



UNIVERSITY *of* CALIFORNIA • IRVINE



**CHILD DEVELOPMENT CENTER
SCHOOL**

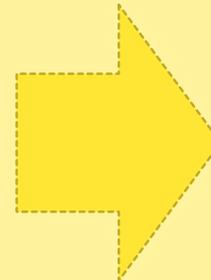
**SOCIAL SKILLS
INTERVENTION MODEL**

NICOLA BYFORD M.A.

Typical Challenges: From Parent Reports



- Inattentive
- Easily angered/frustrated
- Impulsive
- Rude/ non-compliant
- Shy
- Easily upset
- Lack of Friends
- Lack of social boundaries
- Fights or argues with peers or adults
- Difficulty sharing
- Self centered
- Lack of reciprocal conversation

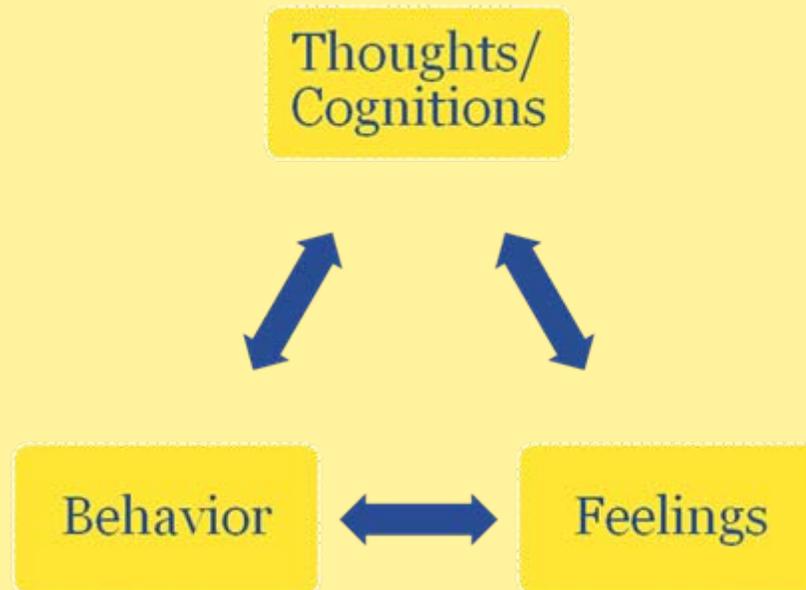


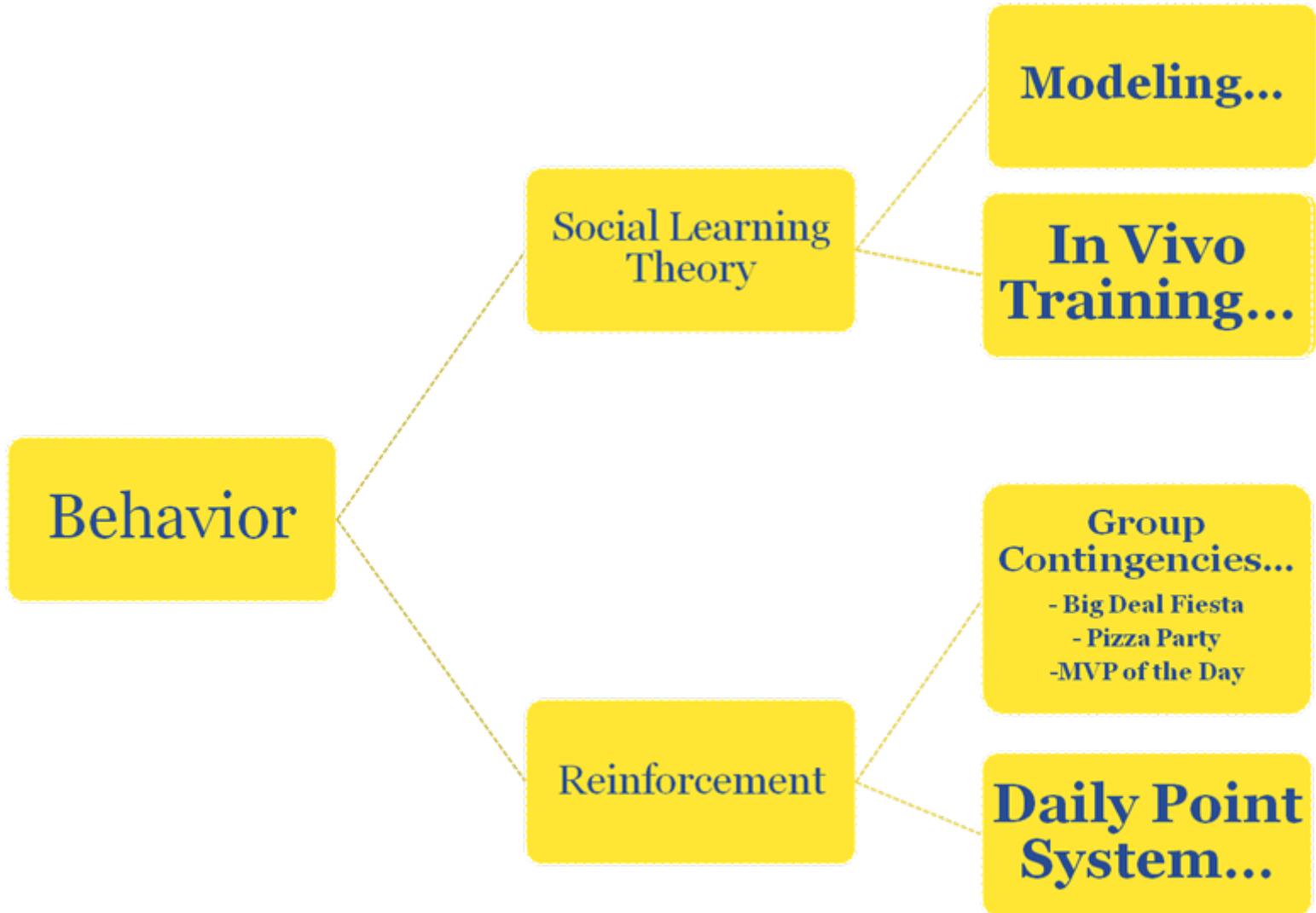
Need for
Social
Skills
Training

Social Skills Overview



- Designed to teach children how to cognitively, behaviorally, and socially navigate through naturally occurring situations in their lives
- Cognitive Behavioral in it's approach





Reinforcement in Social Skills...



Reinforcement in Social Skills



Thoughts and Cognitions...



- **Group Processing- experiences, history, and replacement behaviors**
- **Self Monitoring & Perspective Taking**
- **Group Leader will prompt by asking about what the child thinks regarding his/her current social responses**

Thoughts and Cognitions...



- Sample questions that the group leader might ask...
 - ✦ “How is that working for you?”
 - ✦ “What would you think if you saw someone asking that way?”
 - ✦ “Did you get what you wanted?”
 - ✦ “Did it help you make/keep your friends?”

Feelings...



Social situations often create feelings for many children with a history of negative/ unsuccessful experiences

