

Social Competence Workshop

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What is Social Competence?

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

SELF

SOCIAL

SOCIAL

Self- Awareness

- Emotional Self-awareness
- Accurate Self-Assessment
- Self- Confidence

Social Awareness

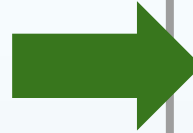
- Empathy
- Organizational Awareness
- Service Orientation



REGULATION

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

http://www.ocali.org/up_doc/Soc_Comp_Overview_Webinar.pdf

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

http://www.ocali.org/up_doc/Soc_Comp_Overview_Webinar.pdf

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

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

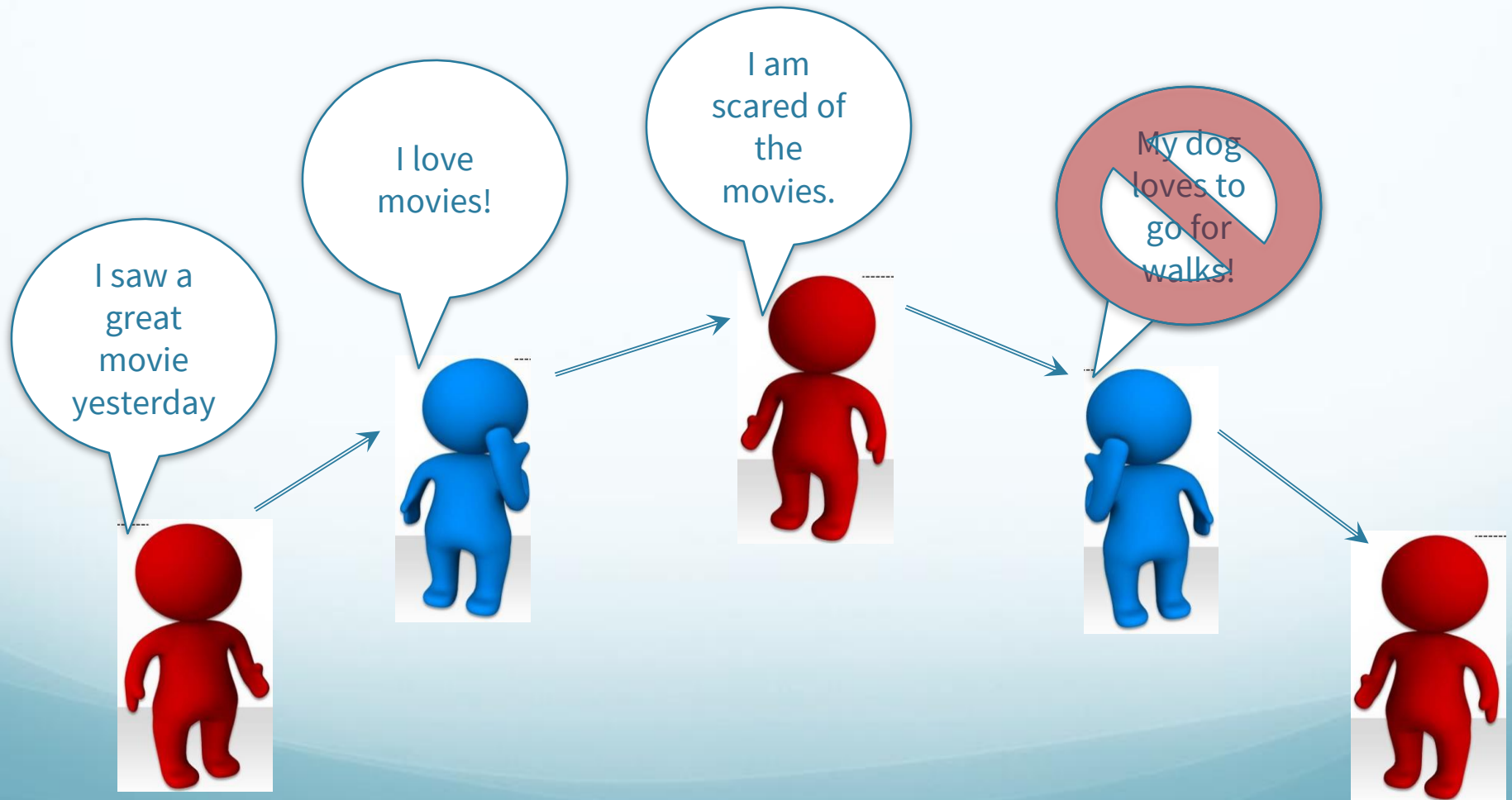
“Schools help to support the development of social competence of all students by
“establishing a school climate acceptable to all...and defining school-wide behavioral expectations.

