

Social Skills Programming at CARD: Promoting Connections using an Interdisciplinary Approach

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None



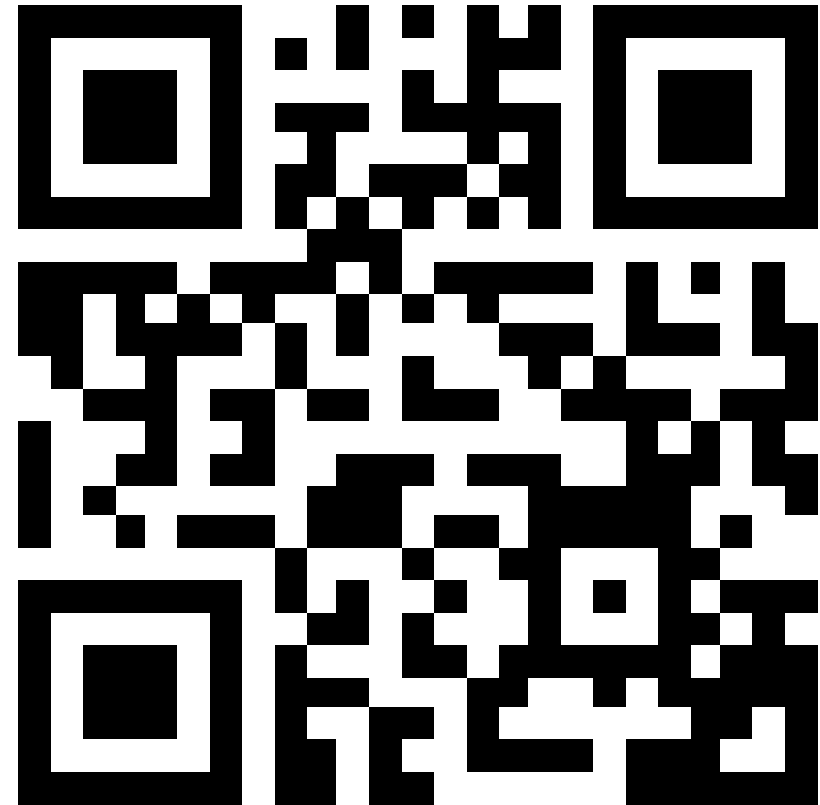
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Objectives

- 1.) Understand the importance of recognizing individual needs, strengths and preferences regarding social interaction within a neurodiverse population.
- 2.) Gain strategies on how to implement social skills support in a group format, including using video modeling, role play, multisensory activities, movement, self-reflection, and evidence-based curriculums.
- 3.) Understand the benefit of using interdisciplinary leadership within social skill programming.





What words come to mind when you hear the phrases "social skills" and "social communication?"

 Start presenting to display the poll results on this slide.

Social Skills Defined

- Social Pragmatic Language
- Social Communication
- Relationships
- Play Skills
- Self-Advocacy
- Regulation



Social Skills Programming at CARD

- Run 1-4x/year for between 8-12 weeks
- Age range 5-18 years old
- Group Size between 4-8 children/group
- Groups typically 1-1.5 hours long
- Language level range from moderate language impairment to above average language level
- In-person and telehealth services



Parent Involvement

- Input during the screening process
- Observation
- Communication forms
- Verbal debriefing
- “Homework”
- Optional 1:1 meetings and discharge meetings



Social Skills Programming at CARD: Triage and Screening

- Triage
- Screening
- Group Formation



Curriculums

- Never a one size fits all!
- Different curriculums and modifications of intervention based on group needs
- Curriculums/Books Referenced:
 - PEERS treatment model (Laugeson, 2014)
 - Social Thinking (Winner, 2002)
 - Building Social Relationships (Bellini, 2008)
 - ALERT program (Williams & Shellenberger, 1996)



Development of Goals and Curriculums

- ***Neurodiversity***: The diversity or variation of cognitive functioning in humans (Exceptional Individuals, 2020)
- Neurodiversity and valuing individual differences, motivations, and preferences
- When creating a curriculum or goals for children, take these individual needs into consideration
- Use this group time as a way for children to connect and form meaningful relationships, while learning tools to help them navigate relationships and social situations



