

Reading the Room / Situation

One skill, five roles. Everyone asks for the same thing, in the same words, all day.

The skill

- Students will look for clues in a place before they act — how loud it is, what people are doing, and what is happening — and change their own behaviour to match the situation.

Morning teacher Teach it, then run one short practice before the first break.

Afternoon teacher Ask for it once in a real moment and name it out loud when it happens.

Social worker Rehearse it one to one with the boys who could not manage it in the group.

Para Prompt with the poster, not with words, and step back the moment he starts.

Principal / office Ask him for it when he comes to the office, and tell his teacher he did it.

The one phrase everybody uses

- “Stop at the door and look before you go in.”



Social Categories

One skill, five roles. Everyone asks for the same thing, in the same words, all day.

The skill

- Students will sort the people in their life into categories and match how they greet, how close they stand, and what they share to the right category.

Morning teacher Teach it, then run one short practice before the first break.

Afternoon teacher Ask for it once in a real moment and name it out loud when it happens.

Social worker Rehearse it one to one with the boys who could not manage it in the group.

Para Prompt with the poster, not with words, and step back the moment he starts.

Principal / office Ask him for it when he comes to the office, and tell his teacher he did it.

The one phrase everybody uses

- “Which ring is he in for you?”



Social Initiations

One skill, five roles. Everyone asks for the same thing, in the same words, all day.

The skill

- Students will start a conversation or join a group using three steps — watch, wait, walk over and say something — at a moment that works for the other person.

Morning teacher Teach it, then run one short practice before the first break.

Afternoon teacher Ask for it once in a real moment and name it out loud when it happens.

Social worker Rehearse it one to one with the boys who could not manage it in the group.

Para Prompt with the poster, not with words, and step back the moment he starts.

Principal / office Ask him for it when he comes to the office, and tell his teacher he did it.

The one phrase everybody uses

- “Watch first. What is he doing right now?”



Gestures

One skill, five roles. Everyone asks for the same thing, in the same words, all day.

The skill

- Students will recognise common gestures, understand what each one means, and use gestures on purpose to send a message without words.

Morning teacher Teach it, then run one short practice before the first break.

Afternoon teacher Ask for it once in a real moment and name it out loud when it happens.

Social worker Rehearse it one to one with the boys who could not manage it in the group.

Para Prompt with the poster, not with words, and step back the moment he starts.

Principal / office Ask him for it when he comes to the office, and tell his teacher he did it.

The one phrase everybody uses

- “What are my hands telling you?”



Body Language

One skill, five roles. Everyone asks for the same thing, in the same words, all day.

The skill

- Students will read what a person's body is saying and position their own body so it shows that they are listening and interested.

Morning teacher Teach it, then run one short practice before the first break.

Afternoon teacher Ask for it once in a real moment and name it out loud when it happens.

Social worker Rehearse it one to one with the boys who could not manage it in the group.

Para Prompt with the poster, not with words, and step back the moment he starts.

Principal / office Ask him for it when he comes to the office, and tell his teacher he did it.

The one phrase everybody uses

- “Point your shoulders at him.”



Facial Expressions

One skill, five roles. Everyone asks for the same thing, in the same words, all day.

The skill

- Students will name the feeling behind a facial expression, identify the clues that gave it away, and match their own face to what they mean.

Morning teacher Teach it, then run one short practice before the first break.

Afternoon teacher Ask for it once in a real moment and name it out loud when it happens.

Social worker Rehearse it one to one with the boys who could not manage it in the group.

Para Prompt with the poster, not with words, and step back the moment he starts.

Principal / office Ask him for it when he comes to the office, and tell his teacher he did it.

The one phrase everybody uses

- “Look at his eyebrows. What are they doing?”



Giving Others a Turn

One skill, five roles. Everyone asks for the same thing, in the same words, all day.

The skill

- Students will notice when someone else wants a turn, stop and hand the turn over, and keep their own turns to a fair length.

Morning teacher Teach it, then run one short practice before the first break.

Afternoon teacher Ask for it once in a real moment and name it out loud when it happens.

Social worker Rehearse it one to one with the boys who could not manage it in the group.

Para Prompt with the poster, not with words, and step back the moment he starts.

Principal / office Ask him for it when he comes to the office, and tell his teacher he did it.

The one phrase everybody uses

- “Somebody else wants a turn — who is it?”



Tone of Voice

One skill, five roles. Everyone asks for the same thing, in the same words, all day.

The skill

- Students will hear the feeling in a person's tone of voice, understand that the same words can mean different things, and control their own volume, speed, and tone to fit the situation.

Morning teacher Teach it, then run one short practice before the first break.

Afternoon teacher Ask for it once in a real moment and name it out loud when it happens.

Social worker Rehearse it one to one with the boys who could not manage it in the group.

Para Prompt with the poster, not with words, and step back the moment he starts.

Principal / office Ask him for it when he comes to the office, and tell his teacher he did it.

The one phrase everybody uses

- “What number voice does this room need?”

