

Targeting Social Skills & Executive Functioning in the IEP



Presented by:



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Not an Attorney and Cannot Give Legal Advice

I am not an attorney and cannot give legal advice.

All efforts to assist are based on my
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Licensed counsel should be consulted prior to
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SOCIAL SKILLS

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SOCIAL SKILLS



One Component
of
Social Competence




Social Competence consists of the ability to identify and apply the **social, emotional, cognitive** and **behavioral** skills needed to successfully navigate interactions with others.

Success in this area is Essential to a Life of Independence



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Social competence is directly related to a child's ability to make and maintain positive relationships with peers and adults.

It can be categorized as the effectiveness and appropriateness of our human interactions and relationships.

TIP

An IEP must provide a FAPE and promote a student's development in all areas of need, emphasizing special education and related services, designed to meet the student's unique needs and prepare them for further education, employment, and independent living.

20 U.S.C. § 1400(d)(1)(A)



The involvement of Social Competence in being a successful member of society

The personal knowledge and skills which persons develop in order to deal effectively with life's many choices, challenges, and opportunities.

(Leffert, Benson, & Roehlkepartan, 1997)



The

6

Categories of Competence



1

SELF-REGULATION

Emotional Self-Regulation

The ability to be aware of and exert control over one's own emotional state.

Good

Uses Coping
Strategies to
Control Anxiety or
Anger



Bad

Lacks Control and
Reacts in an
Impulsive Way

What Zone Are You In?



EMERGENCY



**This feels like an emergency.
I don't know what to do and need someone to help me.**



**I tried a strategy and it didn't work.
I don't know what to do and need someone to help me.**





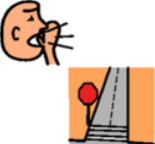
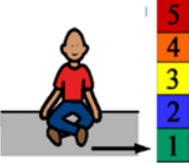
**I feel anxious and overwhelmed. I know some
strategies but am having a hard time remembering
them.**











**I'm feeling pretty good. A little anxious at times, but
I'm using my strategies and they're working for me.**



**Feeling tired and sluggish. I may need some help
getting moving and motivated.**

	<p>People like to be safe. Being safe means that we try not to get hurt. There are a lot of ways to be safe. Following rules and making good choices helps us to stay safe. Parents and teachers want kids to stay safe at home and at school.</p>
	<p>When people are upset, they may feel like running away. It is not a good idea to run away at school or at home, because it is not safe. It is a good idea to STOP and stay safe. To stay safe, go to a safe place inside and calm down. Running away scares parents and teachers.</p>
	<p>If someone yells "STOP" or if there is a STOP sign, people are supposed to stop and stay safe. Remember to try to calm down and make good choices. Parents and teachers can help.</p>
	<p>It is a good idea to go to a safe or quiet place inside to calm down. Running away is not safe and is against the rules. Parents and teachers want kids to stay safe at home and at school.</p>

When I Feel Angry

	<p>Sometimes I feel angry.</p>
	<p>All people feel angry at one time or another.</p>
	<p>When I get angry I will find my teacher, Mom, Dad or another adult.</p>
	<p>When I find them I will try to use words to tell them that I am angry.</p>
	<p>I can say "I'm angry!" or "That makes me mad!"</p>
	<p>It is O.K. to use words when I feel angry.</p>
	<p>They will talk to me about what happened and how I feel. This might help me to feel better.</p>
	<p>Wherever I am I can try to find someone to talk to about how I feel.</p>

A Student Interview is a Powerful Tool

What are your warning signs?

What is your body feeling?



