Counseling and Social Skills for the Learning Different Child

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Texas Counseling Association
School Counselors Convention

Definition of Language Learning Differences
A language-learning different child shall be defined as a child with:
• average or above-average intelligence
• adequate vision and hearing
• without primary emotional disturbance
• who has failed or is at high risk to fail when exposed to school experiences using conventional educational techniques.

PROCESSING CHART

<table>
<thead>
<tr>
<th>5 SENSES INPUT</th>
<th>Sustained Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Hear Feel Smell &amp; Taste</td>
<td></td>
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<tr>
<td>Brain Interpretation</td>
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<td>Percept</td>
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<tr>
<td>Concept</td>
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<tr>
<td>Higher Cognitive Functions</td>
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</tbody>
</table>

PROCESSING WITH DYSFUNCTIONS

<table>
<thead>
<tr>
<th>5 SENSES INPUT</th>
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<tr>
<td>See Hear Feel Smell &amp; Taste</td>
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<tr>
<td>Brain Interpretation Dysfunction</td>
<td></td>
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<tr>
<td>Incorrect Perception</td>
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<tr>
<td>Concept Formation Faulty – Language Weakness</td>
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<tr>
<td>Gaps in Higher Cognitive Functions</td>
<td></td>
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<tr>
<td>Inadequate Memory</td>
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A Few Thoughts:
“In addition to the fact that Johnny still can’t read, we are now faced with the more serious problem that Johnny can’t tell right from wrong.”
— William Kirkpatrick

“Learning is more than literacy. Our children must be educated in reading and writing but also in right and wrong.”
— President George W. Bush

A Few More Thoughts:
“Social interventions are the new frontier in education.”
— Rick LaVoie

“Childhood and adolescence are critical windows of opportunity for setting down the essential emotional habits that will govern our lives.”
— Daniel Goleman, Emotional Intelligence

“Schools must unabashedly teach students about such key virtues as honesty, dependability, trust, responsibility, tolerance, respect, and other commonly held values.”
— Breaking Rank: Changing an American Institution, National Association of Secondary School Principals
“While no two brains are alike, the brains of people with dyslexia are distinctively different compared to those without dyslexia.”

Dr. Gordon Sherman

The study found that dyslexic readers underactivate reading systems in the back of the brain.

Functional imaging studies of adults with dyslexia, including high-achieving university students, reveal this same pattern of strong fontal areas used during reading.

(Richards, 2001; Shaywitz, 2003; Simos, Breier, Fletcher, Mergman, and Papanicolaou, 2000)

Sally Shaywitz, M.D.

A Neural Signature for Dyslexia

- Under activation of Neural Systems in the Back of the Brain

A phonological weakness blocks decoding, which in turn interferes with word identification.

Sally Shaywitz, M.D.

What Is Social Competence?

Time spent reading each day

Overcoming Dyslexia by Sally Shaywitz
Social Competence

Definition of Social Competence

• Analogous to intelligence
• Social competence is a higher-order construct made up of many components.

Social Competence

Includes:

• Positive relations with others
• Accurate and age appropriate social cognition
• Absence of maladaptive behaviors
• Effective social behaviors

Adapted from Vaughn and Hogan, 1990

Correlates of Peer Acceptance

Behavioral Correlates:

• Enjoyment of peer relationships
• Joining ongoing peer relationships
• Participating in peer activities
• Initiating peer contact
• Cooperation/taking turns
• Sharing
• Helping others
• Playing fairly
• Ability to give affection
• Resolving conflicts/differences


Understanding Learning Differences

Normal Brains
That Process
Differently

Attention Deficit / Hyperactivity Disorder (AD/HD)

• ADHD refers to a family of chronic neurobiological disorders that interfere with people's capacity to attend to tasks, regulate activity, and inhibit behavior in ways appropriate to their age and circumstances.
DSM-IV-TR Definition of Attention-Deficit/Hyperactivity Disorder

Three Subtypes:
- Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type
- Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive Type
- Attention-Deficit/Hyperactivity Disorder, Combined Type

Diagnostic Criteria for Inattentive Subtype

Six (or more) of the following symptoms in inattention have persisted for at least six months to a degree that is maladaptive and inconsistent with developmental level:

Inattention

a) often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities.

