

Training Activity 1

Training Topic: Positive Behavior Supports

Skill: Communication- Initiating a Conversation with a Peer

Estimated Time: 1 Hour

Materials Needed:

- Scenario Chart
- Scissors

Training Goal: Individuals will consider different situations for social interactions with peers and will match an appropriate way to initiate a conversation with that peer.

Directions: Use the scenario sheet included below and think of three possible conversation starters

- Find the scenario sheet attached below. Cut out each of the rectangles.
- The boxes on the left are the scenario. The right boxes are the possible conversation starters.
- Match the scenario with a good conversation starter.
- Create your own list of five other responses you could use to initiate a conversation.

Follow Up Discussion:

- Why is it important that you are able to start a conversation with a peer or coworker on your own?
- What is a strategy that you could use to help you initiate conversations? How might this activity help you in the future?

You see someone new in the lunchroom at work and want to sit down with them.	"Excuse me. May I join your conversation?"
You need to ask your supervisor a question, but they are talking to another worker.	Wait until they are done talking to the other person, unless it is an emergency.
You would like to borrow something from a coworker.	"Hello, my name is _____. May I sit with you?"
You see a group of coworkers talking and would like to join them.	"Hello. Would you like some help with that?"
A coworker is struggling with a job and you want to help them.	"Hi- do you mind if I borrow this tool? I will bring it back."

Training Activity 2

Training Topic: Social Skills

Skill: Ignoring Distractions

Estimated Time: 1 Hour

Materials Needed:

- Steps for Ignoring Distractions

Training Goal: When presented with distracting scenarios, individuals will practice self-talk strategies that will help them ignore those distractions.

Big Idea: Self-talk is what we tell ourselves in our mind; we can use it when we are distracted and need to focus on our work again.

Activity:

- When you are feeling distracted there are steps you can take to help yourself focus.
- Think about the situations that can cause you to get distracted at work and at home.
- Visualize the distraction or have someone at home act them out. Practice the steps for ignoring the distraction and the self-talk choices listed.

Discussion:

- Why can distractions be a problem at work? What about at home?
- What are some times when it would be dangerous to be distracted out in your community?
- What can you tell yourself to ignore a distraction while out in the community?
- How did it feel to practice using the steps and self-talk?

Steps for Ignoring Distractions:

**Take a deep breath
Focus your eyes and body on your work
Use self-talk to help yourself focus**

Self-Talk Examples:

“I won’t look. I will keep working”

“I will keep my eyes on my task and keep working.”

“I can ignore them and focus on my job.”

Training Activity 3

Training Topic: Social Skills

Skill: Controlling Anger

Estimated Time: 1 Hour

Materials Needed: N/A

Training Goal: Individuals will determine if a choice is okay or not okay when feeling angry. They will then identify situations that make them angry and select an okay response from the list.

Activity:

- Make a list of situations that make you angry either at work, at home, or somewhere else in the community
- Put an O next to the okay responses and an X next to the reactions that aren't okay.
- Think about which of the reactions listed would be a good response to the list of things that make you angry. Write those down next to "Best Reaction" under the situations you wrote.

Discussion:

- Think about the choices that you put an X next to. Why would those be a bad choice?
- What can make it hard to choose a good response? Why do we sometimes react with a bad choice?
- What can make it easier to react with a good choice?
- How can this activity help you change your actions?

O= okay X = not okay

- ___ Yell and scream
- ___ Select a calm down or coping strategy
- ___ Destroy property
- ___ Ask someone for help
- ___ Say unkind things to someone
- ___ Apologize
- ___ Say you are angry
- ___ Write about your feelings
- ___ Ask to take a break
- ___ Walk away
- ___ Count to ten
- ___ Hit someone
- ___ Talk about why you are angry
- ___ Throw things
- ___ Take some deep breaths
- ___ Take some time by myself without telling my supervisor

Training Activity 4

Training Topic: Positive Behavior Supports

Skill: Waiting

Estimated Time: 1 Hour

Materials Needed:

- Waiting Task and Strategy Worksheet

Training Goal: Individuals will think of possible activities to engage in while having to wait.

