



# Social Skills Therapy



2017 - 2018  
Course Catalog

Course Offerings and  
Registration Forms are  
available at [www.wmlc.biz](http://www.wmlc.biz)



Helping Kids Fit in and SHINE!

**WMLC's mission** is to enhance the quality of life for individuals with Autism and related conditions by developing social understanding and social skills.

**Our philosophy** that true, life-essential social, emotional, and behavioral growth requires multi-faceted approaches that increase knowledge, awareness, and understanding of self, of others, and of social norms drives all that WMLC does.

**We strive** always to serve children and families with respect and understanding.



**WEST METRO**  
LEARNING CONNECTIONS, INC.



# Social Skills Therapy

## PRE-SCHOOL & ELEMENTARY CURRICULUM & COURSE FORMATS

**Course Format:** The curricula for these age groups focus on developing relationships and social understanding skills through simple lessons that contain 1-1 1/2 hour of direct instruction followed by 30 minutes of center based guided play. Participants must be potty trained unless a caregiver is able to stay during group.

### Preschool

#### **BRIDGING FRIENDSHIPS I & II**

This course is adapted from our elementary level Catching On To Getting Along course for those who cannot yet read. Please see Catching on to Getting Along description below.

#### **BUILDING FRIENDSHIPS THROUGH PLAY I, II & III**

This course teaches friendship development skills of greeting, sharing, joining in, asking someone to play, and cooperating while guiding the client from functional play to pretend play.

#### **DEVELOPING FRIENDSHIPS THROUGH PLAY I, II & III**

Through the use of symbolic and pretend play, demonstration, modeling, and practice, participants' positive social communication and interaction increase, transfer, and generalize; resulting in academic and social success.

#### **FRIENDS AND FEELINGS I & II**

This course begins working with perspective taking, problem solving, and beginning conversation skills with a continued focus on interactive play.



#### **GETTING ALONG WITH FRIENDSHIP I, II & III**

This course teaches children to frame relationships through thoughts and behaviors. Meeting, making and keeping new friends are at the core of this popular course.

#### **MANAGING ANXIETY AND STRESS I, II & III**

Participants expand their insight and ability to recognize and manage anxiety and stress through awareness of their personal signs and triggers. This course will explore a wide variety of cognitive and behavioral strategies, and relaxation tools that work to develop their confidence and ability to enter situations with assurance that they will prevail with healthy emotional and behavioral responses.

#### **MINDFUL MANNERS I & II**

Once individuals master the crucial skills of proper manners, they gain self-confidence and social proficiency that they will draw on throughout the course of their lives. Participants will master the art of proper table manners, gift giving and receiving, conversational skills, dining out, and much more.

#### **MOVING ON WITH FRIENDSHIP I, II, & III**

For those with basic competency of friendship skills in less structured settings, this course teaches problem-solving, empathy, perspective-taking, dealing with bullies, non-verbal communication, hidden and unwritten rules of friendship, and more.

#### **NOTABLE NEEDS I & II**

Notable Needs helps participants recognize and value their own and others' needs so that they can interact, work and play successfully. Participants also develop empathy, self-advocacy, compromise and brainstorming skills for managing conflict with peers and adults.

#### **SLICK SELF-CONTROL I, II & III**

Participants increase their emotional and behavioral skills and motivation for exercising self-control over the desire to have their own way, to have everything be predictable, and to be right and win in every situation, so they can enjoy the long-term benefits of self-management in relationships and self-esteem.

#### **SOCIAL UNDERSTANDING & SELF-MANAGEMENT I, II & III**

This course addresses areas of social cognition and skills, perspective-taking, social appropriateness, and social boundaries. Participants will become very familiar with the idiom "Put Yourself in Someone Else's Shoes" and how to do so in a variety of situations. Participants will also use the 5-Point Scale to examine the social appropriateness of their behaviors.



### Elementary

#### **CATCHING ON TO CONVERSATIONS I, II & ITC**

Foundational to social communication, this course introduces the anatomy of conversation, different types of conversations, and a multitude of purposes for engaging in conversations with peers and adults. Including verbal and nonverbal components, participants increase their basic conversation skills from initiating through ending conversations, their conversational manners and active listening skills, and the perspective-taking and social understanding that drive.

#### **CATCHING ON TO GETTING ALONG I, II & III**

This is WMLC's flagship course that both parents and teachers laud as the catalyst for children's ongoing social success. Social understanding is the core of the class with concepts like introductions, play, offering help, compliments and apologies being taught and practiced weekly.

