

Lesson 5:

Understanding Different Perspectives

Goals for this activity

- Students gain awareness of how others perceive them in the different zones
- Students learn that their behavior can change and affect others' thoughts, feelings, and zones
- Students reflect on the positive and negative impacts of regulating their zone to the demands of the environment and situation

Materials

For younger students (preschool and early elementary)

- One copy of Understanding Different Perspectives (Reproducible I) for each student (worksheet idea contributed by Jill Kuzma; <http://jillkuzma.wordpress.com>)

For older students (upper elementary through high school)

- One copy of the Expected Social Behavior Map and the Unexpected Social Behavior Map (Reproducible J) and Reproducible (K) for each student
- Dry erase markers and board

Overview

In this activity, students reflect on how others are viewing their behavior through the completion of worksheets if they are younger or a Social Behavior Map™ if they are third grade or older (see description and instructions below). Social Behavior Mapping was developed by Michelle Garcia Winner (Winner, 2007; www.socialthinking.com). By using the worksheets or Social Behavior Maps to facilitate discussions, students gain skills in viewing others' perspectives and understanding how consequences are linked to how people feel about their behavior, helping them to see the bigger picture of their role in social interaction. As social beings, we are motivated to behave according to what we think will keep those around us thinking positive thoughts of us. We are able to understand that others have different thoughts and feelings and so we are socially driven to take into account others' perspectives to help us regulate our actions. Students who struggle with self-regulation often have an impaired ability to consider others' perspectives and subsequently aren't motivated by social expectations to help them regulate. Therefore, they need to learn how to take others' perspectives into account so that they can become more effective regulators.

Caution

Cautionary note: Not all students with social learning challenges efficiently understand that their own thoughts are different from others' thoughts. That means it will be difficult to proceed with teaching lessons of social-emotional perspective taking if your student doesn't have this social knowledge. If your student appears to lack this information, please focus on lessons presented earlier in the book as well as on exploring sensory supports and calming tools (see Lessons 10, 11, 13, and 18). You can Google the concept "Theory of Mind" to learn more about this area of functioning.

Preparation

- Print one copy of Reproducible I or of Reproducibles J and K for each student, depending on students' grade level.
- Write the schedule on the board:
 1. Lead-in
 2. Understanding different perspectives activity
 3. Wrap-up

Lead-in for all ages

- Elicit the students' insights into their self-awareness and ask how they affect others:
Have you ever considered how the zone you are in can impact the way others think and feel about you?
- Review the goals of the activity with the students.

Activities for different age groups

For younger students

For preschool and early elementary students, you can do the activity in the following way:

Work with students to fill out the worksheets on Understanding Different Perspectives. If you know about a circumstance when a student was in a zone, you can use it to trigger them to think about how others were impacted. You may find it easier or necessary to act as a scribe for them.

For older students (third grade and above)—introducing a Social Behavior Map

For upper elementary through high school students, you can do the learning activity by having students complete a Social Behavior Map (SBM) together. See Figure 3 and the Social Behavior Mapping templates (Reproducibles J, K).

Figure 3:
Examples of Social Behavior Mapping⁶

The ZONES of Regulation® Reproducible J (Example)

Social Behavior Mapping			
What's Expected for: <u>Being in the Green Zone in the Classroom</u>			
Expected behaviors	How the behaviors make people FEEL	How people react to how THEY FEEL about your behavior	How the person feels about himself or herself
1. Attending to teacher, taking notes	Teacher feels respected	I get good grades from my teachers	Proud
2. Head up, looking at materials being presented.	Classmates feel comfortable around me	Positive reports at conferences	Good
3. Engaged in classroom discussion (raising hand, adding comments)	Others feel I am a good student	Classmates want to sit near me	Liked by others
4. Semi-upright posture, shoulders turned toward speaker		I get asked by classmates to work on projects together	Smarter

1 Social Behavior Mapping is the original work of Michelle Garcia Winner, *Thinking About YOU, Thinking About ME* (2007), pages 156-157 (www.socialthinking.com). Permission to reproduce Social Behavior Maps was granted by Michelle Garcia Winner.

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The ZONES of Regulation® Reproducible K (Example)

Social Behavior Mapping			
What's Unexpected for: <u>Being in the Blue Zone in the Classroom</u>			
Unexpected behaviors	How the behaviors make people FEEL	How people react to how THEY FEEL about your behavior	How the person feels about himself or herself
1. Head down on the table, slumped posture	Classmates feel ignored	Teacher and classmates think I am rude	Lousy
2. Sleeping in class	Teacher feels disrespected	Students do not want to work with me on projects	Distant from others
3. Ignoring others when they talk to me	Teacher questions if he or she is a good teacher and wonders how to reach me	Poor performance on assignments and tests	Bored
4. Sitting away from others		Parents receive negative feedback from teachers	
5. Not thinking of others with my eyes		Other kids ignore me	
6. No participation in class discussions		Get a reputation as lazy, unmotivated, or dumb	

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Social Behavior Map Instructions (from Michelle Garcia Winner)
 When using the Social Behavior Map, start by completing the “expected” behaviors map (Reproducible J):

1. Write at the top of each SBM which behavioral set you are describing, (e.g., “Being in the Green Zone in the Classroom”).
 - a. List the “expected” set of behaviors in the left hand column (e.g., “calm body,” “focused mind,” “facing teacher,” “quiet mouth/hands/feet”).
 - b. List how the student’s behaviors make other people feel (taking their perspective). Use emotional words or phrases such as “pleased,” “respected,” or “happy that you (*the student*) are working as part of the group.”
 - c. List what consequences (generally the more positive ones) evolve from making people feel good about what the student is doing (e.g., “Get good grades,” “asked to be a partner”).
 - d. List how the student ultimately feels about him or herself when he or she does the expected behaviors in the right hand column (e.g., “proud,” “happy”).