Groups Offered at CARD

<u>Group Name</u>	<u>Age Level</u>
PALS (Peer Application of Language and Sensory Skills)	6-8
Modified PALS (M-PALS)	6-8
BUDDIES	6-8
MATES (Meaningful Activities That Enhance Social Skill)	7-10
PALS (Peer Application of Language and Sensory Skills)	6-8
FAST	8-12



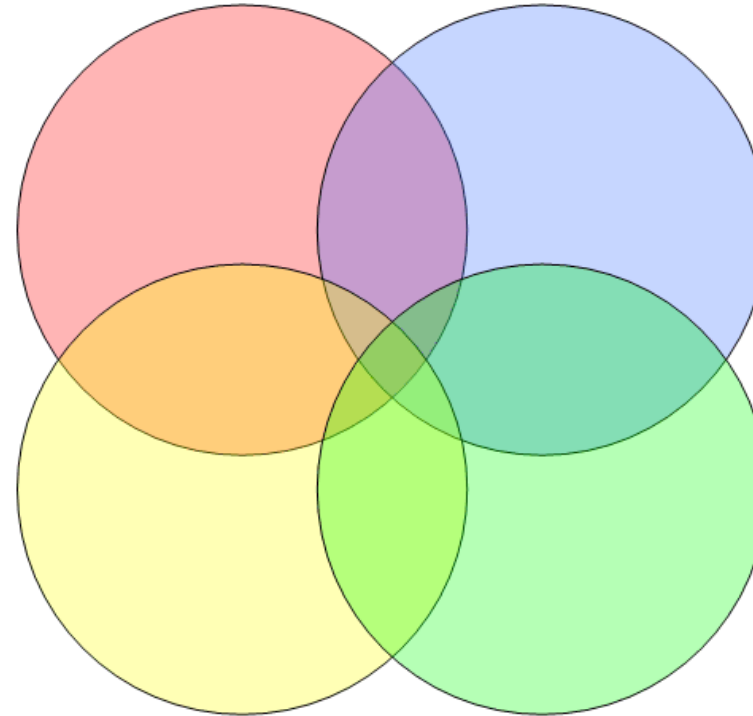
Groups Offered at CARD, Continued.

<u>Group Name</u>	<u>Age Level</u>
SSTEP	8-11
Navigators	11-14
START	11-14
CIRCLE	11-17
Connections	14-18



Interdisciplinary Model: Providers

- Speech Language Pathologists
- Social Workers
- Clinical Psychologists
- Occupational Therapists



(Thisisbossi, 2007)



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Speech Language Pathologist's Role

- Social Pragmatic Language Support
- Expressive/Receptive Language Support
- Language modification within curriculum



Social Worker's Role

- Manage mental health diagnoses in context of social interactions
- Target anxiety, mood, attention, and emotional regulation
- Practice these skills within group setting



Clinical Psychologist's Role

- Build patients' confidence in peer interactions through direct instruction, practice, and both positive and corrective feedback
- Consider potential impact of co-occurring mental health concerns
 - e.g., ADHD distraction during conversations, anxiety leading to social inhibition



Occupational Therapist's Role

- Support children's meaningful participation in social interactions and community settings through sensory and self-regulation strategies
- Promote successful motor performance in groups environments and activities
- Support participation in the group through sensorimotor modifications to the environment and curriculum



PALS Social Skills Group

- PALS (Peer Application of Language and Sensory Skills)
 - 4-5 participants ages 6-8
 - 16 sessions (typically)
 - 1.5 hours 2x/week
 - Focus on 4 primarily rules/social concepts supported by discussion and multisensory activities



PALS Group Curriculum

Social concepts based around 4 primary “rules”

1. **NAME** (Notice the person, Attend to the person, Move your mouth to say their name, Enjoy talking to the person)
2. **SPACE** (Stay Put and Control your Engine)
3. **LOOK** (Lips closed, Open eyes, Open ears, Keep focused)
4. **ACT** (Actions Can Talk)



PALS Group Schedule

Activity

1. Greeting
2. Yoga
3. Rule
4. Activity
5. Movement
6. Snack
7. Game
8. Journal
9. Parent check-in

Information

- Group greetings
- Take turns being the leader
- ACT (verbal discussion and turn taking)
- Inside Out video-Identify the emotions
- Body language charades
- Less structured catch-up time
- Body language BINGO
- Write, draw and act out an emotion
- Discuss carryover strategies



