

# Supporting Social Skill Growth and Development

September 21, 2023

6:30 - 8:00pm

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# Our agenda for this evening...

6:30 - 7:30: Presentation

- Who are we?
- Defining Social Skills
- Social Skills Needs in School-Aged Children
- Social Skills Intervention
- Social Skill Standards & Example Situations
- Additional Factors for Consideration

7:30 - 8:00: Discussion & Questions



# Introductions & Background

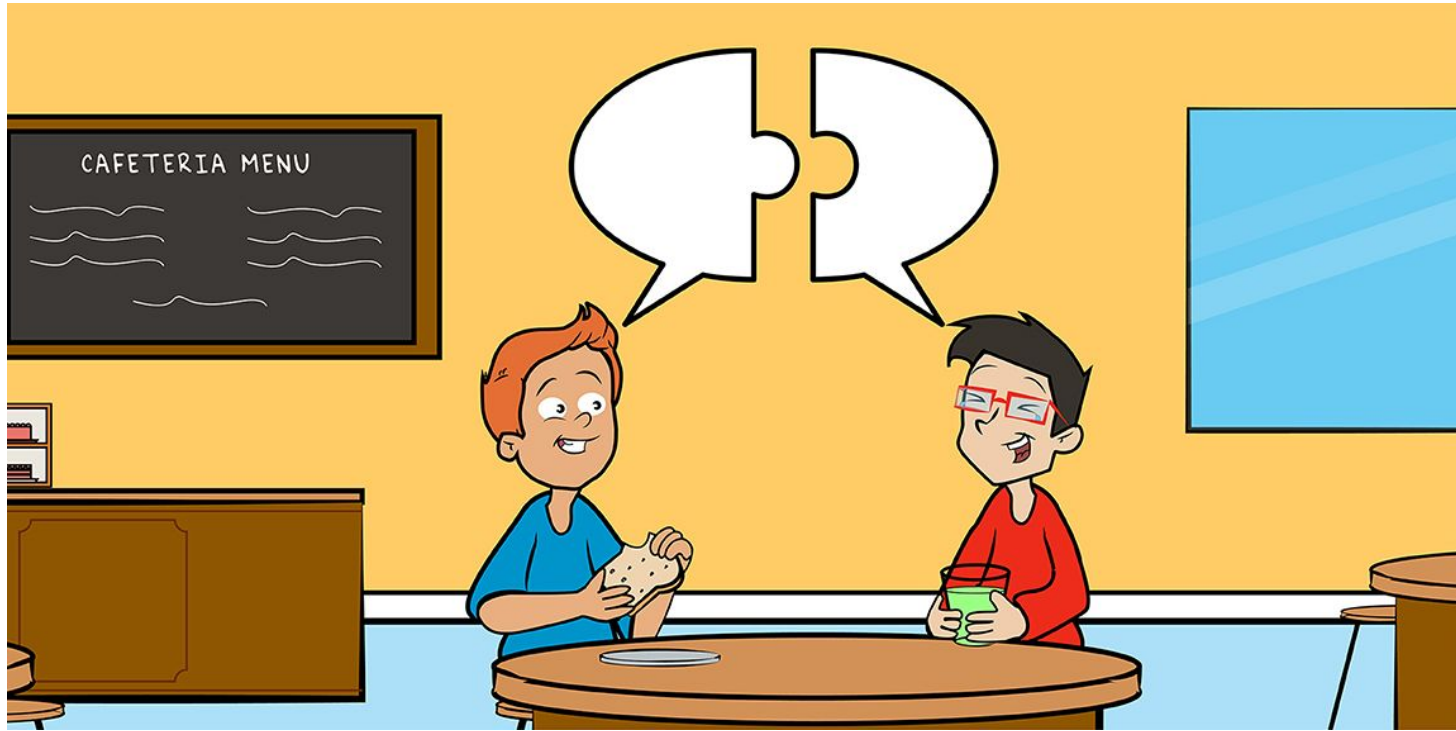


**Gida Castro, M.S. CCC-SLP**  
**Building: GOES**



**Jessie Walker, PhD, CCC-SLP**  
**Buildings: OBLMS, OLHS**

# Social Skills: More than just a conversation



What comes to mind when you think “social skills”?

[Frontiers for Young Minds - Article!](#)

# Defining Social Skills

Social skills (pragmatics) are the skills we use everyday to interact and communicate with others. They include verbal and non-verbal communication, such as speech, gestures, facial expressions and body language.

Social skills are the tools that enable people to communicate, learn, ask for help, get needs met in appropriate ways, get along with others, make friends, develop healthy relationships, advocate for themselves, and in general, be able to interact in and contribute to society.

