

Strategies for Improved Interactions

Social Skills Development & Pragmatic Language

Responsibility

Who is Responsible for You?

Did you complete your homework? Return the library book? Change your hearing aid batteries? Feed the dog? Make your bed? For our children, learning to be responsible for taking care of daily chores is a lot of work!

Responsible Citizens

Learning to be responsible citizens is harder still. Responsible citizens take care of others as well as themselves. They respond to the needs of others (people, animals, the earth) in the world we live in.

Responsibility for Your Actions

Responsibility is a multi-layered skill! Not only are we expected to take responsibility for ourselves and others, we are responsible for any actions, mistakes, or missteps we make along the way. One of the most challenging character traits of all is the ability to accept responsibility for one's mistakes without blaming someone or something for causing the mistake to happen.

Responsibility Is One of The Six Pillars of *Character Counts!*

Character Counts!, an invaluable resource for educational training and information, defines responsibility as follows:

RESPONSIBILITY

Do what you are supposed to do • Plan ahead • Be diligent • Persevere • Do your best • Use self-control • Be self-disciplined • Think before you act • Be accountable for your words, actions and attitudes • Set a good example for others • Choose a positive attitude • Make healthy choices

Challenges for Students Who are Deaf or Hard of Hearing

The challenge does not lie with our students but rather with their parents and teachers. If we want our students to become responsible we need to teach them how to do it.

“Front Load” Your Expectations and Teach the Skills

Your classroom culture of “Responsible Students” begins at the very beginning of your instructional time with them, whether in a physical or distance learning setting. Teach the skills you want your students to learn, from returning library books on time to recycling the trash to accepting the blame for their mistakes. Use worksheets on the following pages to guide your classroom instruction.

Students will learn there is only one answer to the question: “Who’s responsible for you?”



Basic

Readalouds There are many story books that encourage young students to enjoy doing what they usually hate doing the most...cleaning up. Here are a few: *Lily's Purple Plastic Purse*, by Kevin Henkes; *The Berenstain Bears and the Messy Room*, by Sten Berenstain; and *Alexander, Who Used to be Rich Last Sunday*, by Judith Viorst.

What are Your Responsibilities (Worksheet #1)

Students color only the chores they are expected to do at home. Which ones do they like the best? The least? Which chores take the most time? Which chores do they do every day?

Intermediate

Hearing Aid Responsibilities (Worksheet #2)

Taking care of hearing aids independently may already be an IEP goal. Use this sheet for students to write in their own words the steps they take in daily care of their hearing aids or cochlear implant transmitter.

You Can Count on Me – Responsibility Game (Worksheets #3a and #3b)

Laminate and cut out each of the game cards and place them face down in the middle of the game board. Use paper clips for game pieces. Player One will pick a card, read aloud, and move spaces ahead or back as directed. Take turns to the finish line. Ask students to share their own experiences related to each situation and how they responded.

Three Kinds of Responsibility (Worksheet #4)

Elementary students will recognize these categories of responsibilities: daily self care and doing chores; citizenship or helping others and the environment; and accountability – taking responsibility for one's actions or mistakes. This worksheet provides an opportunity for students to brainstorm how many responsible things they already do and/or how many ways they can add more responsibilities as they grow.

Advanced

Quotations and Anecdotes of Historical Heroes (Worksheet #5)

George Washington never told a lie. Abraham Lincoln walked three miles to repay money to a customer. Helen Keller stated that social justice cannot be attained until we assume responsibility for one another. Martin Luther King, Jr. said, "The time is always right to do what's right." Each example illustrates the power and importance of our responsibilities as individuals. Encourage students to share and discuss their answers.

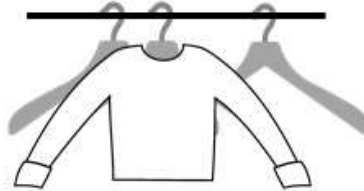
Responsibility During COVID-19

Advanced students will have much to offer on this discussion topic. What responsibilities do we have as individuals during this pandemic? What responsibilities do we have as citizens? Are our government leaders able to take responsibility for their decisions related to COVID-19?

What are YOUR Responsibilities?



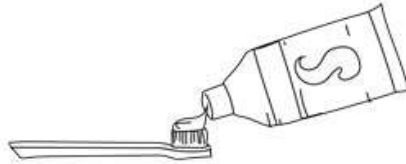
Help clean the house.



Hang up my clothes.



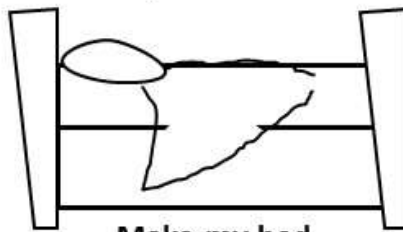
Be a friend.



Brush my teeth.



Do my work.