2. Do the same process now on the Unexpected page (Reproducible K), writing on top of the SBM what behavioral set you are describing, e.g., “Being in the Yellow Zone in the Classroom.”
 - a. List the unexpected behaviors to match the behavioral set you are defining (e.g., “blurts out in class,” “gets out of his seat,” “is easily frustrated by assigned work”).
 - b. List how these unexpected behaviors affect someone else’s perspective by listing emotional words such as, “frustrated,” “annoyed,” or “worried that *student* is not learning.”
 - c. List the related consequences (e.g., “*Student’s* teacher has a strict tone of voice when she tells him what he needs to do,” “*Student* may be asked to leave the group or the room,” “*Student* loses a point on his earning chart”).
 - d. List how the student ends up feeling about himself or herself, (e.g., “frustrated,” “lonely”).



Note to Teacher

You can produce an Unexpected SBM for being in any zone (see Figure 3 for an example of a completed Unexpected SBM). Tailor the zone to meet students’ needs. For example, if a student is predominantly in the Yellow Zone in the classroom and his peers and teachers find it uncomfortable, use “Being in the Yellow Zone in the Classroom” as the behavioral set for the Unexpected SBM.

Note to teacher from Michelle Garcia Winner: Educators have commented that it does not feel comfortable to tell a student that a particular behavior that he or she is engaging in affects the feelings of the adult or a peer. The important point to consider is that our reluctance to verbally acknowledge our feelings to others is based on the assumption that typical people can “read” us intuitively and thus they can regulate their behavior accordingly. The reality for many of our students is that they have true social-cognitive deficits impacting their ability to “read” how emotional states of others are connected to the behavioral actions

of the student. Of course, this is not to say that there aren't times when one of our students engages in a malicious behavior with full awareness of how he is impacting other people. Although our students at times may be purposely misbehaving, at many other times those same students are doing an unexpected behavior with no awareness of how it was impacting others in their environment. While realizing that we try to be extremely positive when working out behavioral teaching plans, these students may have a difficult time knowing when they have done an "unexpected" behavior. By only attending to their positive behavior, we may not be giving them all the information they need to see the bigger picture of what they are doing.

Wrap-up

After the worksheets or behavior maps are complete, lead the class in a discussion using the following questions to assess understanding:

- *How do you get along with others when you are in the different zones?*
- *In which zone are you most successful?*
- *What kind of thoughts do people have when you are in the Green Zone?*
- *Are there times people may have uncomfortable thoughts about you if you are in the Green Zone?*

If students fail to point this out, stress that students have more successful interactions when they are in the Green Zone. Emphasize that they can perform better if they can remain calm and focused. Although students may not perceive their behavior as disruptive or inappropriate in the Yellow Zone, talk to them about how other people may see it in this way. Completed work can be stored in the students' Zones Folder.

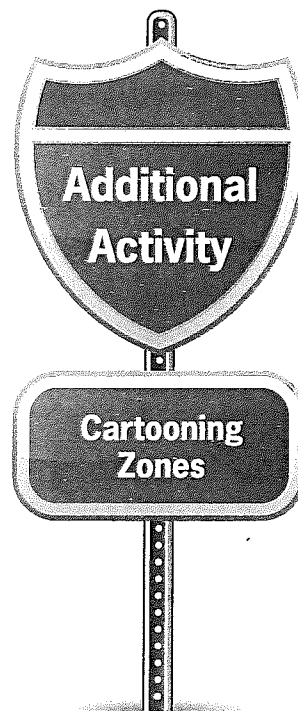
Ways to generalize learning

- Review the worksheets or SBMs with the students' teams so that all can understand the language and consequences (it may be necessary to facilitate discussions with parents and other key players before completing the maps so everyone is on the same page).
- The worksheets and SBMs should be frequently reviewed with the students, allowing the students to reflect on their behaviors that are viewed both positively and negatively by others.
- Talk with the student about what zone is expected using a SBM before a student enters a situation that could potentially lead him or her to a less regulated state.

Additional learning activity for Lesson 5

Cartooning Zones

Complement the discussion by cartooning specific events that occurred where the student was in an unexpected zone. By creating comic book conversations (see *Comic Strip Conversations* by Carol Gray in "Recommended



Resources”) of Yellow, Red, and Blue Zone behaviors, the students can visually see their peers’ and teachers’ perspectives via the thinking bubbles. Give students the option if they want to draw the cartoons or have you draw for them.

Refer to the second edition of Michelle Garcia Winner’s books *Teach Social!* and *Thinking About YOU Thinking About ME* (see “Recommended Resources”) for further information and lessons in the area of perspective taking.