A presentation slide with a blue and white abstract background featuring a stylized figure and a large number '2'. The text is centered and reads:

Facilitated Recess: Authentic Social Skills Instruction

Gabrielle Fanelli, Erin Miner, Jill Schweizer, Kristin Tester
Central Bucks School District

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**Facilitated Recess:
Authentic Social Skills
Instruction**

Gabrielle Fanelli, Erin Miner,
Bridget Schmidt, & Kristin Tester

Central Bucks School District

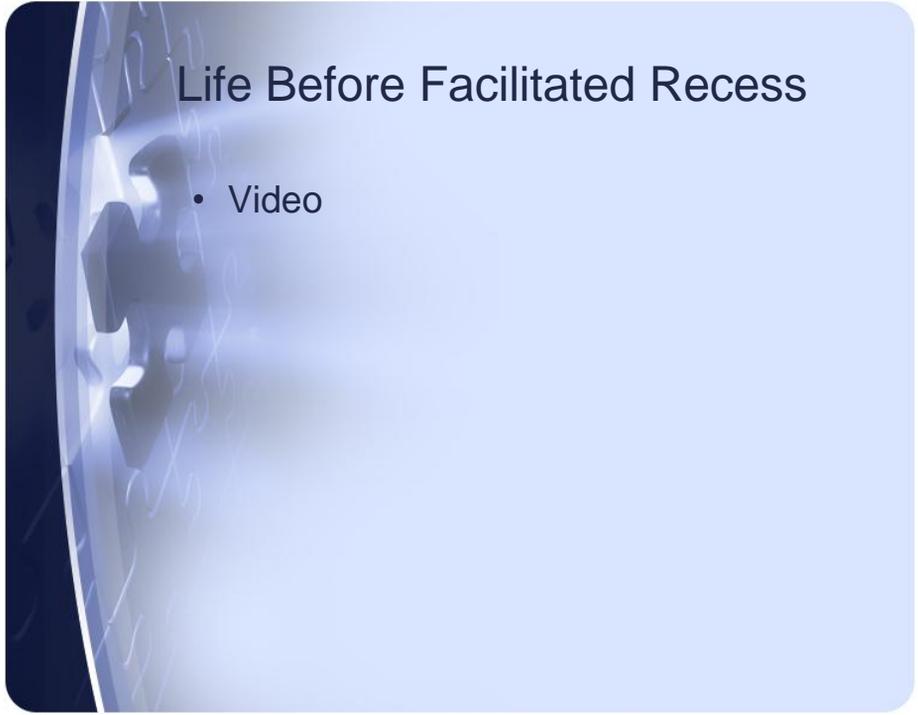


What is recess traditionally?

- Tell us about recess for your students, include both positives and negatives.



What do you think facilitated recess is?



Life Before Facilitated Recess

- Video



What is *Facilitated* Recess?

- Utilizing recess as an instructional period
- Coaching students
- Keeping kids engaged with their peers
- Providing individualized support before, during and after



Why should recess be *facilitated*?

- All students have the common goal to develop social skills (Christof and Kane, 1991)
- Social skills are vital for future success (Goleman, 1995)
- Facilitated Recess conveys expectations to students and staff
- Research supports its use (Schoen and Bullard, 2002)



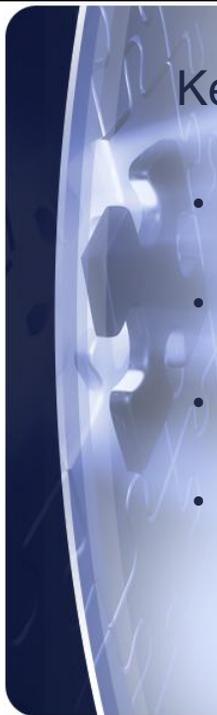
What are its key components?

- Acceptance of and commitment to the Facilitated Recess philosophy
- Direct Instruction
- Training of Staff
- Continuous problem solving and reflection
- Student reporting
- Use of high interest, unique and developmentally appropriate games and activities
- Including general education peers



Key component: Philosophy

- Using the authentic recess environment to enhance social skill instruction through behavioral and research-based instructional strategies.



Key component: Direct instruction

- Social skills are social behaviors that can be observed.
- Pragmatic language is everyday communication.
- We use social skills and pragmatic language every single day, all day long.
- Skills we use to meet and make friends, to develop relationship personally and professionally.



