

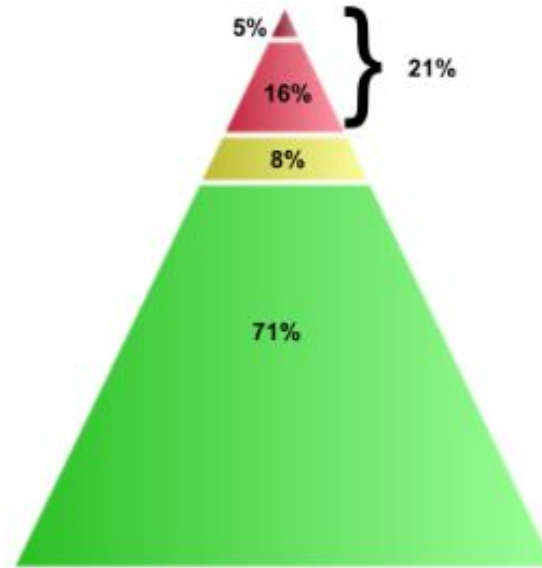


# Social Skills Groups

Social Skills and Self-Regulation in Early Elementary

BEST/MTSS Summer Institute 2019  
Judy Houde Hardy, MEd.

**PBIS  
Targeted Plus  
and  
Intensive level  
interventions**



August 2018 - June 2019

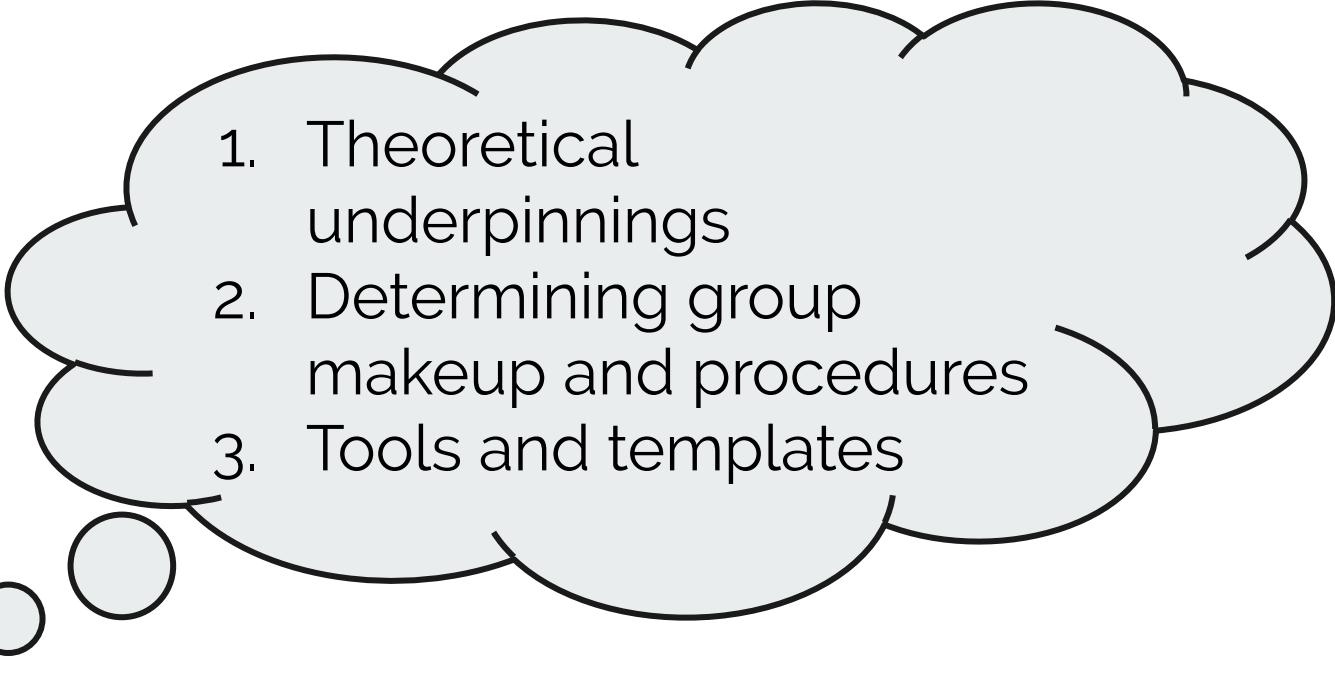


# What's in a Social Skills group?

- Highly structured opportunities for success
- Real-time social skills instruction
- Friendship and peer support
- Personal goal setting
- Building toolboxes for self-regulation
- Problem Solving
- Positive reinforcement and celebration for risk taking
- Social scripting
- Building empathy for others
- Opportunities for leadership