# Everyday Speech

- Video Based Social Communication Curriculum
- Skills and goals are organized in a developmentally appropriate order
- Select skills that match individual student's needs
- Helps students learn social communications skills by seeing it in action with real students actors
- Interactive Games that allow students to practice newly learned skills

[Everyday Speech World](#)

**1 Emotional Recognition**



**2 Self-Regulation**



**3 Behaviors**



**4 Play Skills**



**5 School Rules**



**6 Perspective Taking**



Skills	Goals
Skill 1: <b>Emotional Recognition</b>	1. Identifying Feelings
	2. Changing the Channel on Feelings (Coping with Tough Emotions)
Skill 2: <b>Self-Regulation</b>	1. Keeping an Open Mind
	2. Staying Calm
	3. Using your Self-Controller (Keeping Self-Control)
	4. Switching Tracks (Handling Change)
	5. Executive Functioning
Skill 3: <b>Behaviors</b>	1. Keeping Hands to Yourself
	2. Ignoring Others' Behavior
	3. Accepting a Consequence
	4. On Purpose Plan (Accidents vs. Intentional)
Skill 4: <b>Play Skills</b>	1. Asking Others to Play
	2. Playing with Others
	3. Being a Good Sport
Skill 5: <b>School Rules</b>	1. Classroom Routine
	2. Following Directions
	3. Listening in School
	4. Staying Quiet in Class

7 **Basic Conversation Skills** >

8 **Conversation Topics** >

9 **Advanced Conversation Skills** >

10 **Nonverbal Communication** >

11 **Situational Awareness** >

12 **Problem Solving** >

13

**Friendship**



14

**Self-Esteem**



15

**Hygiene**



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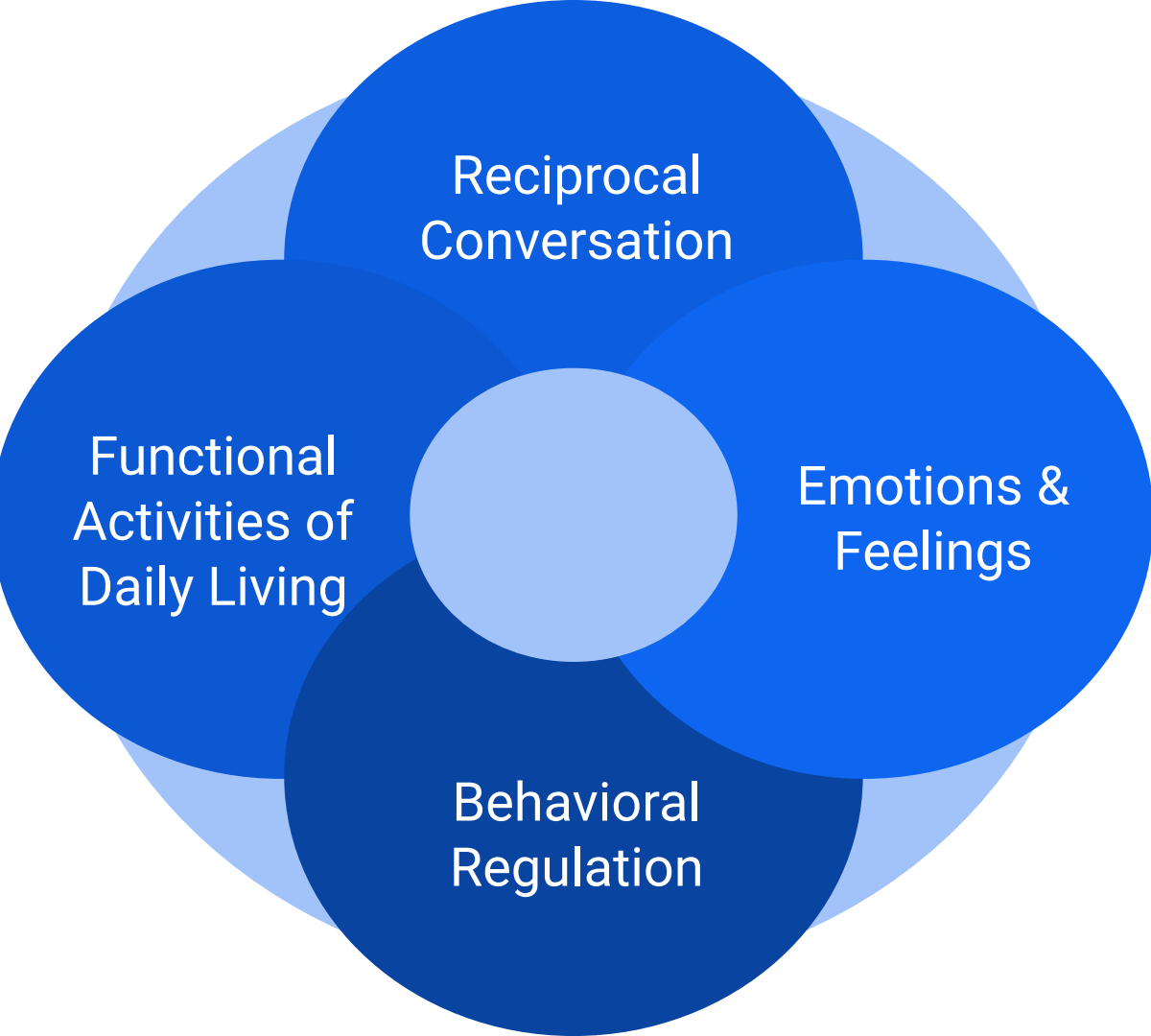
**Job Training**



