



Introducing Yourself to Others

Related Behaviors:

- Making eye contact
- Initiating conversation
- Saying "please" and "thank you"
- Getting along with others

OBJECTIVE: *The students will learn to greet other people by introducing themselves. More specifically, students will learn to state their names and give some information about themselves when meeting new people.*

TELL

Coaching is an instructional teaching strategy derived from social learning theory that uses verbal instruction and receptive language skills to teach social behavior. The *Tell* phase uses coaching techniques to present social rules or concepts and introduces the skill in a discussion format.

1. Introduce the skill and ask questions about it.

Discuss what it means to introduce yourself to others. Ask the students to think of examples of times when they have been introduced to someone.

Ask questions about the skill.

2. Define the skill and discuss the Key Words.

Define the skill as telling someone new who you are. Discuss strategies for introducing yourself to others, particularly making eye contact, smiling, saying "hi," asking questions, taking turns in conversation, and paying attention to others.

Introduce the Key Words in the box at right. Discuss how each word relates to introducing yourself to others.

3. Discuss why the skill is important.

Discuss what benefits the students may experience from introducing themselves to others (e.g., making a new friend, learning something new, feeling included).

Ask the students to discuss what happens when people don't introduce themselves to others. Have the students describe a time when they did not introduce themselves to others and tell what happened.

4. Identify the Skill Steps; have the students repeat them.

Talk about the Skill Steps:

Preschool/Early Elementary

- Step 1: Look** Look. Do you see someone new?
- Step 2: Smile** Smile. Show that you are friendly and nice.
- Step 3: Talk** Say, "Hi, my name is ____." Say something about yourself.
- Step 4: Ask** Ask, "What's your name?" Ask questions.
- Step 5: Repeat** Talk and ask questions.

UNIT RESOURCES

1. Skill Steps Cue Cards
 2. Video clips
 3. Social Skills Progress Chart
- Additional support materials are included on the SSIS Intervention Guide Resource Disc.

Key Words:

Preschool/Early Elementary: *greet, introduce, notice, polite, friendly*

Upper Elementary/Secondary: *introduce, greet, polite, interested*

Upper Elementary/Secondary

- Step 1: Find** Find someone new. Introduce yourself.
- Step 2: Smile** Smile to show you are friendly and nice.
- Step 3: Talk** Say your name, and tell something about yourself.
- Step 4: Ask** Ask questions to get to know the person.
- Step 5: Repeat** Talk and ask questions. Try to find things in common.

5. Repeat the Skill Steps.

Have the students recite the steps and the correct sequence for the social skill of introducing yourself to others. Verbal rehearsal is an essential component of behavioral rehearsal.

SHOW

Modeling is an instructional technique based on social learning theory in which an entire behavior sequence is presented for a given social skill. Through modeling, the observer can learn how to integrate specific behavioral actions into a complete behavior pattern. The *Show* phase is based on modeling techniques.

Discuss the picture on the Skill Steps Cue Card.

Preschool/Early Elementary (green)

Have the students discuss what is happening in the picture and which Skill Steps the girl is using.

Upper Elementary/Secondary (blue)

Have the students discuss what is happening in the picture and which Skill Steps the girl is using.

Show the video clip. Then talk about the Skill Steps.

Play the video, and then ask the students whether or not the girls introduce themselves.

Play the video again.

Discuss which Skill Steps the girls use to introduce themselves to each other.

Video Clip: Positive Model

Clip 16.1

Setting: Classroom

Pazong: Hi. My name's Pazong. What's your name?

Alexis: My name's Alexis, but everybody calls me Lexie.

Pazong: Nice to meet you, Lexie. Let me help pick up your things.

Alexis: Thanks.

Pazong: No problem.

Model and role-play the situations as time allows. First, show a positive model of introducing yourself to others, using as many of the Skill Steps as possible. You may assign roles and use either the following scenarios or your own:

- You are eating lunch and see a new student whom you'd like to meet. You know the student is in your grade.
- You are shopping with your mom and run into someone she works with.
- You are playing in a park with two of your friends. Another person about your age is watching you and seems interested in playing.

- It's the first day for a new girl in your class.
- Your brother invites a friend over for dinner. You haven't met him before.

Second, show a negative model of introducing yourself to others for one of the same situations.

Use the same situations, but don't follow the Skill Steps.

DO

In the *Do* phase, students have the opportunity to mimic behavior that was demonstrated in the *Show* phase. Such overt rehearsal emphasizes the steps and correct sequencing that the students recited in the *Tell* phase and observed in the *Show* phase.

Review and have all students role-play.

