

Module 4.1 Social/Emotional Competency

What are Higher Order Processes?

- Success within this level is based on proper functioning of all lower processes
- Once functions are integrated, this level “applies” learned skills and knowledge
- Navigate complex environments, interpersonal issues, will determine overall success

Social Emotional Competency Key Concepts (EQ)

- Social and emotional skills are built upon several integrated brain functions: Other BBBB blocks, Visual-Spatial, Executive Functions, Inhibition, and Fundamental blocks
- Ability to accurately assess one’s own emotions and ability to read emotions of others (EQ)
- Entails social perceptions, social rules, and ability to know what to say and how to communicate effectively
- Emotional issues may develop due to difficulties in school and feeling inferior. Anxiety with school performance impacts self-esteem, negative life consequences
- Must accurately perceive nonverbal body and facial cues
- interpersonal problem solving involves thinking in the future and how responses impact outcomes-complex thinking
- Involves subcortical and cortical brain structures

Expert Guidance

- Assess EF to help with intervention planning
- Consult with social worker, counselor, psychologist
- Remember we do not have therapy in the school
- Critical to get staff on board
- Trauma can impact brain development and impact social and emotional development
- Set up students for success- environmental triggers and “Goodness of fit”
- social -emotional learning (SEL) based on CASEL model is effective to target areas for intervention

Interventions: Direct Instruction

- As with other interventions, explicit and direct instruction is research supported intervention- you can teach social skills. You can also teach skills when it is “in the moment” in real life context

- Careful not to embarrass or scold with an audience present. Must have compassionate and trusting relationship
- In consultation with the building mental health provider, CBT “light” is a highly effective intervention
 - Cognitive: provide a conversation around the “why”
 - Behavioral: practice, role play
 - Overalls onto CASEL Model

Intervention: Social-Emotional

- Explicitly teach the “cycle”
 - situation, thoughts, emotions, behavior, physical reactions
- Give examples of how it works
- Have student give examples
- Role play example

Interventions: commercial programs

- Zones of Regulation
- Second Step
- Social Skill Improvement Systems Videos

Interventions: Social Stories are Effective Social Skills Teaching Method

- Although used for ASD cases, it is an effective tool for all students
- There are several social story templates and resources

Accommodations

- Set up for success
- Positive rapport and check-in before class
- Provide positive comments/expectations beforehand
- Know the type of environment that will trigger emotions or behaviors-teach to live within the environment, but raise awareness for appropriate behavior
- Systematize breaks
- Provide rationale for breaks
- Allow for longer than usual “reset” after emotional even
- Have a designated “calming” space or “home-base”
- Encourage self-advocacy, actively seek help when needed
- Allow access to mental health services without unnecessary restrictions