Speech Pathology and Occupational Therapy working together to promote the development of social skills in children.
Anne Trecker MS, OTR/L
Aubrey Rubin MS, CCC-SLP
The Benefit of Speech and OT working Together to Facilitate Social Skills

• Ability to communicate and engage socially is influenced by arousal level.
• When arousal level is “just right” and the desire for social interaction is present, students need specific assistance with social communication.
• OTs are able to engage students through organizing sensory activities that increase attention and interaction and often result in a “just right” level of arousal.
• Once students are engaged, speech therapists are able to take advantage of “teachable moments” and elicit social language in a more meaningful and naturalistic context.
• When multiple disciplines work together, it increases integration and generalization of all skills.
Sensory Integration is the organization of information from the senses for use in adapting to environmental demands.
How the brain works.
The Senses: Touch
Vision
Hearing

"I distinctly said harnation!"
Taste and Smell
Proprioception

“I say it every time... ‘Watch your head, Frank! Watch your head!’... But do you listen?”
Vestibular
Effective sensory processing facilitates:

- Self regulation
- Development of Motor Skills
- Communication
- Purposeful interaction with the environment
- Cognitive Development
Self Regulation
Communication
Development of Motor Skills
Purposeful Interaction with the Environment
Cognitive Skills
What are “Social Skills”

- A generic term that has different meaning to different social groups, ages, sexes and cultures.
- Despite having a variety of definitions- we can very easily identify someone who has “good” or “bad” social skills.
- In it’s most basic form…. ”share space with other’s effectively.”
  - There does not necessarily need to be a verbal interaction for a person to use social skills.
- “Adapting to others effectively across contexts.”
- Following unwritten social rules of the environment, even outside of the active social interaction within that environment.”
  - Michelle Garcia Winner, 2007
- “Social skills are socially acceptable behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding in negative responses.”
  - Elliot Gresham, 1984
Social Language Development

- Learning as Part of a Group
- Cooperative/ Collaborative Play Sharing an Imagination
- Perspective Taking:
  - Knowing How to Share Space
- Perspective Taking:
  - Self-Regulation in a Group
- Perspective Taking:
  - Cooperation and Negotiation
- Language and Cognition
- Central Coherence
- Theory of Mind
- Executive Function
- Joint Attention
- Joint Intention
- Imitation
- Attachment and Emotional Engagement
- Individual Self-Regulation
ILAUGH Model

• I = Initiation of Language
  • The ability to use language to seek assistance, join a group or self-advocate.

• L = Listening with Eyes and Brain
  • Although auditory comprehension is an imperative part of effective social interaction, social comprehension carries the additional demand of integrating auditory and visual information to gain the deeper meaning of the social message.
  • The listener has to interpret both the verbal and non-verbal messages being communicated.
ILAUGH Model

• A = Abstract and Inferential Language/Communication
  • Interpreting messages requires a person to recognize that there are two types of language: literal and figurative. The student has to figure out how to interpret information based on the language and what is happening in the situation
  • In other words: “Interpretation of social meaning requires flexibility in thinking about the intended message as well as analysis of the language within a given context.” – taken from an example social evaluation report from Social Thinking Boston.

• U = Understanding Perspective
  • The ability to understand emotions, thoughts, imagination, beliefs, experiences, motives and intentions yourself and others.
  • Key to the participation in groups, expressing yourself in a non-offensive manner and understanding what is in the minds of others.
ILAUGH Model

• G = Gestalt Processing
  • Getting the big picture.
  • Information is given through concepts, not just facts. In order to participate in social discourse, you have to understand the underlying concept being discussed which is often not explicitly stated.