- Ask the students to state the skill they are learning, why it is important, and what the Skill Steps are.
- Have the students role-play using the same scenarios from the *Show* phase or creating their own.
- Discuss the role plays and which Skill Steps were used.

Repeat the Skill Steps.

Review the Skill Steps again.

Preschool/Early Elementary

Step 1: Look Step 2: Smile Step 3: Talk Step 4: Ask Step 5: Repeat

Upper Elementary/Secondary

Step 1: Find Step 2: Smile Step 3: Talk Step 4: Ask Step 5: Repeat

PRACTICE

Practicing the Skill Steps sequences allows students to refine and hone performances of newly learned social skills. The amount of practice necessary depends on the rate of acquisition and quality of each student's behavioral performances.

1. Use role play to review periodically.

Ask the students to think of an example of when it is easy (or difficult) to introduce themselves to others. Role-play these situations.

2. Brainstorm ideas to improve the skill.

Have the students share ideas to improve the skill of introducing themselves to others. Make a list of the group's ideas.

3. Assign homework.

Have the students practice using the Skill Steps at school, at home, and in the community. Each time you meet, ask the students where, with whom, and in which situations they practiced the Skill Steps.

- Have the students observe others, either live or on TV, and evaluate how well those people introduce themselves to others.
- Have the students practice introducing themselves to a friend, using the Skill Steps.
- Have the students practice introducing themselves to someone at home, using the Skill Steps.

- Have the students practice introducing themselves to others at home and at school, recording for the next three days how many times they introduced themselves to others.
- Have the students talk with a family member or a friend about ways to introduce themselves to others and record the name of the person they talked with.

MONITOR PROGRESS

Feedback is a fundamental component of social skills improvement. Provide specific feedback to each student regarding behavioral performances demonstrated in the *Do* and *Practice* phases. Feedback should address both appropriate and inappropriate behaviors as applicable.

In addition, have the students self-assess using the Social Skills Progress Chart.

- Have them think about the Skill Steps needed to introduce themselves to others.
- For Day 1, ask them to think about how well they can use the Skill Steps.
- Under Day 1, they should circle 1 if they can use some; 2 if they can use most; and 3 if they can use all of the Skill Steps well.
- Repeat this process each time the unit is reviewed.

GENERALIZE

Generalization is critical in ensuring that a newly learned social skill can be applied across multiple settings and situations. Help the students to understand that the social skill of introducing themselves to others can be used in a variety of everyday activities and situations.

1. Discuss physical presence.

Explain the importance of physical positioning, body language, and tone of voice when introducing yourself to others.

2. Discuss making introductions.

Ask the students to think of a time when someone introduced them to someone else. Talk about the steps used to introduce two people to each other and when students might want to do so.

3. Brainstorm situations.

- Brainstorm places where students might introduce themselves to others (e.g., home, school, a friend's house, church).
- Brainstorm people to whom students might introduce themselves (e.g., new classmates, teachers in other classrooms at school, friends' parents, new neighbors).
- Brainstorm situations in which it is very important to introduce yourself to others (e.g., when the new person looks lonely, uneasy, or in need of help).

END-OF-UNIT REVIEW

Have the students give examples of when it was very helpful to introduce themselves to others.

Have the students give examples of when it was very difficult to introduce themselves to others.

Make a group list of tips for introducing yourself to others. Brainstorm ideas to help all students improve the skill of introducing themselves to others.

Review the unit. Ask what it means to introduce yourself to others, why the skill is important, and which Skill Steps to use.

Review what was learned in this unit. Discuss how much the group improved, which Skill Steps the students know best, and which Skill Steps need more practice.

Summarize the students' feedback, and provide feedback to the group. Provide additional suggestions for *Practice* and *Generalize* activities for the students who need more practice.

Unit

Introducing Yourself to Others



Skill Steps

Step 1: Look

Step 2: Smile

Step 3: Talk

Step 4: Ask

Step 5: Repeat

Unit

Introducing Yourself to Others



Skill Steps

Step 1: Find

Step 2: Smile

Step 3: Talk

Step 4: Ask

Step 5: Repeat

Social Skills Progress Chart

Your Name _____ Grade _____ Date of Birth _____ Sex Male Female

Group Leader's Name _____

Write the unit numbers and social skills in the table below. Each week, circle the number that shows how well you know the Skill Steps for the unit(s) that you have learned in your social skills training group.

1 = I can do **some** of the Skill Steps

2 = I can do **most** of the Skill Steps

3 = I can do **all** of the Skill Steps

Unit No.	Social Skills	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3