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**Relationships**





## Social-Emotional Learning

Self-Awareness

Self-Management

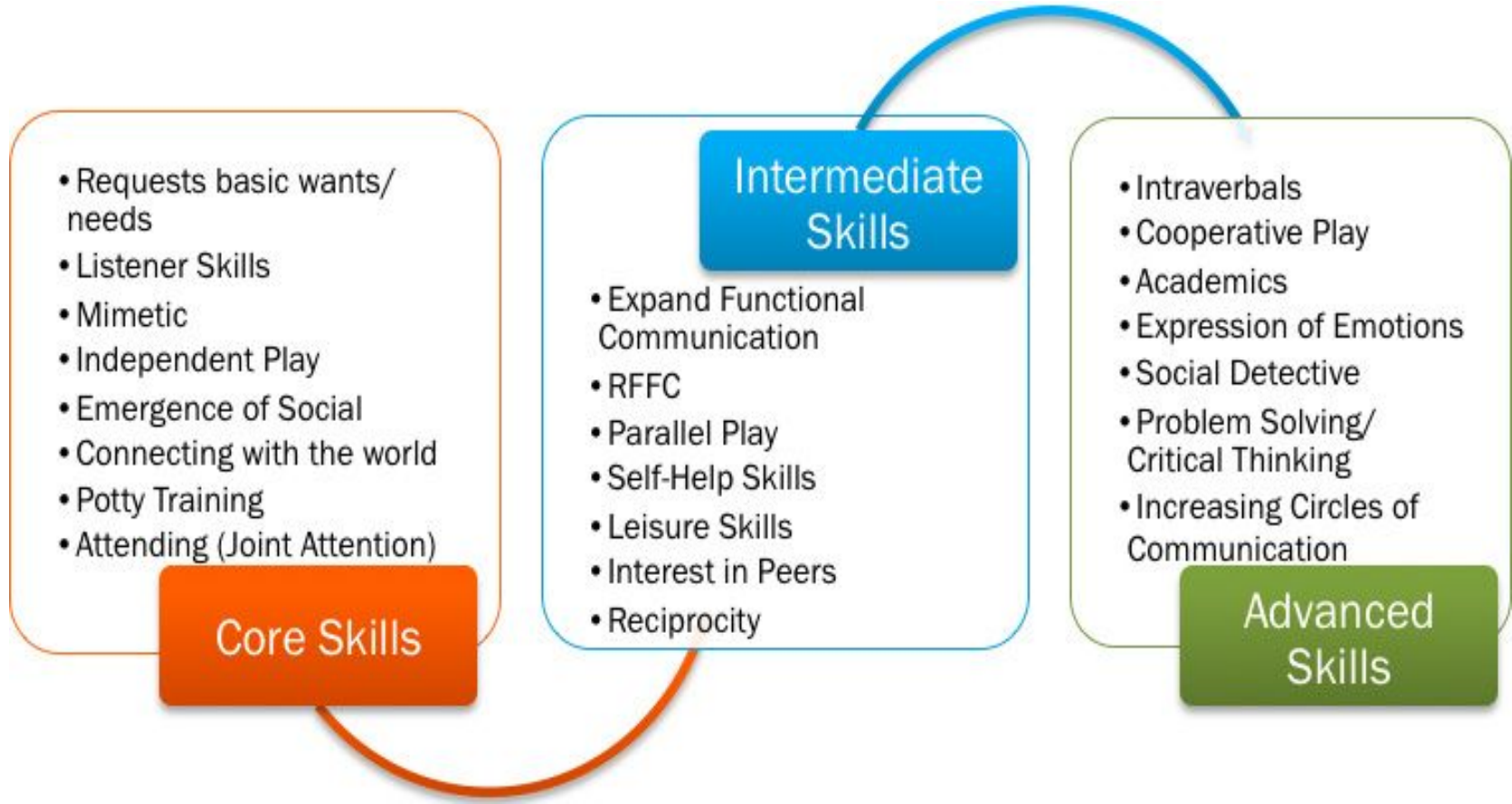
Social Awareness

Relationship Skills

Responsible Decision-Making

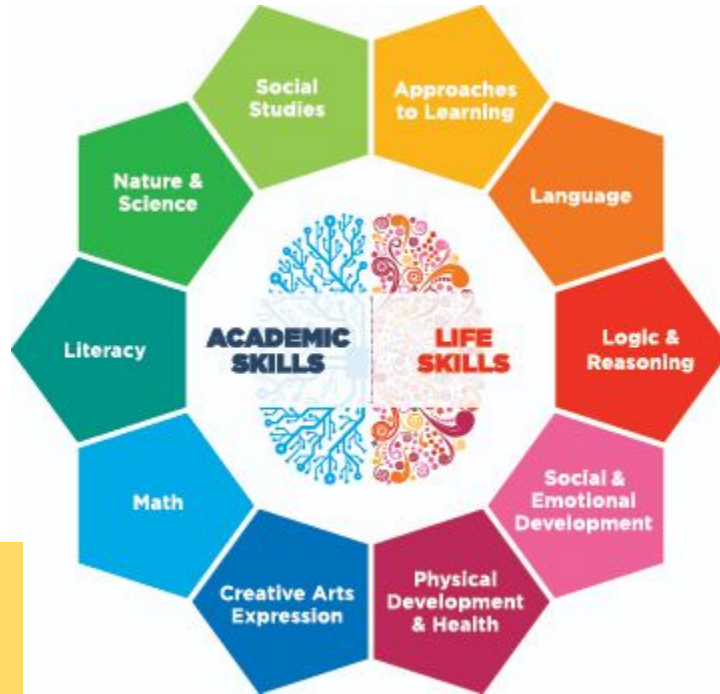
Future Self

# Social Skills Development & Needs



# Natural development vs. intervention

Academic skills:  
Traditionally, specific  
teaching and  
intervention occurs  
(explicit learning)



Life skills:  
Traditionally, learning  
occurs naturally in  
contextualized  
situations (implicit  
learning)

*Not all children follow this  
pattern - sometimes,  
intervention is beneficial for  
“life skill” development*

# **When are Services Provided? (Primary)**

## **Understanding Educational Impact**

Testing - Standardized tests like the TOPL - 2, CCC-2 (teacher/caregiver/SLP), SLDT

Clinical Observations - Classroom observations and interactions

Teacher rating scales - Standardized like the Pragmatic Checklist of CELF-5 and CELF-P3, CCC-2

Educational Impact takes into account both academic and social impact.