Group Planning and Co-Leadership

- Planning and Preparation
 - Weekly meetings to review and revise session plans
 - Contact families
- Co-leading
 - Alternate primary leader of sessions *or* divide by type of activity
 - Fluid communication between co-leaders



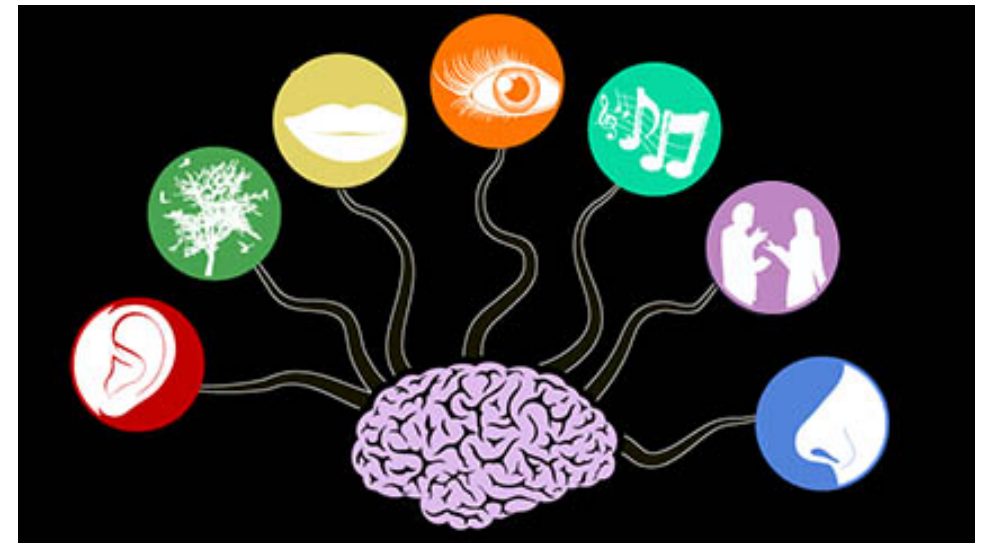
Body and Brain Break!

- Time to take some deep breaths and stretch!



Intervention Strategies: Using a Multisensory Approach

- Emphasize concepts through multiple senses
 - Auditory
 - Visual
 - Tactile and Movement



(Praveen, n.d.)