Inattention (continued)

b) often has difficulty sustaining attention in tasks or play activity
c) often does not seem to listen when spoken to directly
d) often does not follow through on instructions and fails to finish schoolwork, chores or duties in the workplace (not due to oppositional behavior or failure to understand instructions.)
e) often has difficulty organizing tasks and activities

Diagnostic Criteria for Hyperactive-Impulsive Subtype

Six (or more) of the following symptoms in inattention have persisted for at least six months to a degree that is maladaptive and inconsistent with developmental level:

Hyperactivity

a) often fidgets with hands or feet or squirms in seat.
b) often leaves seat in classroom or in other situation in which remaining seated is expected

c) often runs about or climbs excessively in situation in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
d) often has difficulty playing or engaging in leisure activities quietly
e) is often “on the go” or often acts as if “driven by a motor”
f) often talks excessively
**DSM-IV-TR Definition of Attention-Deficit/Hyperactivity Disorder**

**Impulsivity**

- g) Often blurts out answers before questions have been completed
- h) Often has difficulty awaiting turn
- i) Often interrupts or intrudes on others (e.g., butts into conversations or games)

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**Developmental Dysfunctions and Possible Effects on Social Ability:**

**Attention**

- Impulsive, poorly planned social acts
- Egocentricity, trouble sharing
- Spatial and temporal-sequential problems reading nonverbal feedback (i.e. facial expressions)
- Sequential difficulty with prediction, flow in social contexts

**Memory**

- Problems learning from experience
- Discrete recall of names faces, appointments
- Remembering steps in complex instructions

Adapted from Developmental Variation and Learning Disorders by Melvin Levine, M.D.
Developmental Dysfunctions and Possible Effects on Social Ability:

**Language**
- The communication and interpretation of feelings
- Code switching
- Topic selection and maintenance
- Conversational technique
- Perspective taking
- Lingo fluency

Adapted from *Developmental Variation and Learning Disorders* by Melvin Levine, M.D.

**Higher-order Social Cognition**
- Conflict resolution
- Problems assessing attributions
- Engaging in moral reasoning
- Monitoring
- Reading and acting on social information

Adapted from *Developmental Variation and Learning Disorders* by Melvin Levine, M.D.

**Common Social Skills Deficits in Children with Learning Differences**
- Inappropriate Interactions
- Communication Difficulties
- Deficit Social Cognitive Skill
- Poor Emotional Regulation

**Inappropriate Interactions**
- Fewer active friendship making skills
- Initiate more negative, competitive statements
- Excessive talking
- Impulsive and unfocused
- Dominating or disruptive

**Communication Difficulties**
- Fewer positive and self-disclosing comments
- Poor reciprocity
- Difficulty monitoring discourse
- Less assertive verbally
- Difficulty giving and receiving criticism

**Communication Difficulties**
- Less responsive to other’s initiations
- Inappropriate verbal exchanges
- Difficulty shifting between giving and receiving information
Deficit Social Cognitive Skill

- Less eye contact and affection
- Poor role-playing ability
- Poor social insight
- Poor comprehension of emotions and non-verbal cues

Deficit Social Cognitive Skill

- Limited self-awareness
- Fewer acquisition skills
- Poor social problem-solving skill
- Misinterpreting actions and words of others

Poor Emotional Regulation

- Moody, unpredictable
- Choose less socially acceptable behaviors
- Aggressive outbursts
- Excitability, silliness
- Poor transitioning from one activity to another

A Negative Cycle of Social Incompetence

Why We Teach Social Skills

- Peer relationships are important
- Poor peer relationships place children “at risk” for long-term problems in adjustment
- Some children with learning differences are not accepted by peers
Why We Teach Social Skills

- Communication skills
- Problem solving
- Decision making
- Clarify abstract concepts and societal values

Why We Teach Social Skills

To improve behavior:
- Self-regulation
- Impulse control
- Understand cause and effect
- Acceptance of responsibility
- Practice appropriate roles

Why We Teach Social Skills

To improve feedback sensitivity:
- Social interaction skills
- Empathy
- Understand relationship requirements

How can we apply what we know from the research to interventions that improve social behavior?

What is Choices?

- Evolved from the Social Values work of Dr. Charles Shedd, clinical psychologist
- Intervention program which is structured, multisensory, taught daily for 30 minutes to grades 1 through 9
- Joyce Pickering added oral language development components
- Laure Ames rewrote Dr. Shedd’s stories and role plays and related the difficulties in social development of the learning different child to current research.