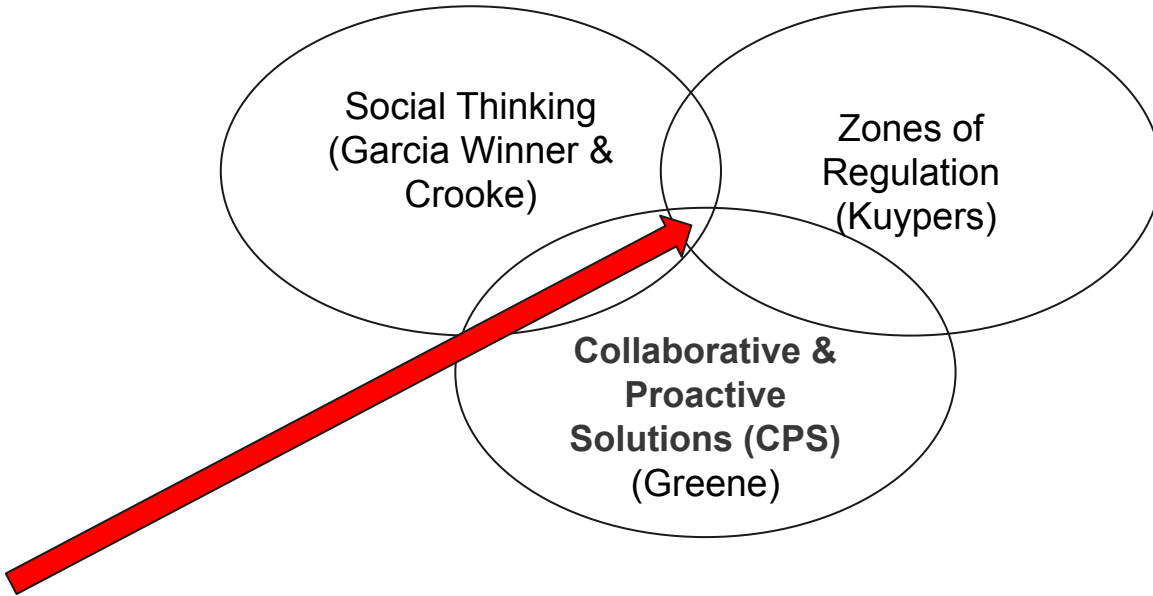


## Our Group Plan this morning:

- 
1. Theoretical underpinnings
  2. Determining group makeup and procedures
  3. Tools and templates

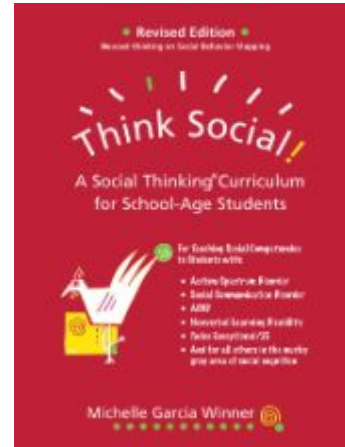


## 3 important pillars:



# Social Thinking

[www.socialthinking.com](http://www.socialthinking.com)



The Social Thinking curricula and tools build social competencies to develop social thinking and social skills.