Key component: Direct instruction

- Facilitated recess teaches skills in all six domains in the authentic environment in which students will need to use these skills.



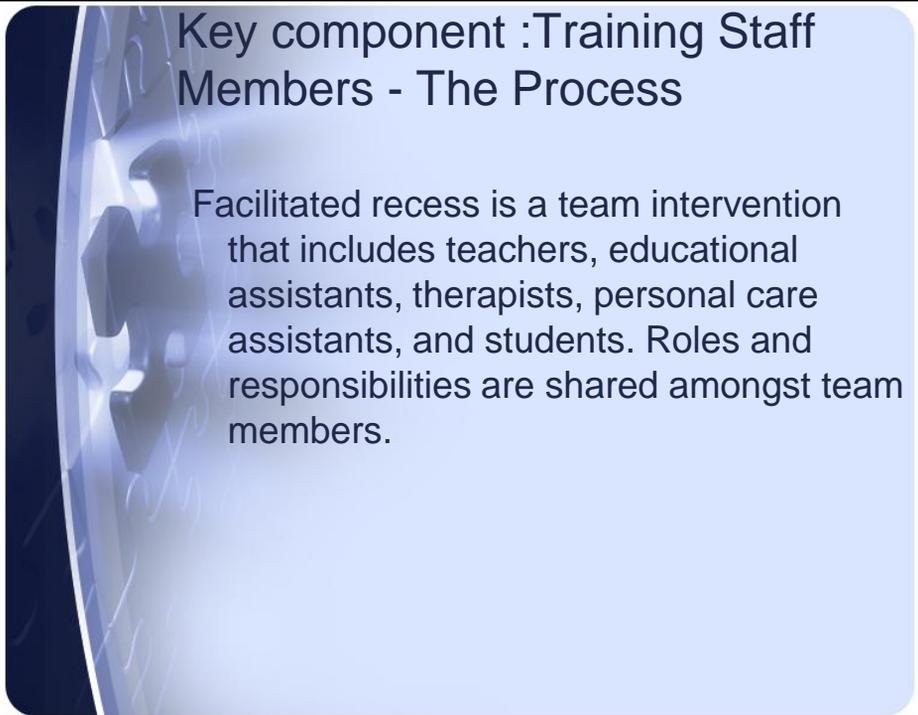
Key component: Direct instruction

- Facilitated recess includes direct instruction of specific skills and games.
- This intervention provides opportunities for support, and positive reinforcement.
- Make socialization fun, positive, engaging, motivating.



Key component: Direct instruction

- Direct instruction of recess games: Teach games in the classroom first (priming).
- Then teach games outside during non-recess time.
- After the students know how to play, then facilitate games at recess.



Key component :Training Staff Members - The Process

Facilitated recess is a team intervention that includes teachers, educational assistants, therapists, personal care assistants, and students. Roles and responsibilities are shared amongst team members.



Key component :Training Staff Members - The Process

Teacher trains classroom staff in facilitated recess games.

- Teacher should begin the year with training the classroom staff and starting expectations immediately.

Teacher should explain the philosophy behind facilitated recess as an antecedent strategy.

Teacher trains classroom staff on using the prompt hierarchy while facilitating.



Key component :Training Staff Members - The Process

The teacher will explain the roles the classroom staff will take during instruction

- Facilitator: the person running the entire game
- Coach: the person cueing and prompting students (students with autism or typically developing) to use appropriate social skills

Teacher will model how to organize and play large group games.



Key component :Training Staff Members - The Process

Teacher needs to model and explain that the role of coach and facilitator jump from staff member to staff member throughout the game. If you are the facilitator at the beginning of the game, you may not be the facilitator by the end of the game. Staff must change roles based on student need, environment, and social demands.



Key component :Training Staff Members - The Process

Teacher develops social skills feedback form (recess report) and trains staff members how to use it.

Teacher monitors and gives feedback on a daily basis to ensure expectations are being met.



