

SOCIAL LANGUAGE SKILLS

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OR SHELDON COOPER AND FRIENDS



WHAT POPULATIONS

- Students with:
 - Autism
 - Intellectual disabilities
 - Asperger's Syndrome
 - Middle and high school students
 - Students with behavior issues
 - Who else????

NEGATIVE IMPACT ON:

- Standard Course of Study
- Occupational Course of Study
- Functional performance
- Extended Content Standards

ELIGIBILITY

- Could be speech-language primary, seen just for pragmatic skills
- Could be related service students who need our social skills instruction to fully benefit from goals in primary area in other words meet all IEP goals

OTHER NAMES

- Some people call this a non-verbal learning disability
- Pragmatic disorder
- Others????
- Pervasive Developmental Delay, PDD
- Not otherwise specified

COMMON CORE STANDARDS

- Comprehension and Collaboration:
- [CCSS.ELA-LITERACY.SL.K.1](#)
Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- [CCSS.ELA-LITERACY.SL.K.1.A](#)
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- [CCSS.ELA-LITERACY.SL.K.1.B](#)
Continue a conversation through multiple exchanges.

STANDARDS CONTINUED

- [CCSS.ELA-LITERACY.SL.K.2](#)
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- [CCSS.ELA-LITERACY.SL.K.3](#)
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

STANDARDS CONTINUED

- Comprehension and Collaboration:
 - **CCSS.ELA.LITERACY.SL.3.1**
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - **CCSS.ELA.LITERACY.SL.3.1.A**
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - **CCSS.ELA.LITERACY.SL.3.1.B**
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - **CCSS.ELA.LITERACY.SL.3.1.C**
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - **CCSS.ELA.LITERACY.SL.3.1.D**
 - Explain their own ideas and understanding in light of the discussion.

IEP GOALS/ SKILLS TO TARGET

- Requesting objects or actions
- Refusing
- Commenting
- Communicative games
- Requesting information
- Answering questions
- Acknowledging
- Topic maintenance
- Reporting on past events

MORE GOALS

- Reasoning
- Predicting
- Expressing empathy/ feelings (do2learn.com)
- Imaginary language
- Relate a narrative
 - Story Grammar Taxonomy
- Persuasion
- Conversation repair strategies
- Understand and use figurative language
 - Jokes
 - riddles

MORE GOALS

- Comprehend ambiguity
- Language to establish and maintain social bonds
- Negation
- Argumentative and debate skills
- Eye contact
- Interpreting and using correct facial and body language
- Voice quality
- Greeting / departing behaviors
- Introducing self/others

MORE GOALS

- Initiating/joining/ ending conversation
- Inviting
- Giving / receiving compliments
- Expressing feelings
- Giving an opinion
- Giving encouragement
- Apologizing
- Sportsmanship
- Asking permission
- Working in cooperative groups

MORE GOALS

- Solving problems
- Giving a suggestion
- Active listening
- Being "other centered" (Perry's words)
- Dealing with teasing/ bullying
- Joint attention
- Time management
- Organization
- Self determination/ advocacy



SOME THOUGHTS FROM TEMPLE GRANDIN (UNWRITTEN RULES OF SOCIAL RELATIONSHIPS?)

- Rules are not absolute: They are situation and person based
- Not everything is equally important in the grand scheme of things
- Everyone in the world makes mistakes. It doesn't have to ruin your day
- Honesty is different than diplomacy
- Being polite is appropriate in every situation

MORE THOUGHTS

- Not everyone who is nice to me is my friend
- People act differently in Public than they do in private
- Know when you're turning people off
- "Fitting in" is often tied to looking and sounding like you fit in
- People are responsible for their own behaviors

LEAST RESTRICTIVE ENVIRONMENT

- Where do we serve these students?
- Speech room (initial instruction of skills)
- Use of skills in natural environments:
 - Work sites
 - Clubs
 - Art_gym
 - Lunch
 - Playground
 - Hallways
 - Cottage industries
 - Field trips.....

SOME IDEAS

- Set up lunch buddy groups
- Have a social group, meet in the library
- Start a "book club"
- Play ground groups
- Peer partners
- Cooperative groups in classrooms
- "Unified" sports teams
- Go to job sites/ work with job coaches (John, Amanda, Michael)
- Managers of sports teams (Drew)
- Participation in clubs
- Dinner groups (Social Language Club in Greensboro)
- "Coach" sports team coaches
- Allow some alone time if they need

STRATEGIES/ SCAFFOLDS

- Picture schedules of behaviors
- Role plays
- Videos of good and bad skill use
- Still pictures
- Social stories (cartoons, drawings, real pictures...) xtranormal.com (Sesame Street)
- Cue cards (visual, verbal prompts, cues)
- Visual reminders (in lockers, on desks, in books.....)
- Scripts/ plays, puppets
- E-mail buddies
- Skype buddies
- E-mail community workers who work at jobs of interest to the student
- Other suggestions?????

SOME CASE STUDIES: RAJ

- Selective Mute
- Brilliantly smart
- "Gamer"
- Limited topics of interest
- Ego Centric
- Hyper sensitive
- Limited social experience for his age
- Your observations?



RAJ

<https://www.youtube.com/watch?v=7j74dlEvcQ>

SHELDON

Brilliantly smart
Aspergers syndrome?
Limited repertoire of topics
Does not read social cues/ non
verbals
Does not get sarcasm
Limited number of friends
Off putting
Many idiosyncrasies
Flat affect
Your observations?



SHELDON SARCASM

<https://www.youtube.com/watch?v=Cp2kb7h4Ca4>

SHELDON EMPATHY

<https://www.youtube.com/watch?v=Xc32Pxs510>

SESAME STREET SOCIAL STORIES EMPATHY

https://www.youtube.com/watch?v=9_1Rt1R4xbM

SESAME STREET SOCIAL STORIES PATIENCE

https://www.youtube.com/watch?v=XsC2W587_Fc&list=PLpp6M_qko41rYjwR_qacGegOK8dlKvjeY

FINAL GOAL

Our goal is to get students to use these behaviors in a variety of situations/ environments independently. We need to contrive situations that permit this with our support but preferably without our direct interaction/involvement. Remember peer helpers / tutors, teachers parents....are so valuable in making this bridge to independence!

SELECTED REFERENCES

- Navigating the Social World, Jeanette McAfee, Future Horizons, Arlington, TX, ISBN 1-885477-82-1
- Super Skills, Judith Coucouvanis, Autism Asperger Publishing Company, Shawnee Mission, KS., ISBN 1-931282-67-6
- Teach Me Language, Sabrina Freeman, Lorelei Dake, SKF Books, Langley, B. C. Canada, ISBN 0-9657565-0-5
- The Social Skills Picture Book, Jed Baker, Future Horizons, Arlington, TX, ISBN 1-885477-91-0