Using Non-Instructional Activities to Increase Social Interactions

**Objective:** To set the occasion for students with and without disabilities to interact with each other during non-instructional activities

**Setting and Materials**

Setting: self-contained classroom during academic class periods

Materials:
1. Leisure materials such as board games, magazines, art supplies, and other leisure-time materials
2. Television set
3. Desks or tables

**Content Taught**

During non-instructional activities partners and participants were asked to engage in an activity that the participants could perform without assistance. Activities were varied across sessions and were selected from each participant’s “non-instructional” activity pool. This pool contained only activities that (a) were consistent with the participant’s social or leisure IEP goals, (b) were preferred by the participants engaging in the activities during “free time” periods, (c) were activities the participant could engage in without assistance, and (d) activities with a duration of 10 minutes or more.

**Teaching Procedures**

1. Give a directive statement to the conversational partner and participant: “[Names of partner and participant], you two can do [name of activity] together.” (e.g., Natalie and Stacy, you two can read magazines together.”) Chosen activities should relate to the participant’s social or leisure IEP goals.
2. Provide assistance as needed to help the partner and participant get needed materials or relocate to a different working area of the room.
3. Begin observing the partner and participant for 10 minutes after giving the verbal instructions and when the partners are within 5 feet of each other working.

**Evaluation**

Observe the students and record the occurrence of initiations and responses (both social-and activity-related) shown by the participant and conversational partner. Score their behaviors as “occurred” or “did not occur” at each 10-second interval for up to 10 minutes.

**Lesson Plan Based on:**