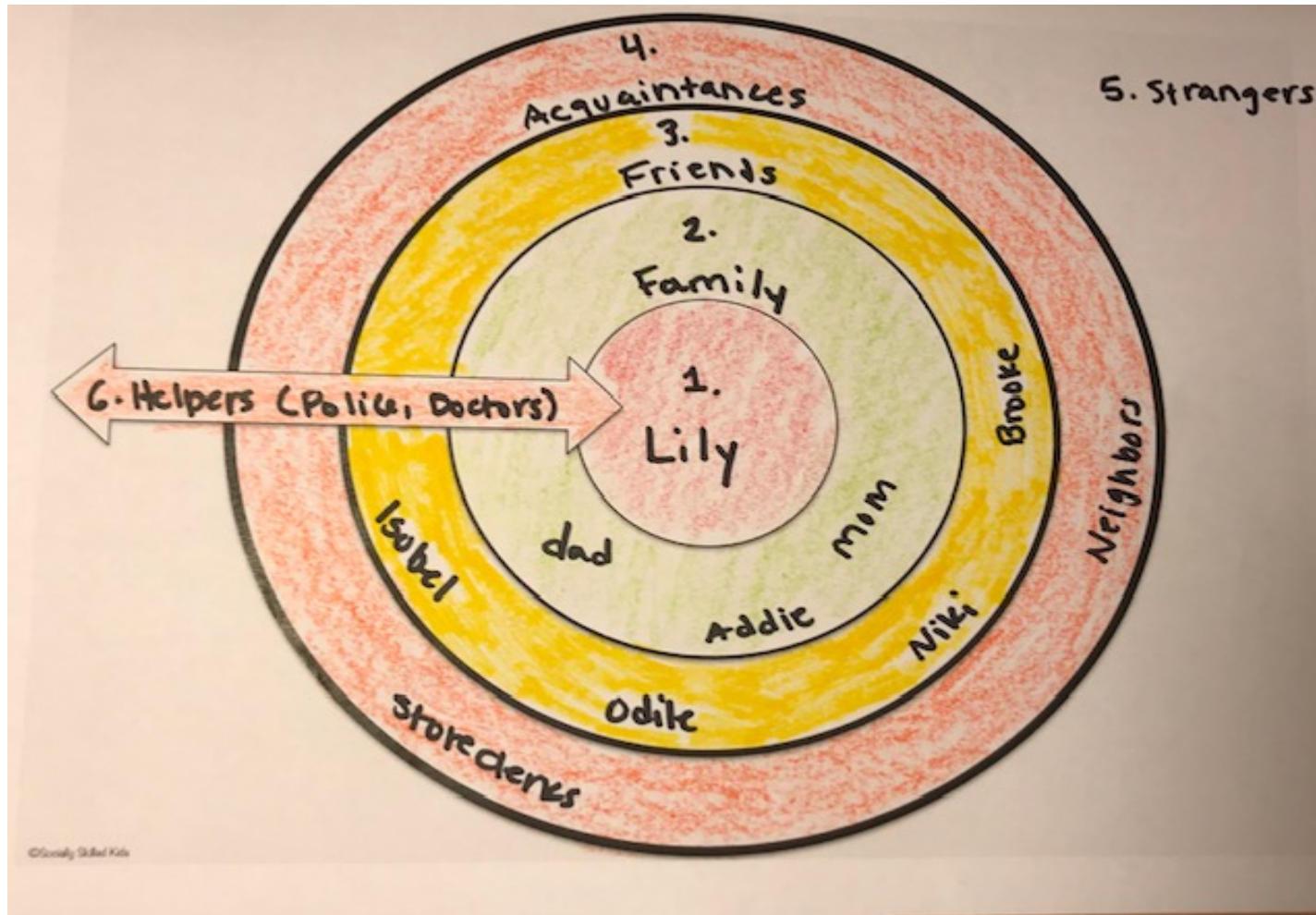
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Example of using a Multisensory Approach

- **Social Skills Concept:** Personal space
 - Introduce the concept through verbal discussion
 - Show visual representations of personal space
 - Art project: Personal space bubble chart
 - Movement: Hands on personal space chart, musical chairs



Using a Multisensory Approach: Activity Example

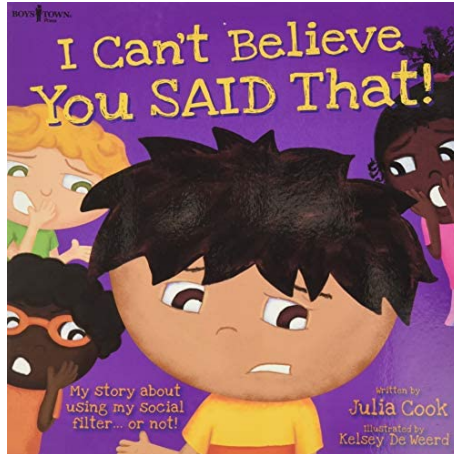


Intervention Strategies: Sensory Adaptations

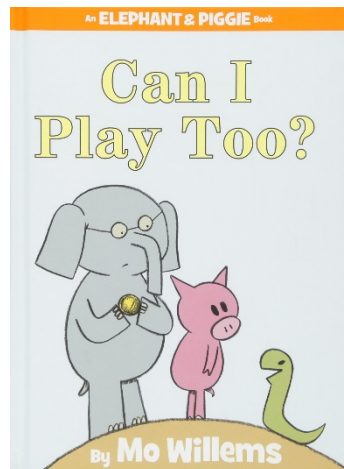
- Set-up and Environmental adaptations to promote regulation
 - Seating strategies
 - Availability of sensory items
 - Sensorimotor adaptations to the curriculum
 - Consultation with parents



Intervention Strategies: Books



- “I Can’t Believe You Said That!” Book by Julia Cook (Cook, 2014)



- “Can I Play Too?” Book by Mo Willems (Willems, 2010)



Intervention Strategies: Social Stories

- Concept originally by Carol Gray (Gray, 1990)
- Set theme
- Preview's expectations of social scenario in language that meets child's need
- Gives child choices of how to respond or option of language to use
- References how a certain action makes other's feel
- Use of visuals to help with understanding and generalization



