

Socially Savvy ... At School

Angie Neal, M.S. CCC-SLP
Speech-Language Pathologist
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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.



Socially Savvy

Savvy /savē/

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?



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

Examples...

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

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



N.B.D

B B
B B

5 Why's
3 How's



Theory of Mind

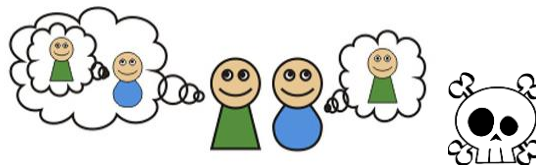
first-order



second-order



third-order



Perspective Taking / Point of View



Executive Function Skills

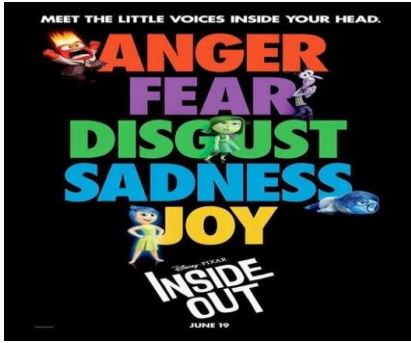
- **Executive Function Skills** includes...
- **Self-Regulation** – the ability to monitor and control thoughts, behaviors and emotions and to change them as the situation requires. It is the ability to control impulses, delay gratification tune out distractions, persist through difficult tasks and thing 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-2509d33e1baece169cc10dc60>



Comprehension

<https://www.youtube.com/watch?v=iL2TX5IU0bw>



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!
Angie Neal, M.S. CCC-SLP
Speech-Language Pathologist
ajnccslp@gmail.com
864-414-8707