• H = Humor and Human Relatedness
  • The ability to relate and interact with peers.
  • Does the student desire social relationships? What is s/he doing to try to get and maintain these relationships?
## Warm Up - Goals

<table>
<thead>
<tr>
<th>OT</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce targeted concept</td>
<td>• Introduce targeted concept</td>
</tr>
<tr>
<td>• Provide organizing input that facilitates attention and motor skills</td>
<td>• Following directions</td>
</tr>
<tr>
<td>• Following directions</td>
<td>• Giving directions</td>
</tr>
</tbody>
</table>
Warm Up- Activities

- PAWS = Please Activate Waiting System
  - Stations
  - Rolly Polly
Activity- Goals

OT

• Planning, sequencing and timing
• Working as a group
• Incorporating social skills concepts into structured motor activities

Speech

• Thoughts and Feelings
• Whole Body Listening (Eyes, body, Mind in the group)
• Expected and Unexpected
• Types of thoughts
• Types of smarts
Activity- Activities

• Social Detective Basic Training
  • Thoughts and feelings obstacle course

• PAWS obstacle course
  • Go through obstacle course PAWS and give action to do (verbally or visually).

• Zones sorting obstacle course
  • Find pictures of different emotions and sort into different zones.
Activity - Activities

• Social Detective Boot Camp
  • Pirate game (Eyes in the group)
Activity- Activities

• Eyes, Body and Mind in the Group.
## Table - Goals

<table>
<thead>
<tr>
<th>OT</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Handwriting elements: letter formation, spacing, sizing</td>
<td>• Thoughts and Feelings</td>
</tr>
<tr>
<td>• Personalization of concepts</td>
<td>• Whole Body Listening (Eyes, body, Mind in the group)</td>
</tr>
<tr>
<td>• Written expression of Social Thinking/Zones ideas</td>
<td>• Expected and Unexpected</td>
</tr>
<tr>
<td></td>
<td>• Types of thoughts</td>
</tr>
<tr>
<td></td>
<td>• Types of smarts</td>
</tr>
</tbody>
</table>
Table - Activities

- Interactive Notebooks
  - Thoughts and feelings writing

Evan is thinking about bubbles.
He feels happy.
Table- Activities

- Interactive Notebooks
  - What can your body do?
Table - Activities

- Interactive Notebooks
- Whole body listening
Table- Activities

• Interactive Notebooks
  • Types of smarts
Table - Activities

- Interactive Notebooks
  - Expected and Unexpected
Table - Activities

- Zones writing
  - When am I in each zone
  - How do I act in each zone
  - How do people around me feel when I am in each zone
  - What strategies can I use to stay in an expected zone
### Table - Activities

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
<td>Didn't work at all</td>
<td>Worked just a little</td>
<td>Worked hard some of the time</td>
<td>Worked hard most of the time</td>
<td>Worked hard the whole time</td>
</tr>
<tr>
<td></td>
<td>more than ten reminders to keep my brain and body in the group</td>
<td>more than seven reminders to keep my brain and body in the group</td>
<td>more than five reminders to keep my brain and body in the group</td>
<td>a few reminders to keep my brain and body in the group</td>
<td>0 reminders to keep my brain and body in the group</td>
</tr>
<tr>
<td></td>
<td>I didn't work on my social detective mission</td>
<td>I didn't work on my social detective mission</td>
<td>I needed a lot of help on my social detective mission</td>
<td>I needed a little help on my social detective mission</td>
<td>I did well working on my social detective mission</td>
</tr>
<tr>
<td><strong>Rating Scale</strong></td>
<td>Didn't work at all</td>
<td>Worked just a little</td>
<td>Worked hard some of the time</td>
<td>Worked hard most of the time</td>
<td>Worked hard the whole time</td>
</tr>
<tr>
<td></td>
<td>a lot of reminders to keep my brain and body in the group</td>
<td>some reminders to keep my brain and body in the group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources


Resources

• Teaching 4-6 year olds Social Thinking- The Incredible Flexible You Curriculum and Storybooks- January 2015 presentation
• Social Thinking Clinical Training Level 1A Program
• Go Noodle- https://www.gonoodle.com (free calming and alerting videos.
Resources


Resources