#### **FITTING IN AT SCHOOL I, II & III**

What are the skills teachers expect from students? This course addresses the skills that teachers expect from their students: social language and thinking, as well as effective communication and rule following. This course helps build the basics such as asking for help, listening, understanding, and following written and unwritten rules, and more.



**Course Format:** 1 hour of direct instruction followed by 2 to 4 hours of therapeutic recreation in the community. These courses, referred to as “Kids Chat & Chill (KCNC),” “Teens Talk Teens Rock (TTTR),” or “Young Adults Group (YAG)” are designed for those ready for dynamic and indepth social interaction.

## **ASD IN THE PUBLIC EYE**

This course explores the media’s various depictions of people with Autism Spectrum Disorders (ASD). This course focuses on examples of how ASD is portrayed on TV, movies, and a variety of other media sources in an attempt to consider ASD from the perspective of the “Public Eye.” The discussion intensive format of the class encourages a greater sense of self-awareness and perspective taking.

## **CONVERSATIONS IN THE COMMUNITY I**

This course increases meaning and motivation for becoming effective communicators in the community and improves basic communication and interaction skills by developing and expanding competencies in all social language skills, verbal and nonverbal, expressive and receptive, literal and interpretive.

## **CRACKING CURRENT COMMUNICATION CODES I, II & III**

This is a course designed around the concept of non-verbal language. Most estimations state that about 85% of our communication is done via everything but words. For those on the spectrum, learning body language, tone, volume, proximity, non-verbal cues, facial expressions and more are vital to social success.

## **FORMULAS FOR SOCIAL SUCCESS**

This course focuses on the core of social success-honoring others’ perspectives. Both the skills and motivation necessary to do so are developed with a focus on making good impressions, establishing a positive reputation, thinking of others and recognizing what others think of them as well as respect for authority and self.

## **GIRLS’ SELF-AWARENESS I, II & III**

This course focuses on building a healthy “self” by exploring relationship dynamics, both friendship and romantic; a beginning awareness of basic reproductive health needs; harassment; nutrition and physical fitness; building and maintaining a positive self-image; and exploring how adapting some of our own behaviors can improve our reputation with others.

## **MOVING ON TO MIDDLE SCHOOL I & II**

This course is based on a DVD for children on the ASD spectrum and operates from that perspective. Topics include PhyEd, organization, getting involved, bullying and teasing, hallway etiquette and more. Positive social relationships are highlighted.

## **NOTABLE NEEDS I & II**

Our Notable Needs course helps participants recognize and value their own and others’ needs so that they can interact, work and play successfully. Participants also develop empathy, self advocacy, compromise and brainstorming skills for managing conflict with peers and adults.

## **PEER RELATIONSHIPS I & II**

This course is ideal for the child/teen in need of practice dealing with both friendly and non-friendly peers. Responsibilities of self and peers are explored as well as relationship maintenance, conversation skills, sarcasm, conflict and more.

## **SELF-ADVOCACY & SELF-MANAGEMENT I & II**

Using the 5-Point Scale to define and analyze socially appropriate behavior, participants will learn about advocacy by honing listening skills and learning about conversation repair strategies, reputation and being assertive. Participants develop an understanding and motivation for demonstrating mature behaviors related to responsibility, self-management, and assertion to promote social success.

## **SOCIAL BOUNDARIES & SELF-MANAGEMENT I-IV**

Adapted from Kari Dunn Buron’s *A 5 is Against the Law!* book and including Michelle Garcia Winner’s work, this dynamic course facilitates dramatic changes in social and behavioral success by providing a framework that guides social thinking, self-management, perspective taking, and vital unwritten social expectations and rules.

## **SOCIAL SUCCESS FOR THE YOUNG ADULT I**

In this course participants will practice situations in which they use previously learned social skills and the importance of demonstrating them in their current life. They will then have the opportunity, to develop a scripted situational role-play that they will use to demonstrate the social skills steps for the rest of the group. A constructive break-down of each situation and the skills used during the role-play will occur as a group discussion after each presentation. Participants will also have the opportunity to learn about well-known members of society who have also struggled with social impairments and how they became successful adults.

## **SUCCESS I, II & III**

This course is designed to help clients with executive functioning deficits, understand how the brain works, study paths to success for their future, study work and learning behaviors, and provide motivation to use and pursue the skills and paths they have and desire. Clients will also practice using strategies and systems for organization, time management and planning skills.

## **TEENS/TWEENS TAME TECHNOLOGY I & II**

Social media abounds and holds limitless possibilities for teens to develop online social relationships with peers, engage in online gaming activities, share talents and ideas, and practice their social skills from home. This course informs participants about practicing safety, social understanding and promotes expected behaviors online.