Introduction: There will always be times in our lives when we will have to wait. Having ideas or strategies ready to use when these times arise will help us when waiting makes us frustrated or bored.

Activity:

- Think about a few times when you have had to wait for something (waiting in a line at Six Flags, waiting for a turn during a game, waiting to use the bathroom, etc). Write down a list of those times.
- What feelings do you have when you have to wait? What does your body do when you have to wait?
- Complete the activities list below. Think about four activities that you could do during the waiting task listed. Think of two more waiting tasks you experience at home or in the community and think of three activities or strategies you could use.

Discussion:

- What are some other times at work when you may be required to wait?
- What strategies might you use when you experience these times?
- What might make some activities or strategies a better choice than others? A bad choice might be something that is loud, distracting to others, or unsafe.
- Look back at your activity or strategy choices. What makes them good choices for waiting?

Waiting Task	Possible Activities or Strategies
Waiting for a supervisor	1. Practice deep breathing if I get frustrated 2. 3.
Waiting for more supplies	1. Tidy up my area 2. 3.
Waiting for someone to pick you up	1. Think about jobs you need to do at home 2. 3.

Training Activity 5

Training Topic: General Skills

Skill: Goal Setting

Estimated Time: 1 Hour

Materials Needed:

- Goal Tracker sheet

Training Goal: The individual will list one short-term and one long-term goal that they would like to achieve and will list three steps they will take to achieve the goal.

Big Idea:

- Short-term goals are goals that can be achieved very soon
 - Example: Initiating a conversation with a new co-worker
- Long-term goals are goals that will take a while to achieve
 - Example: Learning a new hobby or leisure activity

Activity:

- Fill out the Goal Tracker below; think of both a short-term and long-term goal you want to achieve
- What are the steps to reaching that goal? What different things will you have to do?
- Write a note to remind yourself of your goals on a piece of paper; tape it somewhere that you will see it every day (like on your mirror, closet door, refrigerator, etc.)

Short-Term Goal	Long-Term Goal
Within the next ten days, I would like to ...	Within the next year, I would like to ...
Why is this goal important to me?	Why is this goal important to me?
Steps I can take to achieve this goal: 1. 2. 3.	Steps I can take to achieve this goal: 1. 2. 3.

Training Activity 6

Training Topic: Social Skills

Skill: Relaxation and Calming Strategies

Estimated Time: 1 Hour

Materials Needed:

- Calming strategy rating scale

Training Goal: Individuals will identify stressful situations at work and practice relaxation/calming strategies for stress management.

Directions:

- Think about a stressful situation. How does your body feel during those times?
- What thoughts go through your head during stressful situations?
- What do you tend to do when you feel those body sensations from stress?

Activity:

- Individuals should practice trying out the different calming strategies listed. Have someone act out a situation that would make you feel stressed out.
- If no one can help you, try your best to visualize the situation in your head and use the strategies below.
- After practicing a strategy, rate how calming the strategy was for you on a scale from 1-3.
- **1 is not helpful 2 is just ok 3 is good strategy for me**
- If you have a strategy that you use that isn't on the list, add it!

Discussion:

- Which strategies felt the most calming to you? Why?
- Which strategies felt the least calming? Why?
- How could you use these strategies at work?

Calming Strategy	Rate the Strategy		
Deep Breaths	1	2	3
Talk a walk	1	2	3
Squeeze something	1	2	3
Pick up something heavy	1	2	3
Take a break	1	2	3
Get a drink of water	1	2	3

Training Activity 7

Training Topic: Social Skills

Skill: Thinking about Consequences

Estimated Time: 50 Minutes

Materials Needed:

- Behavior/Consequence Worksheet

Training Goal: Individuals will decide if the consequences of situations are good or bad and think about how to achieve better outcomes.

Activity:

- Read through the situations listed on the next page
- Write what you think might be a consequence of each of those behaviors
- Circle + if the consequence would be good or - if the consequence would be bad

Discussion:

- For the thumbs down consequences, how might you be able to fix the situation or make it better for next time?
- Think about some common situations you experience at work. What are the consequences of those?