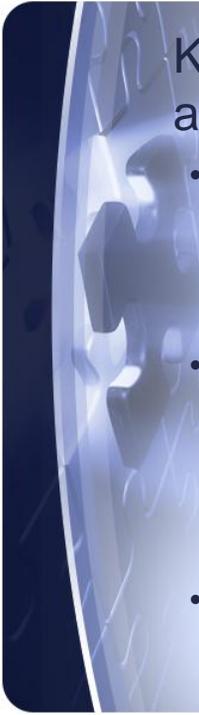
Key component :Training Staff Members - The Process

- If possible, have 2 adults outside for recess.
- Materials supported by physical education
- Recommended structured vs. unstructured time
 - In a 30 minute recess period: 20 minutes of facilitated recess, 10 minutes free time



Key component: Problem solving and reflection with staff

- Discussions before and after recess with classroom staff– what worked, what needs to be changed for next time.



Key component: Problem solving and reflection with students

- After recess, hold individual and class meetings with students to discuss interactions, challenges, and successes at recess.
- The point of these conversations is to provide behavior specific feedback, positive reinforcement, as well as feedback about what students need to work on for next time.
- Use this time to set goals, discuss progress, successes, and challenges.



Tools for facilitated recess

Recess Activity Chart

- The purpose of the activity to chart is to allow the students to take ownership of the program and so that they know what games will be played that week. As games and activities are being learned, the students pick when they want to play them.

Recess Activity Chart



Recess Schedule

RECESS SCHEDULE
DO YOU KNOW
WHAT'S HAPPENING
AT RECESS?

Recess Schedule



Tools for facilitated recess

Good Friend Tickets

- There is a dual purpose of the Good Friend Tickets. They are used to motivate and reward students for appropriate social behavior. They are also used for data collection.
- The behaviors on tickets are goals from students' current and previous IEP's
 - Maintain and generalize skills

Tools for facilitated recess

Recess Report

- The Recess Report also has a dual purpose. It used to help students reflect upon their behavior at recess and also for students to share with their parents what they have done at recess.
- Students write what they played when recess was structured, what they chose to do when given free time, and how many Good Friend Tickets were earned.

The Recess Report

At recess today I played _____ for 20 minutes. After 20 minutes I had 10 minutes of free time and I chose to _____.

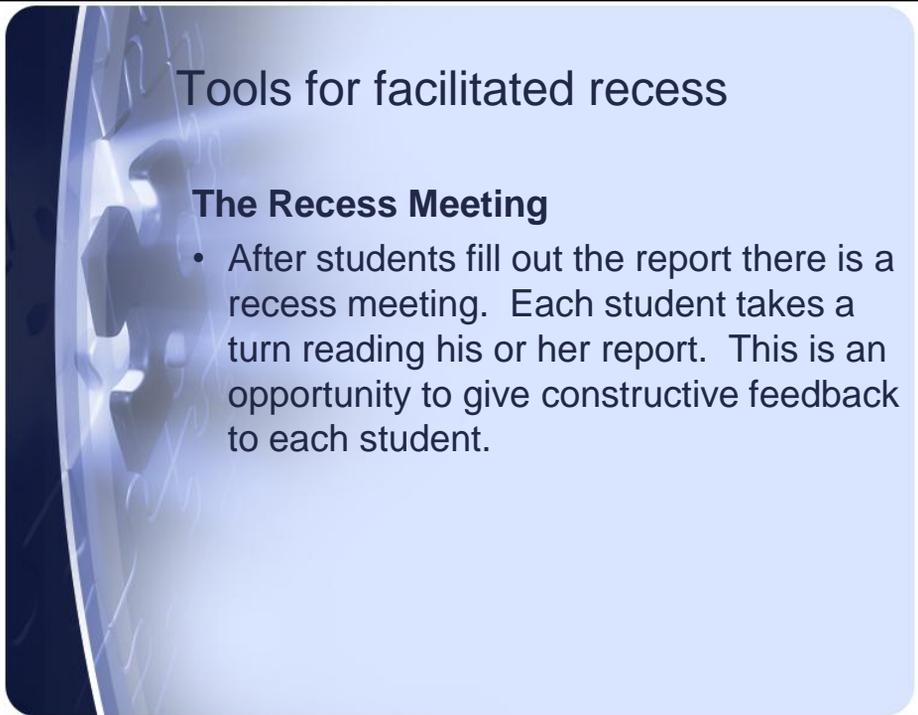
I earned _____ Good Friend Tickets.



Party Challenge

Party Challenge

485/650



Tools for facilitated recess

The Recess Meeting

- After students fill out the report there is a recess meeting. Each student takes a turn reading his or her report. This is an opportunity to give constructive feedback to each student.