## **UNWRITTEN RULES OF SOCIAL RELATIONSHIPS I & II**

This is a two-part course for teens that are ready to develop a broader understanding of the social world. In this curriculum we will discuss The Ten Unwritten Rules of Social Relationships as they are explored in the book, written by Dr. Temple Grandin and Sean Barron. Some of the topics explored will include the idea that rules are not absolute, everyone makes mistakes, and honesty is not the same as diplomacy.





## Meet & Mingle

This is a group for high school graduates up to the age of 30 and requires a WMLC staff recommendation to join. This group offers a great opportunity for skill growth in a mature and collaborative environment. Group members work together to develop topic and community outing ideas. The dynamic operation of this group facilitates the self-reflection and goal-setting necessary for independent living and also helps develop the flexibility and compromise skills required for getting along with others and developing and maintaining relationships with friends.

## EMPLOYMENT TRANSITION CONNECTIONS (ETC)

**ETC: Farmers Market/Product Production** Participants will be introduced to employment skills specific to managing relationships with coworkers, appropriate jobsite behavior, and time management. Participants will work as a team to create, market, and sell a product in a naturalized work setting. This eight week course includes direct teaching, facilitated job skill practice, and a hands-on work experience. Participants will create their product together and market their product at the Excelsior Farmers Market. The course is structured in 8 sessions of direct instruction; skill building through group work and role play; and preparation of the product to be sold; and 7 weeks of facilitated employment on site at the Excelsior Farmer's Market.

**ETC: On the Job** provides real and diverse opportunities to engage in meaningful work, enhance self-esteem and confidence, and enjoy a sense of accomplishment, productivity, and independence. Participants will receive instruction in work ethic, following rules at work, accepting instruction and feedback, and many other skills necessary to gaining and maintaining successful employment. For the remaining time participants will volunteer with organizations to receive a variety of on-the-job experiences in retail, food service, production, customer service, and much more. Participants will be paid minimum wage for 2 hours each session.



# Transition Connections



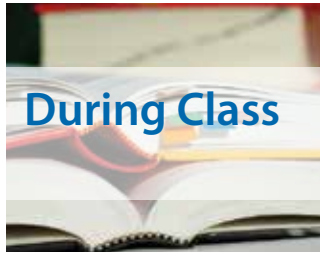
## TRANSITION TO COLLEGE

Participants will learn the process and steps needed to prepare for going to college, and the variables to consider when choosing which College would be the best fit for them. They will discuss how to manage college routines and adjust to stress. They will also engage in a variety of hands-on activities: Writing a college entrance essay, filling out college application forms, visiting college campuses, "hanging out" in popular college locations, and engaging in "typical" college student activities.



# The West Metro Way

West Metro Learning Connections' teaches the "Hidden Social Curricula", but do you know the "hidden" potential of participation in WMLC's social skills groups? Read on to learn about all of the benefits included with enrollment at WMLC:



- At an **Intake Conference** parents will meet with our Director of Admissions to discuss and share information to precisely place their child in a social skills class based on age, strengths and needs.
- Parents and caregivers may attend a **Parent Orientation Meeting** to learn what social skills classes are like for their child and how they can provide continuity at home as well as an opportunity to learn about accessing all of WMLC's other supports.
- At WMLC we create a **Client Summary Sheet** which includes personal goals for staff to know about a child while at WMLC in addition to goals being worked on by their group. We do this based on reviewing enrollment forms, IEP's, school and medical evaluations and any other documents provided by the family.
- With consent, WMLC's Intake Specialist will schedule a **School Visit** at the child's school, to address areas of need when participating in a social skills group.
- Prior to the first day of class you will be provided with a beginning of term **Welcome Packet** which includes a **Social Agenda** to pre-teach and reduce anxiety.
- Social Skills Programs for middle and high school clients incorporate **Therapeutic Recreation Outings** carefully planned by our Therapeutic Recreation Coordinator. Preschool and Elementary level classes include Guided Play and Choice Time. These meticulously planned activities provide clients the opportunity to generalize social skills across settings.
- Quintessential, **Highly Skilled Staff** provide **Direct Instruction** for social understanding in classes at all levels.
- We achieve an exceptional **Client to Staff Ratio of 3-5:1**.
- As a part of the West Metro Way, teaching staff prepare client-specific **Feedback Sheets** given to parents after each class. At WMLC this includes a lesson summary, lesson objectives, and **Skills to Practice** at home. Feedback sheets also provide information about your child's daily participation. Teachers are available after class to discuss daily feedback.
- We know the importance of **Continuing Education** for staff and deliver on-going staff training.
- Parents and caregivers may attend and gain knowledge from our **Strategy Central** trainings. These are offered each term and are tailored to current ASD-related topics.
- Upon completion of each term, your child's teacher will prepare a **Progress Review** specific to your child.
- We meet with parents for **Conferences** at the completion of each term where we go over the Progress Review and discuss your child's strengths, needs and growth.
- As follow-up, we always provide **Recommendations** for the upcoming WMLC term.
- Upon request, a WMLC staff member will attend a client's annual **IEP Meeting**.