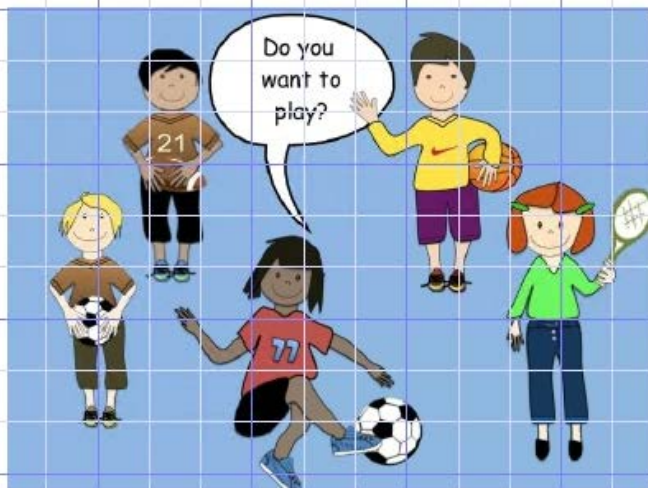
Inviting a friend to play



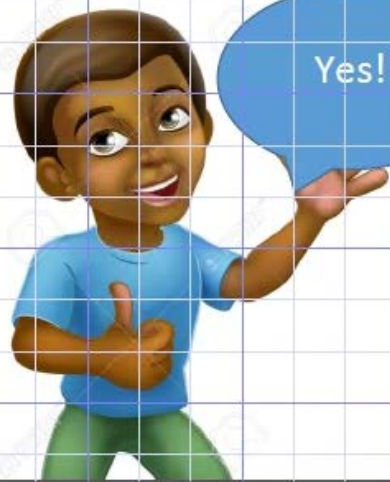
Sometimes I like to play games by myself, and sometimes I like to play with friends!

I can invite my friend to play the same game as me. To invite a friend, I can use their name and then ask them to play!





The friend can say yes or in 1 minute!



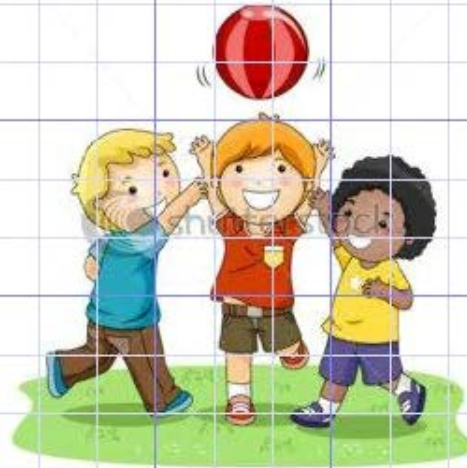
In one
minute!



Then my friend and I can play together!

Playing together means:

- our bodies are in the same space
- we are taking turns with the same toy or in the same game

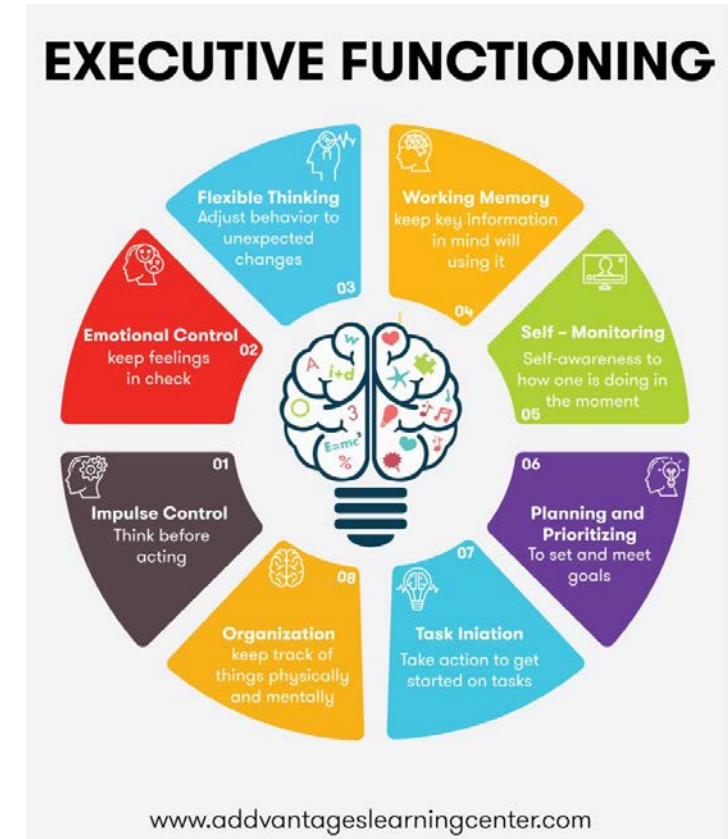


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Executive Functioning Support

