

DR. JACOB CAMPBELL, LICSW AT HERITAGE UNIVERSITY

SOCIAL SKILL INSTRUCTION

Group with Youth in Schoos

Spring 2023 Week 13 SOWK 487w

WEEK 13 AGENDA

Overview of Working in Bridges Program

Overview of SEL

Implementation of ART Moral Reasoning

Ideas for Working with Adolescents and Social Skills

WHAT IS EBD

Externalizing behaviors

Internalizing behaviors

Low incidence disorders

EBD IS QUALIFIED AS AN "EMOTIONAL DISTURBANCE" AS A CONDITION EXHIBITING ONE OR MORE SPECIFIC EMOTIONAL AND/OR BEHAVIORAL DIFFICULTIES OVER A LONG PERIOD OF TIME AND TO A MARKED DEGREE, WHICH ADVERSELY AFFECTS EDUCATIONAL PERFORMANCE.

PSYCHO-EDUCATIONAL CLASSROOM MODEL

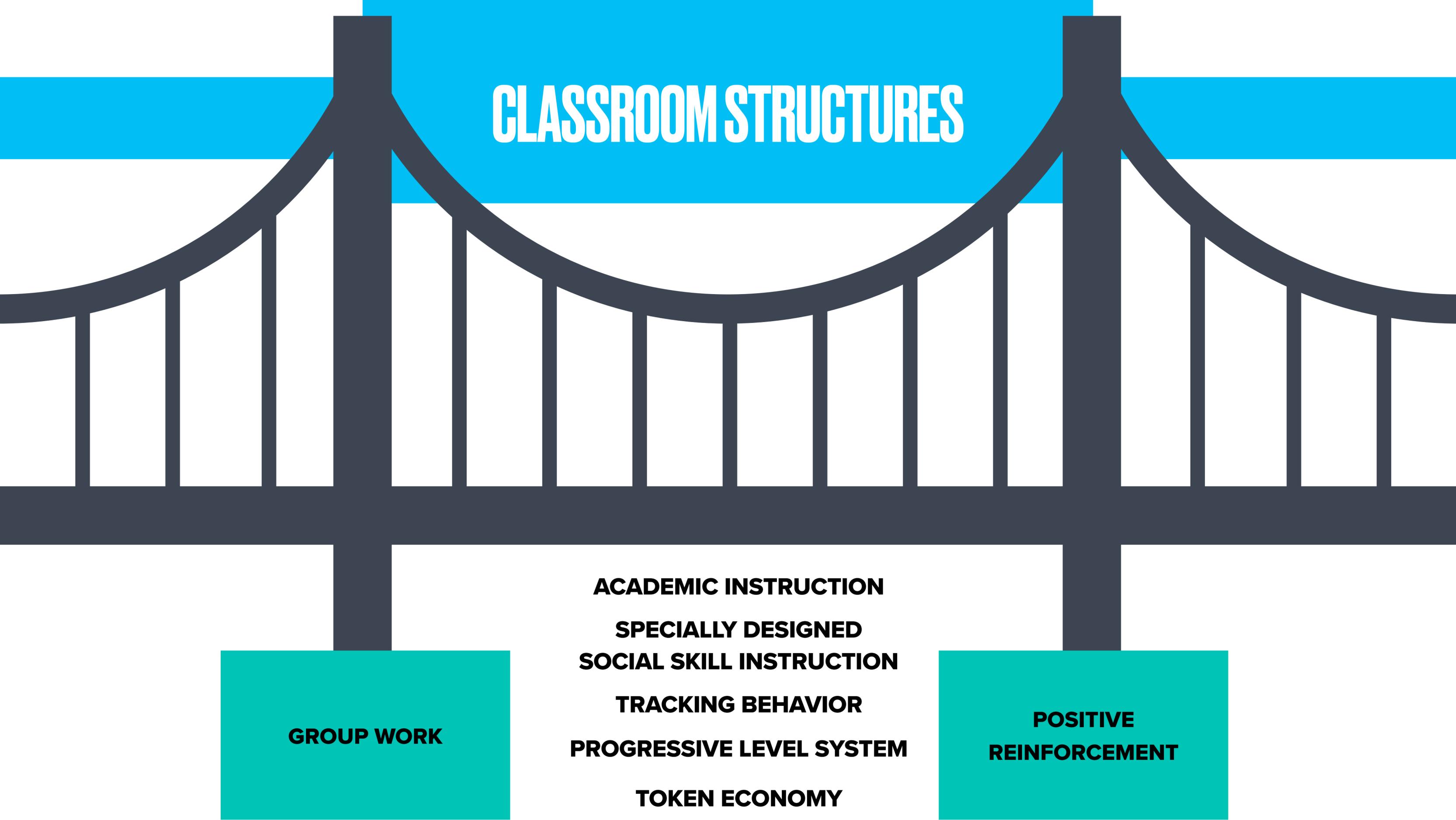
- * Therapeutic model uses a group milieu
- * Focused on helping students understand behavior, how it impacts them, and developing strategies for changing behaviors



