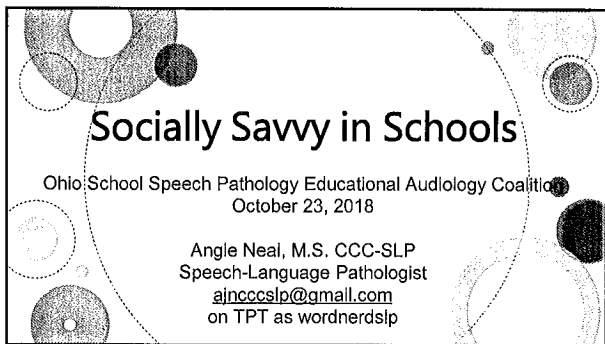


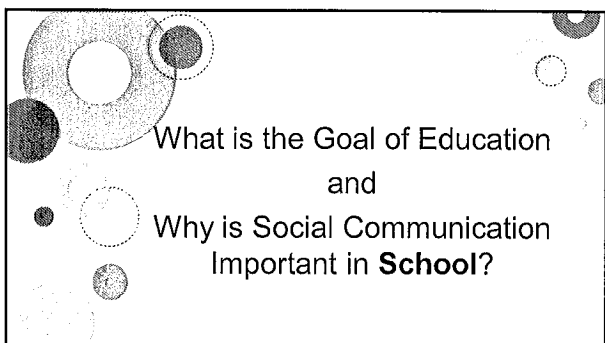
Socially Savvy in Schools
Angie Neal, M.S. CCC-SLP



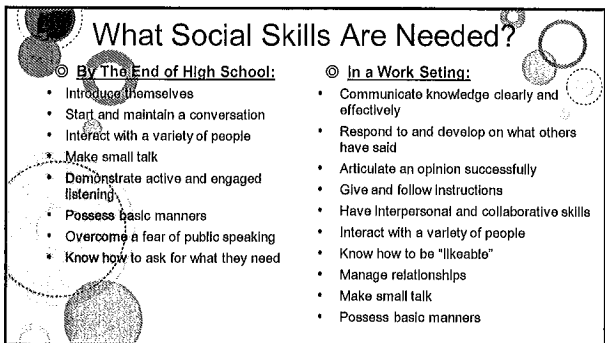
Socially Savvy in Schools

Ohio School Speech Pathology Educational Audiology Coalition
October 23, 2018

Angie Neal, M.S. CCC-SLP
Speech-Language Pathologist
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on TPT as wordnerdslp

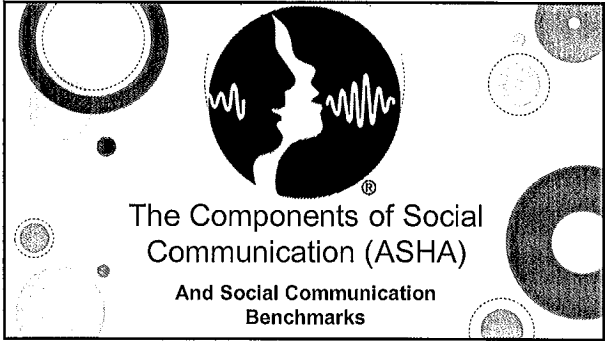


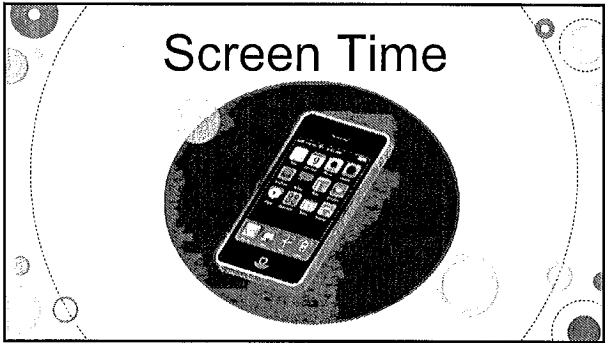
What is the Goal of Education
and
Why is Social Communication
Important in **School**?