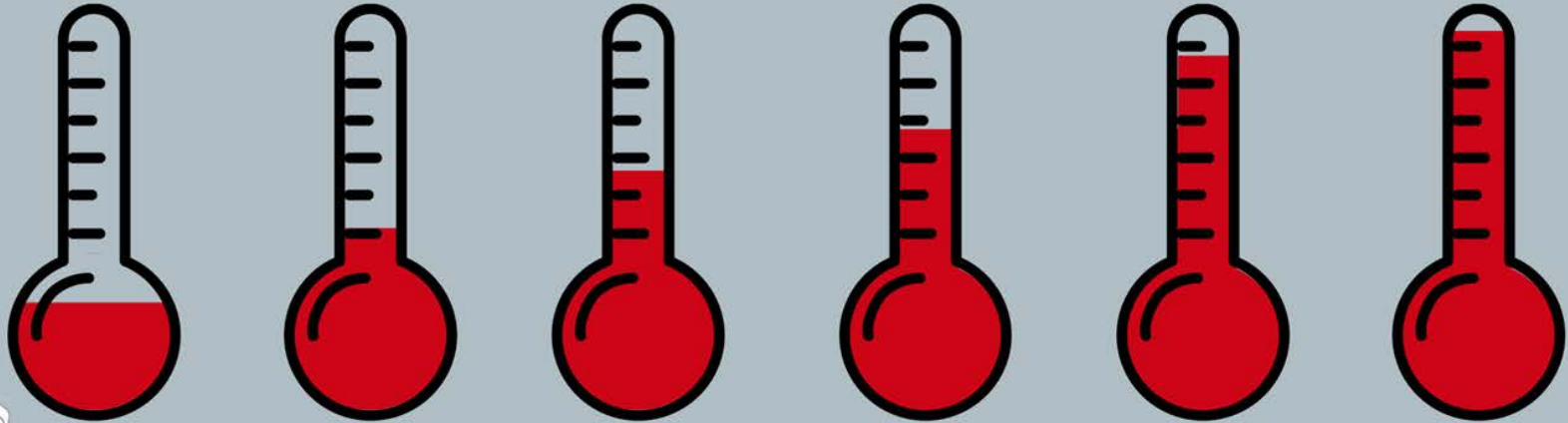
What are your reminders
or triggers?

What helps you feel safe?

What has helped you to
stay in control in the past?

Where's Your Thermometer?

A Series of Unfortunate Events

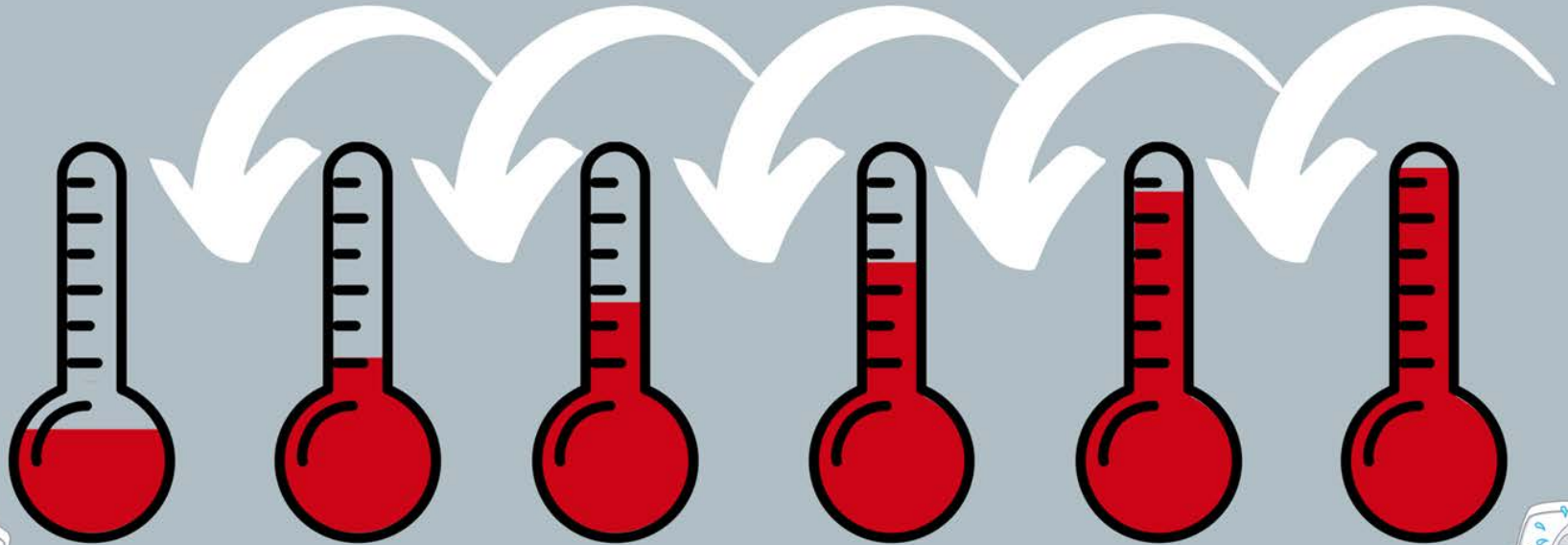


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Where's Your Thermometer?

