



## Social/Emotional

# Helping Others

## Objective

Teach the student to help another person.

## Supplies

None

## Teaching Steps

**Step 1:** Teach the student to help a person in one situation.

**Step 2:** Teach the student to help a person in a new situation.

**Step 3:** Continue to teach the student to help a person in additional situations.

## Next Steps

Teach the student each step in the list of Sample Skills to Teach.

## Generalization

- Bring the student to different places to offer to help (e.g., pretend to drop books while you are at the library).
- Have his sibling indicate he cannot do something so that the student has to offer assistance.

## Exercise

1. Have another adult or peer do something that indicates he/she needs assistance (e.g., have the peer attempt to open a container and say, "This is stuck, I can't open it"). Vary the situations across teaching trials.
2. To help the student respond correctly, prompt by directing his attention to the other person and model the response: say, "Can I help you?"
3. When the student responds correctly, the other person should respond to the student (e.g., "Oh, thanks!") and accept the student's assistance. Provide verbal praise (e.g., "Great asking to help!"), and offer a reward such as a toy, snack, or token.

4. Gradually remove prompts until the student is able to respond independently (i.e., without your help).
5. Provide more/better rewards when the student responds correctly with less guidance, and the best rewards when the student is able to respond independently (i.e., without your help).

## Error Correction

Provide the correct response (e.g., "Say, Do you need help?").

## Other Prompting Procedures

Use a textual cue of the response. Provide an index card with the response written on it, and prompt the student to read the response when the other person indicates she needs assistance.

## Troubleshooting

**Problem:** The student verbally offers to help but does not actually help.

**Solution:** • Provide manual guidance to prompt the student to help with the task.

**Problem:** The student does not seem to notice when somebody needs help.

**Solution:** During initial teaching, exaggerate the situations in which help is needed (e.g., drop a pile of books and state, "Oh no!").

## Helpful Hints

- Sometimes a verbal response will also necessary if the situation itself does not draw attention (e.g., if someone needs help opening a container, the person may need to make a noise as they try to open).
- Prompt the student to state different phrases to offer help (e.g., "Can I help you?" "Do you need help?" "I'll help you").



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## Helping Others (continued)

### Sample Skills to Teach

1. Offer assistance to peer when peer says something (e.g., “I can’t do this”)
2. Offer assistance to adult when adult says something (e.g., “This is stuck”)
3. Offer assistance to adult or peer when there is an indication that help is needed but no verbal statement is made (e.g., something spills but the adult doesn’t say anything)
4. Teach peer to respond appropriately when the adult or peer declines assistance (e.g., teach student to say “ok” when the peer says, “That’s ok I can do it myself”)