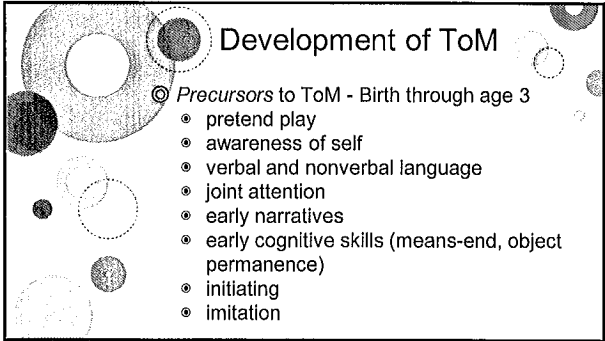


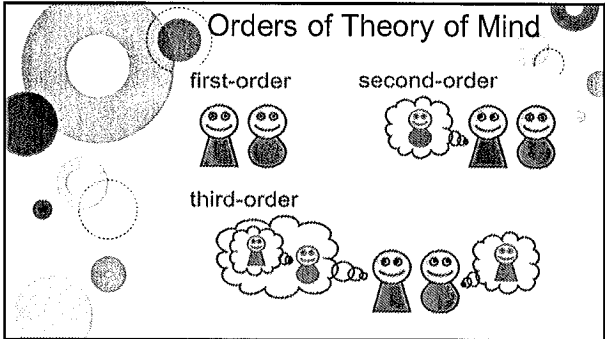
What Social Skills Are Needed?

<p>◎ By The End of High School:</p> <ul style="list-style-type: none">• Introduce themselves• Start and maintain a conversation• Interact with a variety of people• Make small talk• Demonstrate active and engaged listening• Possess basic manners• Overcome a fear of public speaking• Know how to ask for what they need	<p>◎ In a Work Setting:</p> <ul style="list-style-type: none">• Communicate knowledge clearly and effectively• Respond to and develop on what others have said• Articulate an opinion successfully• Give and follow instructions• Have interpersonal and collaborative skills• Interact with a variety of people• Know how to be "likeable"• Manage relationships• Make small talk• Possess basic manners
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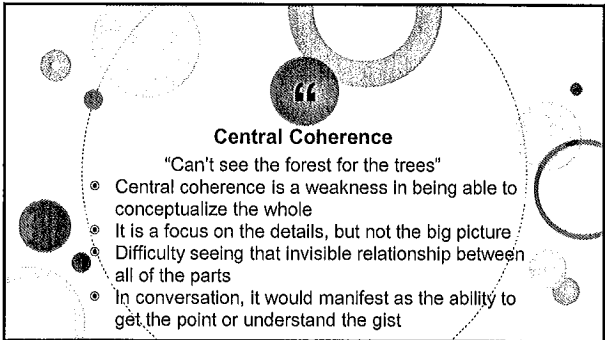
Emotional Regulation

The ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. Emotional regulation is responsible for monitoring, evaluating, and modifying emotional reactions as well as initiating, inhibiting, or modulating one's state or behavior in a given situation.

Note: Emotion is highly dependent on context

Context

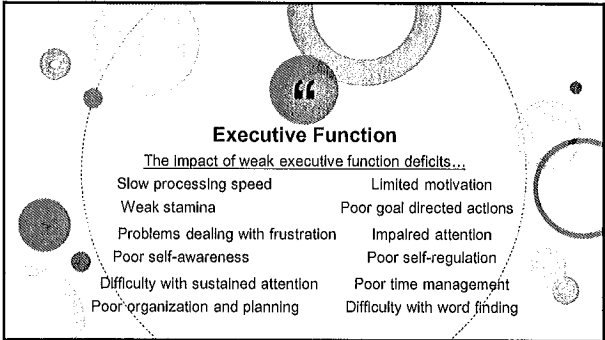
- Context tells us what to expect
- Context helps us to recognize and find things quickly
- Context tells us where to focus and not focus our attention
- Explains things that are not directly clear or understandable
- Context makes the world predictable
- Context also relates to student's difficulties with flexible thinking



Central Coherence

"Can't see the forest for the trees"

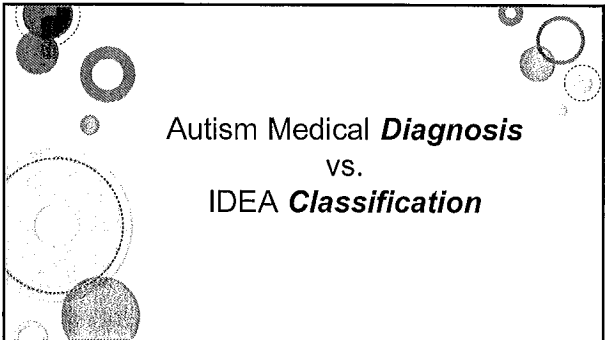
- Central coherence is a weakness in being able to conceptualize the whole
- It is a focus on the details, but not the big picture
- Difficulty seeing that invisible relationship between all of the parts
- In conversation, it would manifest as the ability to get the point or understand the gist