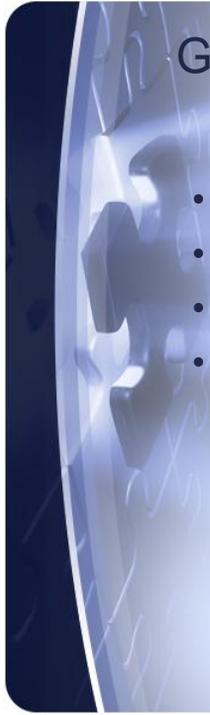


Tools for facilitated recess: The Recess Meeting Discussion Points

- What did you do well today? Did you see anyone else doing something well?
- Tell me who you played with. How did you ask him/her to play? Tell me what you said.
- What could you do next time instead?
- I loved that you_____.
- How did your actions make your friend feel?
- Did you see anyone else being a good sport?



Recess Meeting Video



Group Meeting

- Use videos for instruction
- Students looking for positive behaviors
- Self-Reflection
- Problem Solving



Tools for facilitated recess

The “New Rule” at Recess

- For students who are ready for more independence on the playground there is a “New Rule”. The New Rule: If students are able to find a friend or friends to play with, they will not be called over to the structured activity. They have to be actively engaged in the game/activity. The new rule was created to act as a motivator for students to initiate play with friends and to join in activities.

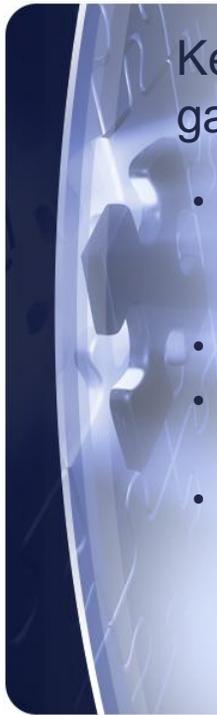


The New Rule Recess Report

Today at recess I chose to find something to do all by myself.

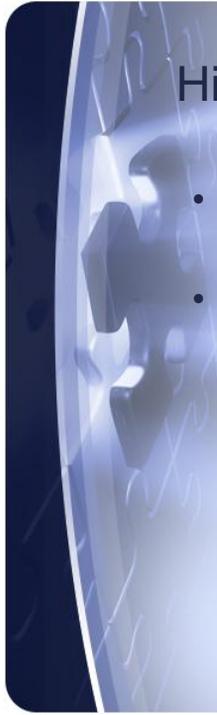
I _____

I earned _____ Good Friend Tickets.



Key Component: High interest games

- Use of high interest, unique and developmentally appropriate games and activities
- Many games are student-created
- Cooperative games (everyone is included all of the time)
- Choose and accommodate games that are based upon students' skills, strengths, capabilities, and needs.



High Interest Games

- Facilitated Recess Video: Partner Duck, Duck Goose
- Facilitated Recess Video: Hula Hoop Relay



Key Component: General Education Peers

- Peers as models
- Peers as coaches
- Peers as friends
- “Teachable moments”
- Cueing/prompting peers to interact positively and effectively
- Active games for our less conversational friends



Key Component: General Education Peers

- Managing behavior of general education peers
- Good Friend Tickets: reinforce positive behavior – emphasis on good sportsmanship, sharing, being kind, helping others
- Monthly rewards
- Feedback from general education parents



Clubs

- age appropriate way to implement facilitated recess
- roles of staff members are still coaching and facilitating
- continue picking high interest games



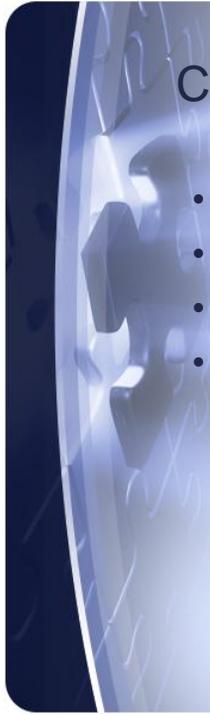
Clubs - Management

- Change clubs quarterly
- Two clubs per quarter
- Depending on the numbers of students, children may need to be assigned a day.



