Social Competence Workshop

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What is Social Competence?

The ability to interact successfully with peers and/or adults

As described by Michelle Garcia-Winner:

It is the ability “to adapt to an ever-changing landscape that takes into consideration the environment, the people in it, the thoughts, beliefs and needs of the individual and others who share the environment- whether or not they are in direct communication- as well as individual and collective history of knowledge and experience.
Social Competence as Part of Social & Emotional Intelligence

- Self Awareness
- Self Regulation
- Motivation
- Empathy (Social Awareness)
- Social Skills/Relationship Management

*Social Competence is made up of Empathy and Social Skills/Relationship Management*

- Dr. Daniel Goleman, *Emotional Intelligence*
SELF-AWARENESS
- Emotional Self-awareness
- Accurate Self-Assessment
- Self-Confidence

SOCIAL AWARENESS
- Empathy
- Organisational Awareness
- Service Orientation

SELF-MANAGEMENT
- Self-Control
- Transparency
- Adaptability
- Achievement Drive
- Initiative

RELATIONSHIP MANAGEMENT
- Inspirational Leadership
- Developing Others
- Influence
- Change Catalyst
- Conflict Management
- Building Bonds
- Teamwork & Collaboration
Social Competence

Assumes a certain set of expectations:

- Knowing the rules
- Reading facial expressions and body language of other people
- Reacting consistently to your own and others’ emotions
- Communicating appropriately with different groups
Social Competence & Social Skills- How do they relate?

**Social Competence**
- Overall ability to interact appropriately in a variety of social situations
- Learn to read social environments

**Social Skills**
- Ability to perform a list of discrete interactions appropriate to one social situation
- Each skill learned separately

-Ohio Center for Autism and Low Incidence
Social Skills are a Component of Social Competence

“If we increase social skills, we see commensurate increases in academic learning. That doesn’t mean social skills makes you smarter; it means that these skills make you more amenable to learning.” (Elliot, 2008)

-Ohio Center for Autism and Low Incidence
Social Competence Considerations

Considerations

There is a spectrum of social competence just as there is a spectrum of autism.

- Age
- Ability levels
- Situation

- Audience
- Environment
- History

-Ohio Center for Autism and Low Incidence
Long Term Impact of Social Competence

- Building and maintaining relationships (familial, platonic, romantic, professional)

- Development of common soft skills for the workplace:
  - Social skills/interests/involvement
  - Communication skills
  - Interpersonal abilities
  - Problem Solving
  - Teamwork
  - Adaptability/flexibility
Social Competence for All Students

“Schools help to support the development of social competence of all students by “establish[ing] a school climate acceptable to all…and defining school-wide behavioral expectations.

To support the development of a school-wide culture of competence, social skills instruction must be an integral part of the school's curriculum and daily operations.

Socially appropriate behaviors in the classroom are likely to decrease the amount of time spent on disciplinary actions and increase students' access to academic content.”

Vincent, Claudia G. - Horner, Robert H. - Sugai, George- “Developing Social Competence for All Students”
Activity #1

“Add a Thought”

I saw a great movie yesterday.
I love movies!
I am scared of the movies.
My dog loves to go for walks!
Proactive Strategies for Building Social Competence

- Visual Supports
- Social Skills
- Social Stories
- Social Narratives
- Social Scripts/Role-Playing
- Video Modeling
- Stop-Observe-Deliberate-Act (SODA)

Visual Supports

Visual Schedules

Rule Cards
Visual supports
Social Skills

- Asking for help
- Using names
- Listening
- Sharing ideas
- Sharing space
- Helping others
- Communicating clearly
- Following directions
Social Skills (cont’d)

- Taking turns
- Greeting others
- Using good manners
- Friendship skills
- Empathy
- Sense of humor
- How to share
- Initiation of conversation
Social Stories™
An Overview

● A Social Story™ describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses.

● The vocabulary, perspective, length, and content is adjusted to suit the child's comprehension level, interests, and abilities.