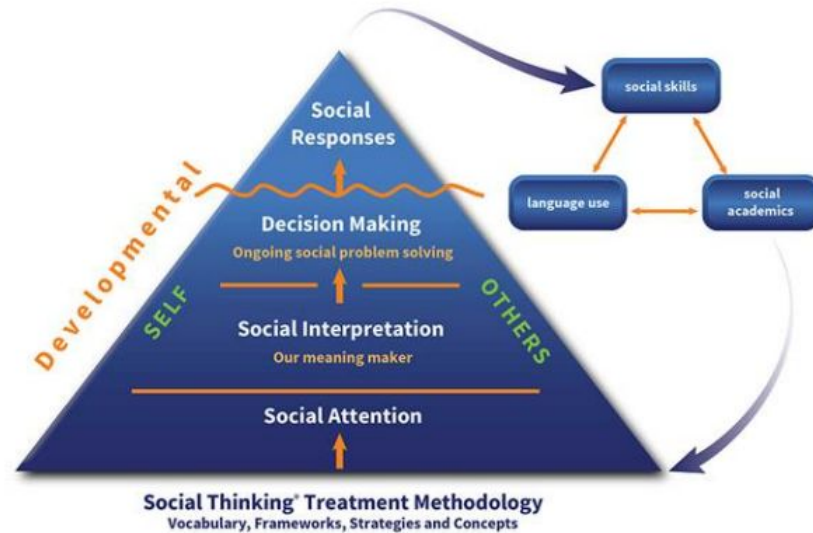
# Social Competencies

1. Social Attention
2. Social Interpretation
3. Decision Making
4. Social Responses



The Social Thinking Methodology  
Teaching Social Competencies—More Than Social Skills

Using the Social Competency Model for Real Time Discussions and Teaching



Focus on 4 Sequenced Elements:

1. Attend socially
2. Interpret social information (self and others)
3. Problem solve to make decisions
4. Social response(s) (social-academic of all types)

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# Zones of Regulation

[www.zonesofregulation.com/index.html](http://www.zonesofregulation.com/index.html)

The Zones of Regulation is a framework to foster self-regulation and emotional control.







## Collaborative & Proactive Solutions (CPS)

[www.livesinthebalance.org/about-cps](http://www.livesinthebalance.org/about-cps)

**A collaborative partnership between adults and children to solve problems that interrupt learning.**

**Key theme: Kids do well if they can.**

# Lagging Skills

ALSUP - Identifying lagging skills to begin the work.

ALSUP ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS
 Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

**INSTRUCTIONS:** The ALSUP is intended for use as a discussion guide rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	}
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/> Difficulty seeing "gray"/concrete, literal, black & white, thinking	
<input type="checkbox"/> Difficulty deviating from rules, routine	
<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")	
<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/> Difficulty seeking attention in appropriate ways	
<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting others	
<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/> Difficulty appreciating how he/she is coming across or being perceived by others	
<input type="checkbox"/> Sensory/frustror difficulties	

**UNSOLVED PROBLEMS GUIDE:**  
Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior, free of adult theories and explanations, "split" (not "clumped"), and specific.

<p><b>HOME EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Difficulty getting out of bed in the morning in time to get to school</li> <li>Difficulty getting started on or completing homework (specific assignment)</li> <li>Difficulty ending the video game to get ready for bed at night</li> <li>Difficulty coming indoors for dinner when playing outside</li> <li>Difficulty agreeing with brother about what TV show to watch after school</li> <li>Difficulty with the feelings of seams in socks</li> <li>Difficulty brushing teeth before bedtime</li> </ul>	<p><b>SCHOOL EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Difficulty moving from choice time to math</li> <li>Difficulty staying neat to Kyle during circle time</li> <li>Difficulty raising hand during social studies discussions</li> <li>Difficulty getting started on project on tectonic plates in geography</li> <li>Difficulty standing in line for lunch</li> </ul>
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# Building the groups

Who fits in which group?

- Social thinking deficits - students who need support becoming more flexible thinkers
- Self-Regulation challenges - students who need support in managing themselves individually or in a group
- Attention challenges - students who need support managing executive function tasks throughout the school day

Example

Behavior Support Plan		
Student/Grade:		Date Written/Updated:
Current target behavior (very specific):		
What is working?	What is challenging?	What will we try?
(strategies/accoms that are working to support the student and the teaching team)	(behaviors that are interrupting learning)	(strategies/plans to address challenging behavior)
<b>Adult approaches and responses: (sample)</b> <ol style="list-style-type: none"><li>1. Use a Low and Slow approach -- including using a clear, neutral tone.</li><li>2. Look student through an anxiety lens - behavior that may look like defiance may be anxiety driven.</li><li>3. Respond to the <b>developmental level</b> (not chronological) of behavior when the student is escalated. Provide clear boundaries and choices.</li><li>4. Keep the ratio of positive praise to negative reinforcement high.</li></ol>		
<b>Adult Responses to problem behavior: (sample)</b> <ol style="list-style-type: none"><li>1. Do not ignore the student. Respond with minimal words and attention immediately.</li><li>2. Use script: I notice that you're _____. Your behavior tells me that you need something. Let's try _____ (a hug, help)</li><li>3. Direct the student to reset to look at the strategy book and choose a strategy.</li><li>4. If the student needs to go to a separate space to reset, escort or call for someone to come get the student.</li><li>5. If the student screams or has an unsafe body, call the team for them to go to the safe room.</li></ol>		