Locate and Identify "The Pause"



The Pause

The time between the onset of a feeling and the action taken as a result of that feeling.

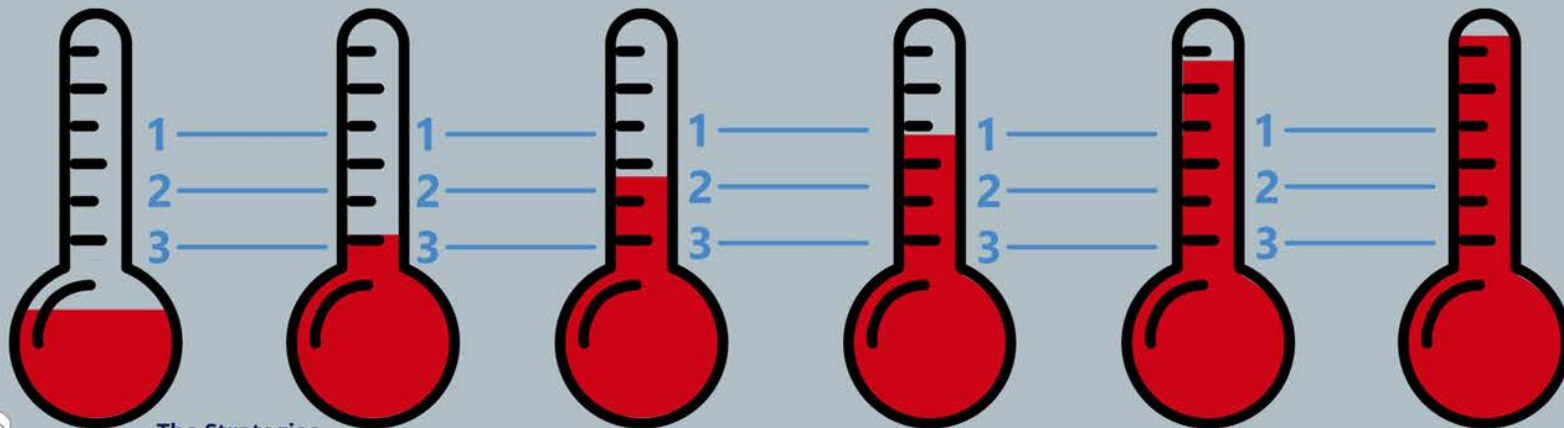


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Where's Your Thermometer?

List Strategies



The Strategies

Produce a list of possible interventions. Interventions do not need to be something the student does alone - if they need adult support - get it in the IEP!

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2

INTERPERSONAL

KNOWLEDGE

AND

SKILLS

Behaviors and tactics a person uses to interact with others **EFFECTIVELY**



Communication

Listening

Attitude



3

POSITIVE

SELF-IDENTITY

Developing Healthy Self-Esteem



Making Commitments to Yourself - Maintaining Structure



Being Confident and Recognizing your Strengths and Weaknesses



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The Need for Structure



When trauma occurs, the person is often left feeling out of control.


Creating a schedule is a helpful way to increase structure and the student's ability to predict what is going to happen, giving them a sense of control.

To the maximum extent appropriate, the student should have some involvement in creating it.


4

CULTURAL


COMPETENCE



Being able to understand
and interact with people
across cultures.



Developing a positive
attitude and awareness
of another person's
culture.



Being aware of your
world view and
showing respect when
another persons
differs.

	Every person we see is different.
	Some people have short hair.
	Some people have long hair.
	Some people have a little hair.
	And some people have no hair.
	Some people have blue eyes.
	Some people have green eyes.
	Some people have brown eyes.
	Some people are tall, and some people are short.
	Some people have light skin.
	Some people have dark skin.
	Being different is what makes us all so special.
	Everyone is the same on the inside. All people are created equal.

5

SOCIAL

VALUES

JUSTICE



RESPECT

SOCIAL VALUES REFLECT HOW WE RELATE TO SOCIETY.

FREEDOM

RESPONSIBILITY

COMMUNITY

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6

PLANNING

AND

DECISION-MAKING

SKILLS



Making Informed Decisions

Identifying critical factors that will affect the outcome of a decision.