● Half of all Social Stories™ developed should affirm something that an individual does well.

● Written in first person and present tense.

(The term Social Story™ and the process for writing Social Stories™ is owned by Carol Gray)
My name is Kyle and I am an awesome person.

Part of being an awesome person is learning to play with other children and make new friends.

I can play with other children during recess. During recess, many children play with toys. When they play with toys they have fun.
Example of a Social Story™
Playing Together (cont’d)

It can be a lot of fun to play with other children and make new friends. Sometimes we will play the games I like and sometimes we will play the games that other children like.

Playing the games that other children like can be lots of fun. Playing the games I like is also fun. When I play with other children I will always try to have fun.

Example of a Social Narrative
“Pretending”

Sometimes when I play with my friends, we may pretend to be someone else. Pretending means to act like someone else for a short time and then be myself again.

Sometimes, we might pretend to work at a grocery store. We might use pretend food and money in a play cash register. We pretend to be workers and shoppers.
Example of a Social Narrative “Pretending” (cont’d)

Sometimes, we might play dress-up and pretend to be a doctor or nurse. Someone pretends to be a patient and someone pretends to make them better. When we pretend, we never use real medicine or other things that might hurt us.

When we finish pretending, my friends and I are ourselves again. We are like actors and actresses who perform a play and then, it is over. Pretending can be fun.
Example of a Play Social Script

• Assess: Child likes to watch cooking shows

• Materials: Chef’s coat and hat, play kitchen set, pretend appliances, dishes, and food

• Script: Picture cue cards showing dishes, appliances, and ingredients to use to make a recipe
Example of a Play Social Script (cont’d)

• Prompting: DEPENDING ON CHILD, may need modeling, help with setup, gestural prompts for picture cues, or verbal help

• Progress: Work towards less prompting and development of own scripts. Allow for imagination and ideas outside of the scripts
Video Modeling

• Integrate video clips of “modeled behavior”
• Allows student to see wanted behavior

Video Modeling Resources

• Flip Video Camera
• Cell Phone Video
• YouTube
Video Modeling
Stop-Observe-Deliberate-Act (SODA)

• Stop: Uses self-questioning to figure out new situations

• Observe: Tries to find what social cues are being used

• Deliberate: Figures out how to be successful in the situation

• Act: Follows through on plan developed during deliberate stage

Texas Autism Resource Guide for Effective Teaching
Example of SODA

STOP: Standing at entry to family room at a friend’s house and getting ready to enter to watch a movie

OBSERVE: Looking around to see where people are sitting, what they are talking about, how they are acting

DELIBERATE: Where should I sit, who do I like to be near, what can I talk about with them, do I want to eat a snack

ACT: I sit by Jacob because he is calm and we both like science fiction; everyone is eating popcorn so I have some too
Additional Social Activities

Relational Activities

- Reading
- Playing musical instruments
- Playing board games
- Encourage discussion with animated gestures and facial expressions

(Retrieved-from:-https://au8sm.lovetoknow.com/Social_Skills_Activities_for_Kids_with_Autism)
Additional Social Activities

**Sensory Integration**

- Playing on outdoor play sets/playgrounds
- Using textured clothes, blocks
- Using sensory bins
- Playing chase, tag, running games
Additional Social Activities

Everyday Experiences

● Try to stress the beginning, the middle and the end to each activity

● Prompt for eye contact and rewards

● Model appropriate behavior
Strategies for Building Social Competence

- Social Autopsy
- SOCCS
- Stress Thermometer
Social Autopsies

- Helps show cause and effect of the situation
- Uses positive reinforcement
- Teaches problem solving framework
- Utilizes pictures or words

(Texas Autism Resource Guide for Effective Teaching)
Example of a Social Autopsy

What happened? I kept interrupting Tasha’s presentation in Science class.

What was the social error? Who was hurt by the social error? It was Tasha’s turn to talk and I was supposed to be a quiet listener. I hurt Tasha and my other classmates.

