



SOCIAL SKILLS: COOL IDEAS FOR COOL KIDS

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WHAT YOU WILL LEARN:

- Implement interactive activities during social skill groups
- Incorporate popular movies into the social skill curriculum
- Develop long-term, multi-week activities with pre-teen and teen-aged children



IMPORTANCE

Individuals who recognized the need for improved social thinking had higher salaries than those who didn't recognize the need.

Howlin, P., Alcock, J., Burkin, C. (2005). An 8 year follow-up of a specialist supported employment service for high-ability adults with autism or Asperger syndrome. *Autism* 9: 533-549



IMPORTANCE

Social Skills Ranked High by Educators

- Demonstrate self-control
- Use appropriate touch
- Respond to teacher requests
- Recognize another's feelings
- Recognize "personal space"
- Express one's own emotional state
- Recognize another person's viewpoint
- Obtain teacher's attention appropriately

Kowalski, 2008



INTERACTIVE ACTIVITIES

❖ Information scavenger hunt

- Decide on who will be asked for info
- Decide on the theme for the list of questions
- Develop the list of questions
- Review the list for complexity, appropriateness, and relation to the topic
- Start the hunt



A decorative background featuring several colorful pencils and pens in shades of blue, yellow, pink, and black, arranged in a circular pattern around the central text box.

INFORMATION SCAVENGER HUNT (travel)

Find someone who has:

- Never been out of the US
- Visited 10 or more countries
- Had their luggage lost
- Gone to Disney World in December
- Been to at least 3 countries in North America (there are 23 total)
- Gone on a cruise
- Been on 2 continents

INTERACTIVE ACTIVITIES

❖ 2 Truths and a Lie

- Growing up I lived on a farm
- I started dating my husband when we were 15
- I have met the Pope



- What is Stanley thinking?
- How do you know that?
- What would you be thinking?
- What would you do?

- Look at their expressions-what is Harry thinking/feeling? What is Hermione thinking/feeling?
- They can't see each other. How do they know how one another is feeling?
- Describe and Show



GOALS

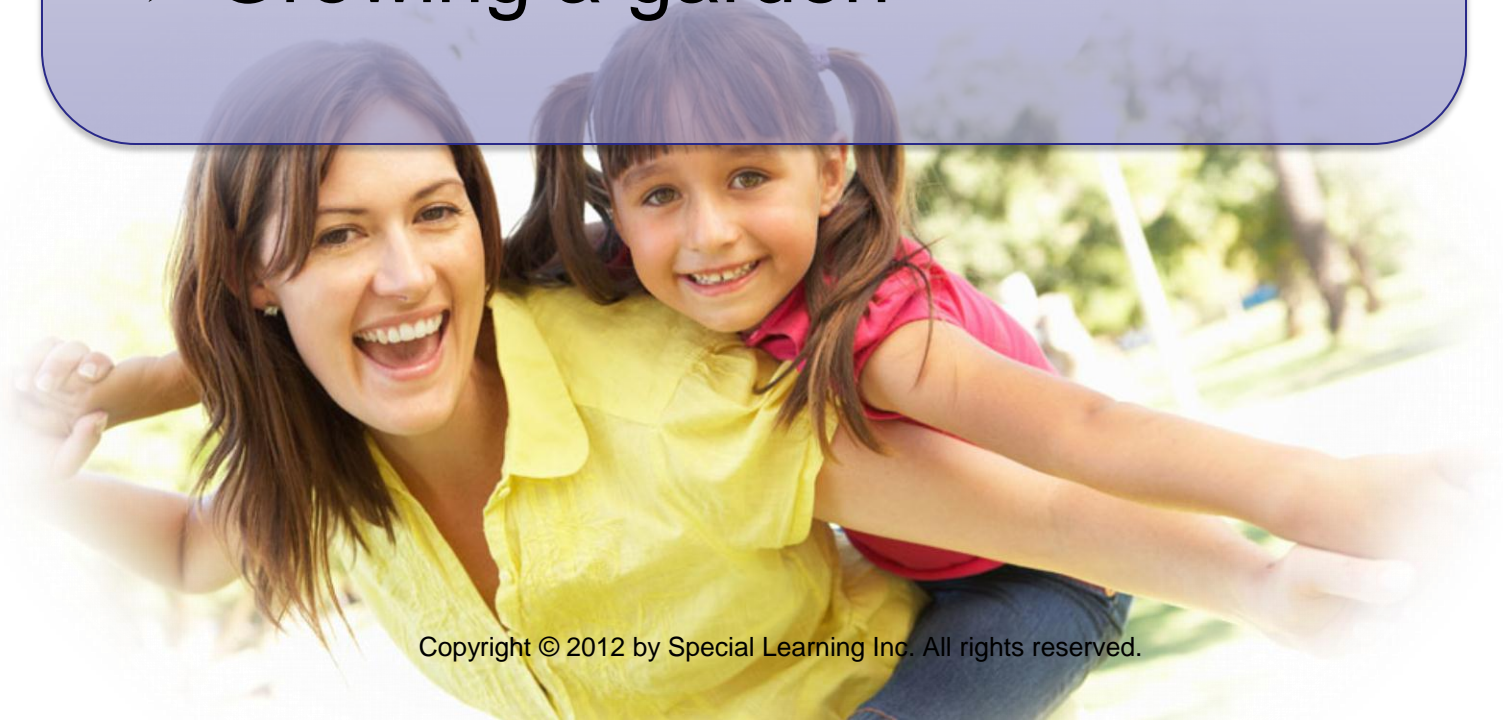
- ❖ ___ will participate in a group discussion and identify each of the following with 80% accuracy over a 3 month period given moderate verbal cues and visual support:
 - Recognize the topical situation.
 - Identify the social problem.
 - Identify the perspective of others.
 - Identify behaviors to use in the situation.



- What is the problem?
- How do you know?
- What should he/she/they do?
- Why is this a good idea?

IN IT FOR THE LONG HAUL

- Valentine's party for Moms
- Cooking for a peer's birthday
- Growing a garden



GOTTA LOVE MOM

- WEEK 1 – Present idea of party and why this is important, decide on theme
- WEEK 2 – Create list of tasks to complete and timeline
- WEEK 3 – Create guest list and decide on food/drink
- WEEK 4 - Create invitations and deliver
- WEEK 5 – Decide on entertainment, create materials as necessary
- WEEK 6 – Time to party
- WEEK 7 – Debrief – good, bad, and ugly



DINNER TIME

- WEEK 1 – Present idea of a project and collect ideas, decide on a date
- WEEK 2 – Create list of tasks to complete and timeline
- WEEK 3 – Create shopping list, task list, and schedule for the day of the dinner
- WEEK 4 – Practice a dry run with pretend materials to check the schedule
- WEEK 5 – Finalize roles, check supplies, go shopping
- WEEK 6 – Time to cook and eat!!
- WEEK 7 – Debrief – how did the surprise work?



SUMMER TIME

❖ Everyone had a job

- Digging
- Planting
- Daily watering
- Checking
- Picking
- Preparing
- Eating



WRAP UP AND QUESTIONS

- This is hard-we need to make it fun when we can
- Every goal can be addressed
- Role-playing, monitoring, and learning in sequence are promising and easily incorporated
- Your job is **WAY MORE FUN!!!**