Consider the amount of risk and uncertainty.

Evaluating options and consider priorities.

TIP

Functional Skills - are required under Federal Law to be considered as equally as academic skills - they are critical to achieving optimal independence.



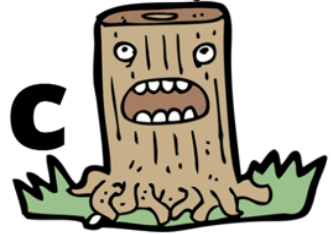


Socially competent young children have been described as “those who engage in satisfying interactions and activities with adults and peers” .



(Katz & McClellan, 1997)

The Role of Pragmatic Language in Effective Communication

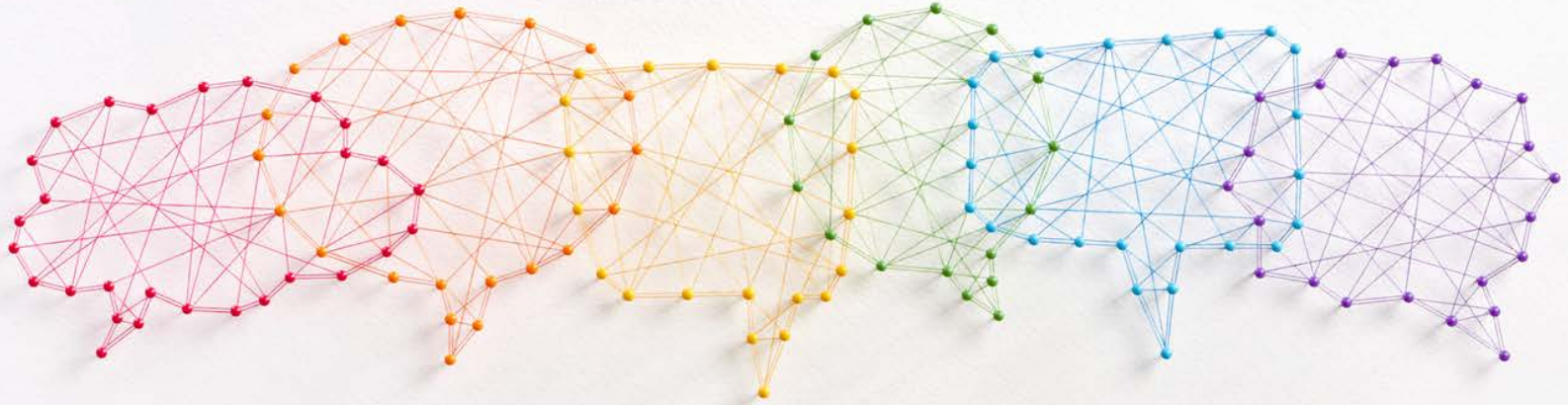


Hello, my name is Woody.
What's yours?

What!?!?
No way!
My name is Woody too!



What is Pragmatic Language?



The use of appropriate communication in social situations.

It involves knowing what to say, how to say it, and when to say it.

Pragmatic Language

Initiating

Knowing how to begin a conversation, how to ask for help/ self-advocate, how to ask for directions etc.

Gaining Attention

Understanding and applying the need to secure a persons attention before beginning to speak with them.

Perseverance

Recognizing when your message is not getting across and adjusting your delivery of that message - making sure the listener understands the message you're trying to convey.

Topic Maintenance

The ability to be in conversation and remain on topic. And, to understand that what you may be thinking is not known by the other person. We call this, implied knowledge.

Communication Repair

The ability to recognize a breakdown in conversation and change your behavior to repair it; Rephrasing information when the other person doesn't understand or increasing your volume when they can't hear.

Perspective Taking

The ability to understand other peoples thoughts, feelings and emotions; recognizing social behavior and understanding implications.

PRAGMATIC LANGUAGE BREAKDOWN



Gaining Attention



Understanding and applying the need to secure a persons attention before beginning to speak with them.