- Children with social pragmatic language disorders and Autism often have associated executive functioning deficits
- Executive Functioning Skills can include (ADDvantages, 2021):
 - *Task initiation, organization, planning/prioritizing, impulse control, emotional regulation*



Executive Functioning Support, Continued.

- Ways to enhance environment to help support executive functioning skills:
 - Use of visual schedule
 - Previewing changes in schedule
 - Sequencing multi-step directions of assignments in a clear, visual way
 - Working as a group to pre-plan group assignment before beginning task
 - Incorporation of sensory breaks/movement breaks throughout session

Schedule

1. Hello
2. Yoga
3. Rule: LOOK
4. Movement
5. Snack
6. Activity
7. Game
8. Journal
9. Parent Check-in



Intervention Strategies: Video Modeling and Role Play

- Video Modeling
 - PEERS videos (Laugeson, 2014)
 - After reviewing social concept, video record to practice, checklists for self-reflection
- Role play scenarios
 - Social problem solving
 - Act out emotions
 - Conversations



Use of Videos

- Everyday Speech Videos (Everyday Speech, 2015):
 - <https://www.youtube.com/watch?v=NLm2BuW73m4&t=1s>



Intervention Strategies: Game Ideas

- BINGO
- Tic Tac Toe
- Simon Says
- Cooperative Games
- Collaborative Problem Solving Activities



(Peaceable Kingdom, 2021)



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Intervention Strategies: Fine and Visual Motor Activities

- Arts and crafts
- Use of household materials
- Developmentally appropriate activities
- Visual motor activities
 - I-spy, hidden pictures, puzzles








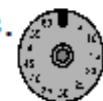


Intervention Strategies: Self-Regulation

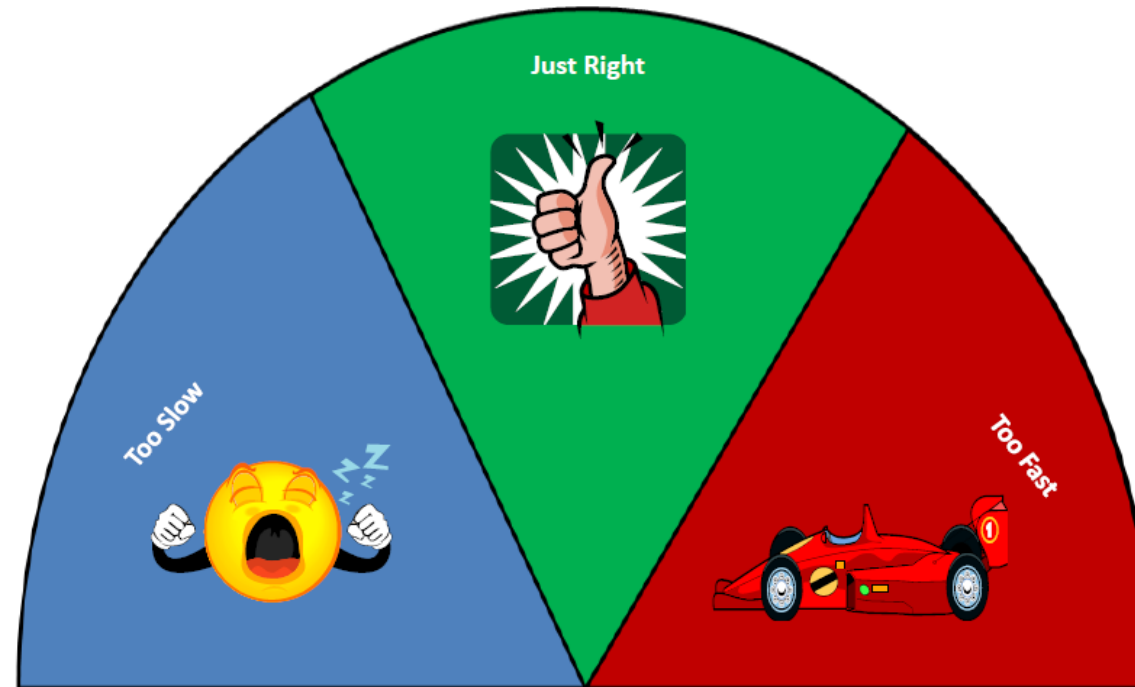
- Self-regulation strategies
 - Integrate into group expectations
 - Encourage self-advocacy
 - Emphasize throughout curriculum