- Verbalize feelings with staff
- Label feelings

Feelings



- **Children can require help identifying how they felt/feel**
- **At the CDC, children are educated about feelings and encouraged to “Use their words” to talk about how they feel at any given time**



Angry



Anxious



Ashamed



Confident



Confused



Disgusted



Depressed



Frightened



Guilty



Enraged



Happy



Exhausted



Jealous



Hopeful



Frustrated



Lonely



Overwhelmed



Shy



Sad



Suspicious



Bored



Relaxed



Energetic



Excited

Feelings (C. J. Lawlis)

What the class looks like...



- Day Treatment Center (The School Program)
 - Small Group Setting (Maximum of 15 kids)
 - Each Classroom attend a group therapy session once per day for one hour
 - Group is led by one therapist, a social skills counselor, and 2 behavior specialists

The Classroom!



Social Skills: Classroom Roles



- ✦ Therapist- leads the group and develops curriculum based on group needs
- ✦ Social skills counselor- co-leads the group and manages behavior
- ✦ Behavior Specialists- monitor behavior and provide children feedback

Outpatient Social Skills (Evening Groups)



- Groups of up to 8 children
- Led by a Social Skills Counselor and Behavior Specialist
- 8 weeks, 90 minute sessions
- Parents receive Parent Training concurrently to help generalize the social skills to the home and school settings— parents are trained to be their child’s “social coach”

Activities in Social Skills: Ways to keep it fun and interesting!



