Questions?
For any questions during this broadcast, please send an email to: teresa.mcevoy@boystown.org
Questions will be answered at the end of the presentation.

Social Interactions

Components Of Language
### Pragmatic Functions
- Requesting
- Labeling
- Answering
- Calling
- Acknowledgement
- Protesting
- Greeting
- Express feelings
- Comment

Dore, 1978

### Social Skills
- Having Manners
- Staying on and Switching Topics
- Participating In and Starting Conversations
- Knowing the Right Time and Place
- Being Formal or Casual
- Playing Cooperatively
- Being a Friend
- Giving and Receiving a Compliment
- Making an Apology

Miller, 2004

### Non-Verbal
- Eye-Contact
- Facial Expressions
- Volume
- Posture
- Tone of Voice
- Personal Space
“Happy Birthday!”

<table>
<thead>
<tr>
<th>What</th>
<th>Extend wishes/Greeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>On someone’s birthday</td>
</tr>
<tr>
<td>How</td>
<td>In an enthusiastic/happy tone</td>
</tr>
<tr>
<td>Why</td>
<td>To be polite and friendly</td>
</tr>
<tr>
<td>Who</td>
<td>The birthday boy/girl</td>
</tr>
<tr>
<td>Where</td>
<td>At a birthday party</td>
</tr>
</tbody>
</table>

The Why

- Why do we need to directly teach social interactions?

“Social skills help children become independent, productive adults since cognitive development and language are shaped by a person’s interactions with others.”

“Through socialization, children develop an inner sense of self control, judgment, the difference between right and wrong, and how to act around other people.”

(Anderson & Arnoldi, 2011)
### Teaching Social Interactions in Early Childhood Classrooms For Children Who Are Deaf or Hard Of Hearing

- “The rules or expectations of social interactions are typically **learned by example.**
- Children with communication difficulties and/or behavior challenges often do not learn these interactions **incidentally...**
- They need more **explicit** instructions through a scripted description of the social situation.”

(Center on the Social and Emotional Foundation for Early Learning)

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### How Do We Teach Social Interactions?

#### Planned Methods

- Social Stories
- Social Scripts

#### Additional Strategies Used During Incidental Interactions

- Modeling
- Sabotage
- Rephrasing
- Repeating
- Prompting
- Giving Choices

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### Social Stories

- Individualized stories that target a specific social goal for a child
- Created by a parent, teacher, or parent-infant specialist
Teaching Social Interactions in Early Childhood Classrooms For Children Who Are Deaf or Hard of Hearing

Social Stories

- **Who**: Children and the people they interact with
- **What**: Books that support a specific social goal
- **When**: Completing & comprehending a task is difficult
- **Where**: Anywhere
- **Why**: To interact appropriately

How To Create A Social Story

1. Choose a target goal
2. Create the text
3. Create/Add visuals
4. Describe the emotions
5. Read the story

Going To The Store

C. Goes to the Store

- I go shopping with my mom and dad.
- We shop at the grocery store.

(Dr. Orthwaite, 2012)
Teaching Social Interactions In Early Childhood Classrooms For Children Who Are Deaf Or Hard Of Hearing

Going To The Store

When we get to the store, I hold hands with Mom or Dad.

This makes them feel happy.

I do not run away.

This makes them feel angry.

Boys Town National Research Hospital

Going To The Store

If I get a sticker, then I get to go to the car.

This makes me feel sad.

If I hold hands, then I get a sticker.

This makes me feel happy.

Boys Town National Research Hospital

Going To The Store

Going to the store is fun!

Grocery

Boys Town National Research Hospital
Going To The Store

C.’s Story
- What is the goal?
- Who will be impacted?
- Why was this story made?
- When will it be used?
- Where will the child read this story?

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Emotions

- Modeling genuine, appropriate responses
- “If teachers themselves show real emotions, and if they are effective models, children are likely to adopt appropriate ways of showing their feelings.” (Hyson, 2004)

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Social Scripts

- Pre-taught language to be used during specific social interactions
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Social Scripts

Who
- Children and the people they interact with

What
- To teach specific language during a communication exchange

When
- When the target goal is a short interaction

Where
- Anywhere

Why
- To explicitly teach social interactions

Creating A Social Script

Identify a language deficit or need
Choose a specific language goal
Create visuals
Demonstrate the interaction
Practice, practice, practice!

Creating A Social Script

"Congratulations!"

"You're welcome!"

"Thank you!"
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Baby Shower

Teacher Regulation

Social Script: When Someone Knocks

"Come in!"
"Hello K and A."
Hi N.

Knock, knock, knock.

Social Scripts: Holidays

Event:
Trick-or-treating on Halloween

Social Interaction:
Knocking on someone’s door and saying, “Trick-or-treat!”

Target Language to Teach:
Trick-or-treat
Thank you

Thank you
Teaching Social Interactions In Early Childhood Classrooms For Children Who Are Deaf Or Hard Of Hearing
Planned Methods Of Teaching Pragmatics

- Social Stories vs. Social Scripts
- Where does the content come from?
  - Routine exchanges
  - Seasonal exchanges
  - Daily activities
  - Special events
  - Absence of a social skill
  - Literature

Literature That Targets Specific Social Skills

Book Benefits:
- Fun and relatable characters
- Stimulating visuals
- Engaging storylines
- Different points of view

But...
- Books can be more complex. It is important to select stories that are at children's language levels
- The visuals can sometimes be over stimulating
- It can be difficult for children to relate the characters emotions to their own

Implementing Literature

Rainbow Fish
Clip 1
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Teaching Emotions

Teaching Emotions

Book List

- The Center on the Social and Emotional Foundations for Early Learning
Additional Methods During Incidental Interactions

Methods Used On-the-Spot
- Modeling
- Sabotage
- Rephrasing
- Repeating
- Prompting
- Giving Choices

Modeling
- The adult uses appropriate language during interactions, sometimes intentional to address a certain skill
- Social Skill: Raising your hand in the classroom
- Example: The T.A. in the classroom raises her hand during a pretend birthday party and asks, “Ms. Nicole, may I have a piece of cake?”

Sabotage
- Creating a situation where specific language needs to be used
- Social Skill: Saying someone’s name to get their attention
- Example: Teacher not responding until her name is said by the student
Giving Choices

Review

Pragmatics
Planned Methods
• Social Stories
• Social Scripts
Additional Strategies
• Modeling
• Sabotage
• Rephrasing
• Repeating
• Prompting
• Giving Choices

Resources

Resources


References

- On the Web:
  - Sandbox Learning: http://www.sandbox-learning.com/
  - The Center on the Social and Emotional Foundations for Early Learning: http://csefel.vanderbilt.edu/

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