- Demonstrate a need to communicate effectively and functionally with peers and adults within the classroom and school environment.
- Demonstrate a need in the area of sharing, problem-solving, reasoning, predicting, and seeking information.

# **When are services provided? (Secondary)**

## **Understanding Educational Impact**

Testing? Not many standardized testing options at this age - Social Language Development Test  
- Adolescent; Clinical Assessment of Pragmatics; The Awareness of Social Inference Test

Clinical Observations - classroom observation to view interactions with peers and adults,  
interview w/ student, social interactions with examiner

Teacher rating scales (teacher input form); Parent concerns (parent input form)

Example Educational Impact:

- build a social network (relationships) with peers,
- understand and regulate own behaviors,
- advocate for daily needs with students and adults
- participate in academic activities and
- engage with others in a meaningful way

# Considerations - Understanding Educational Impact

Academic Success	Classroom Success	Social Success
<ul style="list-style-type: none"><li>● Reading (decoding)</li><li>● Writing (spelling)</li><li>● Inferencing (beyond the text)</li><li>● State Testing</li><li>● Aimsweb Performance</li><li>● Academic Grades</li></ul>	<ul style="list-style-type: none"><li>● Participation in whole class discussions or answering posted questions, sharing ideas</li><li>● Teacher comprehension of ideas expressed orally (e.g., answering a question posed in class)</li><li>● Public speaking (e.g., presenting)</li><li>● Group work</li><li>● Self-advocacy / seeking assistance when needed</li></ul>	<ul style="list-style-type: none"><li>● Form and maintain relationships</li><li>● Friendships and social engagement (e.g., recess, cafeteria)</li><li>● Exhibits expected behaviors for school setting</li><li>● Willing to interact with adults</li><li>● Emotional well-being (e.g., anxiety, withdrawal)</li><li>● Vocational training tasks</li><li>● Community outings</li></ul>

Additional factors for team consideration: **student motivation**, student awareness of strengths and challenges, student management and regulation of behaviors, student strategy knowledge and application

# **Example Social Skills Services in School Settings**

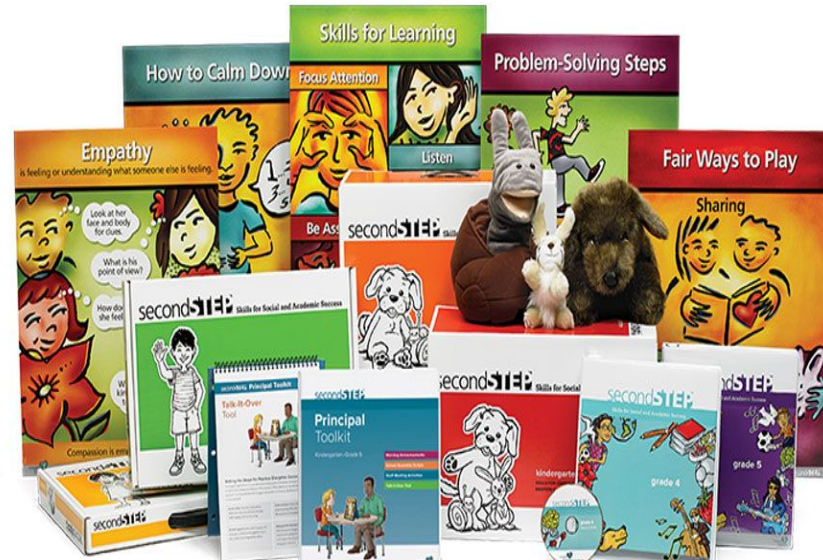
- Facilitating peer interactions in semi-structured settings
- Lunch Bunch/Lunch Tables/Sunshine Table
- Board Game Club
- GGF (Goes Group Friends - Park play dates, School Get Togethers)
- Indoor recess
- 1:1 or small group decontextualized intervention
- Push-in services to classroom (co-teaching, direct support to student)
- Community outings
- Coffee cart, cooking

# Second Step Program

- An SEL program piloted 2 years ago
- Takes place across all KG classes (20 minute lessons)
- Targets include: Skills for Learning, Empathy, Emotion Management, & Problem Solving
- SLP and/or School Psychologist run the lessons

Aims to help students:

- Gain confidence
- Make better decisions
- Collaborate with others in work and play
- Navigate the world more effectively