**WHAT
IT IS**



- Working With Others
- Assists the Listener in Understanding your Message

**WHY WE
NEED IT**







- Communication
- Social Relationships
- Classroom Presentation

**USING IT
IN SCHOOL**



Getting the Teacher's Attention

	<p>Wait for the teacher to finish speaking.</p>
	<p>Raise your hand without waving.</p>
	<p>Get attention by using the expression, "Excuse me."</p>
	<p>Wait for the teacher to call on you.</p>

Asking Someone to Play

	<p>At recess and in my <u>class</u> there are lots of kids I can play with.</p>
	<p>When I want to play with someone I need to do these things: First I look at the person's face.</p>
	<p><u>Next</u> I say their name to get their attention.</p>
	<p>I wait until that person looks back at me.</p>
	<p><u>Next</u> I say, "will you please play with me?"</p>

PRAGMATIC LANGUAGE BREAKDOWN

Initiating

Good morning Mr.
Boss man! Could
we talk about a
problem I'm
having?



Knowing...

-How to Begin a
Conversation

-How to Self Advocate

**WHAT
IT IS**



-Meeting New People

-Asking for Information

-Giving a compliment

**WHY WE
NEED IT**



I don't understand!!!!

I need help!!!

**USING IT
IN SCHOOL**

I want to talk to
them, I just don't
know how to
start





Initiating

Self-Advocate

Introduce Yourself

Give a Compliment

Ask for Help

Offer Help

Ask Someone to Play

PRAGMATIC LANGUAGE BREAKDOWN

Topic Maintenance



The Ability to Keep to a Single or Closely Related Topic in Conversation, and to appropriately take turns while conversing.

**WHAT
IT IS**



- Taking Turns in Conversation
- Identifying and Discussing Common Interests

**WHY WE
NEED IT**



Written Language
Content

- Supporting Details

**USING IT
IN SCHOOL**

That's cool! I'm glad you like the same games I do! How often do you play?

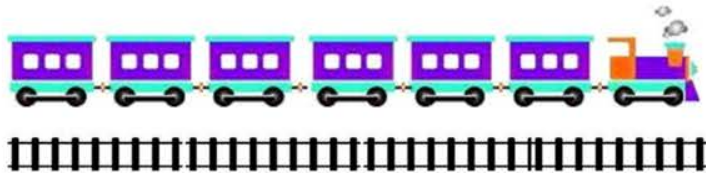
Do you like blueberry pancakes?



Topic Maintenance

Keep the train on the track!

The Topic Maintenance Railroad



Topic: _____

www.SpeechAndLanguageKids.com

Taking Turns

Shows the Listener
You are Paying
Attention

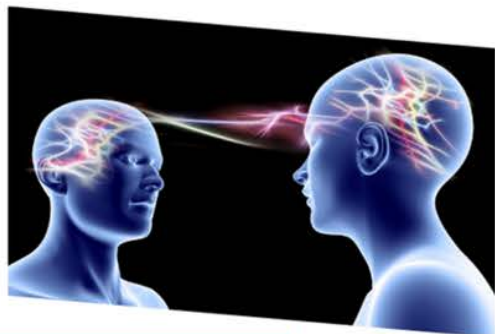


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PRAGMATIC LANGUAGE BREAKDOWN

Communication Repair



The ability to recognize a breakdown in conversation and change your behavior to repair it.

including the...
explain the key r...
adherence and...
undertake a p...

A Lifelong Skill Necessary
for Independence

Rephrasing to Correct the
Listeners Understanding



- Preserving Friendships
- Teacher Communication
- Group Collaboration

WHAT IT IS

WHY WE NEED IT

USING IT IN SCHOOL





Communication Repair

Recognizing looks of confusion



Recognizing your own confusion and seeking clarification

Recognizing when the person misheard or misunderstood



Responding with; increased volume, speaking slowly, etc.



PRAGMATIC LANGUAGE BREAKDOWN



Perspective Taking



UNDERSTANDING

The ability to understand other people's thoughts, feelings and emotions; recognizing social behavior and understanding implications

WHAT IT IS



Empathize With Other People

Interpret And React To Non-Verbal Cues

WHY WE NEED IT



-Self Awareness

-Interaction Skills

-Predict and Prepare For Another Person's Reactions

USING IT IN SCHOOL



Perspective Taking

"I can see why you'd
feel that way"



Kids who struggle
with perspective,
can't see it any other
way.

