



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

Time To Talk

Social Skills for the 21ST Century

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Where's the data?

- Office referrals (coordinated with PowerSchools)
- Behavior management systems in the classroom
- Pre and post surveys and tests with teachers and students
- FBAs
- Student self assessments
- Teacher and student anecdotal information



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Quick and Easy Assessment Tools

- **This and That**
- **Questionnaire for Teachers and Related Service Professionals**
- Winner, M. G. (2007). *Thinking about you, thinking about me*. San Jose, CA: Social Thinking Publishing.

Getting Started

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Getting Started...

- Begin discussion with administration
 - Coordinate with existing behavior models (i.e. PBIS)
 - Tie into 21st Century learning
 - Use research to support your proposal
 - Link to school improvement plan
 - Use the language from these documents and programs to support the need
 - Consider graduation rate
 - [Common Core](#)

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- Convince teachers
 - Talk about specific behaviors you will work on
 - Offer yourself to help with a child
 - Get teacher input for goals
 - Give teachers a role in assessment and placement

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Convince Parents

- Explain to parents that social skills instruction is not taking away individuality
- Social Skills instruction will:
 - Give students tools to help them be successful in various interactions in the community, family, and school
 - Enhance personality
 - Maintain and promote individuality
- Share the children’s work with them

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- Convince students:
 - Give students ownership and responsibility to create rules and monitor behavior within the group
 - Build a learning community
 - Students set their own goals
 - Students feel they are part of an elite club or organization
 - Social skills participants feel supported and participation ends the feeling of isolation
 - Participants feel empowered
 - Student driven and adult facilitated

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- Find the money
 - Check for community contributions
 - Check with school administrators
 - Special EC funds
 - Talk to EC Director
 - Search for grants
 - You will use the same approach as with administrators
 - Share the research to support Social Skills proposals

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Start Small

- Begin with one or two grade levels to serve as a “pilot” group
- Use evidence from success with that group to apply for grants and funding through EC, community, and school funds
- Expand and grow from there
- Use student success stories to help prove the need for social skills group (i.e. tea)

Student Selection

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How do you select students?

- Think about students who struggle with social interactions
 - Relationships
 - Matching reactions to situations
 - Class comedians (use humor to mask their feelings)
 - Difficulty with social register
 - Lack confidence and conversational skills
 - Poor listening skills
 - Difficulty reading others’ cues and emotions

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Who are these students?

- Autistic, Learning Disabled, Communication Disordered, Behavioral, Intellectually Disabled, Other Health Impaired...

ANY CHILD!

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Take the abstract and make it concrete

- Making friends
- Asking and answering questions
- Listening skills
- Empathy/sympathy
- Confidentiality
- Matching reactions to the situation
- Accepting responsibility for actions and consequences
- Understanding hidden messages

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- Life skills
- How to act at social events
- Handling disappointments
- Reading others emotions and understanding body language
- Conversational skills (phone, computer, face-to-face)
- Public speaking
- Social register
- Personal hygiene

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Where are we now?

- We have received 3 grants and have expanded Social Skills to include Kindergarten inclusion (with eventual pull out), a 1st/2nd group, 3rd/4th group, and 5th/6th group
- We are coordinating Kindergarten with guidance so we can work with children who are not identified EC
- We are moving activities back into the classroom and community
- We are teacher supported... Social Skills time is sacred!

A Picture is Worth a Thousand Words...
