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YPA 1B  
YPA 2B



School  
District 42  
Maple Ridge - Pitt Meadows

# Memorandum

TO: Secondary Principals  
Darren Rowell  
Norma Mason  
M.R.T.A.

FROM: Joanne Rowen  
Director of Instruction

RE: Board / Authority Authorized Course  
"Principles of Social Interaction"

DATE: May 29, 2008

The Board has approved "Principles of Social Interaction" as a Board/Authority Authorized Course for use in all secondary schools in School District No. 42 (Maple Ridge - Pitt Meadows).

JR: tb

Attachment

Maple Ridge – Pitt Meadows School District (#42)  
22225 Brown Avenue,  
Maple Ridge, BC V2X 8N6

**BAA Course Description**

Course Name:	Principles of Social Interaction	Principal:	All Secondary Principals
Date Developed:	May 7, 2008 for SD #42	Grade Level of Course:	8-12
School:	All Secondary Schools in SD #42	# of Hours of Instruction:	120
Number of Course Credits:	4	Reviewed by:	
Originally Developed By:	Gail Adams & Sue MacDonald from SD #28		

**Course Synopsis/Description:**

The purpose of Principles of Social Interaction (PSI) is to improve:

- Develop and practice students Communication skills for use with school staff, home, and peers
- Develop and practice students social and abstract thinking skills
- Develop and practice students strategies for resolving conflict
- Develop student self awareness and self management skills for anxiety and stress

**Rationale:**

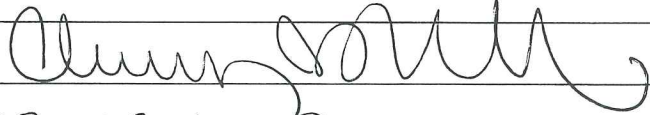
This course was originally developed by teachers in the Quesnel School District (SD #28), as a Board Authority/Authorized course in 2005 and then revised in 2007. The course was approved by the Quesnel School Board and has subsequently been approved and given a course code by the Ministry of Education (course code YPSI 10). We have adapted their organizational structure, instructional component, and assessment component to suit our own district's needs. At a recent CASE conference Bill Standevan from the Ministry of Education described this course as an "exemplary BAA course."

The purpose of "Principles of Social Interaction" is to provide direct, specific instruction to develop social "survival" skills not addressed in other high school courses. These skills include:

- Self-awareness and understanding
- Identifying the elements of social communication
- Applying pragmatics of social interaction (verbal and non-verbal)
- Anger management
- Anxiety (stress) management
- Conflict resolution

Approved

Not Approved/Comment: \_\_\_\_\_

Board Authority Signature Approval: 

Board Authority Approval Date: 28 May 2008

**Prerequisites:**

- Referral by Resource Teacher, Counsellor, or School-based Team
- Student is on a “Dogwood” graduation track

**Special Training:**

- Staff should be familiar with the Ministry of Education Special Education policies, secondary school curriculum
- Staff should have Special Education training
- Staff should be familiar with the principles of social interaction

**Facilities Required:**

A classroom setting conducive to small group learning & instruction.

**Equipment Required:**

Computers, digital video camera with microphones

**Organizational Structure: (units, topics, modules)**

Unit/Topic	Title	Time
Unit 1:	Self-Awareness and Understanding	20 hours
Unit 2:	Identifying and Applying the Elements of Social Communication / Interaction	40 hours
Unit 3:	Abstract Thinking Skills	15 hours
Unit 4:	Anger Management	15 hours
Unit 5	Anxiety/Stress Management	15 hours
Unit 6	Conflict Resolution	15 hours
	Total Hours	120 hours

**Unit/Topic/Module Descriptions:** *(a short description and the curriculum organizers and learning outcomes of each unit/topic/module)*

**Unit 1: Self-Awareness and Understanding**

*It is expected that students will:*

- Recognize a simple emotion
- Recognize and label a range of emotions
- Express emotions
- Quantify emotions on a continuum
- Identify anxiety/stress signals (causes and effects)

**Unit 2: Identifying and Applying the Elements of Social Communication/Interaction**

*It is expected that students will:*

- Use basic conversational responses
- Recognize and interpret non-verbal and contextual clues in other people (i.e. thinking with eyes to predict what others are thinking)
- Demonstrate appropriate use of greetings and good-byes
- Learn a set of rules to initiate conversations
- Use non-verbal communication skills (i.e. personal space, eye contact, acknowledgement, responding; appropriate facial expression, whole body listening)
- Learn conversational manners (i.e., turn-taking, interjections, staying on topic, topic transitions, appropriate tone of voice and volume)
- Learn to make introductions
- Distinguish appropriate topics, activities and places for private v. public social communications
- Learn how and when to offer and ask for help
- Learn to give and receive complements