Lessons

Skills for Success
- Communication Skill
- Decision Making Skill (Stop, Think, Choose)
- Problem Solving Skill (PACT)
Lessons

Responsibility
At School
At Home

Self-Discipline
Courage
Respect
Integrity
Perseverance
Truth
Attitude

Self-Control
Prudence
Communicating Feelings
Assertiveness, Not Aggressiveness
Handling Stress

Consideration of Others
Compassion
Tolerance
Cooperation
Manners

Direct Instruction of Social Skills: Choices

A Four-Step Teaching Method
1. Introduce the concept
2. Read the story
   ✓ Discuss the vocabulary
   ✓ Analyze cause and effect
   ✓ Discuss questions related to the story
3. Role play
   ✓ Critique verbal and non-verbal communication using the Communication Checklist
4. Research activities

Choices
- Incorporates salient features of social skills training, problem-solving techniques, affective regulation, cognitive restructuring, and behavior modification
- Easy to use
- Involves parents
- Challenging and fun

Lesson Format
I. Thinking It Through
II. Story
III. Let’s Talk
IV. Let’s Act
V. Let’s Investigate
How We Teach Social Skills

**SHELTON**

Let’s Act

**SHELTON**

Story and Discussion

Closing Remarks

To help students break out of the vicious cycle of social incompetence, students need:

- Direct specific instruction in therapeutic techniques which improve academic skills
- Mature adult direct teaching of a specific social skills program
- A comprehensive program which remediates weaknesses and celebrates strengths through success at school and through areas of talent

Role-play rules:

- Some are for 1 person. (I call that an activity.)
- If you have a large classroom, you may want to alternate who does the role-plays by dividing the students into two groups (alphabetical by last name, half of the room, birthdays in first 6 months, etc.)

Role Play Rules Continued

- Pass out the cards to groups of 2 or 3.
- Give them a few minutes to come up with an interaction that would allow the class to figure out what is on the card.
- After the role play, discuss the principle with the class in 1. a question/answer or 2. a story format.
Communication emotions
(Discuss non-verbally communicating happy, sad, etc.)

- You just got an award at school
- You are having trouble learning your lines for a play
- You just broke your favorite CD
- Your mom just said you could have a puppy
- Your best friend is moving away
- Your friend is gossiping about you

Decision Making

- Before role play discussion: stinking thinking:
  - I missed a lot on my test; I'll never learn it
  - I can’t hear what they are saying; it must be about me
  - If they don’t do it my way, they are not my friends
  - I wasn’t invited to the party; I must be a loser

Role Plays for Decision Making

- Your friend wants to copy your homework
- Your friend tells you not to be friends with another student
- Someone is bullying your friend
- You are home alone and you hear strange noises
- You are watching your favorite show and your mom tells you to go clean your room
- You have homework and your friend wants you to play at the park
- Your grandparents are visiting and your friend invites you to a football game
- Your friend got some cigarettes and asks you to smoke

Problem Solving

- You lost your mom’s cell phone
- You lied to your parent
- Your teacher just caught you looking at someone’s paper
- You broke your friends ipad
- You didn’t do your homework
- Your little sister has been messing up your room
- Your friends won’t speak to you
- You lost your library book
- You dropped your lunch on the floor

Rules for Making Friends

- Be nice
- Share
- Complement others
- Smile
- Use manners
- Don’t tease
- Include others

Inappropriate Behaviors at School
(We do it the wrong way and then the right way)

- Daydreaming (1. Don’t pay attention 2. Pay attention)
- Showing off (1. Act silly 2. Act kindly)
- Bullying (1. Exclude someone 2. Include someone)
- Bullying (1. Gossip 2. Stop someone when they start to gossip)
- Dishonesty (1. Say you didn’t do it 2. Tell the truth)
Daydreaming

• Have eye contact while listening
• Nod head to show you understand
• Sit still while listening
• Look at the teacher during the lesson
• Ignore distractions from friends

Bullying

• Someone keeps tripping you in the dining hall
• Someone calls you names everyday
• Someone is spreading rumors that you sleep with a teddy bear
• Someone keeps pulling your hair
• Someone is throwing dirt at you
• Excluding others
• Taking your pencils
• Someone keeps calling you on the phone
• Someone keep annoying you

Discuss what to do about bullying

• Speak up; be assertive but not aggressive.
• Tell an adult
• Ignore the behavior
• Other (humor, etc.)

Showing Off

• Blurt out
• Acting silly
• Making noises
• Falling out of seat
• Exaggerating
• Dropping or throwing food
• Being first
• Bragging
• Annoying others

Dishonesty

• You took your friend’s birthday pencil
• You see your best friend cheat on a test
• You found a $10 bill
• You spill paint on your classroom floor
• You and your friend found an inappropriate web site
• You threw paper towels on the floor in the bathroom at school
• You broke a lamp while playing hide and seek at home
• Your teacher told you to do your work but you didn’t do it
• You got in trouble at school and you have to tell your parent what happened