- **Role Plays-** Practice coping appropriately during difficult situations
- **Trivia-** Activities to work as a team to answer points to win points for a team
- **Quizzes-** Practice with scenarios and have children answer
- **Movies and TV clips (Media)**
- **Group work-** Cooperation exercises
- **Outdoor structured game-** Entire class plays a game
- **Puppet Shows**
- **Books**
- **Staff role plays- Make a FOOL of yourself!**

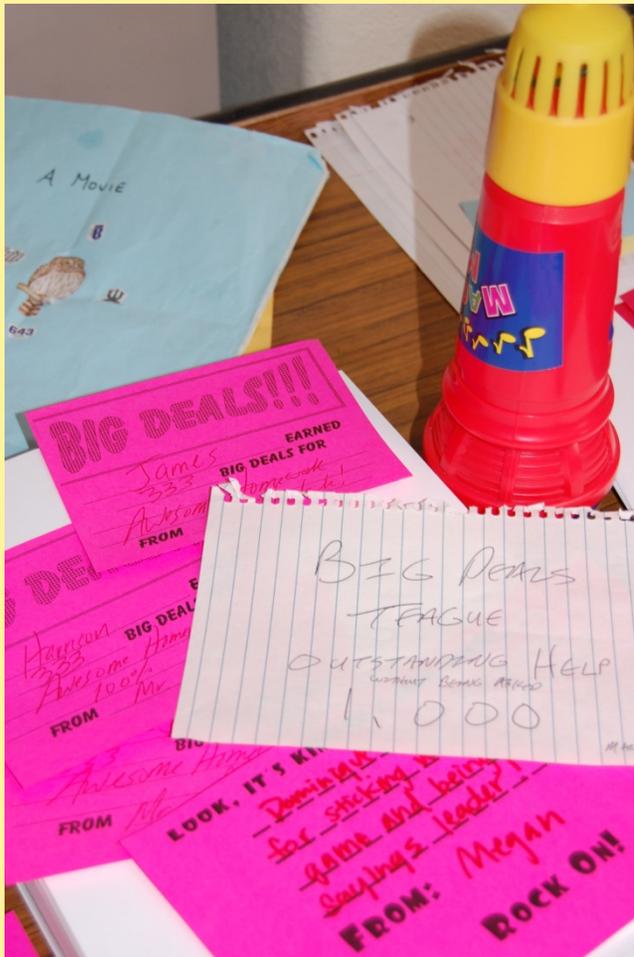


Daily Agenda



- **Welcome the Children**
- **Read Big Deals**
- **Review topic/ introduce a new topic**
- **Choose a game (children help select)**
- **Frontload– what are we looking for?**
- **Play the game**
- **Rate the game! (Important- Processing)**

Big Deals! The Bridge!



Front Loading!



Rating the Game!



Style Differences Based on Age



- **Younger classes (Kindergarten- 2nd grade, Ages 5-7 years):**
 - Review charts everyday
 - More interactive lessons– Fun Fun Fun!
 - Focus is more on their behavior and feelings
 - Role Plays

- **Older classrooms (Grade 3-6, Ages 8-12 years)**
 - Review charts 3 days a week
 - Group lessons are based on examples, stories, and discussion
 - Focus on behavior, empathy, and perspective taking
 - Role Plays

Social Skills Class Video



- 1 How I feel
- 2 Something you do well
- 3 A special time
- 4 A special wish

Social Skills Class Video



Social Skills Curriculum



Core Curriculum:

- Good Sportsmanship
- Accepting
- Assertiveness training
- Ignoring
- Problem Solving

Additions to the Curriculum



Secondary Topics:

- Coping with Anger and Anxiety
- Pragmatics
- Making Friends and Maintaining friendships

Good Sportsmanship



Good sportsmanship combines a mixture of ingredients that make people want to be around you and keep you out of trouble.

Some things to look for in a good sport are:

- **Following directions**
 - Doing exactly what was asked
 - Starting it within 5 seconds
 - Doing what was asked with no reminders

Good Sportsmanship...