# Types of groups

Three basic structures:

1. Morning Meetings
2. Lunch Groups
3. Social Thinking Groups



## Morning Meetings

1. Public Service  
Announcements
2. Goals and Lessons
3. Strategy Work
4. Choice ... Always Choice!

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# Lunch Groups

1. Set the timer
2. Cheers
3. Introduction of Guest
4. Best and Hardest (Leader)
5. Recess Plan
6. Excused





# Social Thinking Groups



1. Zones Check-in
2. What does our brain need to be ready?
3. Activity - Group Plan

# Tools and Templates:

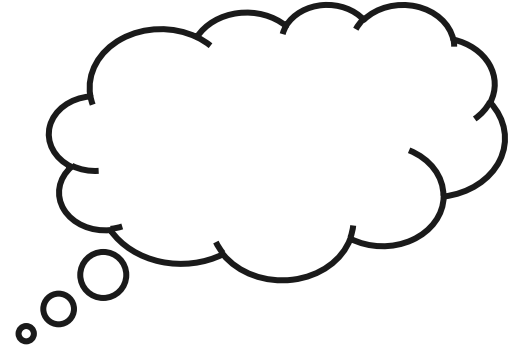
Behavior Support Plan




Thinking Bubble





Problem Solving Sheet

Behavior Maps

Behavior Support Plan		
Student/Grade:		Date Written/Updated:
Current target behavior (very specific):		
What is working?	What is challenging?	What will we try?
(strategies/actions that are working to support the student and the teaching team)	(behaviors that are interrupting learning)	(strategies/plans to address challenging behavior)
<p><b>Adult approaches and responses: (example)</b></p> <ol style="list-style-type: none"> <li>Use a Low and Slow approach – including using a clear, neutral tone.</li> <li>Look student through an arbitrary lens - behavior that may look like defiance may be anxiety driven.</li> <li>Respond to the gastrointestinal (stomach) (not chronological) of behavior when the student is escalated. Provide clear boundaries and choices.</li> <li>Keep the ratio of positive praise to negative reinforcement high.</li> </ol> <p><b>Adult Responses to problem behavior: (example)</b></p> <ol style="list-style-type: none"> <li>Do not ignore the student. Respond with minimal words and attention immediately.</li> <li>Use script: I notice that you're _____. Your behavior tells me that you need something. Let's try _____ (a hug, help).</li> <li>Direct the student to reset to look at the strategy book and choose a strategy.</li> <li>If the student needs to go to a separate space to reset, escort or call for someone to come get the student.</li> <li>If the student screams or has an unsafe body, call the team for them to go to the safe room.</li> </ol>		



