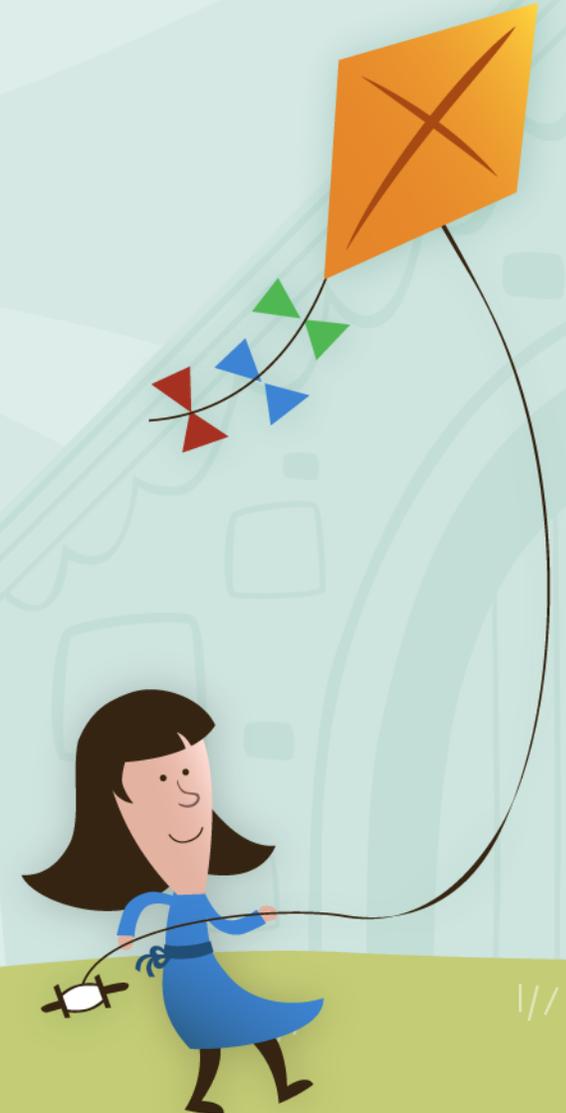
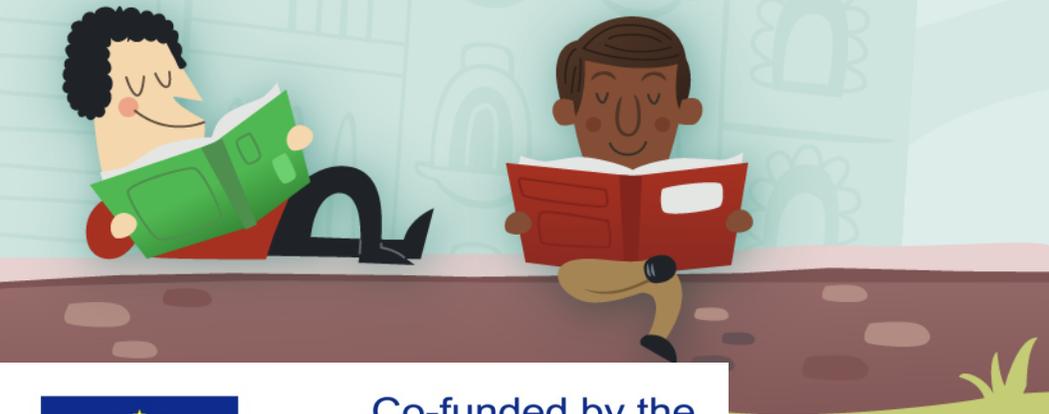




Social Skills Training

SNIDER 2020



Definition of social skills



- Social competences are skills that enable us to communicate with other people and adapt to the environment in which we live. Social competences are conditioned by personality, temperament as well as general, social and emotional intelligence. The concept of social competence is most often equated with social skills. Social skills can be defined as behaviors revealed by a person in an effective way, while acting in a social situation.



Basic social skills according to Goldstein.

