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Futureways

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Dear Parents:

I hope everyone enjoyed the Health and Nutrition module in October. It was great to see all children learning about different food groups and being able to present what they have learn to each other.

I want to Thank you everyone who brought in snacks for all of us, they were AWESOME!!!

Futureways 1st field trip was very successful and I want to Thank you everyone who participate and there will be more field trips coming up such as Gym, Library and bowling.

We are having more new friends joining us, please welcome our new friends:

- Noumen (Wednesday)**
- Samual (Thursday)**

Our up coming module will be manners and daily living skills. We will mainly focus how children should behave at home and in their community. We will also combine manners with daily living skills, so we get a better understand how children behavior in their daily lives.

Also, our Occupation Therapist (O.T) Lisa McBride will be coming to our workshop on November 19 &20. She will be doing a session with each family, if you have any specific questions about your child, you are welcome to ask for professional advice from her.

At the end of the month, Twyla Burns will be coming in to our workshop and teach the children how to dance! It will be a fun class. =)

Picture Corner





RECIPE INGREDIENTS:

- 3 6-inch flour tortillas
- Cooking spray
- 1 1/2 tablespoons sugar
- 1 1/2 cups fresh strawberries, cleaned and h
- 1 tablespoon orange juice
- 8 ounces vanilla yogurt
- 1 cup chopped strawberries
- 1/2 cup shredded coconut or white chocolate

Directions

1. To make the tortilla chips, heat the oven to 350°. Cut the tortillas into triangles, lay them on a baking sheet, and spritz them with cooking spray.
2. Sprinkle 1 tablespoon of sugar over the tops of the tortillas and bake for 12 minutes or until crisp.
3. For homemade strawberry sauce, combine the strawberries, orange juice, and the remaining 1/2 tablespoon sugar in a blender. Puree the ingredients until smooth.
4. Once the chips have cooled, set them on a plate. To complete the buffet, set out separate bowls containing the strawberry sauce, yogurt, chopped strawberries, and coconut or chocolate shavings. Serves 4 to 6.

Cake in a Cup



Ingredients:

- 1 cake mix any flavor
- 1 (4 serving size) instant pudding mix , any flavor

Directions:

1. Place dry cake mix and dry pudding mix into a large bowl and blend well with a whisk. This will be about 4 - 4 1/2 cups dry mix.
2. Place 1/2 cup dry mix into a sandwich bag. Place mix into a corner of the bag and tie it there with a twist tie. Continue making packets until all your dry mix is used.
3. Place baggy in a LARGE coffee cup - one that holds about 1 1/2 cups of water. Add glaze packet (see recipe below), print out directions and tie onto handle. Add a bow and give to a friend.

Flavor suggestions:

- Lemon cake mix- lemon pudding
- Yellow cake mix- vanilla pudding
- Devils food cake mix- chocolate puddingPineapple cake mix- coconut pudding
- Butterscotch cake mix- butterscotch pudding
- Spice cake - coconut, pumpkin pudding

Glaze Mix recipe:

- 1/3 cup powdered sugar
- 1 1/2 tsp dry flavoring (such as powdered lemonade mix, powdered orange breakfast drink mix, cocoa powder)
- Vanilla powder sold by coffee flavorings (or use French Vanilla CoffeeMate)

Directions:

- Bake a cake in a coffee mug!
- Generously spray inside of coffee cup with cooking spray. Empty contents of large packet into cup. Add 1 egg white, 1 tbsp oil, 1 tbsp water to dry mix. Mix 15 seconds, carefully mixing in all the dry mix. Microwave on full power 2 minutes. While cake is cooking, place ingredients from "Glaze Mix" into a very small container and add 1 1/2 tsp water. Mix well. When cake is done, pour glaze over cake in cup. Enjoy while warm.

Why Is It Hard for Some Children to Learn Social Skills?

by Becky L. Spivey, M.Ed.

What are Social Skills?

Having good social skills allows individuals to have positive relationships with others. The term “social skills” includes your child’s communication, problem-solving, decision-making, self-management and control, and relationships with classmates and friends. Difficulties with social behaviors may interfere with learning, teacher acceptance, and/or exclusion from school activities.

Poor social skills are common in children with learning disabilities. Social skills are especially difficult for children with nonverbal learning disabilities. Professionals use the term “pragmatic communication deficits” to describe people who have difficulty with social skills.