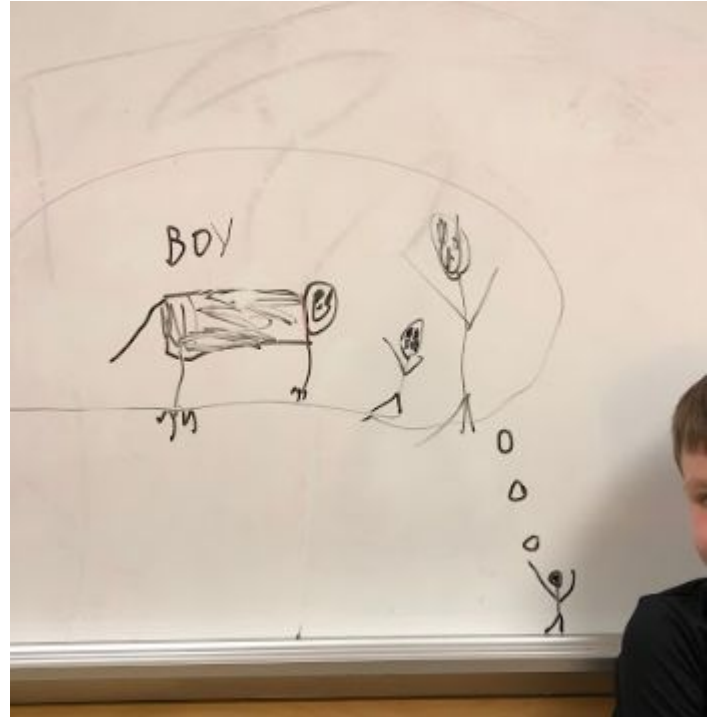
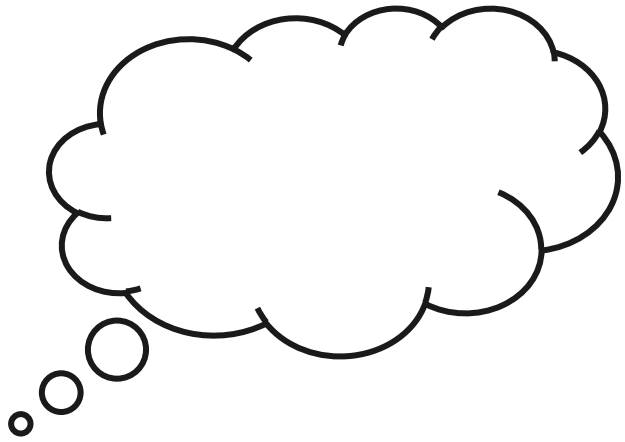
Problem Solving		
		
What is the problem?	How can you solve the problem?	What help do you need to solve the problem?

When you say...	We think...	We say...	You feel...
			





# Thinking Bubble





# Problem Solving

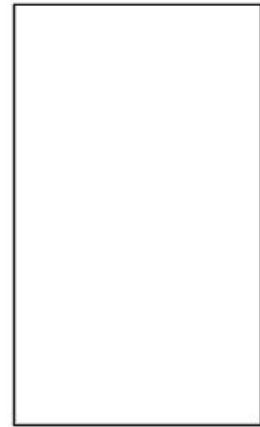
Problem Solving



What is the  
problem?







How can you  
solve the  
problem?






What help do you  
need to solve the  
problem?



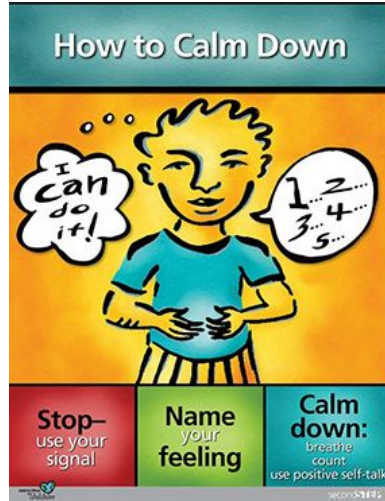
# Behavior Maps

When you say...	We think...	We say...	You feel...
			

What Do Friends Think?		
When you say/do...	They think....	Theysay/do ....
		

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# Mindfulness



# Rewards

Tokens

Skittles

Breaks

Lunch Guests



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# Assessment

1. SWIS data
2. IEP Goals and Objectives
3. BSP data collection



# For fun and reinforcement - Social Detective App





# Challenges

1. Group Makeup
2. Assessment
3. Reporting Out
4. Generalizing Skills





## Resources:

Garcia Winner, SLP CCC, Michelle. "Superflex: Helping Kids Become Better Social Detectives, Thinkers, and Problem Solvers." *Socialthinking*, 2019, [www.socialthinking.com/](http://www.socialthinking.com/).

Greene, Ross. "F.A.Q." *Lives in the Balance*, 2019, [www.livesinthebalance.org/](http://www.livesinthebalance.org/).

Greene, Ross. "Assessment of Lagging Skills and Unsolved Problems ." *Lives in the Balance*, 2019, [www.livesinthebalance.org/sites/default/files/ALSUP%20060417.pdf](http://www.livesinthebalance.org/sites/default/files/ALSUP%20060417.pdf).

Katz, Mark. "The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control ." 2019, [www.zonesofregulation.com/index.html](http://www.zonesofregulation.com/index.html).

Kuypers, Leah. "Learn More about the Zones." *The Zones of Regulation: A Concept to Foster Self-Regulation & Emotional Control*, 2019, [www.zonesofregulation.com/learn-more-about-the-zones.html](http://www.zonesofregulation.com/learn-more-about-the-zones.html).

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