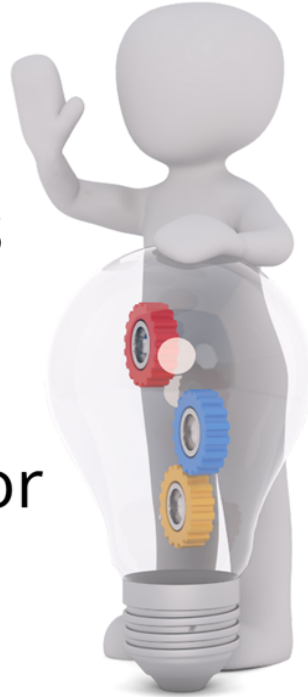




Perception is Reality

How we see things

Teaches us how to
take responsibility for
our own actions



Perceptual skills
include

Recognition,
Insight, and
Interpretation



PRAGMATIC LANGUAGE BREAKDOWN

Perseverance



Don't quit

Adjusting the delivery of your message and ensuring the listener understands before giving up on or retiring the conversation.



WHAT
IT IS



for what is thought to be best in any point of view.
Persevere
continue to do so constant to a purpose face of difficulties
what is thou

Make Sure Your Message Gets Across

Build Confidence in Communication

WHY WE
NEED IT



**STOP
BULLYING**

-Self Advocacy

-Leadership

-Independence

USING IT
IN SCHOOL





Perseverance

Builds Confidence

A Sense of Feeling Heard



Instead of giving up, the student should be flexible; Repeating the message in a different way, using different words, phrases, or gestures.



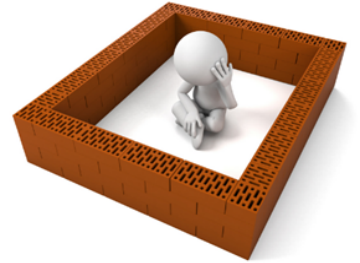
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Signs of Problematic Pragmatics...