How do I know if my child has pragmatic communication deficits?

Pragmatic communication skills develop with age. Young children usually exhibit *physical* communication difficulties very early, while *verbal* difficulties appear later as children begin to talk. In addition to difficulties with verbal communication, these children also have trouble *thinking* through social situations. A child with pragmatic communication difficulties tends to display the following characteristics.



Physical difficulties:

- Poor eye contact (usually the first sign of a communication difficulty)
- Cannot maintain appropriate conversational distance
- Body language does not match speech (stares into space; emotions are too strong or too unenthusiastic for the situation; no body language to reinforce emotion)
- Facial expressions do not match the topic or situation (forgets to smile; does not nod to show understanding)

Verbal difficulties:

- Talks constantly about random topics or may not speak at all; interrupts conversations of others; does not know when/how to interrupt someone; shares too much information in conversation (to the point of irritating the listener)
- Poor turn-taking—does not acknowledge that it’s someone else’s turn; consistently interrupts without regret; insists on being first when playing games, or having another turn if he/she has not been successful (do-over)
- Speaks too softly or loudly without regard for others feelings; or speaks in a monotone voice (sounds like a robot)
- Does not know how to give or receive a compliment and may insult someone unintentionally (“You’re a lot fatter than you used to be!”)
- Does not know how to introduce himself/herself to individuals or groups; avoids groups and gatherings; does not like to shake hands, give hugs, or show affection; or does not acknowledge others when entering a room

Thinking difficulties:

- Does not consider someone else’s emotional state before speaking (“Can I see where you buried your dog today?”)
- Takes jokes, sarcasm, and irony literally; laughs or talks at inappropriate times and in inappropriate places
- Forgets to take his/her turn in conversation; does not pick up on cues to continue a conversation
- Does not consider his/her words before speaking and how it may impact someone’s feelings (in front of friends at a party he/she says, “I like this gift better than all the others.”)

Why are social skills hard to learn?

Most of us learn to use many of our social skills automatically. We do not have to think a lot about what we do and say; it just seems to come naturally. Some people, however, do not know which social skills to use in a particular situation or how to best apply them.

Children with pragmatic communication deficits have difficulty understanding other people's nonverbal behaviors. The ability to understand and relate to other people's feelings and emotions is called *empathy*. A large number of children and young people with learning disabilities have very little empathy. This lack of empathy is what prevents them from being successful communicators.

Use the following Social Skills Checklist as a guide to work on and practice appropriate responses with your child at home, in the community, and among your child's friends and classmates. Remember, some social skills will develop later as your child grows into a teenager. Social skills build on each other one at a time. For example, your child needs to learn to deal with losing without yelling or showing physical aggression before he/she can learn to show good sportsmanship (like congratulating others on a "good game" after they lose a contest).

Do not expect that your children will accomplish these skills on their own. Parents and caregivers must model examples, talk about behaviors and expectations, and make these skills part of their daily routine whenever the opportunities present themselves.

Social Skills Checklist

- Says "please" and "thank you" while making appropriate eye contact
- Deals with anger and frustration appropriately; does not yell or physically act out
- Asks questions appropriately even though the subject may be difficult for the other person to talk about ("Why did your dog die?")
- Accepts responsibility for his/her own mistakes and decisions
- Deals with losing without yelling or showing physical aggression; shows good sportsmanship; apologizes for wrongdoing
- Starts a conversation with others or interrupts appropriately when joining a group discussion/conversation already in progress
- Accepts "no" for an answer and accepts praise from others without gloating
- Greets others (familiar and unfamiliar) appropriately (with eye contact)
- Follows simple and conditional directions
- Understands feelings of others by showing empathy or giving a compliment
- Seeks attention in an appropriate manner; waits for his/her turn
- Listens; respects the opinions of others; makes friends



Resources

Cooperative Learning Network Teaching Resources, Social Skills—retrieved Sept. 2007, <http://home.att.net/~clnetwork/socialsk.htm>

Teaching Social Skills—Special Education, About.com, retrieved Oct. 2007, <http://specaled.about.com/cs/behaviordisorders/a/social.htm>

Encouraging Social Skills in Young Children: Tips Teachers Can Share With Parents, retrieved Sept. 2007, <http://www.humsci.auburn.edu/parent/socialskills.html>

Name

Date

Encouraging Students to Use Good Social Skills at School and at Home

by Becky L. Spivey, M.Ed.