## ESY AT WMLC

### Why use an Extended School Year Program?

Extended School Year (ESY) services help ensure that children on the spectrum (or with any learning disability) are able to continue learning over the summer in the same way their peers do.

Because of developmental differences, children without disabilities continue to learn even while not in school, while children with disabilities may need the structure of the classroom to continue learning in the same way and be on par with their peers.

School districts provide ESY services to a student if the IEP Team determines the services are necessary during a break in instruction in order to provide a free appropriate public education. At least annually, the IEP Team determines a student is in need of ESY services if the student meets the conditions of item A, B or C:

- A. There will be a significant regression of a skill or acquired knowledge from the student's level of performance of an annual goal that requires more than the length of the break in instruction to recoup unless the IEP Team determines a shorter time for recoupment is more appropriate.
- B. Services are necessary for the student to attain and maintain self sufficiency because of the critical nature of the skill addressed by an annual goal, the



pupil's age, and level of development and the timeliness of teaching the skill.

C. The IEP Team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the student receives a free appropriate public education.



# Therapeutic Recreation ...

is an effective modality that incorporates recreation activities and social skills therapy into one program. Therapeutic recreation provides a safe setting where children can learn and practice the social skills necessary to enjoy outings with family and friend, and other typical social activities and situations in their schools and communities. These activities allow them the opportunity to practice and generalize social and communication skills in a supported environment, while increasing their ability to understand and **SHINE** in a wide variety of social "scenes."



## Excellent Adventures

Ready for Adventure? "Excellent Adventures" are scheduled for Fridays and require a sign-up by Wednesday the week of the scheduled outing. All of WMLC's Excellent Adventures have been carefully researched and planned so, clients not only have a great time, but also learn and practice social interaction and communication skills in supported, but natural settings. "Adventurers" will be prepared with social agendas and receive feedback sheets for practicing the lesson for each activity in their homes, others' homes, and the community. (Summer Only)



## Sleepovers

Sleepovers are one of WMLC's most exciting and popular activities available to clients ages 8 and up. These once-a-month group sleepovers provide an awesome opportunity for kids to connect, hang out, and socialize. Not only that, participants may also enjoy a community outing with their friends during select sleepovers: bowling, BBQs, swimming and going out to eat are a few examples of past sleepover activities. Sleepovers also provide guided and facilitated therapeutic education to improve self-management skills & promote responsibility. Sign up early to guarantee your spot.

# Social Skills Summer Day Camp!

June 11 - August 23, 2018

## Each Weekly Theme Includes:

- **Character Studies:** Who are the past and present important names in the area of study, and why?
- **Knowledge Is Power:** A presentation providing information on our topic, along with a social agenda to give our campers an idea of what the week will look like.
- **Hands-On-Labs:** building activities, & tinkering time
- **Art in Action:** cartooning, sketching, composing or painting our way to learning about our theme.
- **Adventure Attack:** Field trips to learn about the topic at hand.

## Day Camp Tuition Information

Length of Day	Activity	Cost
9:00a.m. - 12:00p.m./ 1:00p.m. - 4:00p.m.	Half Day A.M. or P.M.	\$70
12:00p.m. - 1:00p.m.	Recess & Learning Lunch	\$20
9:00a.m. - 4:00p.m.	Full Day	\$160
9:00a.m. - 4:00p.m.	One Week Block	\$640

WMLC day camps are designed to accommodate your busy schedule. You can enroll your child in any combination of days and sessions.

**ENGINEERING**

**BUGS**

**INVENTORS**

**EARTH SYSTEMS AND H<sub>2</sub>O**

**SPACE, PHYSICS, AND LIFE ON MARS**

**MUSICAL MAYHEM**

**BIOLOGY**

**STAYING SMART WITH ART**

and More!