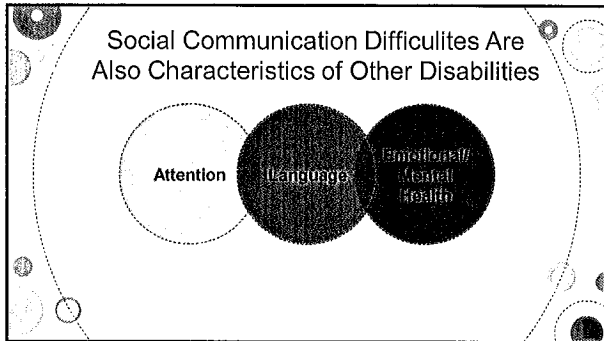
Executive Function

The impact of weak executive function deficits...

Slow processing speed	Limited motivation
Weak stamina	Poor goal directed actions
Problems dealing with frustration	Impaired attention
Poor self-awareness	Poor self-regulation
Difficulty with sustained attention	Poor time management
Poor organization and planning	Difficulty with word finding



Autism Medical **Diagnosis**
vs.
IDEA **Classification**



Autism (DSM-5)

A. Persistent deficits in social communication...

- ⊙ What is lack of social-emotional reciprocity?
- ⊙ What are deficits in nonverbal communicative behaviors?
- ⊙ What is "developing, maintaining and understanding relationships"?

B. Restricted, repetitive patterns of behavior...

- ⊙ What are stereotyped or repetitive movements?
- ⊙ What is insistence on sameness?
- ⊙ What are highly restricted, fixated interests?
- ⊙ What are unusual or repetitive phrases?
- ⊙ What is hypo/hyper reactivity to sensory input?

Eligibility - Prong 1:

- Is there a disability?
- Which disability?
- Supporting evidence

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Assessment

- Standardized assessments
- Non-standardized assessments
- Code of Federal Regulation 300.304
 - Use a *variety of assessment tools* and strategies to gather relevant functional, developmental, and academic information
 - Do not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child
 - Use assessment tools and strategies that provide relevant information

Eligibility - Prong 2:

- Is there an adverse effect on educational performance resulting from the disability?
 - Academic considerations
 - Non-Academic considerations

Reading Comprehension

<ul style="list-style-type: none">• Separate important from unimportant details• Point of view• Inference• Prediction• Summarize	<ul style="list-style-type: none">• Compare and contrast• Main Idea• Figurative language• Cause and effect• Ability to convey knowledge
--	---

Writing

- Content amount
- Content relevancy
- Clear referents/details
- Able to express thoughts
- Task persistence
- Working memory
- Clear sequence
- Task initiation

Functional Performance

<ul style="list-style-type: none">⊙ Clearly communicate needs and wants⊙ Conversational skills⊙ Asking for help, asking questions⊙ Use of appropriate physical contact⊙ Participating in the classroom⊙ Non-verbal language⊙ Understanding the link between behavior and consequence	<ul style="list-style-type: none">⊙ Knowledge of basic social rules⊙ Expression of emotions⊙ Interacting appropriately with peers⊙ Taking turns⊙ Organizing self, materials, space⊙ Active listening for meaning⊙ Following directions
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Eligibility - Prong 3:

- ⊙ Are specially designed instruction and/or services needed to help the student make progress in the general education curriculum?
 - **It cannot be stressed enough that remediation of social communication difficulties is not the job of one person.**
 - Finding the REASON for the difficulty helps determine type of support needed—performance, knowledge, fluency...
 - A continuum of services
 - To "inclusion" or not to "inclusion"?

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Goal Writing

- ⊙ Given # social scenarios or social opportunities in a **structured setting**
- ⊙ "Student" will increase use and/or understanding of **social interaction** (targeted Component of Social Communication)
- ⊙ by **demonstrating 6 out of 7 basic social rules** (measurable and observable)
- ⊙ with **visual or verbal prompts** (level targeted in the rubric)
- ⊙ to include **X, Y, Z** (specific weak skills that fall under the area of Social Interaction that can be taught/measured/observed)
- ⊙ In 2 out of 3 opportunities (whatever level of consistency is needed to ensure that knowledge is demonstrated)
- ⊙ as measured by rubric by the end of the IEP period.