## **Service Providers / Team Members**

**Classroom Teacher**

**School Counselor**

**Social Worker**

**Intervention  
Specialist**

**Speech-Language  
Pathologist or  
Occupational  
Therapist**

**Mental Health  
Provider (e.g., OSU)**

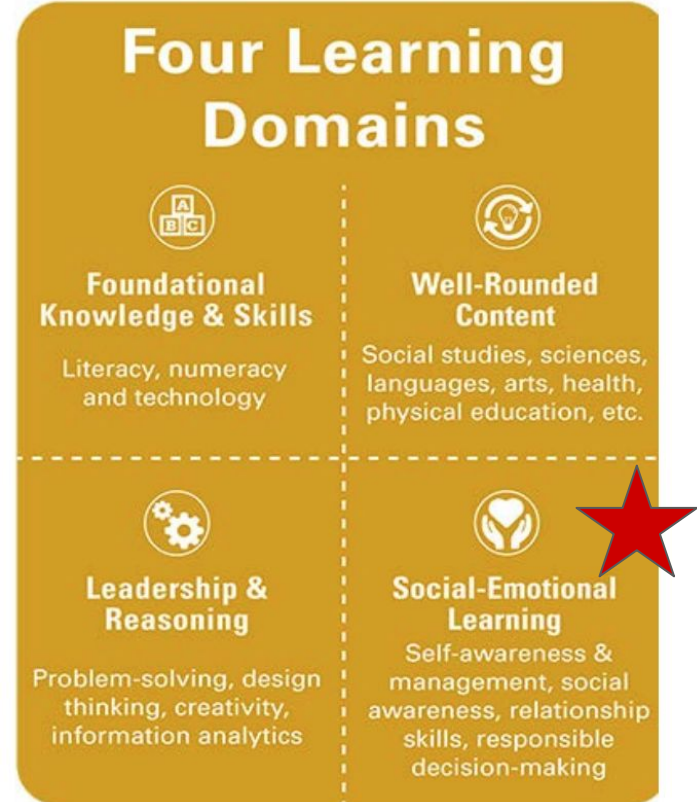
Why a speech-language pathologist?  
Social health = mental / emotional health



# Social-Emotional Learning Standards from ODE

- The state of Ohio has *four* Learning Domains for K-12 SEL Standards
- Social skills fall under the domain of Social-Emotional Learning
- Each standard is grouped into sections including K-2, 3-5, middle grades, and high school

[WEBSITE](#)



# Example Standards and Intervention / Activities

# Example Standard 1: Self/Emotional Awareness

Competency A: Self-Awareness			
A1: Demonstrate an awareness of personal emotions			
K-2	3-5	Middle Grades	High School
A1. 1.a Identify basic personal emotions	A1. 1.b Identify a range of personal emotions	A1. 1.c Identify, recognize and name personal complex emotions	A1. 1.d Identify complex emotions as an indicator of personal state of well-being
A1. 2.a Recognize emotions as natural and important	A1. 2.b Identify that emotions are valid, even if others feel differently	A1. 2.c Explain that emotions may vary based on the situation, including people and places	A1. 2.d Analyze ways emotions impact the social environment
A1. 3.a Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	A1. 3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	A1. 3.c Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	A1. 3.d Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers
A1. 4.a Recognize that current events can impact emotions	A1. 4.b Describe how current events trigger emotions	A1. 4.c Explain how others' responses to current events can impact emotions	A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response

# Preschool & Elementary School

## Example Goals:

- Identify at least four basic feelings (i.e., sad, mad, happy, scared) by interpreting facial expression and body language.
- Label/express emotions of self and others in a real life/hypothetical situations

## Example Activities/Interventions:

- What does this look like? Feel like?
- Angry: Like a fire, feels hot, can cause pain. Think about your body.
- Tendency to overgeneralize one feeling. Expand repertoire.
- Charades/Role Playing

## Therapy Resources:

- Webber Inferencing Deck: Emotions and Feelings



# Secondary (Middle & High School)

## Example Goals:

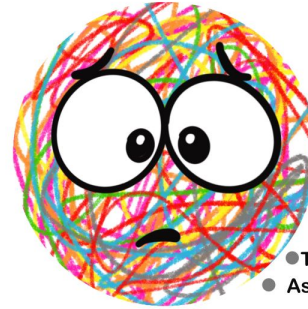
- Identifies specific, personal emotions when engaging in real-world social situations (e.g., mad could mean: frustrated, irritated, annoyed, hurt, etc.)
- States options for appropriate, positive responses to a personal emotion when engaging in real-world situations (e.g., When I am frustrated, I can....)
- Expresses emotions in a socially appropriate, positive, or expected manner when engaging in real-world social situations (e.g., demonstrating a different action than yelling 'no' at a peer)

## Example Activities/Interventions:

## Potential Resources:

[https://ong.ohio.gov/frg/FRGresources/emotional\\_intelligence\\_13-18.pdf](https://ong.ohio.gov/frg/FRGresources/emotional_intelligence_13-18.pdf)

<https://www.mindfulnessforteens.com/>



### LOW ENERGY

- Confused
- Uncertain

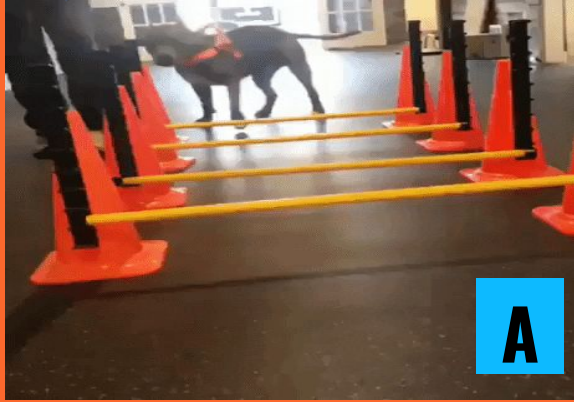
### Tools I can use:

- Talk about your feelings
- Use a fidget
- Take a break
- Read
- Ask for help
- Draw
- Take deep breaths



# FRUSTRATED

Which gif best describes how you feel today?