**New!**  
overnight camp!  
canoeing, hiking, swimming, Archery, Campfire stories, and so much more!

Registration Contact:

Mary Wyatt

(952) 474-0227, ext. 204

mwyatt@wmlc.biz

# 2017-2018 Course Catalog | WMLC | Social Skills Therapy Courses

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- 04 **Labor Day**
- 18 First Day of Fall Term
- 30 **Sleepover at Excelsior**
  
- 09 Columbus Day
- 14 **Sleepover at Edina**
- 31 Halloween
  
- 04 **Sleepover at Excelsior**
- 11 Veterans Day
- 13 Pre-school & Elem. Make-up Session
- 13-25 Social Skills Parent/Teacher Conferences
- 23 **Thanksgiving Day**
  
- 04 First Day of Winter Term
- 16 **Sleepover**
- 25 **Christmas Day**
  
- 01 **New Year's Day**
- 15 M.L. King Day
- 20 **Sleepover at Excelsior**
  
- 10 **Sleepover**
- 19 Presidents' Day
- 19-28 Social Skills Parent/Teacher Conferences
  
- 05 First Day of Spring Term
- 17 **Sleepover**
- 30 Good Friday
  
- 01 Easter
- 21 **Sleepover**
  
- 05 **Sleepover**
- 13 Mother's Day
- 14 Pre-school & Elem. Make-up Session
- 19-24 Social Skills Parent/Teacher Conferences
- 29 **Memorial Day**
  
- 02 Staff Training
- 11 **First Day of Day Camp**
- 17 Father's Day
- 18 First Day of Summer
- 22 Social Skills Term **Sleepover**
  
- 04 **Independence Day**
- 20 **Sleepover**
  
- 10 **Sleepover**
- 20 Pre-school & Elem. Make-up Session
- 20-31 Social Skills Parent/Teacher Conferences



## FREQUENTLY ASKED QUESTIONS

1. **WHO DO WE SERVE?**  
WMLC serves individuals ages 3-30 with Autism Spectrum Disorder, and other Social, Emotional, and Behavioral Needs. No diagnosis required.
2. **WHAT PROGRAMS ARE OFFERED?**  
Social Skills Therapy courses, ESY, Day Camps, Recreational Outings, Sleepovers, Facilitated Employment and Transition to work and college courses, Academic Tutoring and much more!
4. **HOW DO I REGISTER?**  
Prior to starting at WMLC you will attend an intake conference with the Director of Admissions. The purpose of this conference is to establish understanding, cooperation, common goals, appropriate course placement and consistency between the home, school, and WMLC's program. Once you have enrolled you may register for WMLC activities on the website at [www.wmlc.biz](http://www.wmlc.biz), by calling the office, or by mailing a registration form to either of the offices.
5. **HOW DO I PAY?**  
WMLC accepts payment by cash, check, credit card or monthly bank drafts. If your child has case management from his/her county through either Developmental Disabilities or Mental Health, they may be able to pay for WMLC services with a Consumer Support Grant, a Family Support Grant or one of the following consumer directed waivers: CADI, DD or BI. A school district may pay for WMLC services if a child's team agrees to as part of the IEP Process.
6. **DO YOU OFFER FINANCIAL ASSISTANCE?**  
Clients may apply for a scholarship from Metro Friendship Foundation (MFF). MFF is an independent, 501(c)(3) non-profit organization, guided by a volunteer board of directors from communities throughout the Twin Cities area. Full or partial scholarships will be awarded to individual applicants based on the availability of funds, the eligibility of the applicant, and the recommendation of the MFF Scholarship Committee. Please check out their website for more information and an application: <http://www.metrofriendshipfoundation.org>
7. **WHAT IS YOUR CANCELLATION POLICY?**  
All advanced fees paid will be refunded in full if notice is received in the WMLC office 7 days prior to the applicants' session start date. If notice is less than 7 days a cancellation fee of \$250 will be assessed.

**Registration Contact: Mary Wyatt**  
**(952) 474-0227, ext. 204** [mwyatt@wmlc.biz](mailto:mwyatt@wmlc.biz)

**Edina Center**

**Excelsior Center**

5215 Edina Industrial Blvd. Ste. 400

355 2nd Street

Edina, MN 55439

Excelsior, MN 55331

**Class Offerings and the Registration Form are available for download at [www.wmlc.biz](http://www.wmlc.biz)**

Register by each term deadline for a chance to win a new **Apple iPod Touch** or \$200 Credit!

*\*Must enroll for a minimum of \$850 worth of services\**

[info@wmlc.biz](mailto:info@wmlc.biz)

[www.wmlc.biz](http://www.wmlc.biz)