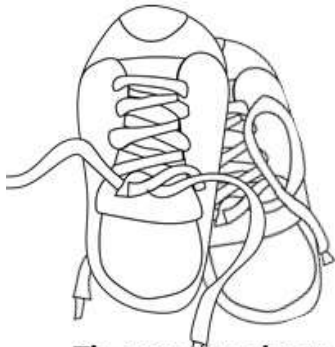
Make my bed.



Test my hearing aids.



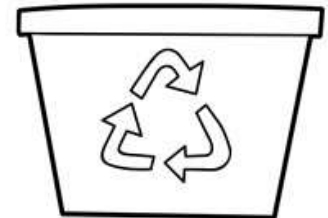
Put away the groceries.



Tie my own shoes.



Wash the dishes.



Help with recycling.

You Can Count On Me

Laminate and cut out each of the game cards and place them face down in the middle of the game board. Use paper clips for game pieces. Player One will pick a card, read the situation and move spaces ahead or back as directed. Take turns to the finish line. Ask students if they have experienced similar situations. How did they respond? How might they have responded differently?

<p>You accidentally knocked over a bookshelf. When your teacher asked who did it, you said: "I think that girl over there did it!"</p> <p style="text-align: center;">Go back to start.</p>	<p>When you walked home from school you picked up trash along the way.</p> <p style="text-align: center;">Go ahead two spaces.</p>	<p>You washed your uniform for the game after school because you knew your mother was busy.</p> <p style="text-align: center;">Go ahead one space.</p>
<p>You volunteered to take the recycling bins to a recycling plant after school.</p> <p style="text-align: center;">Go ahead two spaces.</p>	<p>You help your mother cook and clean up after each meal.</p> <p style="text-align: center;">Go ahead three spaces.</p>	<p>You did not do a homework assignment and told your teacher you finished it and left it at home.</p> <p style="text-align: center;">Go back one space.</p>
<p>You noticed that lights were left on in your house and went back to turn them off.</p> <p style="text-align: center;">Go ahead two spaces.</p>	<p>You left your hearing aids in your desk and went back to school to pick them up.</p> <p style="text-align: center;">Go ahead one space.</p>	<p>The sign language interpreter did not sign clearly so you refused to pay attention in class.</p> <p style="text-align: center;">Go back to start.</p>
<p>Your sister needed help with her homework assignment. Even though you were busy, you helped her.</p> <p style="text-align: center;">Go ahead one space.</p>	<p>You had a terrible day and went straight home after school even though you knew the teacher expected you to stay and help her.</p> <p style="text-align: center;">Go back two spaces.</p>	<p>Your friends wanted to learn sign language so you set up a special table in the cafeteria to teach a few signs every day during lunch.</p> <p style="text-align: center;">Go ahead three spaces.</p>
<p>You were in a hurry after lunch and threw your leftover food scraps in the wrong recycling bin..</p> <p style="text-align: center;">Go back one space.</p>	<p>You were very embarrassed after accidentally starting the fire alarm. When the principal asked who had done it, you were silent.</p> <p style="text-align: center;">Go back to start.</p>	<p>You knocked over a bookshelf in the library by accident. No one saw who did it. The librarian had to pick up all the books. You went to her, admitted what had happened and helped her clean up.</p> <p style="text-align: center;">Go to the finish!</p>

You Can Count Me Game Board

Place game cards in the middle of game board. Use paper clips for game pieces. Player one will pick a card, read the situation and move spaces ahead following the Player 1 or Player 2 pathways. The first student to reach "finish" wins the game.

Start	Player 1	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	Finish
Player 2													
1.													
2.													
3.													
4.													

Place Game Cards Face Down Here

ou an
 ount
 n e
The Game of Responsibility

You Can Count On Me
For Distance Learning

Each situation is identical to those on the "You Can Count on Me" game cards and can be completed digitally.

You accidentally knocked over a bookshelf. When your teacher asked who did it, you said: "I think that girl over there did it!" Were you being responsible?_____ What should you have said?_____

When you walked home from school you picked up trash along the way. Were you being responsible responsible?_____ Why?_____

You washed your uniform for the game after school because you knew your mother was busy. Were you being responsible?_____ Why?_____

You volunteered to take the recycling bins to a recycling plant after school. Were you being responsible? _____ Why?_____

You help your mother cook and clean up after each meal. Are you being responsible?_____ Why?_____

You did not do a homework assignment and told your teacher you finished it and left it at home. Were you being responsible?_____ What should you have done?_____

You noticed that lights were left on in your house and went back to turn them off. Were you responsible?____ Why?_____

You left your hearing aids in your desk and went back to school to pick them up. Were you being responsible? _____ Why?_____

You Can Count On Me (page 2)
For Distance Learning

The sign language interpreter did not sign clearly so you refused to pay attention in class. Were you responsible? _____ Why? _____

Your sister needed help with her homework assignment. Even though you were busy, you helped her. Were you being responsible? _____ Why? _____