- **Following the Rules**

- Keep hands to self
- Ask permission before touching something
- Follow the rules of the game
- Follow the rules of the parent/adult in charge
- Follow the rules of the area (house rules, school rules, park rules, etc)

Good Sportsmanship...



- **Nice Sayings -- Cheering or complimenting others**
 - Saying something nice (Good job, Nice throw, That's an awesome picture, etc.)
 - Doing something nice for someone
 - Non-verbal nice saying (thumbs up, high five, etc.)
 - Wish someone good luck

Good Sportsmanship...



- **Helping** --doing something nice for someone else
 - Carry equipment for someone
 - Helping someone up who has fallen
 - Passing out paper for the teacher
- **Sharing** --allowing someone else to have a chance to do what you're doing
 - Taking turns in a game
 - Allowing others to join a game
 - Allowing siblings/ friends to play with his or her toys

Good Sportsmanship...



- **Participation** --staying on task and trying hard to make the game fun- give your best effort
 - Running your fastest in a game
 - Doing your neatest work
 - Sticking with a game until the end

Good Sportsmanship Video



Good Sportsmanship Video



ACCEPTING



- **Student Definition:**

- “When something happens that you don’t like or don’t want, but you continue to follow the rules to get along with others.”

- **How you show accepting:**

- Stay calm (body, face, voice)
- Continue to follow the rules
- Continue to get along with others
- Follow directions right away
- Say “Okay” - other words/phrases that show accepting are: “no problem”, “sure”, “alright”, “I’m on it”, etc.

Accepting

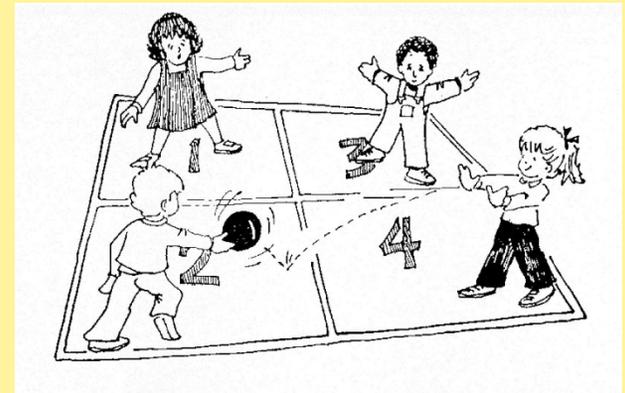


- **When to show accepting:**

- When an adult says “NO”
- When it is time to clean up/ end something that you enjoy
- When it’s time to do something you don’t want to (for example, homework, chores, etc.)

- **Why you should show accepting:**

- To stay out of trouble
- Sometimes you get what you want
- Sometimes you earn special privileges
- It helps games go smoother and quicker
- It helps you keep your friends



Accepting Video



Assertion



- Characters used to personify assertion (the replacement behavior) and the maladaptive behaviors:

- “Wimpy Wally or Wilma”

- Cries when frustrated, lacks eye contact, quiet volume of voice, whines, pouts, shy, scared to ask questions, quits games when not winning, puts self down, etc.



- “Mean Max or Maxine”

- Mean to others, takes things without asking, Mean tone of voice, yells, is aggressive, face may look mad, rude to adults or peers, clenched fists, etc.



- “Cool Craig or Kate” (To be continued...)

- Calm body, calm face, calm voice, uses words to get needs met, etc.



Cool Craig & Cool Kate (Assertion)



Being assertive means getting your needs met appropriately.



- **Being Cool Craig or Kate means:**

- Using a calm tone of voice
- Having a calm body and facial expression
- Give good eye contact to the person you are talking to
- Use the person's name when you are talking to them
 - ✦ For example, "Hey mom, can you help me?" or "Billy, can you stop bumping into me."

Cool Craig & Kate (Assertion)



Being Cool Craig or Kate means:

- Age appropriate
- Setting appropriate
- Relaxed posture
- Having appropriate body distance (space bubble)
- Being polite
- Use your words
- Use person's name

Cool Craig & Kate (Assertion)



- **When should you be Cool Craig or Kate:**

- When you want something
- When you want to join a game or activity
- When something is bothering you or you're upset
- When you need help

Cool Craig & Kate (Assertion)



• Why should you be Cool Craig or Kate:

- It helps you get what you want or need
- It's a good way to share how you feel
- Your parents and teachers will listen
- It helps you make and keep friends
- You might get what you want
- It helps you STAY OUT OF TROUBLE!

