

Group Play & Socialization: Sharing

Student will learn to share items with other students and adults.

Suggested Materials

- ★ LB7 Language Builder: 3D-2D Matching Kit: Foods
- ★ LB8 Language Builder: 3D-2D Matching Kit: Animals
- ★ LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
- ★ LB10 Language Builder: 3D-2D Matching Kit: Vehicles
- ★ Preferred toys or games from around the classroom



Notes

Student:

Projected activities for: __/__/__ to __/__/__

Monday	Tuesday	Wednesday	Thursday	Friday

Group Play & Socialization: Sharing

Lesson Focus

Student will learn to share items with other students and adults.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist and will expand into the classroom social setting.

Location

This lesson is intended as an indoor, classroom activity, or a play area activity.

Preparation

Pull items that are engaging to the student from the LB7-10 Language Builder: 3D-2D Matching Kits. Or, gather play items from the classroom that tend to hold the student's attention.

Procedures

1. Have the student engage in play with a toy or in an activity they enjoy and are able to do by themselves.
2. Approach the student and engage in parallel play of the same activity with a matching object.
3. Replicate the actions the student is making while smiling and having fun with the activity.
4. Exchange the objects with the student and give the instruction: "Let's share." Because you are exchanging identical objects, protest should be minimized.
5. Continue to play.
6. Narrate the actions, and continue to engage in play.
7. Continue to engage in this type of pairing until the student independently begins to share by exchanging toys.

Once the student has mastered sharing a specific object, move through the remaining play objects, following typical methods for introducing new target objects and the Lesson Progression section of this lesson. When the student will exchange identical objects without protest, start exchanging similar objects (i.e., the horse for the cow).

Prerequisites

Sharing is an intermediate activity. The prerequisite is:

★ **Lesson 69: Joint Attention**

Standards

Head Start

★ P-SE 3

Common Core

★ N/A

ABLLS-R

★ L13

VB-Mapp

★ SB & SP 7-d

Record Keeping

Data Sheet

★ *Skills-Based Lessons*

Home Communication Sheet

★ *Emerging & Maintaining Skills*



Teacher Tip

For some students... much to the dismay of their parents... sharing seems like a life or death matter. It can help to designate a subset of toys as "sharing toys" and a subset of toys that the student does not have to share. Once the student realizes that sharing does not mean that they will never see their toy again, it may be easier to approach sharing without specially designating items.



Lesson Progression

Sharing is an important foundation for social skills and cooperative play that will greatly improve the student's ability to interact well with peers.

- Start by engaging in parallel play next to the student and then asking the student to share or switch items.
 - » While the student is engaged playing with a toy or activity that they enjoy, and are able to do so by themselves, begin playing with an identical toy in close proximity to the student.
 - » Play with your version of the toy in a similar fashion to how the student is playing.
 - » Narrate what you are doing, and make your toy seem very engaging.
 - » Say to the student: "Let's share," or a similar phrase, and exchange items with the student. If the student protests, simply ignore the protest and make the exchange as if everything had gone smoothly.
 - » Talk through what you are doing with your item again, and prompt the student to re-engage with the new item.
 - » Work toward having the student willing to share without protest.
 - » When the student is able to switch identical objects with you, without protest, repeat the above steps using similar objects, such as a bus and a car.
 - » When the student is able to exchange similar objects, work toward exchanging a variety of play objects with varying levels of interest to the student.
- When the student is able to successfully share at your request, work on having the student request to share toys with which you are playing.
 - » Find a number of items the student enjoys and put them aside.
 - » Pull out 1 of the items and begin playing with it.
 - » When the student approaches you, ask the student: "Do you want to share?" Hand the toy to the student.
 - » Allow the student to play with the toy for a short period.
 - » Take the toy back from the student and say: "My turn."
 - » When the student approaches again or reaches for the toy, say: "Do you want to share?" Hand the toy to the student.
 - » Continue this exchange several times in a row until the student will reliably share a preferred toy with you.
 - » If the student loses interest in the object, get out another one of their preferred items.
- When the student is able to share with an adult, at both their request and that of the adult, prompt them to engage in sharing scenarios with peers, and in other settings, as described in the Generalization section.

Generalization

Once the student begins to understand the concept of sharing in the 1:1 formal lesson setting:

- Have the student practice their sharing skills with other staff before introducing them to the idea of sharing with peers.
- When the student is able to appropriately share with multiple adults, begin encouraging them to share with peers. Start with peers who have demonstrated good sharing skills and patience. This will allow you to focus most of your prompting and guidance on the student engaging in sharing for the lesson.
- Have the student practice sharing items during arts and crafts time when a small group is using multiple supplies to make a project.
- Have the student expand the length of time they will engage in sharing preferred and non-preferred items.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can set up sharing opportunities with adults, siblings and peers in other environments outside of school.

Whole-Child Lesson Ideas

Co-Created Art

Gather a variety of art supplies with which the student enjoys working. Decide together what you will be drawing. Ask the student what they will draw and what you will draw. Set the timer for 30 seconds to a few minutes (whatever interval of time that best suits the student). When the time is up, switch art supplies and point out the benefits of sharing the supplies. For example, you can say: "Now the drawing is so pretty and colorful because we're sharing the markers." Continue until the drawing is finished.

Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Give the command to share another time.
2. Physically reach and take the object from the student and exchange with your toy.
3. Use another adult to prompt the student to share with you, similarly to how an adult would prompt 2 students to share.

Next Steps

Once the student has demonstrated success in **Lesson 70: Sharing**, you can introduce:

- ★ **Lesson 71: Taking Turns**





Skills-Based Lessons DATA SHEET

STAGES
learning materials

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	P	Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Glance	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										