What is the Hidden Curriculum?
• The unwritten social rules and expectations of behavior that everyone seems to know, but we were never taught.
• All the “rules” we all know but were never taught.
• What we consider “common sense”

Why do we need to teach it?
• Exists everywhere!!!!!!
  – School
  – Workplace
  – Community
  – Home
  – Legal System
  It is not innate for those on the spectrum to look at peers and learn!

Areas to Teach—Social Communication!
• Body language
• Age Appropriate
• Gender related differences
• Company (who you are with)
• Cultures
• What is expected versus unexpected in situations

THE SOCIAL FAKE
• Social fake is something we all do, but a were never taught...it is a huge part of the hidden curriculum!

The SOCIAL FAKE according to Korah: “Being nice to someone even if they don’t deserve it, saying something to make someone feel better if it is not true, and letting things go even if they are wrong and you are right.”

Need to teach this skill for students to be successful

* “Social Fake” credit to Korah Petrasik
Remember when teaching HC...

Auditory Rote Memory DOES NOT EQUAL comprehension

How to Teach the Hidden Curriculum

- Have a Safe Person at home and school!
  - Knows and respects the individual and their autism
  - Can listen without interrupting or judging
  - Can problem solve
  - Knows the "trigger" behaviors
  - Is familiar with expected social behaviors of various situations

Simple starting point for teaching....

- Teaching a student to be socially aware and tune into other kids is a great start....instead of telling a student what to get out use the cue (or visual) of “What does everyone else have out?”
- Use the same cue in all contexts and across environments

Try to use Circle of Friends to encourage "watching skills" across environments

Ways to Teach the Hidden Curriculum

- SOCCSS (Situation, Options, Consequences, Choices, Strategies, Simulation)
  - Generally used after situation occurs to help students understand what happened and then social skill is taught in the process
  - TRY to use before situation occurs so student has plan!!!

Situation

- Who: Johnny and Bob
- When: Lunch Recess
- What: Johnny kicked Bob and they both had to stand against the wall for the rest of recess
- Why: Bob took Johnny’s football
### Options, Consequences, Choice

<table>
<thead>
<tr>
<th>Options</th>
<th>Consequences</th>
<th>Choice</th>
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<tbody>
<tr>
<td>Ignore Bob</td>
<td>No might give the ball back</td>
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<tr>
<td></td>
<td>No might keep the ball</td>
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<tr>
<td>Stay away from Bob</td>
<td>I might not be able to play the game with the rest of the boys if Bob is there</td>
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<tr>
<td>Ask him/her</td>
<td>I could get in trouble by a teacher</td>
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<td></td>
<td>A teacher might not see me</td>
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Ask Bob for the ball back, if he doesn't give it to me, tell the teacher

- The teacher would tell Bob to give it back
- The teacher would tell me to ignore Bob

X=Johnny's choice

### Strategy

**Plan of Action:**
- The next time Bob takes something away from me, I will ask for it back
- If Bob doesn't give it back, I will tell the teacher

### Simulation

- Practice the situation and apply the strategy
  - Can visually carry a card to practice with strategy on it (Example: Rules for talking with friends)
  - Can role play the situation
  - Can talk to someone else about the plan and explain it to them

### Ways to Teach the Hidden Curriculum

- **SOLVE (Seek-Observe-Listen-Vocalize-Educate)**
  - Can be used in almost all environments and situations
  - Adults must learn and teach to students/child

- **Social Stories TM**
  - Tells what to do in a situation and gives choices (explains a social situation)

- **Comic Strip Conversations**
  - Visually shows the flow of a conversation as well as being able to show what people may be thinking and saying
  - [www.makebeliefscomix.com](http://www.makebeliefscomix.com)

- **Power Cards**
  - Take a high interest area and put the social situation into context with the high interest area so the student can “buy into it/relate”

- **Social-Behavior-Mapping (Michelle Garcia Winner)**
  - Visually showing Unexpected behaviors, how people may feel and react and Showing Expected behaviors, how people may feel and react

### SOLVE STRATEGY

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<tr>
<td>Seek</td>
<td>Observe</td>
<td>Listen</td>
<td>Vocalize</td>
<td>Educate</td>
</tr>
<tr>
<td>Seek to understand all aspects of the hidden curriculum</td>
<td>Observe what people are doing and NOT doing</td>
<td>Listen to what people are saying and NOT saying</td>
<td>Vocalize...ask questions, check for understanding</td>
<td>Educate...teach and learn</td>
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</table>
Ways to Teach the Hidden Curriculum

- Direct Instruction
- An Item A Day
- Incredible 5-Point Scale
- Video Modeling
- Hidden Curriculum Calendar
- Hidden Curriculum books
- Hidden Curriculum App
- Social Detective Book
- Social Rules for Kids Book

KEEP A BALANCE

Three main areas to consider...all are important!

- Academic
- Socialization
- Independence

Age of student, cognitive ability, and progress of student all play a role in the amount of time spent in each area.

ACADEMIC CONSIDERATIONS

- Is the student able to make gains in the regular education classroom?
  - Make sure appropriate modifications and adaptations are being made before saying "no" to this question
  - Also look at if the student can be in the classroom with peers doing similar activities, look at what they can accomplish versus what they are encountering difficulties with...for the difficulties, what can we do to facilitate success
  - Remember: Natural environment may be best location to teach HC and observe areas of need

Communication Considerations

- What students are the best social role models for the student with ASD?
  - Can peer helpers assist the student?
  - Structured peer activities?
  - Sensitivity training
  - Circle of Friends to teach HC items depending on age/ability level

Independence building with HC

- Choose one area the student can be independent in...if not in all areas!
- Use supports in order for the student to be independent
- Remember to use visual prompts versus verbal prompts...students relying on an adult for assistance are not as independent as the student using a visual support!
Often times HC items prohibit a student from participating but.....

Remember:
Many activities can be modified so the student can be included with peers...
Put on your “autism hat” and think outside the box!

Putting it in the IEP

- List under social thinking for special education
- Can be small group instruction or general education setting
- Goal in IEP for Hidden Curriculum item by quarter/tri-mester/ or monthly depending on set up
- * See IEP examples/goals sheet

QUESTIONS??????

RESOURCES

- The Hidden Curriculum by: Brenda Smith Myles, Melissa L. Trautman and Ronda L. Schervin
- WWW.autismnetwork.org
- Autism Advocates and Law Enforcement Professionals By: Dennis Debbaudt
- My Book Full of Feelings By: Amy V. Jaffe and Luci Gardner
- www.thegraycenter.org (social stories and comic strip)
- Power Cards By: Elisa Gagnon
- www.makebeliefscomix.com