Cool Craig and Kate Video



Cool Craig and Kate Video

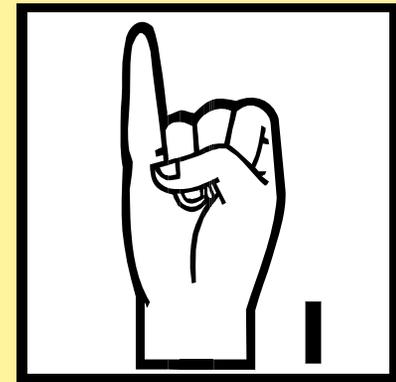


Ignoring



Definition: Not showing that something or someone is bothering you.

- **How to show ignoring:**
 - Stay on task (continue to work or play)
 - Keeping a calm face and body
 - DO NOT look at the bugger
 - DO NOT talk to the bugger
 - DO NOT join the bugger
 - Walk away if you have to
 - Show the ignoring sign



Ignoring



- **Show ignoring when:**
 - Someone is making noises or being disruptive
 - Someone calls you names or teases you
 - Someone accidentally bumps into you during a game



Ignoring



- Ignoring will help you to:
 - Stay out of trouble
 - Get the buggger to stop bothering you
 - People won't call you a tattler tale

Ignoring



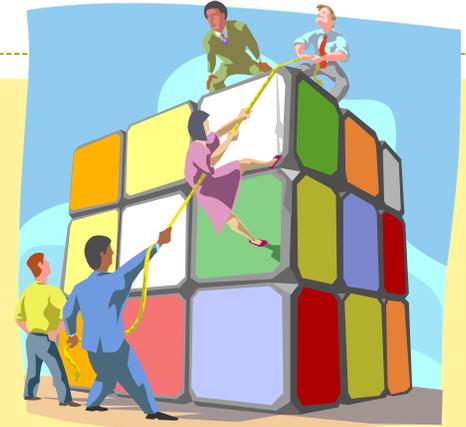
- **Things we never ignore:**
 - When someone is being threatened or hurt
 - When it's a state of emergency (fire alarm, police officer, fire department)
 - An Adult's direction

- **Important Things to Remember:**
 - Praise the kids when they are ignoring something that is or could be bothering them

Video



Problem Solving



Step 1: What is the Problem?

Make sure to stay calm, take a deep breath.

Probe questions: How are you feeling?

What are the risks of having this problem or of feeling this way?

Step 2: What are my choices?

Possible choices/solutions are - to accept, to ignore, be a Cool Craig (use your words to ask what you want), ask for an adult to help, take a cool out

Evaluate your choices - Are they high risk or low risk?

Problem Solving



Step 3: Pick one solution and a back up.

Make sure your solution is a low risk or a no risk choice, otherwise you may end up at Step 2 again.

Step 4: Just do it!

Put your choice into action.

Step 5: Did it work?

If yes, pat yourself on the back for a job well done!

If no go back to step 2 and try it again.

*Make sure it's private! Otherwise it's tattling!

Problem Solving Video



Problem Solving Video



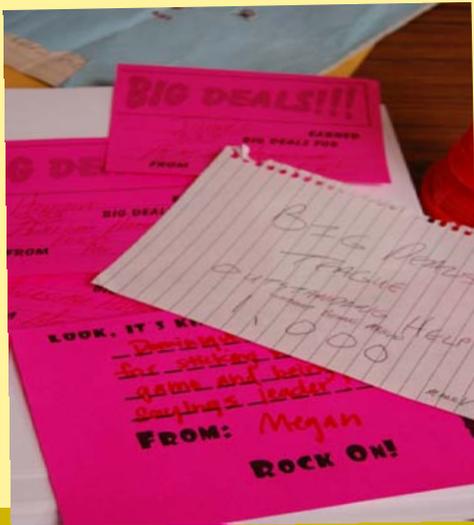
Problem Solving Video



Generalization



- Parents/ Guardian Education
- Reinforcement– Big Deals!
- Transition Plan- New School



Generalization



- Naturally Reinforced Behaviors by peers and adults
- Social Success (intrinsic)



Questions?