Socially Savvy

...At School

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Socially Savvy

Savvy /sævə/

1. (verb) to know; understand
2. (noun) practical understanding
3. (adjective) shrewd and knowledgeable in the realities of life

Why Are Social Skills Important?

• Why are social skills important?
• Who needs social language support?
• What are the adverse educational effects of limited social language development?
• What social skills are critical to functioning well within the school setting?

Disclosure Statement

• Disclosure:
  – Financial – Author of “The Pirate Who Couldn’t Say Arrr” (Tate Publications), Co-Author of “Simply Social At School” (Super Duper Publications, Author/Contributor to “TeachersPayTeachers” online publication who receives royalty payments for the above listed publications.
  – Non-Financial – There are no relevant non-financial relationships to disclose.
Assessment

- Why is it so difficult for students to qualify for services in the area of pragmatics in the school setting?
- What are the advantages and disadvantages of standardized assessments of pragmatic language abilities?
- What are some better ways to assess pragmatic functioning within the school setting?
- What are some things to consider when differentiating a pragmatic language disorder from a performance, emotional or more globally pervasive deficit?

Differentiation Consideration

<table>
<thead>
<tr>
<th>Area</th>
<th>Performance Deficit</th>
<th>Pragmatic Language Deficit</th>
<th>Globally Pervasive Deficit</th>
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</thead>
<tbody>
<tr>
<td>Violation of Social</td>
<td>Breaks social rules they do not like, do not agree with or are unable to stop themselves from breaking</td>
<td>Only breaks the social rules that they do not know; tends to strongly adhere to rules that they DO know</td>
<td>Unaware of social rules, ardent rule follower for rules that they have been taught</td>
</tr>
<tr>
<td>Rules</td>
<td></td>
<td></td>
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<tr>
<td>Narrative Skills</td>
<td>Difficulty telling stories due to disorganization, too many irrelevant details, “stream of consciousness”</td>
<td>Difficulty telling a coherent story; poor organization omits critical information and references; little mention of specific people, actions and internal states</td>
<td>Difficulty telling stories due to extreme brevity and lack of detail</td>
</tr>
<tr>
<td>Emotional Response</td>
<td>May respond emotionally due to impulsive response to redirection; struggles to slow down enough to understand link between behavior and consequence</td>
<td>Response to redirection is viewed as helpful; not likely to commit the same mistake twice.</td>
<td>May require significant scaffolding and support to understand redirection</td>
</tr>
</tbody>
</table>

Treatment Considerations

- Who, how much, where...
- Where to begin?
- The “what”...
- How to assess progress

General Strategies

Metalinguistic: Thinking about their thinking

- Importance:
  ‘How important is this to you on a scale of 1-10’
- I think I will use this...
  - some of the time
  - all of the time
  - never

- Level of complexity:
  - This was easy.
  - This was hard.
  - I need more work on this.
General Strategies

I don’t know

N.B.D

5 Why’s

3 How’s

Theory of Mind

first-order

second-order

third-order

Executive Function Skills

- **Executive Function Skills** includes...
- **Self-Regulation** – the ability to monitor and control thoughts, behaviors, and emotions and to change them as the situation requires. It is the ability to control impulses, delay gratification, tune out distractions, persist through difficult tasks, and think through choices and consequences before acting.

https://www.youtube.com/watch?v=9PnbKL3wuH4&feature=youtu.be
Emotions
http://video.disney.com/watch/inside-out-trailer-2009d31e1baace36f6c10cd60

Comprehension
https://www.youtube.com/watch?v=iL2TX5lU0bw

Inference
Higher Order Thinking Skills
Central Coherence
Figurative Language
Visual Imagery

Expected vs. Unexpected Behaviors/Manners

Conversations and Filters

The 5 Things You Can Talk About With (just about) Anyone
Friends and Bullies

A, B, C, D of Bullying

What IS a friend anyway?

Is it teasing, conflict, a mean moment or bullying?

What do to do if you ARE being bullied

THANK YOU!
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