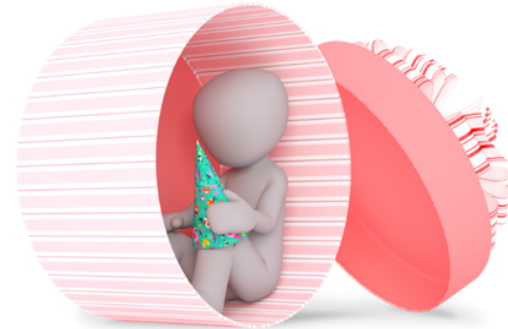
Difficulty interacting appropriately



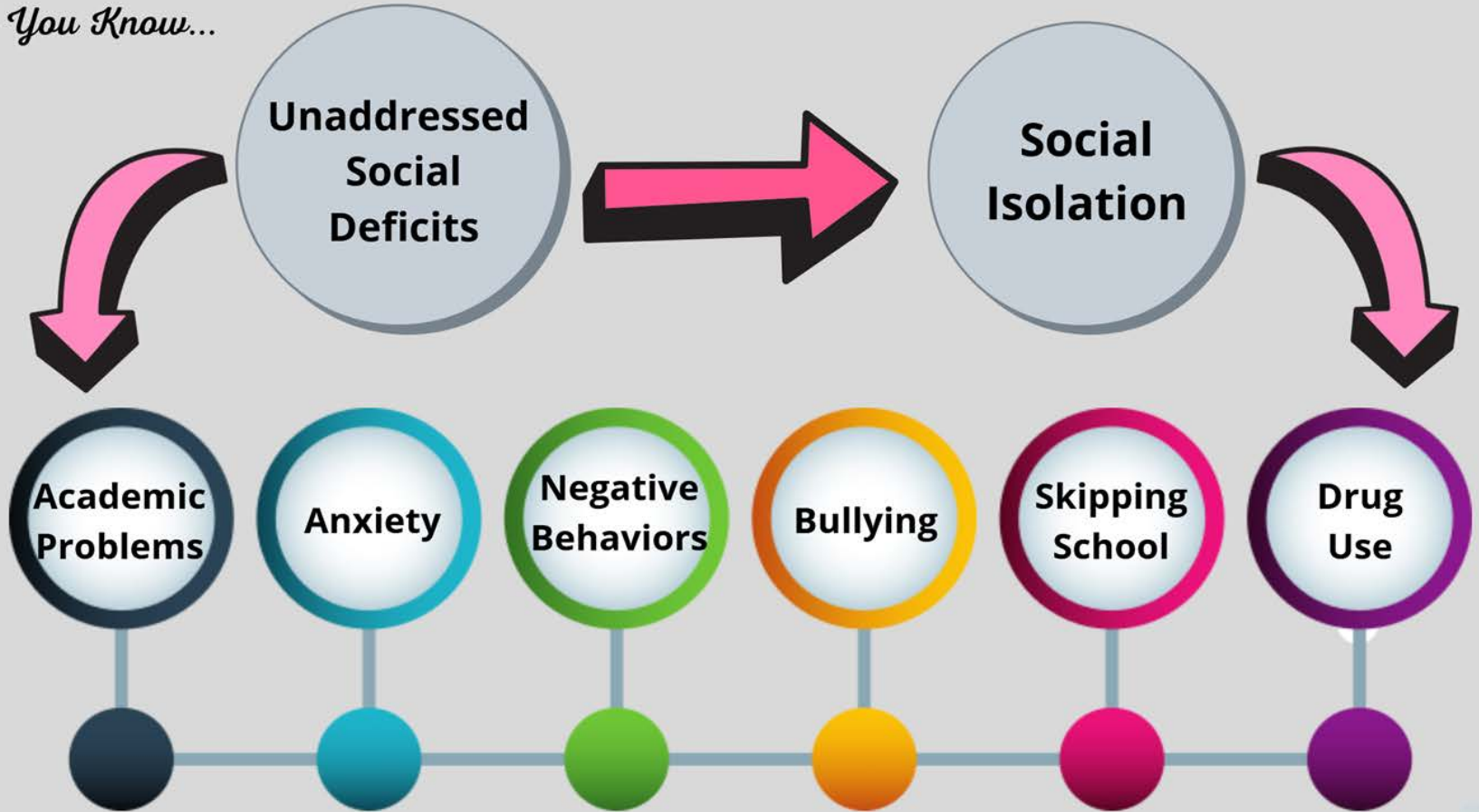
Difficulty joining in social play

Difficulty working with peers

Difficulty keeping friends



Did You Know...



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TIP

Answers lead to arguments - some of your best arguments can come from the staff's own words - if you ask the right questions.





Investigate:

Does the student have friends?

If the answer is, "no" - it's your job to find out why.

Does the student have a difficult time working with others?

The ability to work with other people is a necessary, functional skill. It doesn't matter which field you end up working in - there will be some interaction with others.

How does the student perform during group work?

Students who struggle with pragmatic language often struggle to work well in a group setting.

Ability vs. Application

Goals should include the APPLICATION of skills in a REAL WORLD scenario, not just the demonstration of something in a hypothetical situation.

Example; I don't care if Johnny can respond appropriately when Ms. Snozberry asks him how he *would* respond to a situation.

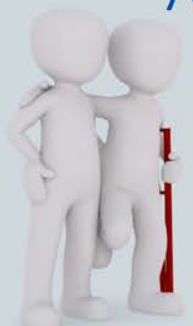





Remind the IEP Team



In ALL areas of both ACADEMIC and FUNCTIONAL need, the goal is always OPTIMAL INDEPENDENCE with the FEWEST SUPPORTS POSSIBLE.



Accuracy is important. When analyzing data - make sure you ask if the student has been provided with ANY support - including visual and verbal cues.





Testing Pragmatic Language



Results of pragmatic language testing will often fall in the average range, even when a deficit exists.

Point out that the pragmatic testing only speaks to the student's possession of knowledge and not the application of skills.

Behavior IS Communication

Remind the IEP Team:

- Set clear expectations
- Provide structure and consistency
- Collect data
- Reinforce good behavior
- Give choices
- Avoid power-struggles

Beware of Joe Judgemental

and

The Arbitrary Standard

Manifestations of disabilities are often viewed as a choice.

Teachers will often say a student *can* but *won't*.



What Looks Like _____ May Really Be _____

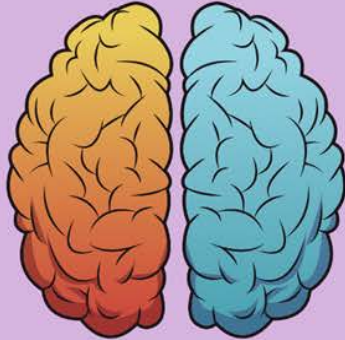
What looks like sloppy and inconsistent work may really be an inability to self-monitor.

What looks like unwilling or lazy may really be a need to learn a cognitive strategy.



Ask Them....

Why do you believe
it's a choice?



Explain....