- basic prosocial skills (eye contact, greeting, saying goodbye, keeping the right distance, correct dialogue)
- advanced prosocial skills (compromise, empathy, tone of voice, sense of humor)
- skills to deal with emotions (recognizing and expressing your feelings, grading emotions and using helpful relaxation strategies, using adult help)
- alternative skills towards aggression (responding to provocation, defending your rights)
- planning skills (classes, making decisions, ranking the problem according to their importance, focus on the task, punctuality)



Difficulties in social relations of children with the autistic spectrum.

According to research conducted by the National Autism Census, it appears that:

- 34% of high-functioning people with autism say they have no friends.
- According to parents, as many as 76% of people with autism and co-existing intellectual disabilities have no friends.
- 51% of high-functioning people with autism would like to have more friends than now.
- 57% of high-functioning people with autism declare that they have the best friend.
- Friendships of high-functioning people with autism are:
 - Long lasting – most of them last longer than 3 years
 - Satisfactory - 86% of people assess them positively
 - (Understood in terms of trust, understanding and support)
- Less intense - 44% of people meet friends less than once a month
- difficulties in reading emotions of others and understanding the reasons for their arising
- suggestiveness, credulity in what others say
- directness in contact with others (too close body position, too loud voice tone, vocabulary inadequate to the situation, asking too personal or, strange for others, questions)
- turning to other people, mainly when they need something
- fixing on one particular topic and talking about it constantly (asking the same questions all the time, inept conversations on other topics) -misunderstanding the context of the situation
- withdrawing from relationships, avoiding conversation with others (moving away from people, movement stereotypes may appear)



Features of difficult behaviours that make life in society tricky.

Difficult behaviour and their features

- Calming down
- Achieving the goal
- Avoiding difficult tasks
- Reaction to pain and illness

What should we do?

- Praise the student on positive behavior.
- Ignoring the wrong ones
- Use the ABC Sutton sheet to reinforce the desired behaviour
- Use the ABC Sutton spreadsheet to see what he wants to achieve

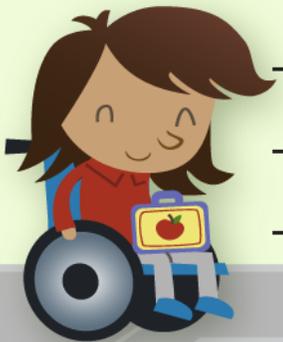
Social skills

- To notice positive social behaviour, e.g. listening, helping
- To notice the correct calming patterns, e.g. coloring
- Replacement of the social agreement with proper e.g. scoring a quiet seat in a chair
- Scoring for correct behaviour, e.g. focusing for 8 minutes



Additional skills for people with Asperger Syndrome.

- Understanding the intentions of others
- Cognitive thinking (older kids)
- Cause and effect of social thinking
- Properly starting and maintaining contact with others
- Asking for help
- Helping others
- Dealing with rejection
- Dealing with losing
- Cooperation with other /video/
- Elements of negotiation
- Sharing with others
- Asking for permission
- Waiting for your turn



Basic social skills in the classroom

- Compliance with established rules: silence during lessons (use pictograms or illustrations, established rules of behavior, motivators, praising other students working in silence)/ a video about the rules /
- Maintaining eye contact (pictograms, class rules with illustrations, motivators- stickers, saying directly to the child "Look at me", praise for looking, organizing Day of Look, fun Who looks longer,
- Keeping the distance of your outstretched hand (use pictograms, illustrations, remind set rules, praise for progress)
- Collaboration in a group (targeted groups, grading of difficulty, assessment of group work, self-assessment of group work) -Proper greeting and farewell (principles of good communication, illustrations,a book of communication, steps to follow, therapy with stories, social stories)
- Sitting on a chair (Makaton gestures, pictograms, short messages> chair!, a symbol on the student's bench, praising others)
- Order on the bench (5-finger rules: clean bench, textbook, notebook, pencil case, space for others (hand visible to the student, pictograms, line in the middle of the bench, class and individual reminders, praising)
- Careful listening (pictograms, illustrations, work rules, individual incentive systems - plus and minus Makaton)
- Reporting by raising your hand
- Waiting for your turn (recalling rules, pictograms, praising for complying with the rule, praising others)
- Improving performance self-assessment (bench card need help)



When can you train social skills.

