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DEPARTMENT OF EDUCATION
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FAMILY EDUCATION SEMINAR
"SOCIAL SKILLS INFORMATION"

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FREMONT, CA

OUTLINE

A. INTRODUCTION

B. "WHAT'S WRONG WITH THIS PICTURE?"

MENTAL IMAGERY EXERCISE: PAINTING A PICTURE OF YOUR STUDENT'S
SOCIAL SKILLS.

1. WHAT DOES S/HE DO THAT IS A "SOCIAL PROBLEM", OR SETS HER/HIM APART IN A GROUP, OR CONTRIBUTES TO POOR, NEGATIVE, OR THE ABSENCE OF INTERACTIONS WITH OTHERS. ("SOCIAL PROBLEMS")
2. WHAT DOES S/HE NOT DO THAT BY NOT DOING IT CREATES A "SOCIAL PROBLEM", OR SETS HER/HIM APART IN A GROUP, OR CONTRIBUTES TO POOR, NEGATIVE, OR THE ABSENCE OF INTERACTIONS WITH OTHERS. ("SOCIAL DEFICITS")
3. WHAT DOES S/HE DO THAT IS A "SOCIAL STRENGTH", OR MAKES HER/HIM MORE A PART OF A GROUP, CONTRIBUTES TO GOOD, POSITIVE, OR INCREASED INTERACTIONS WITH OTHERS. ("SOCIAL STRENGTH")

C. CONSTRUCTING A DEFINITION -

1. SOCIAL = INTERPERSONAL; INTERACTION BETWEEN/AMONG PEOPLE, INCLUDING SIMPLY BEING OBSERVED BY OTHERS.
2. SKILL =
 - A. SOMETHING ONE HAS LEARNED TO DO, AND USUALLY LEARNED TO DO WELL
 - B. DICTIONARY: PROFICIENCY, ABILITY, OR DEXTERITY; EXPERTNESS
 - C. SOMETHING ONE CAN LEARN, CAN BE TAUGHT, AND ONE CAN SHOW IMPROVEMENT IN

D. WHAT DOES "SOCIAL SKILL" LOOK LIKE?

TRANSFER YOUR NOTES ABOUT YOUR STUDENT INTO THE FOLLOWING CATEGORIES.

FIVE BASIC SOCIAL SKILL CATEGORIES:

1. ORIENTATION: FACES BODY TOWARDS OTHER; FACES HEAD TOWARDS OTHER; KEEPS HEAD LEVEL; FACES EYES TOWARDS EYES OF OTHER
2. DISTRACTION: CONTROLS HEAD AND ALL PARTS OF BODY, AVOIDING MOVEMENTS THAT WOULD DISTRACT OTHER, SUCH AS ROLLING OF EYES, "WEAVING" OF HEAD, TWISTING SIDE TO SIDE, ROCKING SIDE TO SIDE OR BACK AND FORTH, WAVING HANDS AND ARMS; AVOIDS DISTRACTING SOUNDS, SUCH AS HUMMING; SYNCHRONIZES BODY MOVEMENTS WITH SPEECH OR LISTENING, E.G., NODS, VERBALIZES "LISTENING" SOUNDS SUCH AS "MM HMM"
3. INTRUSION: KEEPS APPROPRIATE DISTANCE (18 - 36 INCHES); BEHAVIORAL MEASURES ON THE PART OF OTHER PERSON DO NOT SHOW DISCOMFORT, E.G., PERSON DOESN'T WINCE, BACK AWAY, PUT OUT THEIR HANDS, ETC.

4. INITIATION: STARTS AN INTERACTION AT THE OCCURRENCE OF A NORMAL "TRIGGERING EVENT", SUCH AS ARRIVING SOMEWHERE OR MEETING UP WITH SOMEBODY; OR, AFTER THE PASSAGE OF SOME TIME, SUCH AS WAITING AT A BUS STOP
5. RESPONSE: RESPONDS WHEN SPOKEN TO WITHIN 1 - 3 SECONDS, IN SOME WAY; RESPONSE IS "CONNECTED/RELATED" TO WHAT THE OTHER PERSON SAID OR DID

E. "HOW TO WIN FRIENDS AND INFLUENCE PEOPLE."

WHAT MAKES IT IMPORTANT TO HAVE THE BEST POSSIBLE SOCIAL SKILLS? THE WAY OTHERS PERCEIVE US LARGELY DETERMINES HOW WE ARE TREATED AND THE OPPORTUNITIES WE ARE OFFERED.

F. SKILL DEVELOPMENT -

INFORMATION ABOUT HOW SKILLS CAN BE EFFICIENTLY TAUGHT.

1. TASK ANALYSIS: SPECIFYING WHAT WILL BE TAUGHT (HANDOUT)
 2. SYSTEM OF LEAST PROMPTS: GETTING THE MOST FOR THE LEAST (HANDOUT)
 3. DESCRIPTIVE PRAISE: POSITIVE FEEDBACK ABOUT CORRECT PERFORMANCE, NO MATTER HOW SLIGHT (HANDOUT)
 4. DIFFERENTIAL REINFORCEMENT: SUPPORTING AND STRENGTHENING EXISTING DESIRABLE BEHAVIOR/PERFORMANCE (A SPECIAL KIND OF DESCRIPTIVE PRAISE) (HANDOUT)
- G. DECIDING WHAT TO TEACH (EVALUATE) AND WHERE TO START (BUILD UPON SUCCESS) -

EVALUATION FORM - (HANDOUT)

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1. APPLY TO YOUR STUDENT;
 2. USE IN DETERMINING WHAT SKILL AREAS TO STRENGTHEN. START WITH EXISTING STRENGTHS.
- H. INDIVIDUAL PROBLEM SOLVING, EXAMPLES (TIME PERMITTING)
- I. BRIEF PRESENTATION OF "SOCIAL SKILLS GROUP" CONDUCTED THIS YEAR BY LESLEY WATTS.
- J. EVALUATION OF PRESENTATION (HANDOUT) -
PLEASE COMPLETE EVALUATION AND TURN IN AT END OF SESSION.
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