**Listening to Others**

**Source:**

do 2 learn. (2009). *Paying Attention & Listening to Othersc.* Retrieved from

<http://www.do2learn.com/organizationtools/SocialSkillsToolbox/PayingAttention.htm>

**Target population/Issue:**

* Middle School Students with ASD/Social Skills Deficits
* Group Stage-Working

**Outline of the Activity:**

* **Check in**- Share one thing you did this week to move towards achieving your personal social skills goal.
* **Review of norms** **& previous session (& possibly homework)**
  + **Intro**- When you are speaking with another person there are a few ways that you can show them you are interested in the conversation. What are some of these ways? (Write brainstorm out on the board or large paper).
* **Activities**
  + Hand out “Listening to Others” worksheet. Have participants read aloud the skills and brainstorm the purpose (see completed worksheet for example purposes).
  + Model the four skills with a member. Ask partner participant how he/she felt during the exercise. Did she feel heard, ignored, important, etc?
  + Participants practice in pairs demonstrating the four skills. Provide feedback to all groups, noting when a person exemplifies listening skills. (note leader could direct the topic of conversations depending on the stage and needs of the group.)
* **Process Questions**
  + What was is like for you to practice the listening skills?
  + By a show of thumbs (up, down, middle) was this activity easy for you? Up-yes, Down-no, Middle- kind of. [member name] why was this easy/hard? [member name] what part was easy/hard?
  + How did it feel to make eye contact with someone?
  + [participant name] how did it make you feel when your partner commented on what you said?
  + How does this connect to real life social situations?
* **Wrap Up:** Thank members for their participation and engagement
  + Today we discussed how to listen well to others and show them that we are interested and paying attention when they speak. We wrote down the ways we can do this and then we practiced in pairs. (Add session specifics)
  + Optional homework: Practice your listening skills with a peer in English class, note their reaction and come to group ready to share.

**Rationale**

* Young people with ASD have a hard time understanding the implicit rules of communication. By explicitly stating how to actively listen, watching the leader model active listening and then practicing themselves participants will be able to better engage in conversation with others.

**Goals**

* Members will identify and demonstrate at least four ways to show they are actively listening to a person.

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