

Social Emotional Learning Strategies

Presented by:

Angela Greene, MA Special Education

Teacher on Special Assignment for Autism & Emotional Behavioral Disorders

Cherokee County School District

angela.greene@cherokee.k12.ga.us

A Different Approach . . .

April, a kindergartner, grew up alone. When she entered school, she was simply fascinated with other children. To get their attention, she grabbed kids around their necks at recess, all the while smiling. When she clutched at them kids called her “the mean girl,” and at first we agreed. They screamed and she was punished. No one was getting anywhere. Finally we changed our approach. “April, are you trying to play with that girl?” we asked. “Here’s how you touch when you want to play,” we said. We then asked another child to show April how. When she was no longer seen as *mean*, other kids rallied to her—helping her learn to play. We all just needed to understand differently. (L. Tobin, 1998)

A Different Approach . . .

- When a middle school student lacks social skills, what have we been teaching him for eight years that was more important than how to make friends?



Why do I need to teach Social Skills?

- o NOT everyone naturally 'gets' social skills
- o There is a direct correlation between poor social skills, behavior problems, and academic achievement!

Poor Social Skills

Behavior Problems

Academic Achievement

Why Teach Social Skills?

- o Understanding social interactions helps us to predict the behavior of others
 - o Helps students take part in groups
 - o Helps students form friendships
- o Cost of poor social skills
 - o About 50,000 children and youth die each year because of poor social skills (Olhoff and Olhoff, 2004)
 - o More difficulty obtaining and keeping a job

Why Teach Social Skills?

- o Persons with AS have a significantly higher risk for depression (1 in 15)
- o Teens and adults with AS have a significantly higher rate of suicide
 - o Unable to handle rejection
 - o Greater difficulty with relationships
 - o Difficulty managing their own emotions
 - o Often have fewer skills for dealing with these problems

Meltdown Visual Activity



Anxiety



Points to Consider Regarding Anxiety

- o If we can treat Anxiety, we can alleviate opposition.
- o Some students have the belief that if they can control their environment, they can control their anxiety!
- o Some students may have learned that intense emotions manipulate others.

Anxiety Activity

Meeting new
people



Trying to do
everything
perfectly

Proactive Not Reactive

- o Teach the student to have a plan to keep themselves in check:
 - o Teach them breathing techniques
 - o Give them an outlet for tensing muscles such as a stress ball they keep in their pocket
 - o Teach them how to go to their “calm” place



Relaxation Visual

Learning to Relax



When I get angry or tense my body can feel many different ways -

- My teeth may be clenched
- My hands may feel sweaty
- My hands may be in a fist
- My face may feel warm
- My muscles may be tight and hurt



When I begin to feel angry or tense there are many ways to help me relax-

- Close my eyes and take 5 deep breaths
- Ask to take a break
- Ask to take a walk
- Ask to stand up and stretch
- Get a relaxation toy

Positive Affirmations

I can do it!

I'll try my best and that will
be good enough!

I am safe.

I will stay calm and relaxed.

Special Place Strategy

See Handout and You Tube Link:

<http://youtu.be/3fL6JapU7nM>



Kid's Relaxation Video:

<http://www.youtube.com/watch?v=aaTDNYjk-Gw>



Coping Visual

Not very well

Not so good

Fine

How am I coping?

Take a break

Find a quiet place

Take 5 deep breaths

Ask for help

Start over

What can I do?

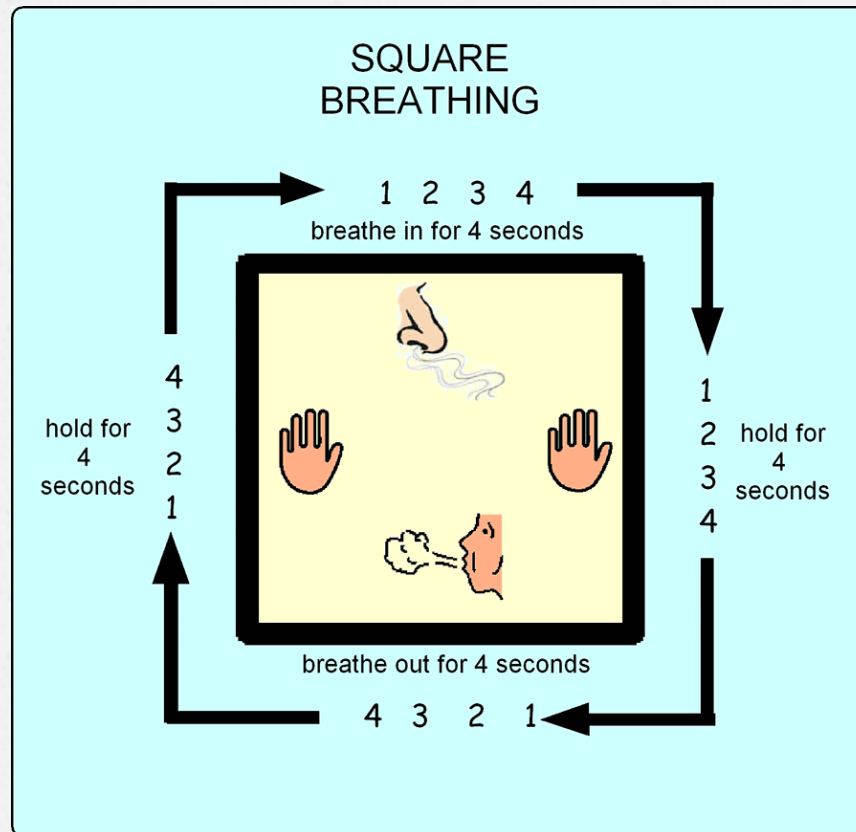
I'm feeling anxious.
I need to calm down.
What do I do?

I can take a deep breath.

I can count to five.

I can go to a quiet place.

Breathing Visual



Student Activity

- **Breathing Deeply:** Have the kids take a deep breath while counting to five. Then as you count back to one, have them slowly release the air.

Exhale . . .

10 9 8 7 6 5 4 3 2 1

Student Activity

- o **Combined Breathing and Muscle Relaxing:** Have the kids pretend they are balloons filling up with air. As you count to five, they slowly breath in and fill up their balloons, stretching and tightening their muscles. Have them hold it a few seconds. Then, as you count back to one again, have them release the air and relax their muscles as though their balloon is deflating.