What should be done to correct the error? I need to apologize to Tasha and the class.

What should be done next time? I need to sit quietly and listen when someone else is presenting. I will put my “Quiet” picture out on my desk to help me remember.
Stress Thermometer
Relationships

Relationships with parents
Relationships with siblings
Dating/romantic relationships
Parent Relationships

Keys to Acceptance and Building Positive Relationships

- Watch for progress, even when the steps are small
- Look to the future as you keep an eye on what is happening now
- Find out what transition services are available in your community for individuals with disabilities
- Gather insights from adults in the ASD community

(Sakai, 2005)
Sibling Relationships

- During childhood, siblings of children with ASD spend a considerable amount of time with their brother or sister. In an observational study of siblings ages 2–12, siblings spent on average 40 minutes out of every hour together when observed at home (Knott et al., 1995).

- In a study by Kaminsky and Dewey (2001), siblings ages 8–18 of children with autism reported greater admiration of and less competition and conflict with their brother or sister than siblings of typical developing children.

(Orsmond & Seltzer, 2007) and (Harris & Glasberg, 2003)
Sibling Relationships

- A study using self-reports from siblings found that siblings of brothers and sisters with autism ages 7–12 expressed primarily positive feelings about their sibling relationship (Rivers and Stoneman, 2003).

- Most frequent activities that siblings engage in are playing together, watching television, and spending time outside.

(Ormond & Seltzer, 2007)
Sibling Relationships

- Find activities siblings can do together that involve the special interest of the child with ASD.

- Read books by siblings of individuals with ASD and/or meet other siblings.

- Use visual supports, like schedules and picture directions, to organize activities.

- Allow time apart for individualized interests.

- Work through negative feelings.
Sibling Relationships

- **Play games** - computer, board games, Wii, and outside games that focus on the strengths of the individual affected by ASD

- **Role Play** - act out different scenes and situations that express feelings and desires; Barbies/dolls, puppets, theater play

- **Make a craft together** - create something that represents something special between the siblings

- **Watch movies or TV shows together** - find shows that feature young people involved in social problems and navigating social terrain- Hannah Montana, iCarly, The Cosby Show, The Brady Bunch- are all good examples
Sibling Relationships

- **Walking/Hiking** - take time to just walk and talk; asking about each other’s day, feelings, etc.....

- **Recreational activities** - swimming, horseback riding, baseball, four wheeler riding, etc..... making time to just enjoy the outdoors

- **Cartooning** - illustrating thoughts, feelings, ideas

- **Pictures** - take pictures of one another and create a scrapbook together; add comments and captions to illustrate the pictures
Dating/Romantic Relationships

Love is like a virus. It can happen to anybody at any time.
Dating/Romantic Relationships

- May experience misunderstandings due to differences in emotional responses, communication problems and social skills problems.

- May not seek the same depth and frequency of expressions of love and affection.

- May not realize that an expression of affection is expected in certain situations.

- May be immature in their expressions of affection.

- May perceive acts of affection as aversive experiences.

(Attwood, 2009)
Dating/Romantic Relationships

- Focus on a mutual interest or project, like an activity or homework assignment.
- Meet people at a special interest group or club.
- Educate yourself on social interaction.
- Take your time developing a relationship.
- Know your intimacy comfort level.
- Find a mentor who you trust and can ask for advice.
- Keep trying even when rejection happens, as it does to everyone.

(Stephen Shore article, specialfamilies.com, retrieved 9/1/10; weareautism.org, retrieved 9/1/10)
Summary

All relationships, from playing when we are young, through middle school and adolescence as we build relationships, into the world of dating and romance, and with our families throughout life, will have wonderful times and difficult times. Keep talking, teaching, sharing, and using tools that help make sense of social interactions at all ages and with many people.
Questions?
References

- https://www.youtube.com/watch?v=sBPyl3S5-k
- https://www.youtube.com/watch?v=doDj1ff1ffM