# Secondary (Middle & High School)

## *Dialectical Behavior Therapy (DBT)*

- Mindfulness approach to self-evaluation and self-regulation
- Encourages balanced thinking (think before you act)
- Learn strategies to make a positive choice
- Be more confident and fulfilled in your social and mental well being



## Example Standard 2: Social Awareness

### Competency C: Social Awareness

#### C1: Recognize, identify and empathize with the feelings and perspective of others

K-2	3-5	Middle Grades	High School
C1. 1.a Identify facial and body cues representing feelings in others	C1. 1.b Identify verbal and nonverbal cues representing feelings in others	C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others	C1. 1.d Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others
C1. 2.a Identify words and actions that may support or hurt the feelings of others	C1. 2.b Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful	C1. 2.c Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ	C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ
C1. 3.a Define empathy and identify empathetic reactions in others	C1. 3.b Demonstrate empathetic reactions in response to others' feelings and emotions	C1. 3.c Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective	C1. 3.d Demonstrate empathy through compassion in self and encourage in others

# Preschool & Elementary School

## Example Goals:

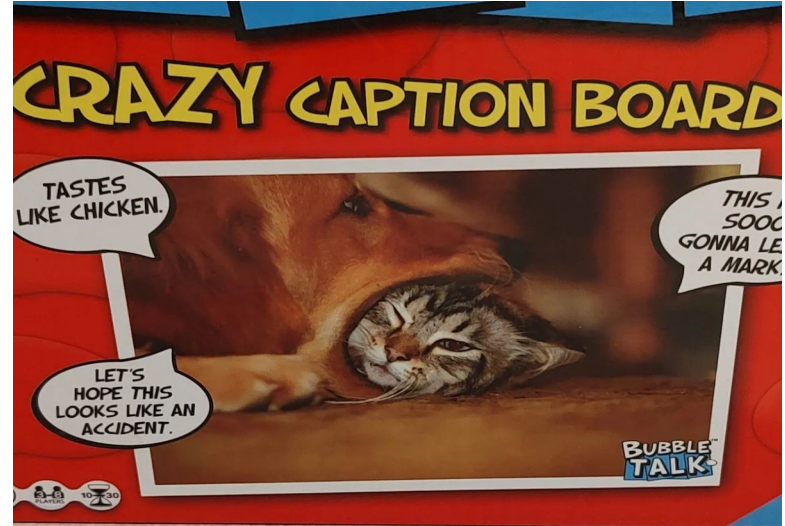
- Describe the likely perspective, intentions, or feelings of at least 1 involved individual
- Maintain social awareness by observing their environment and others around them to adjust their own behavior.

## Example Activities/Interventions:

- Reading the room/Tuning In
- Use clues/context/prior experiences
- Fill in the Thought Bubbles

## Potential Resources:

- Bubble Talk
- Everyday Speech: Perspective Taking



#### ACTIVITY 1 - TUNING IN COMIC STRIP (#4)



Was the main character (student in yellow) tuned in or not?

- ☐ Tuned In
- ☐ Not Tuned In

# Secondary (Middle & High School)

## Example Goals:

- Interpret *non-literal communication* (e.g., sarcasm, facial expressions, figurative language) to demonstrate comprehension of concepts and ideas
- Uses nonverbal cues to identify feelings and perspectives of others when presented with hypothetical or real-world situations

## Example Activities/Interventions:

## Potential Resources:



An Argument at School



Emma sat, bent over and looking down, waiting outside the principal's office. Her mother wouldn't care at all that the reason she got in trouble was for protecting her best friend. She was never going to be allowed to go to the dance on Friday. It was so unfair.

Maybe she should lie to keep from getting into trouble, since she only got involved was to help her friend. Maybe the principal would talk to her but not tell her mom.

LOOK	THINK	INFER	PREDICT
 In this picture, I see...	 This reminds me of...	 I think this means...	 Next, I think... because...



**QUESTIONS:**

- ☐ What are the kids doing?
- ☐ How does the mom feel?
- ☐ What does the mom want? What should she do?
- ☐ What happened right before this?

 **SPEECHY musings**



# Example Standard: Relationship Skills

## Competency D: Relationship Skills

### D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

K-2	3-5	Middle Grades	High School
D1. 1.a Identify and engage in positive communication skills	D1. 1.b Apply active listening and effective communication skills to increase cooperation and relationships	D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives	D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals
D1. 2.a Practice giving and receiving feedback in a respectful way	D1. 2.b Demonstrate the ability to give and receive feedback in a respectful way	D1. 2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others	D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals
D1. 3.a Develop an awareness that people communicate through social and digital media	D1. 3.b Describe the positive and negative impact of communicating through social and digital media	D1. 3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships	D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals

# Preschool & Elementary School

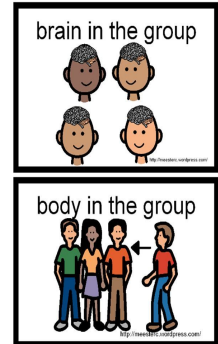
## Example goals:

- Initiate a conversation with a peer/adult (i.e., getting listener's attention, selecting a conversation partner, choosing the right time to start a conversation).
- Listen attentively by demonstrating eye contact for his comfort level, responding, and following the conversation across non-academic or academic settings.