Student Activity

- o **Muscle Relaxing:** Have the kids pretend to become frozen by slowly tightening each part of their bodies until they are "frozen solid". Then, let them "thaw" by relaxing each part of their bodies and allowing their anger to melt away.



Worry Journal

My Worries:

How Did I Handle My Worries:

Anger Management



Anger Management Activity

- o We have to TEACH new coping skills and distraction techniques to keep stressors from piling higher!
Brainstorm coping skills we can teach students 😊!



Why Do I Get Angry?

Check off the reasons why you get angry

An adult gets mad at me _____



I can't figure something out _____



I feel left out _____



My sibling and I fight _____



It's too loud _____



I break something _____







I'm picked on _____



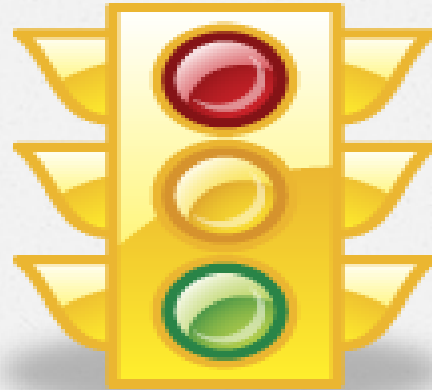
I lose a game _____



		Angry Response	Non-Angry Response
	<p>I can't figure something out</p>	<p><i>Example:</i> <i>I break my pencil and yell</i></p>	<p><i>Example:</i> <i>I ask for help</i></p>
	<p>My sibling and I fight</p>		
	<p>I feel left out</p>		
	<p>An adult gets mad at me</p>		

Anger Control Stoplight

- o When you are angry, use your stoplight to remind you how to behave appropriately. When you feel like you
- o might lose control, **STOP**. Next, **CALM DOWN** and think of a solution to your problem. When you are calm, you can **GO** ahead and solve your problem!



Anger Control Stoplight

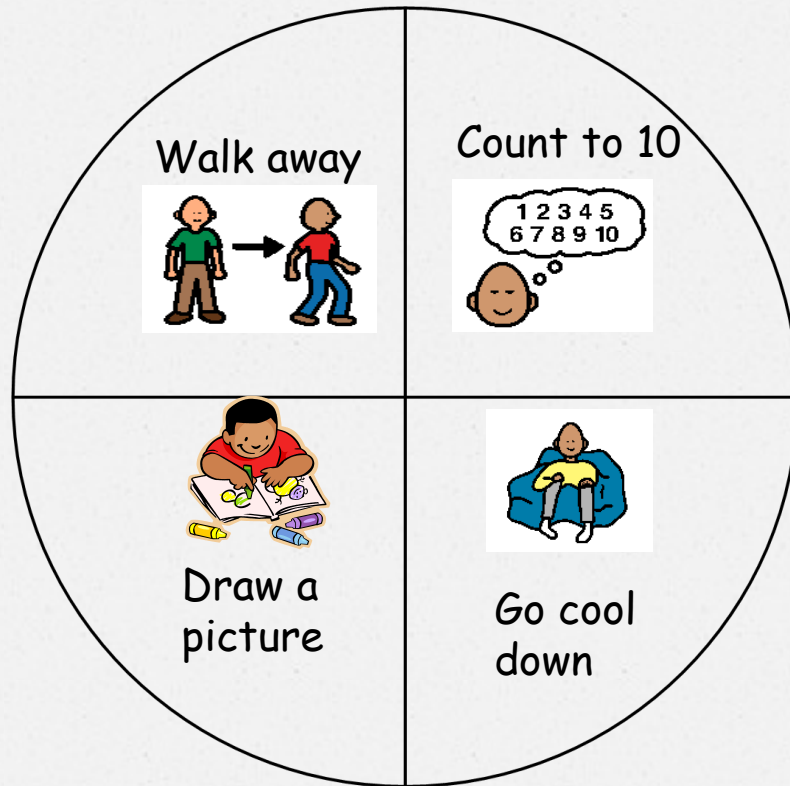
Use the following scenarios to practice anger management skills while using the stoplight as a visual aide:

- A sibling is continually teasing you
- At recess, some kids tell you that you can't join in a game
- You get home from school only to find that your dog has chewed up a favorite toy
 - You are being picked on by a classmate every day
 - You spill your milk all over the table
 - You lose a game


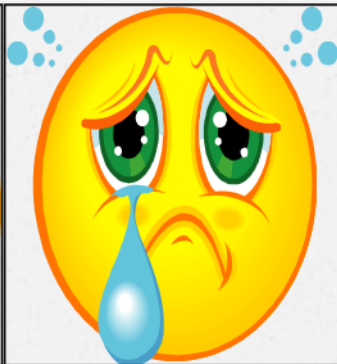

Free Template at:

<http://www.freeprintablebehaviorcharts.com/anger%20pdf/anger%20stoplight%20filled%20in.pdf>

Wheel of Choice



I Feel Cards

			
Happy	Sad	Ugh	Angry

*Tip of the day:

Students often need a visual & a word to describe how they are feeling.

How to use good impulse control...

STOP!



THINK

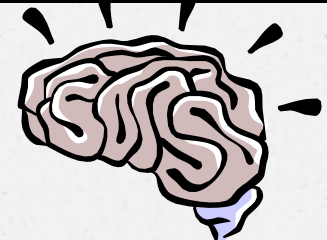
What might happen?
Good Idea? or Bad Idea?



FOLLOW



FREEZE



Responsible Thinking

What are you doing? or What did you do?

Is that ok?

What happens when you _____?






Is that what you want to happen?

Is _____ going to get you what you want?

What are you going to do next time?

Incredible 5 Point Scale

Fill in your own Stress Scale

Level	Person, place or thing	Makes me feel like this:
5		This could make me lose control!!!! 
4		This can really upset me. 
3		This can make me feel nervous. 
2		This sometimes bothers me. 
1		This never bothers me. 

5 Point Scale for MS & HS

Rating	Looks Like	Feels Like	I Can Try To
5	Kicking or hitting	My head will probably explode	Call my mom go home
4	Screaming at people – almost hitting	Nervous	Go to see Mr. Peterson
3	Quiet Sometimes rude talk	Bad mood grumpy	Stay away from kids I don't like
2	Regular kid – not wierd	Good	Enjoy it while it lasts
1	Playing hockey	A million bucks	Stay that way!