Rubric Options

Level of knowledge :

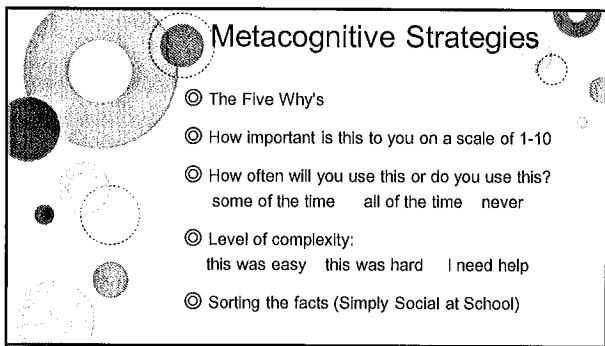
- Level 5: I can tell you why this is important, identify the problem and generate one or more solutions
- Level 4: I can talk about it, explain it and give examples
- Level 3: I can explain what I should do in that situation
- Level 2: When someone gives an example, I determine whether it was a good choice or a bad choice
- Level 1: I can talk about it, but I can't explain it or give examples
- Level 0: I have no idea what this is or why it is important

Level of prompts:

- Level 3: emerging/limited demonstration of target up to 40%
- Level 2: with visual or verbal prompts 40-60%
- Level 1: minimal or occasional prompts 60-80%
- Level 0: independent 80% or above in structured setting

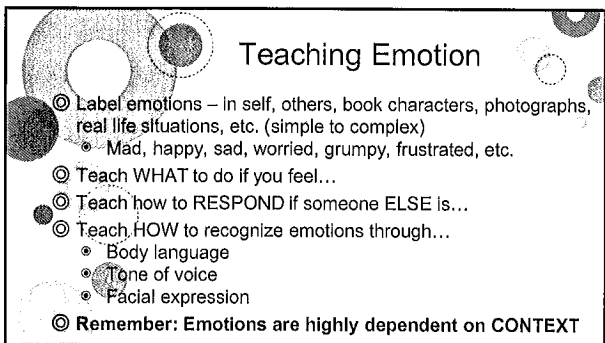
(A Few) Evidence-Based Practices

- ⊙ Information about EBP
- ⊙ Cognitive Behavioral Interventions
- ⊙ Social Skills Packages
- ⊙ Language Training
- ⊙ Modeling
- ⊙ Scripting
- ⊙ Story-Based Interventions



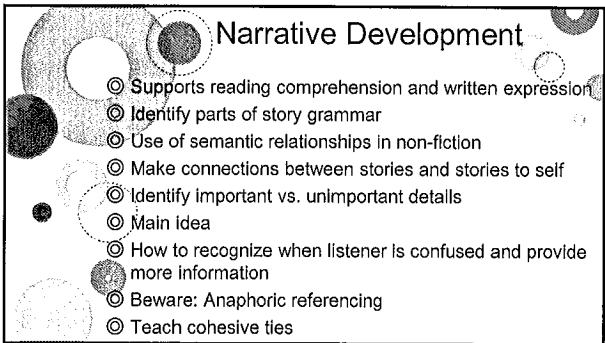
Metacognitive Strategies

- ⊙ The Five Why's
 - ⊙ How important is this to you on a scale of 1-10
 - ⊙ How often will you use this or do you use this?
some of the time all of the time never
 - ⊙ Level of complexity:
this was easy this was hard I need help
 - ⊙ Sorting the facts (Simply Social at School)



Teaching Emotion

- ⊙ Label emotions – in self, others, book characters, photographs, real life situations, etc. (simple to complex)
 - Mad, happy, sad, worried, grumpy, frustrated, etc.
- ⊙ Teach WHAT to do if you feel...
- ⊙ Teach how to RESPOND if someone ELSE is...
- ⊙ Teach HOW to recognize emotions through...
 - Body language
 - Tone of voice
 - Facial expression
- ⊙ Remember: Emotions are highly dependent on CONTEXT



Narrative Development

- ⊙ Supports reading comprehension and written expression
- ⊙ Identify parts of story grammar
- ⊙ Use of semantic relationships in non-fiction
- ⊙ Make connections between stories and stories to self
- ⊙ Identify important vs. unimportant details
- ⊙ Main Idea
- ⊙ How to recognize when listener is confused and provide more information
- ⊙ Beware: Anaphoric referencing
- ⊙ Teach cohesive ties

