: _____

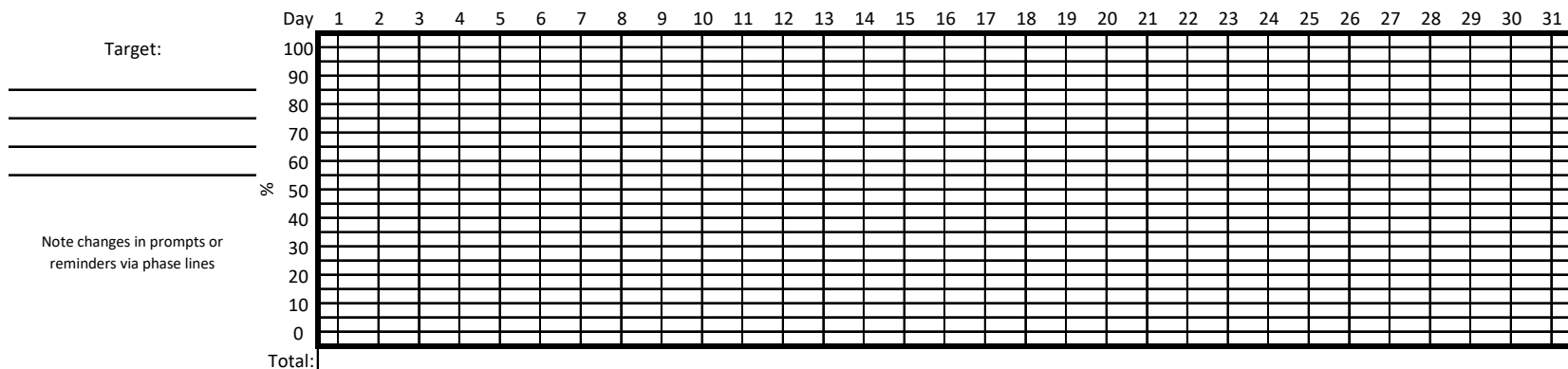
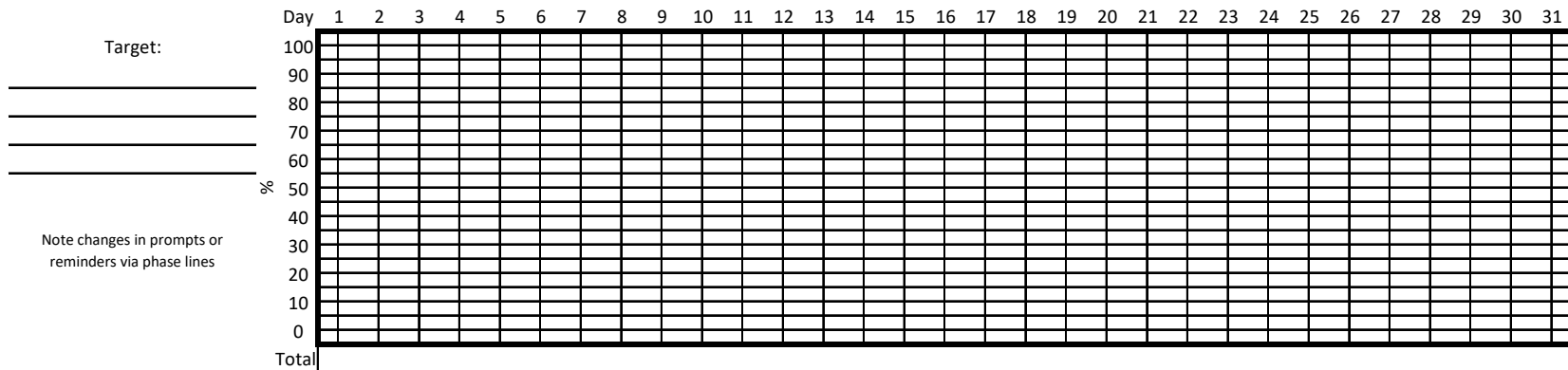
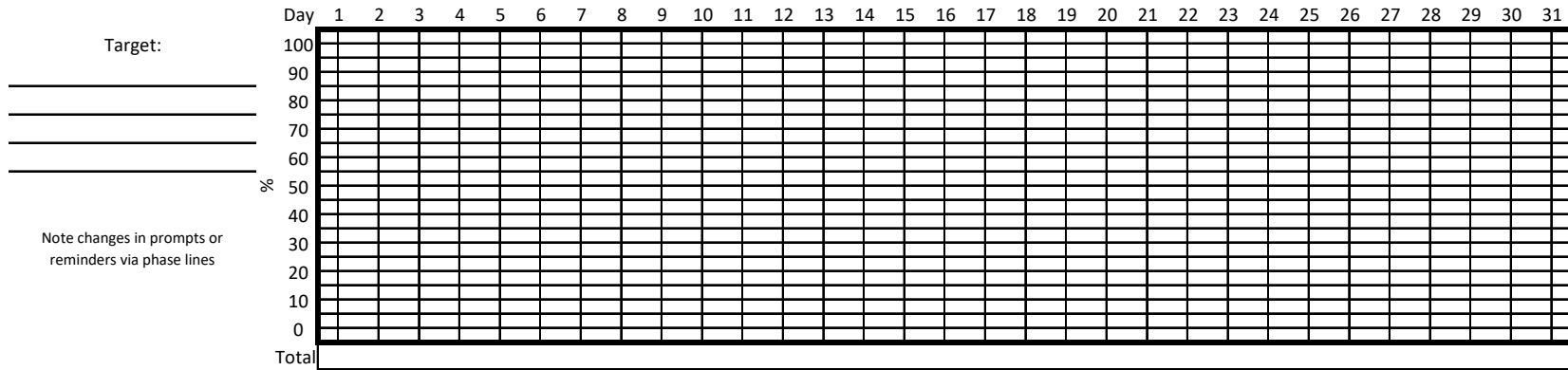
Appendix G

schoolMAX IDN Tracking Form

Name: _____

schoolMAX IDN Tracking

Month/Year: _____



Appendix H

schoolMAX Master Schedule Template

Appendix I

schoolMAX Fidelity Tracking Forms

schoolMAX Treatment Fidelity Tracking - Dosage

Component
 # of Sessions Held this
 Week
(Record initials of each target student and # of sessions missed during week)

S1:	S2:	S3:	S4:	S5:	S6:

Wk ____	Start Date:	SSG							
		MR							
		TA							
	End Date:	IDN							
		PT							

Wk ____	Start Date:	SSG							
		MR							
		TA							
	End Date:	IDN							
		PT							

Wk ____	Start Date:	SSG							
		MR							
		TA							
	End Date:	IDN							
		PT							

Wk ____	Start Date:	SSG							
		MR							
		TA							
	End Date:	IDN							
		PT							

Wk ____	Start Date:	SSG							
		MR							
		TA							
	End Date:	IDN							
		PT							

Wk ____	Start Date:	SSG							
		MR							
		TA							
	End Date:	IDN							
		PT							

