| Sphero Social Skills (By: Zhanna Shekhtmeyster M.Ed., L.E.P., NCSP) Zhanna.Shekhtmeyster@gmail.com | | |
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| **Sphero App** | **Skills** | **Activity** |
| **Pass the Sphero** | Impulse Control<br><br>*(Additional Skills: Turn-Taking)* | Round 1: Practice Round. (Play until Sphero explodes)<br><br>Process:<br>- What part of the activity was easy?<br>- What part of the activity was challenging?<br>- Discuss impulse Control<br>- Identify 2-3 impulse control strategies as a group *(e.g. deep breaths, progressive muscle relaxation, positive self-talk, counting from 10 - 1 etc.)*<br><br>Round 2: Prompt children to utilize impulse control during their turn. Play again until Sphero explores. Complete several rounds if desired.<br><br>Process:<br>- Did using these strategies effective during the game?<br>- Which strategy was most helpful?<br>- Which strategy was least helpful? |
| **Pass the Sphero** | Verbal vs. Nonverbal Communication<br><br>*(Additional Skills: Turn-Taking & Empathy)* | Round 1: Practice Round. (Play until Sphero explodes)<br>Round 2: All Silent. (Play until Sphero explodes). Those who speak eliminated in the next round.<br>Round 3: Eyes Closed (Play until Sphero explodes). Those who open eyes eliminated in the next round<br><br>Process:<br>- Discuss verbal vs. nonverbal communication<br>- What type of communication was used during each round?<br>- Why type of communication works best for you?<br>- *Evoke empathy:*<br>  What was it like for you when you couldn't see? What was it like for you when you couldn't speak? What do you think it is like for someone who has difficulty hearing, speaking, or seeing? |
| **Sphero Golf** | Coping Skills | *Set Up: Mark the start point with tape (X) and set up the obstacle (Ramps, tables, <double sided tape helps keep them in place>). Set up two end points (Use the two Sphero parts of the box as end points)*<br><br>Process:<br>- Discuss why calming strategies are useful in sports like golf? What other sports require use of calming strategies?<br>- Distribute chill skills tip cards and ask the children to select 2 strategies to practice *(e.g. deep breathing, mindfulness, chill space, count down from 10, etc.)*<br><br>Explain how to play Sphero golf.<br>Round 1: Have children practice putting (practice round).<br>Round 2: Children attempt to reach an end point. Count # of pars to reach the hole<br>Round 3: Have children practice a selected coping strategy prior to putting. (2x) Count # of pars to reach the hole<br><br>Process: |

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| | | - Discuss which strategies were effective and ineffective.<br>- Did performance improve after practicing a chill skill? |
| **Drive** | **Problem Solving**<br>*(Additional Skills: Collaboration and Positive Feedback* | *Set up: Create 3 starting points (Mark with tape) and identify 1 end point (Sphero Box). Place ramps and tables as obstacles along the way*<br><br>Process<br>- Discuss problem solving. Why is it important?<br>- Introduce SODAS problem solving to the group (**S**ituation, **O**ptions, **D**isadvantages, **A**dvantage, and **S**olution)<br><br>Activity instructions: Begin at one of the starting points and get Sphero in the box in 3 turns or less (Turn is over when finger is removed from drive mode).<br>- Encourage group to identify the situation (*Getting Sphero through the obstacle course to the box in 3 turns or less*)<br>- Encourage group to consider each starting point as an option and discuss the disadvantages and advantages of each possible path.<br>- Each group member comes up with a solution (*different starting points)* that they want to try<br><br>Each group member takes turns completing the course.<br><br>- As the games go on group members may discover additional options (e.g. what happens if you keep finger on the drive, how to re-adjust the sensor, how to re-adjust the speed, etc.)<br>- Encourage group members to provide positive praise to each other, to help one another, and congratulate one another after successes.<br><br>Process:<br>- Discuss ways that problem solving was used during the activity. |
| **Drive and Draw** | Communication skills, Working Together, & Collaboration<br><br>*Sphero Therapy (Based on Lego Therapy)* | Demonstrate how drive and draw works and pass out job cards (Boss, Technician, Townspeople)<br><br>Explain Game: The boss tells the technician what shape and color Sphero will be. Technician follows instructions. Boss approves what the technician made. Technician presses play. Townspeople determine the one final color and shape<br>- *Ex. Boss instructs technician to create the color red and the triangle shape. Technician sets these settings. Boss looks over settings and presses play. Townspeople guess the color (red) and the shape that Sphero made (Triangle)*<br><br>Process:<br>- What was it like to have a specific job?<br>- Did sticking to a specific role help your team work together? |
| **Color Grab** | Impulse Control Brainstorming efficiently<br><br>*(Additional Skills: Giving &* | Set up: None – Just play game!<br><br>Round 1: Free play (each group has one turn)<br>Round 2: When point is not earned, child shares an impulse control or anger control strategy<br>Round 2: When points are not earned, provide a compliment to one person in group<br>Round 3: When point are not earned,  identify ways to improve in school work |

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| | *Receiving Compliments)* | |
| **Drive & Sphero** | Impact of positive & Negative Comments<br><br>*(Additional Skills: Simple Math - Averages)* | Set up Sphero obstacle course: Use ramps and tables as obstacles along the way. Sphero box is endpoint.<br><br>Group members take turns completing the course. Determine how long it takes each person to complete the course and write the time in a visible place (Each round is its own time sample)<br><br>Round 1: Each group member completes the course<br>Round 2: Each group member completes the course while negative statements are made *(e.g. you won't make it, it's too hard, etc.)*<br>Round 3: Each group member completes the course while positive statements are made *(e.g. you got this, good job, you are trying so hard, etc.)*<br><br>Process<br>- Discuss how positive and negative comments impact people<br>- Obtain average course completion time per round<br>- Discuss the impact of positive and negative feedback on success and task completion |
| **Drive & Sphero** | Generalization of Skills: Adaptive Social Interactions<br><br>*(Additional Skills: Initiating, Responding, & Turn Taking)* | Sphero can be used as an effective tool to generalize social skills<br>- **Initiation**: Encourage a child motivated by Sphero to invite another child or a group of children to play. (If necessary consider using social coaching to identify the child/children who will be asked and phrases the child can use)<br>- **Maintaining Interaction**: Encourage child to explain how Sphero and the selected games work. Encourage others to ask questions and for the child to respond. The child may be given ramps, box top/bottom, and other obstacles and be prompted to facilitate a discussion about how to set them up<br>- **Turn Taking and Sharing:** The missions on the Sphero application provide natural opportunities for sharing and turn taking. The goal of a completing an obstacle course also promotes sharing and turn taking in a natural setting. |