## Example Activities/Interventions:

- Create "People Files". Use these to remember things about others.
- Is your body/brain in the group?
- Have clear expectations/visuals/reminders
- Whonuu

## Potential Resources:



# Relationship Ruler

The Relationship Ruler can help us figure out how to act around different people. Discuss the different levels of relationships using the Relationship Ruler.

## Family

Spend most time with,  
share about our lives with  
them, can touch and hug



## Close Friends

Known for a long time.  
We hang out and talk with  
them many times a week



## Friends

We hang out with and talk  
to a couple times a week



## Acquaintance

We know a little. In the same  
class, but we don't talk or  
hang out outside of school



## Stranger

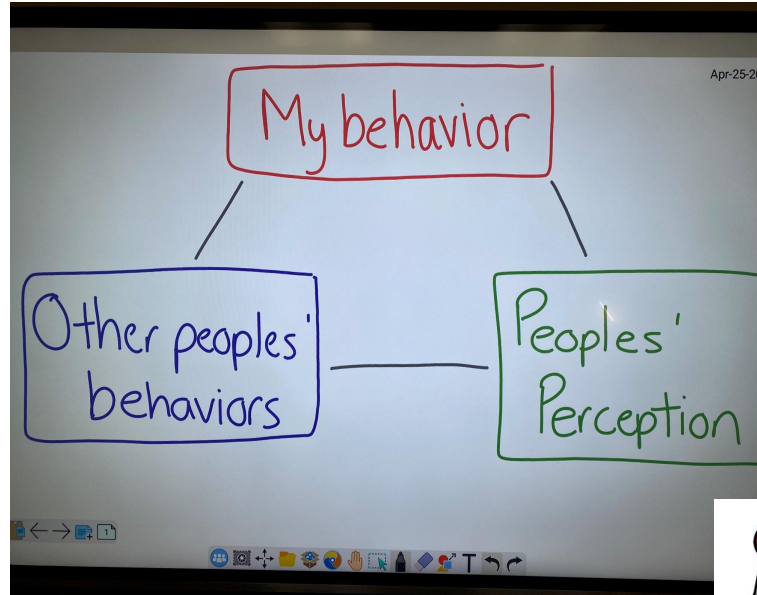
We've never met. Be  
safe. Only talk to them  
if someone you know  
introduces you



# Secondary (Middle & High School)

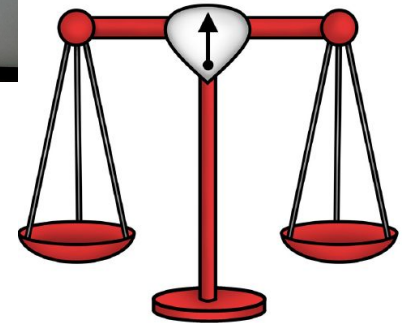
## Example Goals:

- Demonstrate *awareness of personal behaviors* that contribute positively and negatively to social interactions
- Participate in *reciprocal conversation* with a variety of partners (e.g., teachers, peers) using strategies to propel conversations forward (e.g., commenting, asking questions)