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”



Proactive Strategies for Building Social Competence

- Visual Supports
- Teaching Explicit Social Skills
- Social Narratives
- Social Scripts/Role-Playing
- Video Modeling
- Stop-Observe-Deliberate-Act (SODA)
- https://www.ocali.org/up_doc/Soc_Comp_Strategies_Webinar_4.pdf



Visual Supports

Activity Schedule

CandyLand 


Your turn!  My turn!  I don't know how to play  Let's play again 


I got #  _____

#:

: Red Blue Yellow Green Purple

Rule Cards















INSIDE VOICE 

WALKING FEET 

Feelings Chart

My feelings chart

I feel: I choose:

 worried	 happy	 sad	 angry	 stressed	 scared
 Breathe deeply	 Listen to music	 Go to the sensory room	 Lie on a bean bag		
 Go for a walk	 Talk to the teacher	 Talk to a friend	 Draw a picture		

Visual supports



Explicit Social Skills

- Asking for help/helping others/using good manners
- Greeting others/using names
- Listening/following directions
- Sharing ideas/space/items
- Initiation of Conversation/communicating clearly
- Friendship skills
- Empathy
- Sense of humor

An Overview of Social Narratives

- A Social Narrative 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.
- Social Narratives should affirm something that an individual does well (use positive language).
- Written in first person and present tense.

Example of a Social Narrative for Playing Together

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.

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.

- Adapted from http://www.latrobe.edu.au/hcs/projects/autism/social_stories.htm (Groom and Launonen, 2005).

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.

“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.

Process for creating a Social Script

*Before you
start:*

Have you...

- Identified the behavior?
- Collected baseline data through direct observation?
- Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

	Observation	1	2	3	4
	Date				
	Observer's Initials				
Step 1: Planning					
1.1	Identify the social situation for the intervention				
1.2	Select type of social narrative				
1.3	Write social narrative following criteria for selected type				
1.4	Design the appropriate display for the social narrative (pictures, number of sentences per page)				
1.5	Identify times or activities to use social narratives				
Step 2: Using					
2.1	Introduce the social narrative to learner				
2.2	Learner or adult reads social narrative				
2.3	Review key concepts with learner				
2.4	Learner participates in identified social situation				
2.5	If appropriate, discuss participation in social situation				
Step 3: Monitoring					
3.1	Collect data on target behaviors				
3.2	Determine next steps based on learner progress				

Examples of a Social Script



When is your birthday?
How old are you?
My birthday is March 22

chase



Do you like to play chase or tag?
Maybe we could play sometime.



Do you like pizza?
What is your favorite kind?
I like _____ on my
pizza.

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

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:-h3p://au8sm.lovetoknow.com/Social_Skills_Ac8vi8es_for_Kids_with_Au8sm)

Additional Social Activities

Tactile and Proprioceptive Activities

- 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

Social Autopsy Worksheet
What happened?
What was the social error? Who was hurt by the social error?
What should be done to correct the error?
What should be done next time?

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

Emotiemeter Wat voel je?

7	
6	
5	
4	
3	
2	
1	

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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

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.

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



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

- Retrieved from: Ohio Center for Autism and Low Incidence(https://www.ocali.org/up_doc/Soc_Comp_Strategies_Webinar_4.pdf)
- <https://www.youtube.com/watch?v=sBPyVI3S5-k>
- <https://www.youtube.com/watch?v=doDjIff1ffM>