Incredible 5 point Scale Templates and Examples

http://www.autisminternetmodules.org/mod_doc.php?mod_id=19

Video

o Incredible 5 Point Scale Video:

http://www.autisminternetmodules.org/module_view.php?nav_id=181

Activity

❖ Design an Incredible 5 Point Scale:

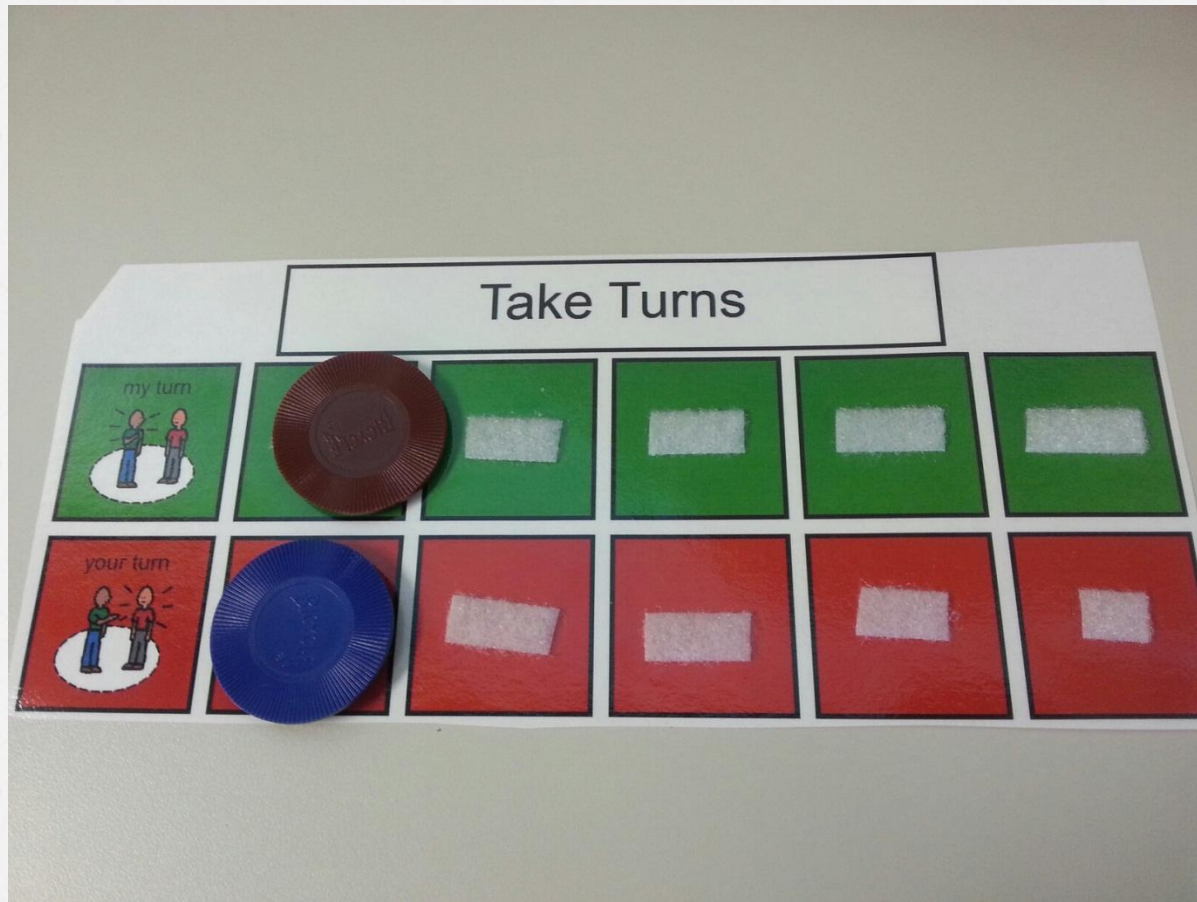
Think about an individual who would benefit from using the Incredible 5-Point Scale.

- What is the behavior of concern?
- What does the behavior look/sound like at different levels on the scale?
 - Design a scale.