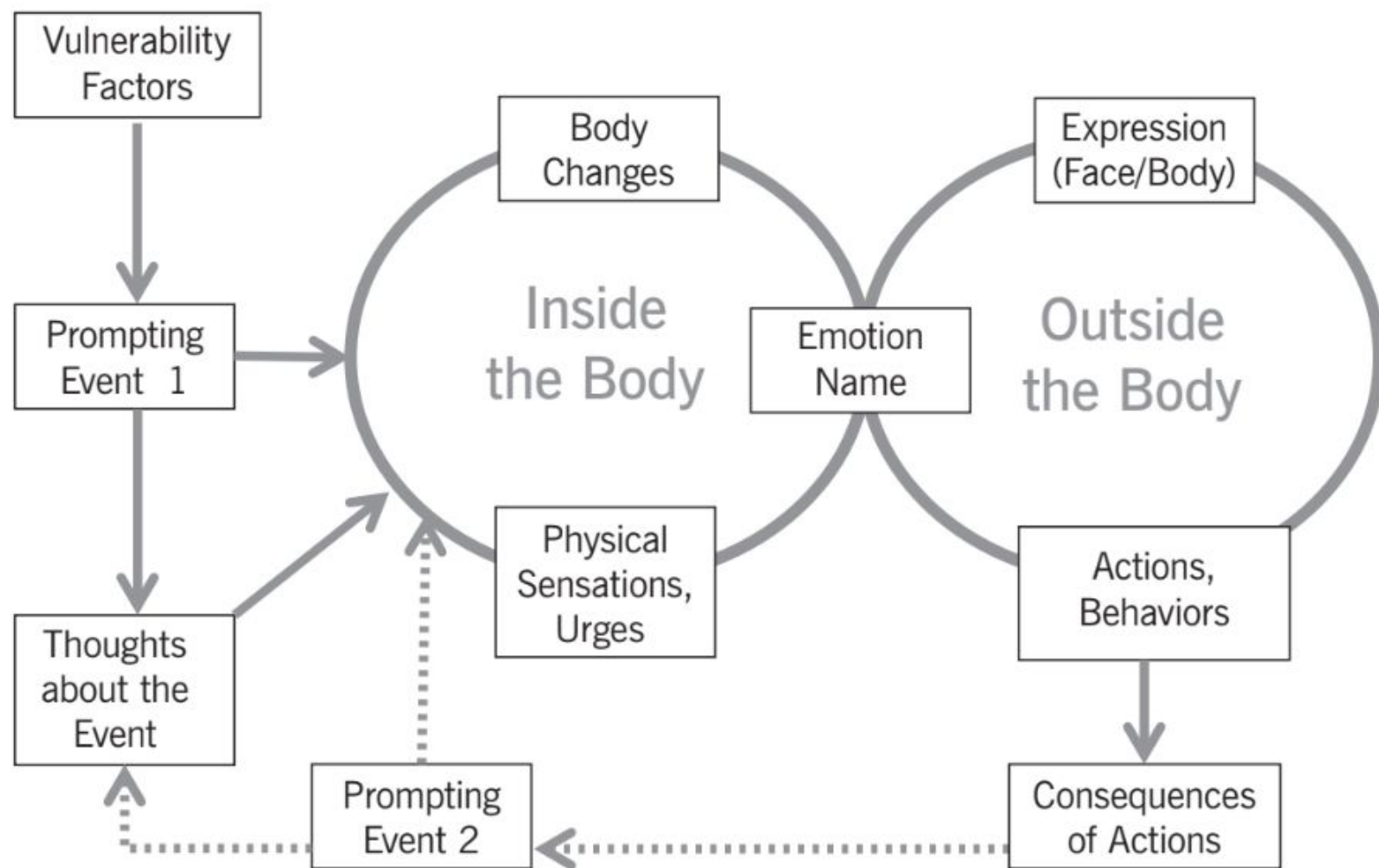


## Example Activities/Interventions:

## Potential Resources:



## Emotion Regulation: Model of Emotions



Behaviors to Decrease	Behaviors to Increase
1. <b>Difficulty managing emotions</b> (fast, intense mood changes with little control, or a steady negative emotional state; your emotions control your actions)	1. <b>Emotion regulation skills</b>
2. <b>Confusion: reduced awareness and focus (distraction)</b> (you are not always aware of what you are feeling, why you get upset, or what your goals are; and/or you have trouble staying focused)	2. <b>Mindfulness skills</b>
3. <b>Impulsiveness</b> (acting without thinking it all through; escaping or avoiding emotions)	3. <b>Distress tolerance skills</b>
4. <b>Relationship problems</b> (pattern of difficulty keeping relationships, getting what you want, keeping self-respect; loneliness)	4. <b>Interpersonal effectiveness skills</b>

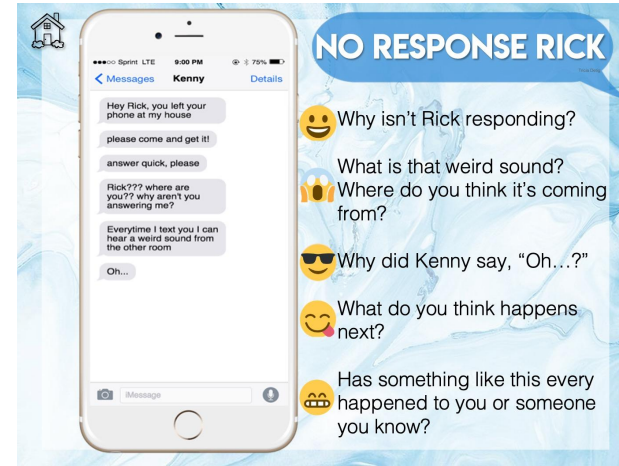
### Goals for DBT STEPS-A: What are your goals?

Behaviors to Decrease	Behaviors to Increase

# Additional Factors for Consideration

# Social Skills and Technology

- Social media and technology are an increasingly common and important form of communication
- **SAFE** use of technology is paramount
- Poor understanding of communication through technology can have negative impact on students

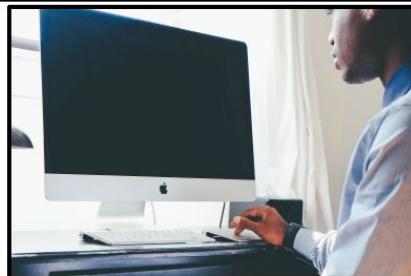


# Vocational Skills Training

- OLSD has a transition coordinator at each high school
- Transition coordinators work with middle school staff to talk about student goals and needs in the future
- Students and parents are involved in the process to help meet individual needs and preferences
- Example vocational / community opportunities for students:
  - Community outings
  - Coffee carts / school stores
  - Job placements (with job coach)
  - ACT program; Project Search



## **BIG PICTURE GOAL: GET A JOB**



© Speechy Musings



### **REQUIREMENTS:**

- Have a resume
- Go to a job interview
- Meet specific job requirements
  - Examples: high school diploma, specific skills or past experience
- Participate in job training



### **YOU SHOULD TO BE ABLE TO:**

- Follow directions
- Arrive to work on time
- Ask questions when you're not sure
- Work well with others
- Be professional
- Work independently (by yourself)
- Dress a certain way
  - Examples: wear a uniform, dress professionally
- Solve problems appropriately
- Stay calm in stressful situations

# Readily Available Resources or Strategies to Consider

**Example Games:** Should I or Shouldn't I, Guess Who, Headbandz, Let's Talk, Whoonu, Would you Rather, Bubble Talk

**Example Social Stories:**

<https://www.autismspeaks.org/templates-personalized-teaching-stories>

**Example Website:**

<https://www.socialthinking.com/>



Scribble Spots





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