Clubs - Communication

- Announcements at lunch
- Regular education teachers support sign-up sheets in their class
- Morning announcements
- Schedule hung where entire student body can see it



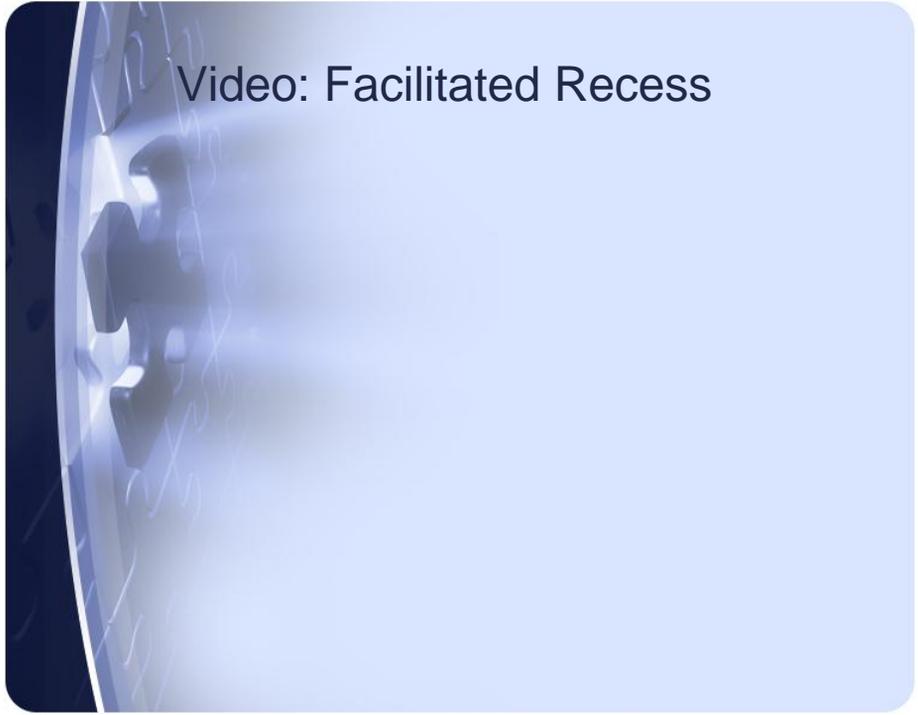
Challenges

- Weather
- Plan for logistics
- Scheduling
- Acquiring materials and equipment

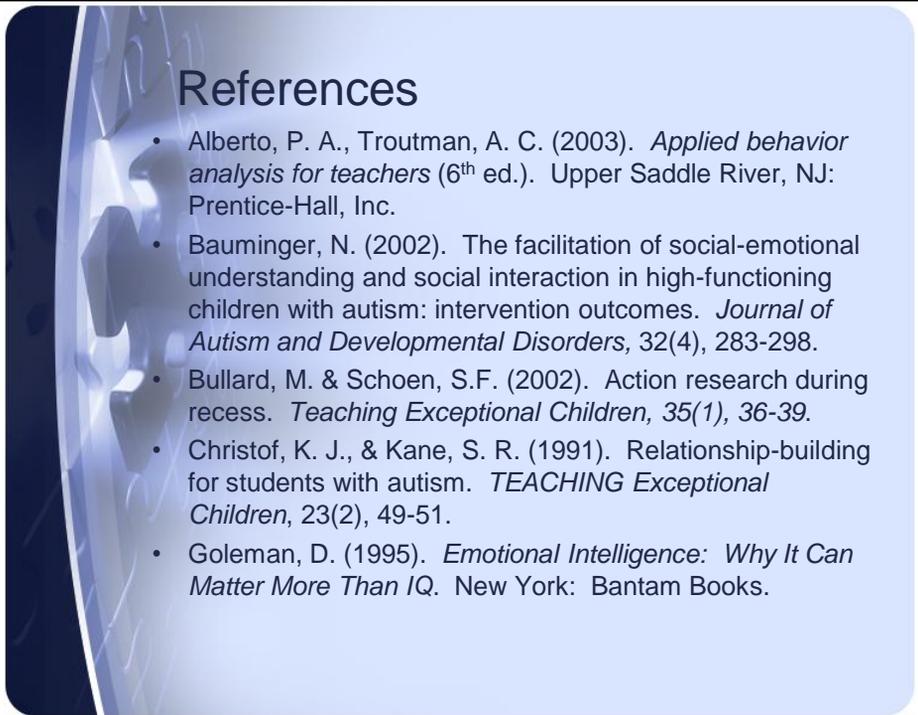


Rewards

- Proactive
- Saves time long term
- Friendships developed
- Students engaged with others



Video: Facilitated Recess



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