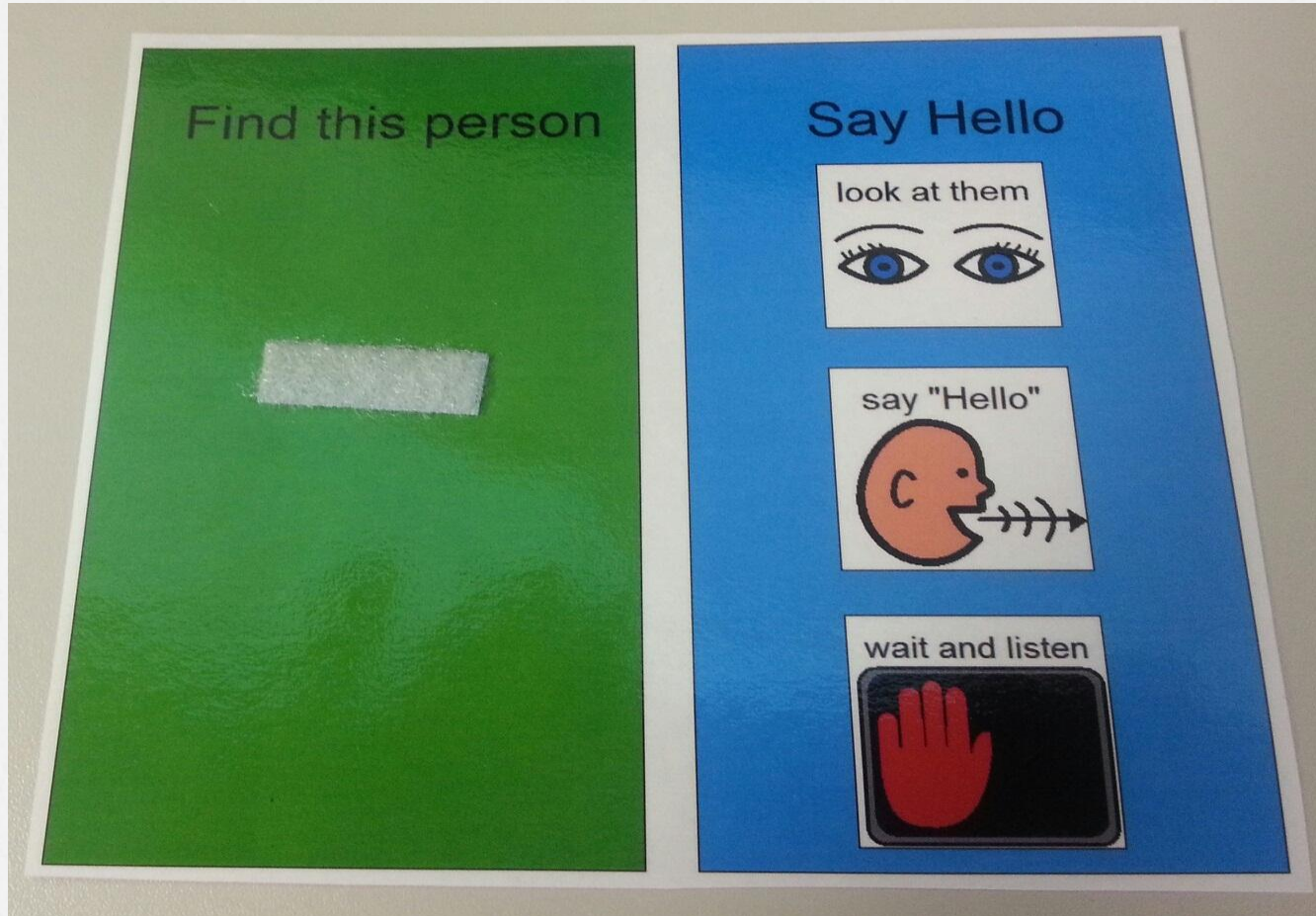
Social Skills Strategies



Taking Turns Visual



Say Hello Visual



Topic Board Visual



Conversation Checklist

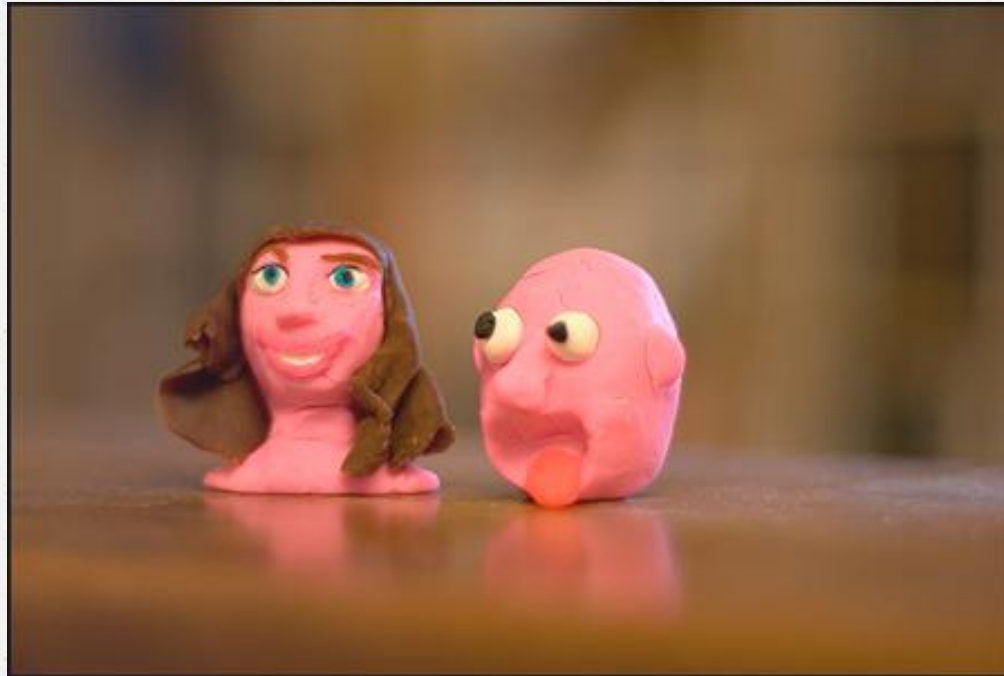
Conversation Checklist

Name: _____ Partner: _____ Date: _____

When having a conversation, be sure to do the following. Rate yourself when finished.

	Yes	Sometimes	No
Make eye contact with your partner			
Stay on topic			
Use appropriate voice volume			
Use appropriate nonverbal communication			
Ask questions about the other person			
Make comments			
Take turns			
Keep body and brain in group			
Demonstrate appropriate personal space			
Enjoy the conversation			
Be respectful			
Begin and end conversation appropriately			

Play Doh People



Online Social Skills Tool:



<http://www.do2learn.com/organizationtools/EmotionsColorWheel/index.htm>

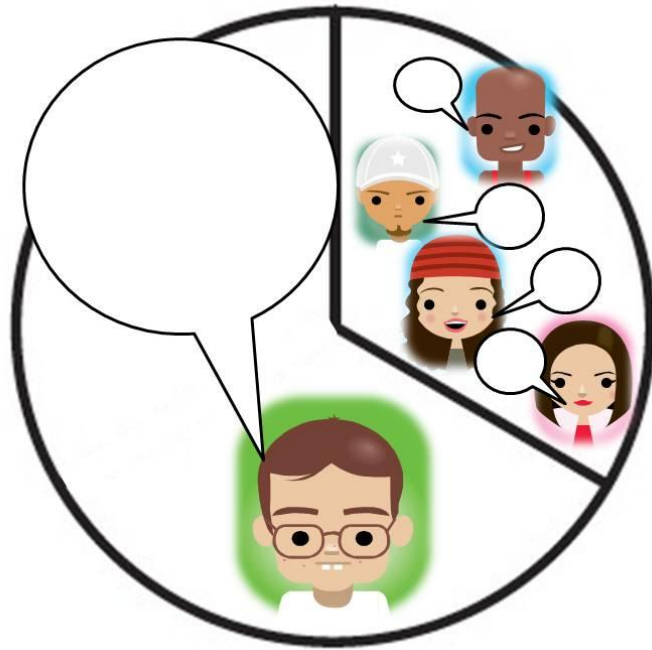
Free Social Skills Videos

- o <http://jillkuzma.wordpress.com/youtube-video-links-for-social-skills/>

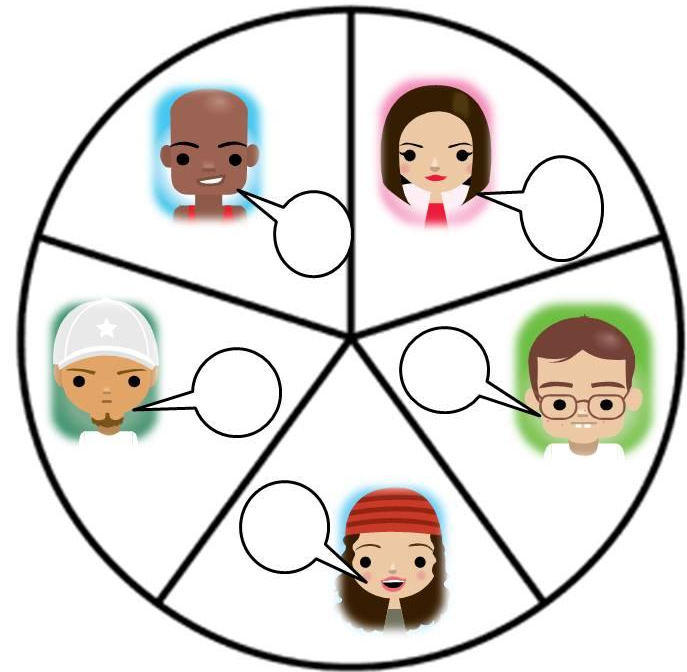
Pie Chart Conversation Skills

- Lots of people find reciprocal conversation difficult! Remember that person who wouldn't stop talking at the last party you went to?
- Our students find reciprocal conversation skills particularly perplexing. They may say little or nothing on the playground or in class discussions. Or they may hold forth in a lecture of monologue fashion, not noticing the signs that others are becoming impatient.

Pie Chart Visual Strategy



This isn't fair.
One kid is "using up all the words."

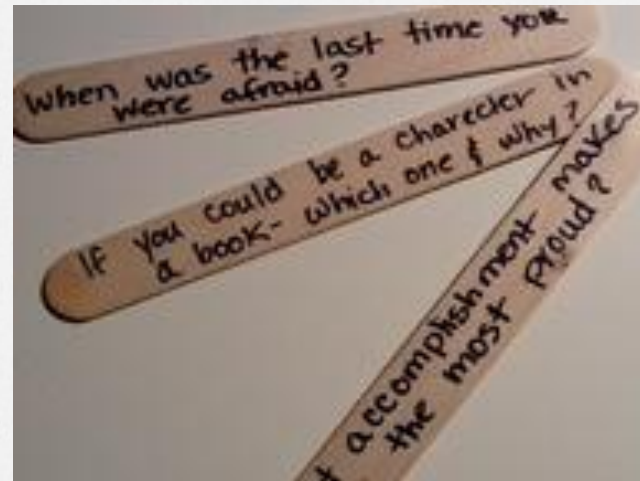


When people are talking together
about something,
it's like they're sharing a pie. Everyone
gets their piece of the words.

Template for Pie Chart Activity

<http://autismteachingstrategies.com/autism-strategies/pie-chart-visuals-great-social-skills-tool-to-help-kids-with-asd-to-talk-more-or-less-in-groups-or-class/>

Topic Sticks Activity



Poison Thoughts Activity

The following activities help students to increase awareness of problem thoughts and beliefs:

1. **Make a “Poison Thought Game.”** Scatter the thought bubbles in a jumble all over the floor. Say something like this: “We’re going to do a kind of matching game. These red thought bubbles are different kinds of thoughts that make people upset. The green ones help to fight the red ones. See if you can find green ones to match up with each of the red ones.”
2. **Play “Hunt for your Poison Thoughts.”** Say something like: “Each person has certain Poison Thoughts that bother them more than other ones. Which ones bother you the most? Which Antidote Thoughts do you need to fight them?” You can do this by either scattering the thought bubbles around the floor, or taping them up to a wall, or else by holding them up one at a time in sequence for the child/ children to look at.
3. **Fill out the blank thought bubbles.**

Poison Thoughts Activity



Poison Thoughts Activity

People are not
doing it *my way!*
the *right way!*

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People are
breaking rules!

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There is usually
more than one
way to do
something.

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It's not usually
my job to be in
charge of rules.

Autism Teaching Strategies

Template for Poison Thoughts Activity

<http://autismteachingstrategies.com/autism-strategies/cognitive-distortion-thought-bubbles-simple-cognitive-behavioral-method-for-kids-with-high-functioning-autism/>

Filtering Thoughts Activity

Filter the Thoughts Activity



I'm going to hit you!
NO! Me first!
No, I won't do it!
I wish he was dead!!



I'm disappointed!
This is hard!
I'm angry!
I'm worried!
I need some help!
I need a break!

Colander Activity - Filtering Thoughts



Filtering Thoughts Activity

- In social skills training in schools and psychotherapy settings, young people on the autism spectrum often struggle with controlling angry verbal outbursts. The Filter the Anger Activity is designed to:
 - Raise awareness of okay vs. not-okay things to say when you are mad
 - Introduce and reinforce the idea that thoughts can be “filtered” before they are turned into words.

Filtering Thoughts Activity Template

<http://autismteachingstrategies.com/autism-strategies/filter-the-anger-a-hands-on-social-skills-activity-to-help-kids-with-autism-to-manage-angry-verbal-outbursts/>

Mint New Thoughts Activity

1. Now, show the kids how to fill out the OLD THOUGHT money. If you have not already introduced the kids to “poison” and “antidote” thoughts, you will want to do this slowly and carefully. You can offer them examples.
2. Have the kids fill out the NEW THOUGHT money now. Provide plenty of extra blank money for them to practice. Tell them that they can use more than one NEW THOUGHT to replace the OLD THOUGHT.
3. Have the kids run the old money through a paper shredder 😊!

Mint New Thoughts Activity

<p>-1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>-1</p> <p>OLD THOUGHT</p>	<p>1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>1</p> <p>NEW THOUGHT</p>
<p>-1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>-1</p> <p>OLD THOUGHT</p>	<p>1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>1</p> <p>NEW THOUGHT</p>
<p>-1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>-1</p> <p>OLD THOUGHT</p>	<p>1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>1</p> <p>NEW THOUGHT</p>

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Template for Mint New Thoughts Activity

<http://autismteachingstrategies.com/autism-strategies/minting-new-thoughts/>

Green Zone Activity



When two colors
mix, it makes a
brand new color.
When two people
talk, they mix their
interests together,
and they talk about
what they BOTH like.

