LESSON 16
Greeting Peers and Friends

Objective

Students will greet peers by making eye contact, smiling, and making a verbal greeting.

Performance Criteria

This skill will be *performed adequately* when the student:

1. Makes eye contact with peer.
2. Smiles at peer.
3. Begins with conventional short verbal greeting using the peer's name.
4. Follows short greeting with question if no conversation is desired (e.g., "How are things going today?", "What do you think about this weather?", "What have you been up to?").
5. Waits for response.
6. If a conversation is desired, follows short greeting with a statement or question which covers a specific discussible topic (e.g., "Are you going to cub scouts after school?").

Materials Required

Chalkboard/whiteboard; icons/pictures illustrating components

Other Preparation

Prepare the conversation comic strip (see Chapter 4) prior to beginning the lesson.
Video modeling is recommended for the modeling and role-playing steps.
Prepare competent peers to support modeling, role-playing, and practicing the skill.
A social story may support student mastery of the skill.

Special Considerations

Nonverbal students may use PECS to communicate.
Many students with ASD require extra time to consider and formulate a response to a question; peer models should avoid repeated prompting, which may distract the student.
Many students with ASD have difficulty making and maintaining eye contact; reinforce and reward student success.
The Circle of Friends peer support approach (see Chapter 3) may support generalization of the skill.

Forms and Supplementary Materials (see CD)
Home-School Connection form
Conversation Strip Template

Technology Resources
iPad/iPhone app: Conversation Builder (Mobile Education Store)
iPad/iPhone app: Smile at Me (MDR)
Software/apps: Comic Life software and app (Plasq.com); Strip Designer app
(www.mexircus.com/Strip_Designer/index.html)
Internet: Makebeliefscomix (www.makebeliefscomix.com/), ReadWriteThink
Comic Creator (www.readwritethink.org/files/resources/interactives/comic/),
StripGenerator (http://stripgenerator.com/), StoryCreator 2 (http://myths.e2bn.
org/create/tool527-story-creator-2.html)

Related Lessons
Lesson 27: Asking Someone to Play With You
Lesson 45: Asking a Peer for Help
Lesson 51, Volume 2: Hallway Etiquette
Lesson 62, Volume 2: Initiating a Conversation

PROCEDURES 7 STEPS

Step 1 Establish the Need
   a. Introduce the topic: Tell students that most people like it when you look at
       them when they speak to you, and when you smile at them when they say hello.
       Identify these behaviors as *skills that are important for making and keeping friends*.
   b. To initiate a class discussion,
       1) Present the comic strip to the class; ask them to identify problems the
           characters are having in greeting. OR
       2) Enact a greeting with another staff member, but do not greet appropriately
           (e.g., stand far away from the person, speak in a low voice, turn away). Ask
           students to identify components. OR
       3) Have competent peers enact a greeting, but not appropriately; ask students
           to identify components.

Step 2 Identify Skill Components
   a. Through discussion, elicit a sequence of behaviors for initiating and
       responding to a greeting.

b. Write the list on chalkboard, whiteboard, or feltboard; add icons/pictures for components. The list should contain (words in **bold** may be represented by a picture or icon):
   1) Look the greeter in the **eyes**.
   2) **Smile.**
   3) Make a short **greeting**, including the peer's name.
c. Have the class repeat the sequences, in unison and individually.

Step 3 Model the Skill
a. Select two general education classroom peers with good social skills to model appropriate greetings. Narrate the performance.
b. Have the peer models perform the skills without narrating; ask students to identify the skill components.

Step 4 Role-Play
a. Pair target students with competent peers and have them role-play a greeting. Ask students to self-evaluate and to evaluate each other.
b. Have "teams" of students watch each other role-play greeting, and identify the steps and evaluate. Each student should role-play initiating and responding to a greeting at least twice.
c. Monitor teams and provide feedback.

Step 5 Practice
a. Provide students with a homework assignment. Direct them to greet at least two friends at another time of the school day or after school. On the next day, have students report on who and how they made greetings.
b. On an irregular basis, repeat the homework and self-reporting assignment.
c. Reinforce students who make appropriate greetings with statements such as "John, I like the way you look at a person when you say hello" and "That's a pleasant way to say goodbye to someone."

Step 6 Generalization
a. Ask the competent peers who participated in the modeling and role-playing to initiate greetings at other times of the school day and in other settings.
b. Ask other competent peers who did not participate in the modeling or role-playing to initiate greetings at other times of the school day and in other settings.
c. Continue using the self-reporting procedure during the school year with a gradual fading of social praise and finally fading the self-reporting.

d. For students who continue to perform poorly in making greetings, provide general education classroom teachers and other school staff with description of the skill being worked on. Ask them to provide occasional social praise when the skill is performed appropriately.

e. Inform families of the skill being taught and ask them to provide encouragement and praise for initiating greetings.

f. Fade prompts and reinforcements as students become more proficient.

Step 7 Evaluation

After a period of time it is necessary to determine if the skills taught are being sustained and generalized. The following practices are used to determine long-term success of instruction.

a. Periodically observe the students in general education settings and rate their performance according to the performance criteria listed at the beginning of the lesson.

b. Ask general education teacher(s)/other support staff to rate students according to the performance criteria.

c. Collect data using progress-monitoring strategies.

d. Design individual interventions for students not benefiting from small-group interventions (i.e., students who perform the skill inadequately or fail to generalize the skill to other settings).