Taking Care of Self

This is an activity. I give a card to each student

• Wash your face
• If you have a cut or blister, tell an adult
• Use a tissue if your nose is runny
• Brush or comb your hair
• Brush your teeth
• Eat fruit
• Shower or bathe regularly
• Sneeze and cough into your arm
• Eat enough sleep
• Drink lots of water
• Wash hands
• Eat healthy food
• If you are sick, tell your mom, dad, or teacher
<table>
<thead>
<tr>
<th>Habits</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving compliments</td>
<td>Your teacher asks you to do something you don’t want to do</td>
</tr>
<tr>
<td>Being lazy</td>
<td>Your friend asks you to play but you don’t like that friend</td>
</tr>
<tr>
<td>Blaming others</td>
<td>Your mom tells you to “be quiet” in front of your friends</td>
</tr>
<tr>
<td>Arguing</td>
<td>You have plans but your grandparent wants to take you to lunch</td>
</tr>
<tr>
<td>Making your bed</td>
<td>Your mom gets you to school late</td>
</tr>
<tr>
<td>Being late</td>
<td>Your friend tells you to leave him/her alone</td>
</tr>
<tr>
<td>Criticizing</td>
<td>You want to use your mom’s phone but she is not home and she doesn’t allow it</td>
</tr>
<tr>
<td>Taking your dishes off the table</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perseverance</th>
<th>Truth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finishing a picture in art</td>
<td>You broke a window</td>
</tr>
<tr>
<td>Finish a book</td>
<td>You lied about your homework</td>
</tr>
<tr>
<td>Learning to play a musical instrument</td>
<td>You lied to your parents</td>
</tr>
<tr>
<td>Finishing a game when you want to quit</td>
<td>Your friend told you to keep a secret, but you told people</td>
</tr>
<tr>
<td>Finishing raking the leaves</td>
<td>You broke your dad’s CD</td>
</tr>
<tr>
<td>Finishing your homework</td>
<td>You stepped on your mom’s flowers</td>
</tr>
<tr>
<td>Finishing cleaning your room</td>
<td>You spilled water on your father’s computer</td>
</tr>
<tr>
<td>Finishing washing the dishes</td>
<td></td>
</tr>
<tr>
<td>Finish learning your math facts</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Prudence</th>
<th>Prudence continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do this as an activity (one person per card)</td>
<td>Around a fire</td>
</tr>
<tr>
<td>Show how to be safe when:</td>
<td>Riding a bike or skateboard</td>
</tr>
<tr>
<td>Near a street or alleyway</td>
<td>Someone asks you to smoke</td>
</tr>
<tr>
<td>Lost in a store</td>
<td>A stranger talks to you</td>
</tr>
<tr>
<td>Around matches or lighters</td>
<td>Riding in a car</td>
</tr>
<tr>
<td>Around knives or scissors</td>
<td>Crossing a street</td>
</tr>
<tr>
<td>Around chemicals in the garage or house</td>
<td>Near a lake or pool</td>
</tr>
<tr>
<td>On the internet</td>
<td></td>
</tr>
</tbody>
</table>
Communicating Feelings
I do this as an activity (one person per card)

- Mad
- Frustrated
- Excited
- Bored
- Scared
- Happy
- Silly
- Surprised
- Sad
- Nervous
- Furious
- Tired
- Shy
- Embarrassed
- Worried

Assertiveness
(discuss passive, aggressive, assertive responses)

- Someone cuts in front of you in line
- Someone is calling you names
- Your friend wants you to gossip about another friend
- Your friend wants you to look at an inappropriate website
- Your friend wants to prank call someone
- Your friend wants to copy your homework

Handling Stress

- Your friend is mad at you
- Your sibling keeps taking your things
- You have too much homework
- Your parent is mad about the traffic
- Your parent yells at you
- Your sibling scribbled on your homework
- Your parents are having an argument

Compassion

- Your best friend is moving away
- You friend’s dog just died
- Your neighbor is in the hospital
- Your mom is sick
- Your friend just lost a big game
- Your mom can’t find her car keys
- Your friend just failed a test
- Your sister’s favorite toy broke
- Your friend’s dad just lost his job

Choices Become Habits
Habits Become Character
Character Becomes Destiny

THE SHELTON WAY
A World Model for Educating Students Who Learn Differently
ALL TASKS ARE TO BE COMPLETED WITH YOUR NON-DOMINANT HAND

1. Copy the designs as neatly and as quickly as you can.

2. Put a dot in as many of the squares as you can in five seconds. Go!

3. Write the manuscript alphabet—lower case. Then write the cursive alphabet.

4. Trace this design as you count from 975 to 1,032 out loud.

5. Below is a name written in MANUSCRIBBLE. Trace it until you can write it from memory. When ready, turn your paper over and write it on the back.

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Experience Dyslexia®
Station 3: Write with Mirrors
Activity 1 Star Sheet,

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