Some Disabilities May Look Like This....



Others May Look Like This....



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Establishing a Relationship

Many children who experience trauma need to establish a relationship with those they will see on a daily basis.



A student who feels HEARD and UNDERSTOOD is much more likely to respond appropriately.

Resources

IS THIS PERSON MY FRIEND?

MOST OF THE TIME,
DOES THIS PERSON...

YES

Take turns
with me?



NO

YES

Say nice things
to me?.



NO

YES

Play with me?



NO

YES

Help me?



NO

YES

Ask me if
I'm okay?



NO

***These are things a friend SHOULD DO. I want to get mostly 'YES' answers.

YES

NO

This person is/is not my friend.

THINGS I CAN DO FOR MY FRIENDS:

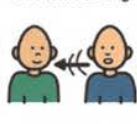
Give my friend a turn.



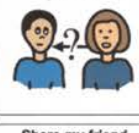
Share with my friend.



Take turns talking.



Ask my friend
questions.



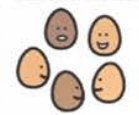
Ask, "Are you okay?"



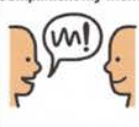
Give my friend a gift.



Share my friend
with other friends.



Compliment my friend.



Help my friend.



Protect my friend.








Listen to my friend.








Ask, "What do you want
to do?"



Going to a Visitation

	<p>When a person dies, their family may have a visitation. A visitation is a special event where people go to say goodbye to someone who has died. Sometimes a visitation is called a wake. My special person died and I am going to a visitation.</p>
	<p>My special person who died may be lying in a casket. A casket is a special box for people who have died. I know that my special person is dead. Their body stopped working. They cannot see, hear, or feel anything.</p>
	<p>At a visitation, some people walk by the casket. Some people hug and talk to family members of the dead person and say, "I am sorry" or "I am sorry for your loss."</p>
	<p>At the visitation, people will be sad and they might cry. I maybe sad and cry. That is OK. If I am having a hard time, I can tell my mom, dad or favorite adult. They will help me.</p>
	<p>I can think of the fun times I had with my special person. Soon I will feel better and be happy again. I know my special person will always love me and I will always love them.</p>







Going to a Funeral

	<p>When people die, their family has a funeral. A funeral is a special event where people go to say goodbye to someone who has died. A funeral is usually at a church, temple, or funeral home. I am going to a funeral for my special person.</p>
	<p>My special person maybe lying in a casket. A casket is a special box for people who have died. I need to remember that my special person's body has stopped working and cannot see, hear, or feel anything.</p>
	<p>At a funeral, people may say prayers or may tell special stories about my special person. I will sit quietly when people are praying and talking.</p>
	<p>At the funeral, people will be sad and they might cry. I may be sad and cry. That is OK. If I am having a hard time, I can tell my mom, dad or favorite adult. They will help me.</p>
	<p>I can think of the fun times I had with my special person. Soon I will feel better and be happy again. I know my special person will always love me and I will always love them.</p>

Going to the Cemetery

	After the funeral service is over, the casket will be put into a hearse. A hearse is a special car that carries the casket. I will get into my car and follow the hearse to a cemetery. A cemetery is an outside place where caskets are buried.
	People may say prayers and talk more about my special person who died. I will sit quietly when people are praying or talking. After people are finished talking, sometimes the casket is lowered into the ground. Sometimes, this is done after all the people have left the cemetery. I will remember that my special person's body has stopped working and cannot see, hear, or feel anything.
	I will get back into my car. Some families go out to lunch, dinner or may go back to a church or temple for food. Some families will just go home. When I go home, I might feel sad, mad, confused, or tired. I can tell my mom, dad, or favorite adult my feelings if I want to. All of my feelings are OK.
	I can think of the fun times I had with my special person. Soon I will feel better and be happy again. I know my special person will always love me and I will always love them. I will be OK!

Divorce

	My mom and dad love me.
	My mom and dad have a hard time getting along. They are divorced.
	My mom lives in one house. Sometimes I live with her.
	My dad lives in another house. Sometimes I live with him.
	There are times I will miss my mom.
	There are times I will miss my dad.
	Sometimes I will be sad or mad. It is OK to be sad or mad.
	I will be happy again soon.
	Now I have 2 houses.
	I can have fun at both houses!
	My mom and dad both still love me.
	It will be OK!