Situation	Consequence	Good or Bad?
You were late for work.		+ -
Your supervisor tells you that you haven't been completing your job correctly.		+ -
You are not being safe in your work area.		+ -
Your supervisor tells you that you he's proud of how you hard you have been working.		+ -
You are confused and correctly ask for help.		+ -
You notice a coworker is making a mistake and you help them fix it.		+ -
You forget to wash your hands after you use the bathroom		+ -

Training Activity 8

Training Topic: Social Skills

Skill: Rewarding Yourself

Estimated Time: 1 Hour

Materials Needed:

- Task/Reward Worksheet

Training Goal: Individuals will learn to reward themselves with a preferred activity after completing a job, task, or training activity.

Activity:

- Make a list of responsibilities you hold at home, at your job, and in the community. Write those down on the worksheet below.
- Think about when you perform those jobs- what motivates you to do a good job?
- In the middle column, write down what that job would look like when finished and done well. Example:
 - Home Task: Cleaning the kitchen
 - This finished task looks like: no dishes in the sink, the counters wiped down, food put away
- How could you reward yourself for doing a good job or completing a task?

Discussion:

- What job or task have you found especially hard to do? What reward or motivator would help you finish that job?

Job or Task	This finished task looks like:	How could you reward yourself?
Work Task 1:		
Work Task 2:		
Home Task 1:		
Home Task 2:		
Community Task 1:		
Community Task 2:		

Training Activity 9

Training Topic: Social Skills

Skill: Self-Esteem

Estimated Time: 1 Hour

Materials Needed:

- Self-Esteem Worksheet

Training Goal: Individuals will identify characteristics of positive self-esteem and negative self-esteem and then identify positive aspects of themselves.

Big Idea: Positive self-esteem feelings are any good feelings we have about ourselves. We feel this way when we are proud, happy, excited, or loved.

Directions:

- On the worksheet below, identify three examples of positive self-esteem.
- Identify three examples of negative self-esteem. What might be some feelings you could have that aren't positive or good?
- Complete the sentences that follow, thinking about what you like about yourself and what your strengths are.

Discussion:

- Why is having positive self-esteem important? How can that help you at work?
- Why do we want to avoid having negative self-esteem?
- What are some things you can do to avoid having negative self-esteem? What about at work?

Self-Esteem



Positive Self-Esteem Examples

I am good at _____

I have gotten better at _____

Something I am proud of is _____

My favorite thing about myself is _____

I am not _____

I would like to work on _____



Negative Self-Esteem Examples

Training Activity 10

Training Topic: Social Skills

Skill: Identifying Emotions

Estimated Time: 1 Hour

Materials Needed:

- Emotions Thermometer
- Paper

Training Goal: Individuals will recognize types and intensity of their emotions.

Big Idea:

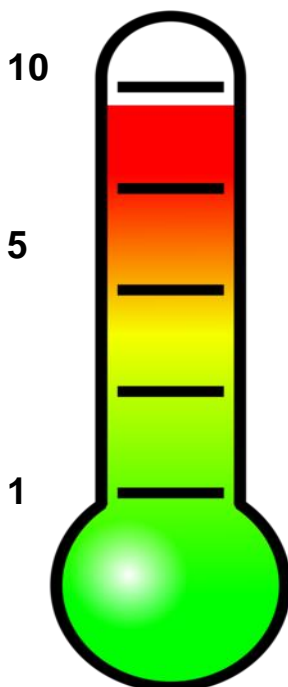
- We want to be able to identify our own emotions so that we can fix our out-of-control feelings or frustrations before they cause us to do something that may be unsafe.
- We want to be able to stop and think about our feelings and emotions.

Activity:

- Think about when you feel happy. What would happiness look like at a level one? A level 5? A level ten?
- Think about other emotions you can have: sadness, frustration, excited, confusion, etc. - how might these emotions look at the different levels? Write these down on a piece of paper.

Discussion:

- Are all emotions best at a level one? What emotions might be okay at a level 5 or higher?
- What might happen to ourselves, others, or the environment when emotions run too high?
- What strategies could you use to move your emotions down when they are too high?





Employee Name: _____

Week of: _____

Form Completed By: _____
 (Please Print) (Signature)

Total weekly training hours completed: _____

Week	Day	Topic(s)	Time Spent*
	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		

*Please document time worked in 30 minute increments.



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