Self-Regulation Strategies Example

If you feel  **high** OR  **low** ...

1. Take a deep breath. 
2. Raise your hand. 
3. When you are called on, ask for a break. 
4. Set timer for 1 minute. Press Start 
5. Choose something to do that will help. 
6. Turn off timer. Stay calm. Join the group. 



(Williams & Shellenberger, 1996)




Intervention Strategies: Incentive plans

- Working towards a group goal
- Emphasis on collaboration and effort
- Positive reinforcement



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What is one social skills intervention strategy that you learned today?

 Start presenting to display the poll results on this slide.

Social Skills through Telehealth

- Considerations of a telehealth format
- Changes to appropriateness for group
- Benefits and challenges
- Future of social skills via telehealth
- CARD Social Skills Survey
 - <https://www.surveymonkey.com/r/JR9WCD7>




(Klass, 2020)



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What social skills are you called upon to use most often in your everyday life?

 Start presenting to display the poll results on this slide.



Which social skills used in your everyday life are most challenging?

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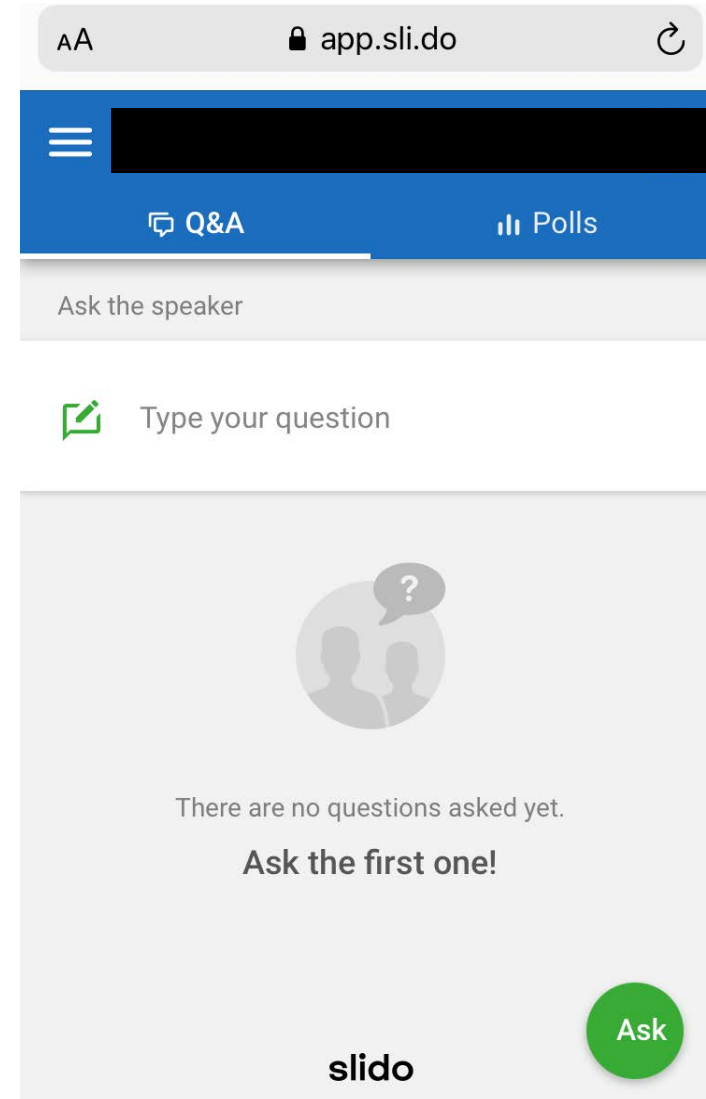
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