Green Zone Activity

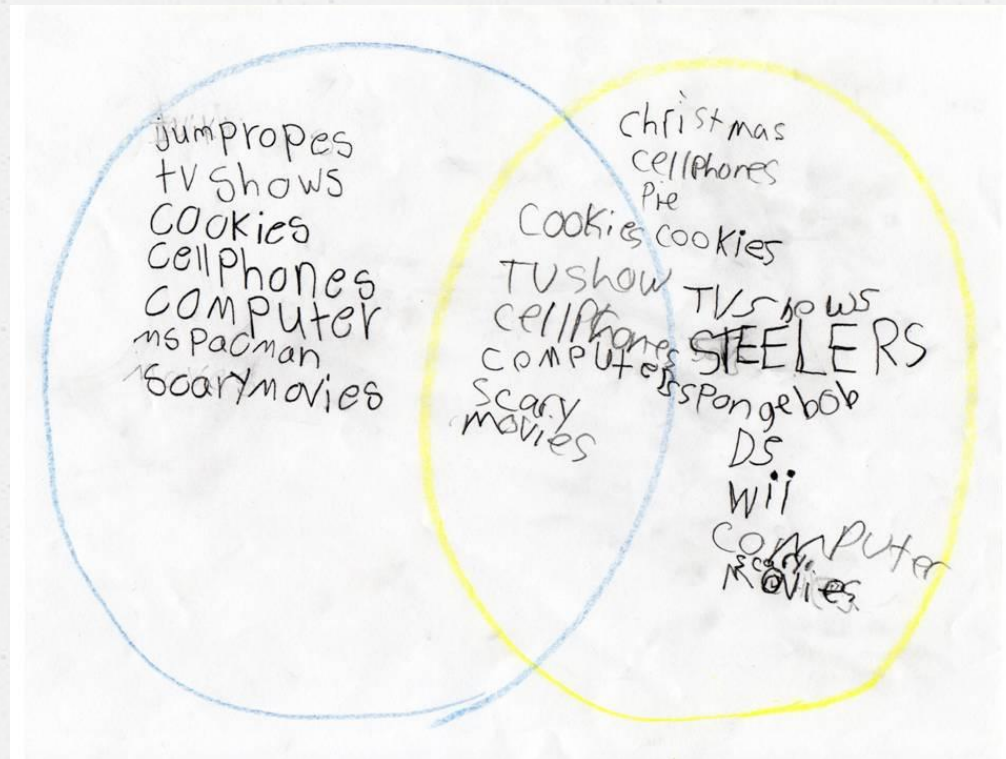


What should the person on the left talk about in the

Green Zone?



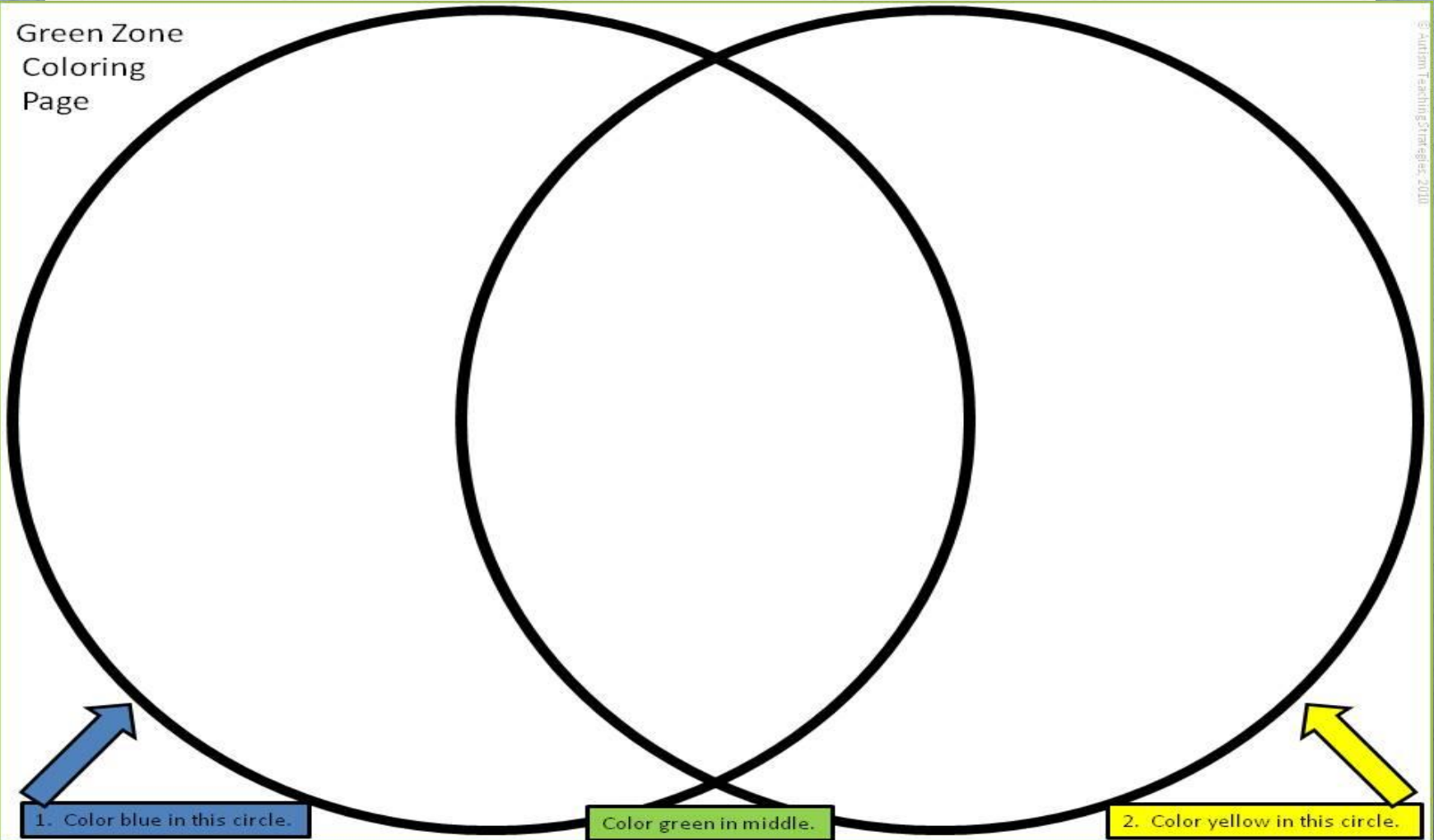
Green Zone Activity



Green Zone Activity

Green Zone
Coloring
Page

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Template for Green Zone Activity

<http://autismteachingstrategies.com/autism-strategies/green-zone-part-2-downloads-see-previous-blog-for-text-directions-etc/>

Validating Words

- o Students with social skills deficits might not make typical and expected statements in conversation to indicate interest. This happens for two reasons:
 1. They might not be at all interested in what the other person is saying.
 2. They might be interested, but they are not aware of the importance of validating words and phrases in conversation and they are not well practiced in using them.