You had a terrible day and went straight home after school even though you knew the teacher expected you to stay and help her. Were you being responsible? _____ What should you have done? _____

Your friends wanted to learn sign language so you set up a special table in the cafeteria to teach a few signs every day during lunch. Were you being responsible? _____ Why? _____

You were in a hurry after lunch and threw your leftover food scraps in the wrong recycling bin. Were you being responsible? _____ What should you have done? _____

You were very embarrassed after accidentally starting the fire alarm. When the principal asked who had done it, you were silent. Were you being responsible? _____ What should you have said? _____

You knocked over a bookshelf in the library by accident. No one saw who did it. The librarian had to pick up all the books. You went to her, admitted what had happened and helped her clean up. Were you being responsible? _____ Why? _____

Historical Heroes and Responsibility

Which Kind of Responsibility fits each of these anecdotes or quotations?

1. Responsibility for selfcare and/or daily chores
2. Responsibility for being a good citizen
3. Responsibility for one’s actions or mistakes

George Washington

"Father, I Can Not Tell a Lie: I Cut the Tree"

Although this story was later proven to be untrue it was often told to reflect the character of our first president. In the story, George was given an axe and used it to cut down his father’s cherry tree. When his father discovered what happened he was angry and George responded with the famous quotation above.

Which kind of responsibility does this story describe? _____

Can you think of occasions when you have had to take responsibility for lying about something you did? (*"I lost my homework assignment!" "The dog ate my hearing aid!" "I feel sick and have to stay home today (and miss a test I didn't study for!)."*) Explain: _____

Abraham Lincoln

When Abraham Lincoln was working as a clerk in a store in New Salem, Illinois, he took too much money from a customer for payment. When he realized his mistake, he walked three miles to return the woman's money.

Which kind of responsibility is shown by this story? _____

Have you or has someone you know taken the time to correct a mistake? (*"I forgot to return your book!" "Here's the dollar I owe you for lunch." "Here are the CD's I meant to give back to you."*) Explain: _____

Helen Keller

When writing about the importance of responsibility, Helen Keller said: "Until the great mass of the people shall be filled with the sense of responsibility for each other’s welfare, social justice can never be attained.

Which kind of responsibility is shown in this quotation? _____

How do you think we can be responsible for each other’s welfare? _____

Martin Luther King, Jr.

Martin Luther King, Jr. was a great civil rights leader in America. He said, "The time is always right to do what is right." Explain how these words could apply to all three kinds of responsibilities.

"The time is always right to do what is right" as I do my daily chores: _____

"The time is always right to do what is right" as a good citizen: _____

"The time is always right to do what is right" in being responsible for my actions or mistakes: _____

Teacher Notes

The following rubric and sample IEP goals may be useful tools for you to measure and report progress of your student's ability to be responsible.

Responsibility Rubric:

	Proficient	Developing	Emergent
Student takes responsibility for self care needs.	Student independently takes care of needs such as chores, school work, hearing aids, personal hygiene, in 85% or more of opportunities.	Student independently takes care of needs such as chores, school work, hearing aids, personal hygiene, in 50 – 85% of opportunities.	Student independently takes care of needs such as chores, school work, hearing aids, personal hygiene, less than 50% of opportunities.
Student shows responsibility for good citizenship	Student independently responds to the needs of other people (by helping others when needed) or the environment (by recycling, conserving energy, etc) in 85% or more of opportunities.	Student independently responds to the needs of other people and the environment in 50 - 85% of opportunities.	Student independently responds to the needs of other people and the environment in less than 50% of opportunities.
Student accepts responsibility for his or her actions.	Student apologizes for mistakes made, accidental or intentional, in 85% or more of opportunities.	Student apologizes for mistakes made, accidental or intentional, in 50 – 85% of opportunities.	Student apologizes for mistakes made, accidental or intentional, less than 50% of opportunities.

Sample IEP Goal:

During structured and unstructured classroom periods of the school day student will take care of self care needs such as chores, schoolwork, hearing aids, personal hygiene, in _____% of opportunities as measured by teacher checklist.

During structured and unstructured classroom periods of the school day student will show responsibility for good citizenship by responding to the needs of others (as appropriate) or the environment (by recycling, conserving energy, etc) in _____% of opportunities as measured by teacher checklist.

During structured and unstructured classroom periods of the school day student will accept responsibility for his or her actions by apologizing for mistakes made, accidental or intentional, in _____% of opportunities as measured by teacher checklist.

Apps to extend practice of giving (*The following is suggested for your investigation. No remuneration is received for inclusion of apps on this list and apps are not guaranteed for functionality or appropriateness*)

You Rule Chores, by Opposite. Parents set up the chores and kids earn points for completing them. For iPhone and iPad.

iReward Chart, by Day One Design LLC. Parents set up chores and kids will earn gold stars, for iPhone and iPad.