- During the lesson (purposeful selection of groups, calm and hardworking people, assessment of group work, self-assessment of group work, work in pairs, formative assessment)
- During breaks (a game called Zośka, board games, card games, origami, relaxation coloring pages, paws) <http://przerwadlaucznia.blogspot.com/>
- During special Social Skills Training workshops (after lessons)
- Fulfilling class responsibilities (watering flowers, tidying up the classroom, a class newspaper)
- During trips (group games, class rules, praising for positive behavior, daily mark of behavior)



How to start training social skills in the classroom.



-Use the diagnostic possibilities in the classroom (Psychological and Pedagogical Counseling Centers, Krakow Therapy Center)

Teachers support group

School intervention

-Use available literature and blogs, e.g. YT Belf Chats

- -Choose a group intentionally (choose those who will work well)
- -Choose the right place and time (take into account the time, students' well-being, class status, well-being, arrangement of benches)
- -Create documentation (start with a skill exercise plan, use observation sheets during the student's work, write instructions on the board, to strengthen cooperation, the group can still meet after school at home, take observation notes, talk to a pedagogue and school psychologist)
- -Work with parents (while talking, draw reasonable and safe boundaries, use tips, praise the child, give your suggestions)
- -Work with a pedagogue and psychologist (or out-of-school therapists, ask for tips and suggestions)



How to practice social skills.

Set the rules for working in class, use illustrations and pictograms, gestures of Makaton

Organize integration games, e.g. Mashmallow challenge, day trips, group homework, scout games

During physical education lessons, use a lot of games that teach collaboration

Use methods to shape proper behavior (Mysterious hero, Teacher and class points, Jar of privileges, Yellow cards - Red card)

- Take part in school social activities
- During school celebrations (singing together, saying poems, theater performances)
- Use behavioral strategies (helpful literature)
- Use peer tutoring >Create steps to follow to help a child with AS work longer
- Use gestures and symbols to support communication
- Use ready-made motivator patterns, e.g. for good work in class, everyone chooses one
- Use videos showing cooperation



Steps to deal with provocation:

- While you hear words that hurt you a lot and provoke unpleasant emotions.
- Take a few deep breaths
- Tell me what you see and why it serves (you pushed me and in this way you provoke)
- Name your feeling associated with it (I don't like it when you do it)
- Say STOP (stop doing that)
- When the provocateur ceases to behave badly, congratulate himself on his success and courage (He is. I succeeded. I am a champion!)



Prosocial activities

- Social weeks - prosocial activities to be performed at school in selected groups
- Inbox of school worries
- A small orchestra of mutual assistance - ways of helping others, organized in groups, weekly or monthly, student notes
- A group for special tasks - activities arising from the needs of the class



Using the help of peers.

- Work in groups (intentionally selected then randomly selected)
- Special task groups (project work, additional subject-related tasks)
- Fun on break
- Seating with different people in the class (random, selected)
- Support for designated persons (duty)
- Secret Friend Method
- Helping classmates (assigned duties, volunteering)
- Diplomas of recognition



Additional tips.

- Keep a behavior observation notebook, which will help you analyze your behavior, set a course of action, and talk effectively with your parents
- He observes the child during lessons, during breaks, during class exits, during trips, at roll call
- Talk to other teachers, teaching your child, with the tutor, school staff
- Work with parents (consultation, contact via Librus, meetings with parents)
- Use the ABC Sutton behavior analysis (what happened before, during and after negative behavior)
- If parents agree, record lessons, meetings and difficult situations. Consult with specialists, pedagogue, psychologist, PPP outpatient clinic
- Consider professional literature, training, conferences and online videos
- <https://www.youtube.com/watch?v=UJEWE-poOzw>



Thank You!

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