

LESSON 46**Self-Advocacy: What to Do When Someone Is Bothering You****Objective**

Students will have the skills they need to respond appropriately to being annoyed, pestered, or intimidated by another student.

Performance Criteria

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

1. Is able to identify “safe” adults or peers as sources of aide as needed.
2. Does not use physical means to deflect or resist.
3. Uses appropriate language to defend self and to escape/avoid the situation.

Materials Required

Book on the theme, such as *One* by Kathryn Otoshi (2008), *Howard B. Wigglebottom Learns About Bullies* by Howard Binkow (2008), *The Juice Box Bully* by Bob Sornson (2010), or *Bully BEANS* by Julia Cook (2009).

Other Preparation

Prepare another staff member to assist with modeling the skill.
Prepare competent peers to assist with role-playing and practicing.

Special Considerations

None for this lesson.

Forms and Supplementary Materials (see CD)

None for this lesson.

Technology Resources

Internet: Speakingofspeech.com has “friends behavior labels” and “good-bad friend cards” at www.speakingofspeech.com/Social_Skills_Pragmatics.html; see Out on a Limb’s “Guide to Getting Along” at <http://urbanext.illinois.edu/conflict/index.html>; Nice vs. Mean online game at www.hiyah.net/online_behavior.htm
Software: My School Day Enhanced CD (Social Skill Builder)

Related Lessons

Lesson 80: Saying “No”: How to Refuse

Lesson 81, Volume 2: Standing Up for a Friend

Lesson 83, Volume 2: Recognizing and Responding to Teasing, Name Calling, and Bullying

PROCEDURES 7 STEPS

Step 1 Establish the Need

- a. Introduce the lesson by reading a book on the subject.
- b. Lead a class discussion about the book; elicit experiences from students. If not forthcoming, describe a personal experience and how it can be frustrating to not know what to do.
- c. Elicit through discussion a list of examples of being annoyed, pestered, or intimidated by others.
- d. Elicit through discussion that the skill is important because *it can help them protect themselves*.

Step 2 Identify Skill Components

- a. Tell students that there are steps they can follow to escape or avoid a situation when someone is bothering them:
 - 1) Is there someone who can help? Discuss “helpful” adults (e.g., teachers on playground, another mother at a public park, friendly peer).
 - 2) Don’t use hands or feet.
 - 3) Use words. Provide examples, such as “I need to concentrate on what I am doing, could you (or please) give me some time and space?” “I am feeling stressed, can you leave me alone for a while?” “What you are doing (or saying) makes me feel uncomfortable, please stop.”
- b. For each of the examples elicited in Step 1, write response phrases on chalkboard, whiteboard, or overhead; students may also write on index cards to keep with them. Identify each example as one that might require help from another or would not.

Step 3 Model the Skill

- a. With another adult, model a scenario of someone annoying someone else who is trying to work. Use the thinking aloud procedure to identify the problem, identify that one does not need assistance, and choose a phrase to deflect the

- annoyance.
- b. Model a second scenario of being intimidated or pestered and have students identify the skill steps.

Step 4 Role-Play

- a. Pair students with competent peers. Have a third peer play the role of bully/annoyance/intimidator. The competent peer should model/support target student role-play of the skill.
- b. Prompt and reinforce the skill steps.
- c. Have students self-evaluate.

Step 5 Practice

- a. In the days following introduction of the lesson, revisit the skill by introducing a what-if scenario and having students describe a response. Vary the scenarios each day.

Step 6 Generalization

- a. Monitor students on playground at recess and in cafeteria at lunch time to evaluate generalization and reinforce/prompt appropriate behavior.
- b. Ask general education teachers and other school staff to reinforce/praise student demonstration of the skill.

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).