Validating Words Visuals

Cool

Awesome

Interesting

That's bad luck

Oh no!

That's terrible

Validating Words Activity

- o Get a partner.
 - o Spend a minute describing your weekend and have the other person remain silent.
 - o Switch Roles: Spend a minute describing your weekend and have the other person give validating words.
- o How did it feel?
- o Check out the validation handout!

Template for Validating Words

<http://autismteachingstrategies.com/autism-strategies/teaching-showing-interest-to-kids-with-autism-validating-word-visual-prompts-next-blog-post-has-the-downloadable-prompts/>

Compliment Tag



Compliment Tag

- Tell the kids: “This is Compliment Tag. A compliment is when you say something nice to someone – about the way they look, something they have, something they did, something they said, or the way they are. When you play Compliment Tag, the person who is “it” tries to tag you. To keep from becoming “it,” you have to give this person a compliment quickly before they tag you. If they tag you before you can give them a compliment, then you are ‘it.’ ”
- Easy Compliment Tag: Compliment something the person is wearing, hair, shoes, appearance.
- Harder Compliment Tag: Compliment something the person is good at.

Emotions Charades

Angry

Being Told No

Happy

Opening A Present

Sad

Grandma Dies

Using Magnets to Show What Attracts

1. Get some magnets that both attract and repel each other depending on how they are positioned. Allow the kids to hold them and demonstrate how the magnets “attract” and “push away.”

2. Say something like this: *“The things we do and say affect other people like magnets affect other magnets. Some things we do and say “attract” other people. That means that other people like it. When they like it they want to be around us. Some things we do and say can push away other people, just the way one magnet can push away another magnet.”*

Using Magnets Activity Template

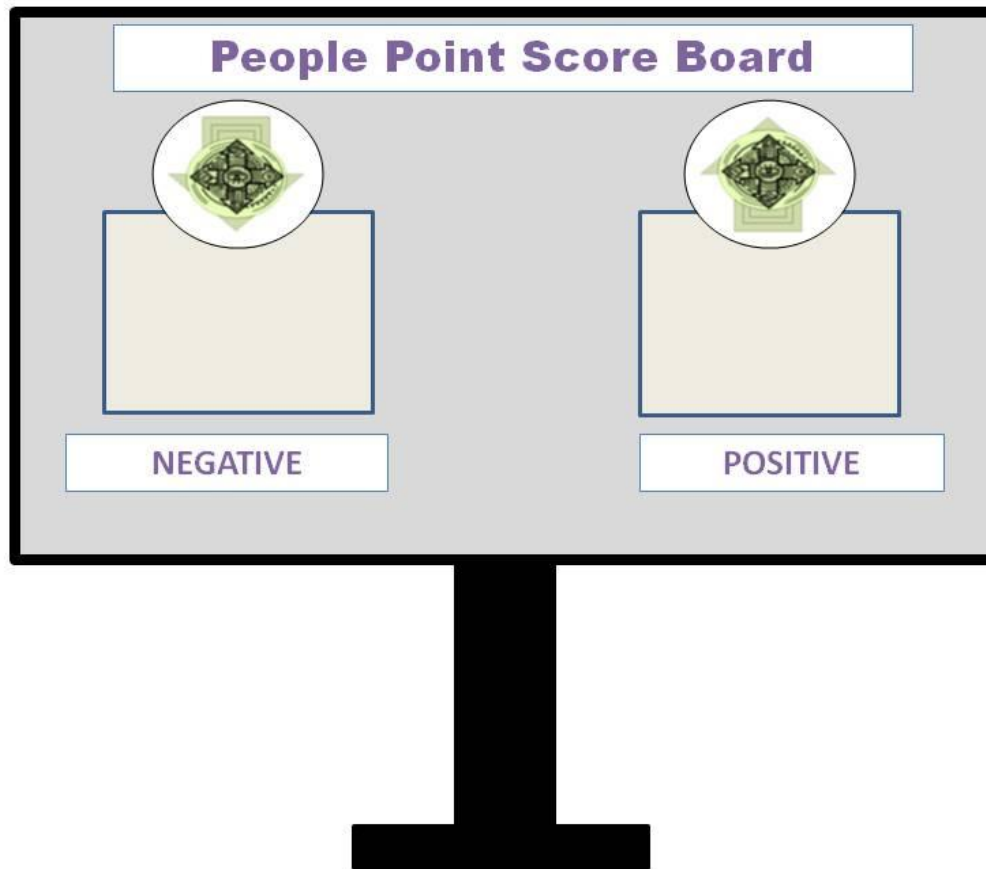
<http://autismteachingstrategies.com/autism-strategies/visual-strategies-for-autism-social-skills-training-part-2-using-magnets-to-show-what-attracts-or-pushes-away-others/>

People Points Activity

Other people are usually watching and listening to us. The information they get with their eyes and ears goes into their minds. Some of the information about you stays there a long time. People talk with other people. The information they have in their minds, about you—both good stuff and bad stuff—can get passed on to the minds of others in this way.