In our classrooms, children come from a variety of different social situations and parenting skills in their home—some good, some not so good. Teachers must take every opportunity to encourage appropriate social behaviors. Sometimes, we should encourage students take the lead in setting good examples for each other.

Good social skills and good character do not come naturally. Children with Asperger's, autism, behavioral disorders, and other developmental delays, need constant encouragement, prompting, and verbal cues in order to learn how to behave and engage appropriately with others and what to say in certain social situations.

Social Skills Activities

Here are some activities to involve your students in recognizing, rewarding, and using good social skills and behaviors in the classroom, at school, and at home.

- **Good Job Jar** - Ask students to be on the lookout for other students exhibiting good social behavior. This could be anything from a student helping another find a pencil to comforting a student who has forgotten his homework. When students, teachers, and other adults, observe another student sharing, helping out, or saying an encouraging word, allow them to put a token (button, bead, marble, etc.) in the jar. When the jar is full (or students reach the set goal for the number of tokens), there should be a small celebration or reward (extra recess, homework passes, game time, etc.).
- **Good Character Display** - Create a classroom or hallway bulletin board to display photos of children who are exhibiting good character or social skills. Each week, the teacher chooses a student that is continually showing good character. When recognizing the good character student of the week, the teacher tells the class (by keeping good notes) different examples of good character that this student displayed throughout the week. Include any comments from other teachers or their parents, reminding the students that everyone, not just their teacher, notices their behavior. Make sure that all students have an opportunity to be on the Character Board by rewarding any improvement in behavior.
- **Conflict Resolution Solutions** - Take a few minutes each week to present typical situations students may experience at home or at school (a bully at the bus stop, a friend is mad at them, etc.). Allow the students to role play the situation. Then lead students in a discussion on how they might resolve the conflict. When they arrive at the best resolution, have the students replay the situation with the resolution that they feel is best to resolve the conflict.



- **Secret Character Pal** - Let students draw the name of a classmate, then commit to showing this student random acts of kindness and support. At the end of the week, let students tell what acts of kindness they experienced and then try to guess their Secret Character Pal. Discuss among the class why these acts are important and how it makes them feel when someone shows them support, respect, and kindness.
- **Good Character News** - The teacher can include in the classroom's weekly/monthly newsletter, the names (and photos if possible) of students who are displaying good social skills and building character. Some community newspapers will print your news. Call your local newspaper, tell them about your mission to encourage good character and social skills, and submit news to them according to their instructions. *Be sure you have appropriate permission from parents through your school district to release names/photos to the newspaper. Never publish names or photos without parental consent.*
- **Personal Notes for Good Character** - When a particularly difficult student displays improved behavior or an observable act of kindness, write a short personal note to that student. "Dear John, I am so proud of how you behaved during library time today. Keep up the good work!" Students that do not like to have lots of attention focused on them for any reason consider it an honor to have a private and personal contact from their teacher.
- **Character Moments** - Throughout the day, the teacher should always take advantage of a "teachable moment." When any student displays an appropriate or kind gesture towards another, stop the class activity and tell them what you are seeing. "I like the way Tara is helping Matt find his place in the book," "Susie is helping Clint by lending him her extra pencil," or "Thank you all for finding your homework so quickly." Take every opportunity to praise them.
- **Parent/Child Character Report** - Teachers should involve parents in helping to foster good social skills and behaviors at home and school. Send home a Character/Good Behavior Report for parents to communicate good behaviors that their children display at home. For example, Monday—Jimmy is helping his father clean the garage. Tuesday—Jimmy helped his sister put a puzzle together, etc. This activity is particularly helpful for students with autism, Asperger's, and behavioral disorders. Constant reinforcement and accountability is necessary in helping these children develop social skills.

Character education does not begin and end with the school day. Helping children build good character and social skills is a job that parents and teachers must perform 24 hours a day, seven days a week. For teachers, character building should be an ongoing project for the entire school year. Communication between parent and teacher is essential in helping each other teach valuable social skills to children. Teachers pick up where parents leave off, and vice versa. Together, we can build a child who is confident, compassionate, and committed to building good character.



References

Watson, Sue. (2007). *Activities to support good social skills in the classroom*. Retrieved January 22, 2008, from <http://spcialed.about.com/od/characterbuilding/p/ss.htm>

Name

Date



Helpful Products

Below is a list of Super Duper® products that may help your student with social skills and character building. Visit www.superduperinc.com or call 1-800-277-8737. Click the links below to see the product and description.

