



Using Role Play to Teach Workplace Social Skills

Objective: To teach: (a) establishing and maintaining eye contact with adults during conversation; (b) waiting to speak until adults finish speaking; and (c) giving appropriate verbal responses to directions, feedback, or criticism

Setting and Materials

Settings:

- University child care center
- University conference room (where training was provided)

Materials:

- Role-play script
- Timer
- Data recording sheets

Content Taught

- Eye contact
- Waiting to respond
- Appropriate verbal response to directions, feedback, or criticism (e.g., thank you for sharing that with me, that's a good idea, I'll work on that)

Teaching Procedures

- Operationally define target behaviors (e.g., eye contact equals the student maintaining eyes on the face of supervisor or co-workers with him he/she is speaking throughout the conversation)
- Define when a conversation is considered to begin (e.g., when the student, supervisor, or co-worker initiates a verbal statement toward the student) and when it ends (e.g., when the student, supervisor, or co-worker breaks off the conversation, or when there is a 5 second lapse in the conversation; latency)

Role-play written scripts
<ol style="list-style-type: none">1. Student and teacher alternately role-play student's role as worker and role of student's supervisor2. Script should specify who plays which role, when roles should be alternated, and what each individual would do and say as function of his/her role3. Update scripts as supervisor provides feedback on student's work performance4. Scripts should simulate work-related social interactions between the student, supervisor, and/or co-workers that have actually happened or are likely to occur on the job



5. Provide 4 to 6 role-playing opportunities for student to respond that require the use of targeted behavior(s) during each teaching session

Example of abbreviated social script

Teacher: "We are here to role-play social skills. One of the skills in maintaining eye contact. Let's role-play how we pay attention by focusing our eyes on each other faces when we talk."

Teacher (in supervisor role): "The way you model songs and hand motions helps children participate in music activities."

Student (in own role): "Thank you." (while looking at teacher)

Teacher: "Good job!" Three appropriate responses I want to role-play with you are, 'Thank you for sharing that with me. That is a good idea. I will work on that.' Now let's practice showing how we maintain eye contact, waiting until the person is finished speaking, and responding."

Teacher (in supervisor role): "I need for you to finish all your duties for the children, like cleaning the tables at snack time, before you take a break."

Student (in own role): "That is a good idea. I will work on that."

Teacher: You did a nice job! Professionals follow directions, listen to feedback, or accept criticism by keeping their eyes on the person talking, waiting, and responding appropriately as you just did."

Evaluation

- Measure rates of occurrence of all targeted behaviors (e.g., eye contact, waiting to respond, appropriate verbal response to directions, feedback, or criticism) using a frequency count
 - Use a time-sampled event recording during a 10 minute session
 - Use a digital timer to record duration and latency of time in seconds and minutes

Lesson Plan Based on:

Gear, S., Bobzien, J., Judge, S., & Raver, S. A. (2011). Teaching social skills to enhance work performance in a child care setting. *Education and Training in Autism and Developmental Disabilities, 46*, 40-51.



NTACT

National Technical Assistance Center on Transition

Research to Practice Lesson Plan Starter

This Lesson Plan Starter was developed by The National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). This document has been reviewed and approved by the OSERS. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Technical Assistance Center on Transition (2018). Using Role Play to Teach Workplace Social Skills.