- o When you put a good memory about yourself into another person's mind, we will call that a People Point. It's something like scoring a point each time you do something cool, or nice, or when you behave well, or when you deal with something hard without getting too upset."*
- o "Other people also remember when we do things that they do NOT like. Like when you do something mean, or rude, or out of control. Or, if you don't pay attention when another person is upset or having a hard time. When that happens, we will call that earning Negative People Points." [Now, encourage the child to recall a recent time when they earned Negative People Points.]*

People Points Activity



People Points Activity Template

<http://autismteachingstrategies.com/autism-strategies/visual-strategies-for-social-skills-training-part-v-teach-how-to-earn-people-points/>



CSI

Social Autopsy

Here's what was going on:

Here's what I did that caused a social error:

Here's what happened when I did that:

Here's what I should do to make things right:

Here's what I'll do next time to keep it alive:



Words Hurt/Words Help

- o Students may experience difficulty understanding the social consequences of their words and actions. This lack of awareness can affect them in several ways:
 1. The child may be less likely to say something encouraging or complimentary to another person.
 2. The child may fail to discern the harmful effects of hurtful words, and blurt out “unfiltered” statements with harsh, judgmental or violent content.
- o When we try to help students increase their ability to use kind words and refrain from hurtful ones, it seems very helpful to use clear visuals. It also helps to equate the other person’s emotional pain and pleasure to physical pain and pleasure. My clients seem to “get” that other people feel physical pain and pleasure much better than they understand other people’s emotional pain and pleasure.

Words Hurt/Words Help

Activity Visual

Words can really hurt someone.

It's in their mind, but it feels almost like other kinds of pain.

1

When you say mean things like:
(circle)

2

...it can make another person's mind feel almost like:
(circle)

a toe getting stomped on...



**tasting or smelling
something awful...**

**hearing a fire alarm from just
three feet away...**



A gust of shivering, cold wind



Words Hurt/Words Help

Activity Visual

Words can make other people feel great.

1

When you say kind things like...
(write down kind things you have said):

2

...it can make another person's mind feel almost like:
(circle)

they are getting a present...



they are hearing their
favorite music...



they are smelling
something good...



they are being petted like a
soft kitten...



they are tasting their
favorite food...



Words Hurt/Words Help Activity Template

<http://autismteachingstrategies.com/autism-strategies/autism-strategies-communication/words-hurt-words-help-3/>

Negative Thinking Table Activity

Situation	Negative Thinking	Positive Thinking
You have to take a test.	I am going to fail. This is going to be too hard.	I'll try the best I can and be happy with that. It will be OK.
You are going to a new school.		
You need to ask the teacher a question.		
You are going to the doctor/dentist.		
You are going to bed and you are afraid of the dark.		
You try to get your school work perfect.		
You are shy and some new kids try to talk with you.		

Red Choices, Green Choices

- o A Decision Making Visual that allows the student to determine what happens next, depending on whether they make a red choice or a green choice.

Green Choices	Red Choices

Bob's School Assembly

When Something Bothers Me,
or Hurts My Ears,
or Makes Me Uncomfortable

<input type="radio"/> Green Choices	<input type="radio"/> Red Choices
<input type="checkbox"/> Take/Wear Headphones	<input type="checkbox"/> Forget Headphones
<input type="checkbox"/> Sit Toward Back	<input type="checkbox"/> Lie on Floor
<input type="checkbox"/> Sit on Chair	<input type="checkbox"/> Stand on Chair
<input type="checkbox"/> Squeeze My Puddy	<input type="checkbox"/> Squeeze (Pinch) Adult
<input type="checkbox"/> Stand Near Exit with _____	<input type="checkbox"/> Run Out the Exit
<input type="checkbox"/> Ask For a ___ Min. Break in the Hallway	<input type="checkbox"/> Yell / Scream
<input type="checkbox"/> Ask _____ for Help	<input type="checkbox"/> Forget to ask for Help
<input type="checkbox"/> Hands on Another	<input type="checkbox"/> Hands on Bob
<input type="checkbox"/> Keep Feet on Floor	<input type="checkbox"/> Feet on Another (Kick)
<input type="checkbox"/> Go Back to Classroom with Adult	<input type="checkbox"/> Go Back to Classroom with No Adult
<input type="checkbox"/> _____	<input type="checkbox"/> _____

After I try my best to choose green assembly choices for
_____ minutes, I would like: (Check One)

- Computer with 15 Min. Timer
- Bookshelf with 15 Min. Timer
- Art Supplies with 15 Min. Timer
- _____ with 15 Min. Timer







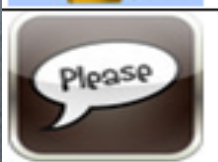
AND... (Check as Many as You Want)

- A Green Note Home!
- Three Green Stars on My Chart!
- You to Tell Me How Happy You Are!
- You to Smile!
- Mom to Smile When I Get Home!
- _____

Social Story Video

http://www.autisminternetmodules.org/mod_view.php?nav_id=1149

A Few Social Skills Apps

	My DPS	The Digital Problem Solver (DPS) originally appeared in The Social Express™ as a tool for the characters to use to identify emotions and coping strategies. Users quickly requested a real DPS to use outside of the software.	.99
	Social Quest	Social Quest is an application to be used to improve pragmatic language comprehension and expression in a variety of social situations for older elementary, middle school, and high school-aged populations.	14.99
	Social Skill Builder Full	<p>All of Social Skill Builder app modules use interactive video to teach key social thinking, language and behavior critical to everyday social situations. Modules include:</p> <ul style="list-style-type: none"> • Friendship/Life Skills • Understanding Emotions • Problem Solving • Critical Thinking • Perspective Taking 	12.99
	Feel Electric!	Part of the Military Families “Finding the Right Word” initiative, this app offers tools that use content and curriculum from The Electric Company to explore emotional vocabulary and self-expression.	Free
	Social Skills	Social Skills, the stories contain targeted instruction in the following core areas: Joint Attention; Non-Verbal Communication; Greetings; Structured game play; Turn Taking. Elementary age students	6.99
	Stories2Learn	Use one of the 12 created social stories or create your own. For use with individuals with autism and other developmental disabilities.	13.99
	Manners Social Story and Speech Tool	This app includes a 10 page social story about why it is important to be polite, and how to have good manners.	2.99

Activity

◦ Shape Up Summarizer



Sources

- o www.loveandlogic.com
- o www.autismtrainingsolutions.com
- o www.5pointscale.com
- o www.cyke.com
- o <http://www.goodcharacter.com/GROARK/Anger.html>
- o http://www.kellymckinnonassociates.com/images/Social_Skills_Development.pdf
- o www.behaviordocor.org
- o www.FreePrintableBehaviorCharts.com
- o www.AutismTeachingStrategies.com
- o www.redandgreenchoices.com
- o Dr. Tony Atwood