What Do You Say....What Do You Do...™ At School?

Ask for item #GB-241 www.superduperinc.com/F-G_Pages/gb241.htm

Social Inferences Fun Deck® with Super Duper® Secret Decoder

Ask for item #FD-92 www.superduperinc.com/F-G_Pages/fd92.htm

Ask & Answer® Social Skills Games

Ask for item #SOS-62 www.superduperinc.com/S_Pages/sos62.htm

204 Fold & Say® Social Skills

Ask for item #BK-293 www.superduperinc.com/B_Pages/bk293.htm

Focus on Manners Fun Deck®

Ask for item #FD-103 www.superduperinc.com/F-G_Pages/fd103.html

Say and Do® Positive Pragmatic Games

Ask for item #GB-93 www.superduperinc.com/F-G_Pages/gb93.htm

Practicing Pragmatics

Ask for item #FD-52 www.superduperinc.com/F-G_Pages/fd52.htm

Say and Do® Positive Pragmatic® Game Boards Fun Sheets

Ask for item #BK-308 www.superduperinc.com/B_Pages/bk308.htm

Social Skills Chipper Chat®

Ask for item #CC-88 www.superduperinc.com/C_Pages/cc88.htm

Say and Do® Social Scenes for Home, School, and Community

Ask for item #BK-316 www.superduperinc.com/B_Pages/BK_316.htm

Communicate™ Junior

Ask for item #TPX-4401 www.superduperinc.com/TUV_Pages/tpx4401.htm

Go-To Guide for Social Skills

Ask for item #TPX-29401 www.superduperinc.com/thinkingpublications/product.asp?pid=TPX29401



Free Course

Please check out more courses on our Parent Board.

For more information, Contact:

Hilda Lam

403-262-9445 (109) OR

Hilda_lam@abilitysociety.org

You can also register online at:

www.fcrc.sacyhn.ca

Nov 4

Building Strength, An Invitation to Resiliency in Young People

10:45 AM-12:30 PM

Alberta Children's Hospital

Nov 5

The Joy of Single Parenting

Learning Village Collaborative-Valley View

6:15 PM-8:00 PM

Nov 18

Borderline Personality Disorder

10:55 AM-12:30 PM

Alberta Children's Hospital-B2200

Nov 20

Self Esteem and Peer Pressure In Youth

6:15 PM-8:00 PM

Crowfoot Public Library

Nov 24

Parenting Inattentive/Hyperactive Children

6:15 PM-8:00 PM

Learning Village Collaborative (CLV)

Nov 25

Parenting A Child with Disruptive Behaviour

6:15 PM-8:00 PM

Signal Hill Library

Reminder to Parents

- Please Sign in your child every workshop, attendance will be taken.
- Toys from home should stay home or in their lockers
- Bring:
 - Winter Jacket (Winter is here!!!)
 - Snack

(if your child does not eat our snacks)

- **PLEASE CONTACT Hilda IF YOU ARE NOT ATTENDING CLASS**

Phone: 403-262-9445 (ext: 109)

Email: hilda_lam@abilitysociety.org

COMMUNITY FOOD DRIVE



MONTH of NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1/2	3	4 frcr: Building Strengths, An invitation to Resiliency in Youth 10:45 – 12:30 Children Hosp.	5 Futureways 6:00 – 8:00 Show and Tell	6 Futureways 6:00 – 8:00 Lyse (SPCH) Coming	7	8
9	10	11	12 Futureways 6:00 – 8:00	13 Futureways 6:00 – 8:00	14	15
16	17	18	19 Futureways 6:00 – 8:00 Lisa (O.T) Coming	20 Futureways 6:00 – 8:00 Lisa (O.T) Coming	21	22
23	24 frcr: parenting inattentive/impulsive children and youth 6:15 – 8:00 CLV	25 frcr: Parenting a child with disruptive behaviour 6:15 – 8:00 Signal Hill Library	26 Futureways 6:00 – 8:00 (Twyla's Dance Class)	27 Futureways 6:00 – 8:00 (Twyla's Dance Class)	28	29
30						

More Workshops available: Please check parent board or go to <http://www.frcr.sacyhn.ca/calendar.php>