**Unit 3: Abstract Thinking Skills**

*It is expected that students will:*

- Become aware that phrases can have different meanings from what the words mean literally
- Recognize three types of non-literal speech (similes, metaphors, irony, and sarcasm)
- Derive intended meanings of non-literal speech (context, tone of voice, non-verbal cues)

#### **Unit 4: Anger Management**

*It is expected that students will:*

- Redirect negative thoughts to positive thoughts
- Understand degrees of anger
- Identify and label personal levels of anger
- Recognize non-verbal clues to personal anger
- Develop strategies to manage anger

#### **Unit 5: Anxiety/Stress Management**

*It is expected that students will:*

- Redirect negative thoughts to positive thoughts
- Recognize stress signals
- Recognize causes and effects of stress
- Develop personal relaxation strategies
- Use self-monitoring strategies/stress prevention strategies

#### **Unit 6: Conflict Resolution**

*It is expected that students will:*

- Learn the value of working towards positive outcomes
- Express emotions in written form
- Learn to talk over problems
- Use good discussion techniques
- Learn to think, say, and do in bullying situation
- Learn how to report a bullying attempt

#### **Instructional Components:**

- Direct teacher based instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modeling
- Practical creativity
- Brainstorming
- Group work
- Discussion
- Analysis of commercial film and video works
- Role-play
- Videotaping
- Social stories
- Fiction (storybooks/novels/comics)
- Games
- Comic strip conversations
- Graphic organizer
- Student handouts
- Interviews

**Assessment Component:**

<b>Form of Assessment</b>	<b>Category</b>	<b>Details</b>	<b>Weighting %</b>
Formative 50%	Participation	Participation/discussion, active involvement in learning tasks, attendance	20
Summative 50%	Evidence of learning	Portfolio dependent on student/learning style, activities i.e., creation and use of anger thermometer, self-evaluation, learning outcome rating scale/checklist	80
		<b>TOTAL</b>	<b>100%</b>

**Assessment details**

Student evaluation includes self assessment & teacher assessments of:

- in class acquisition & use of communication and abstract thinking skills in structured situations
- application of skills & strategies in classroom daily work activities
- application of skills & strategies outside of the classroom
- self monitoring of skills, strategies, and stress levels
- self-advocacy through communication

**Assessment methods**

- teacher observation
- student reports
- student conferences
- feedback of demonstrated self advocacy
- checklists
- teacher and student (self-rating) rating scales
- teacher and student (self-review) review of video and tape recorded activities

**Learning Resources:**

- “Navigating the Social World” by Jeanette McAfee
- “Tribes: A process for Social Development and Cooperative Learning” by Jeanne Gibbs
- “Skillstreaming the Adolescent” by Goldstein & McGinnis
- “Social Skills for the Secondary Students with Special Needs” by Darlene Mannix
- “The Walker Social Skills Curriculum – The ACCESS Program” by Hill M. Walker et al
- “The New Socail Story Book” by Carol Gray
- “Be Cool” video series
- “Friendzee” and other Social Skills games
- Focus on Harassment & Intimidation – Responding to Bullying in Secondary School Community
- “Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety” by Tony Attwood
- “Exploring Feelings: Cognitive Behaviour Therapy to Manage Anger” by Tony Attwood
- Gray’s Guide to Bullying, Jenison Autism Journal
- “Planning and Support for Students with Autism Spectrum Disorder” POPARD
- Teaching Friendship Skills” by Pat Huggins, Larry Moen, and Donna Wood Manion
- “Inside Out: What Makes a Person with Social Cognitive Deficits Tick?” by Michelle Garcia Winner
- “Thinking About You, Thinking about Me” by Michelle Garcia Winner
- “Think Social: A Social Thinking Curriculum for School-Age Students” by Michelle Garcia Winner
- “Worksheets for Teaching Social Thinking and Related Skills” by Michelle Garcia Winner

**Additional Information:**

The following page is a sample of a referral form (adapted by putting our district’s name at the top) provided from the Quesnel School District that they used for determining who would be a good candidate for success in his class. It is not essential to the class and schools offering this course may wish to develop their own entry referral format.

## Principles of Social Interaction

### Referral Form

Date: \_\_\_\_\_

School Year: \_\_\_\_\_

Student: \_\_\_\_\_

Ministry Designation (if appropriate): \_\_\_\_\_

Check items below that describe the student's suitability for enrolling in this course.

- Autism Spectrum Disorder
- Non Verbal Learning Disability
- Impairment in Social Skills

Other information:

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Student Request

\_\_\_\_\_  
Signature

Parent Request

\_\_\_\_\_  
Signature

Counsellor Referral

\_\_\_\_\_  
Signature

Resource Teacher Referral

\_\_\_\_\_  
Signature