UNIQUE ASPECTS OF THIS CLASSROOM

- High ratio of staff to students
- Special training for staff
- A variety of schedule options are provided to meet the students individualized needs
- Focus on managing and addressing behaviors inside of the Bridges Classroom as much as possible to keep kids in school.
- Coordination of outside services and providers for students.
- Inclusion of a social worker and mental health perspective in educational process

CLASSROOM STRUCTURES



GROUP WORK

ACADEMIC INSTRUCTION
**SPECIALLY DESIGNED
SOCIAL SKILL INSTRUCTION**
TRACKING BEHAVIOR
PROGRESSIVE LEVEL SYSTEM
TOKEN ECONOMY

**POSITIVE
REINFORCEMENT**

CONTINUUM OF STRATEGIES TO ADDRESS BEHAVIOR

**ADDRESSING THE
BEHAVIOR
THROUGH
ADMINISTRATIVE
DISCIPLINE**

Providing positive reinforcement

Planned ignoring

Proximity control

Reteaching

Coming back to the group

Loss of privileges

Positive notes home and reporting problems

Changes in schedule

Tasks and expectations not going away

Finding plans to keep them in school

Coordinating with outside services

**ADDRESSING
BEHAVIORS IN
THE CLASSROOM**

WHAT IS SOCIAL AND EMOTIONAL LEARNING?



**EMBEDDED
SOCIAL
EMOTIONAL
LEARNING**

VS

**EXPLICIT
SOCIAL
EMOTIONAL
LEARNING**

WASHINGTON ADOPTED SEL STANDARDS

[HTTPS://WWW.K12.WA.US/STUDENT-SUCCESS/RESOURCES-SUBJECT-AREA/SOCIAL-EMOTIONAL-LEARNING-SEL](https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel)

AGGRESSION REPLACEMENT TRAINING

GROUP NORMS

- Respect
- Safety
- Participation
- Confidentiality

THINKING ERRORS

AKA: COGNITIVE DISTORTIONS

THINKING ERRORS OR COGNITIVE DISTORTIONS LEAD US TO TROUBLE WHEN WE USE THEM TO MAKE SENSE OF OUR POOR CHOICES AND ANTISOCIAL BEHAVIOR. WE ALSO END UP WITH CONSEQUENCES THAT WE DO NOT LIKE.

Self-centered Thinking: Thinking about only your own needs or interests, not caring about others. One example is saying “If I lie to people, it is nobody’s business but mine.”

Assuming the Worst: Acting as if the worst outcome in a situation is the only possible outcome. Thinking people are out to get you. One example is saying, “I might as well lie, people won’t believe me if I tell the truth.”

Blaming Others: Not accepting responsibility for your choices and consequences. Making it seem like someone forced you to act how you did. Saying someone else is responsible. One example is saying, “People make me lie when they ask too many questions.”

Minimizing/mislabeling: Thinking Errors or Cognitive Distortions lead us to trouble when we use them to make sense of our poor choices and antisocial behavior. We also end up with consequences that we do not like.

THINKING ERRORS

AKA: COGNITIVE DISTORTIONS

THESE SAME STYLES OF THINKING CAN ALSO LEAD US TO POSITIVE DECISIONS.

Style of Thinking	Positive/Pro-social	Okay Because
Self-Centered Thinking	I am not going to rob a bank with you because I don't want to get in trouble. You do whatever you want.	You are using Thinking Ahead to stay out of a situation that may lead to trouble.
Assuming the Worst	If I drink and drive, I will die.	You are using Thinking Ahead and may save your own life.
Blaming Others	If there weren't so many drug dealers in my neighborhood, it would be a safer place to live.	If it is a factual statement, then you are not trying to blame someone else.
Minimizing/mislabeling	It is no big deal to get a flu shot, the needle just hurts for a second.	You are using a Reminder to help to calm yourself down.

“YOUR FATHER IS LATE AGAIN,” REGGIE'S MOTHER TELLS REGGIE ONE NIGHT AS HE SITS DOWN TO DINNER. REGGIE KNOWS WHY; HE PASSED HIS FATHER'S CAR ON THE WAY HOME FROM SCHOOL. IT WAS PARKED OUTSIDE THE MIDTOWN BAR AND GRILL. REGGIE'S MOTHER AND FATHER HAD ARGUED MANY TIMES ABOUT HIS FATHER'S STOPPING OFF AT THE BAR ON HIS WAY HOME FROM WORK. AFTER THEIR LAST ARGUMENT, HIS FATHER HAD PROMISED HE WOULD NEVER DO IT AGAIN. “I WONDER WHY YOUR FATHER IS LATE,” REGGIE'S MOTHER SAYS. “DO YOU THINK I SHOULD TRUST WHAT HE SAID ABOUT NOT DRINKING ANY MORE? DO YOU THINK HE STOPPED OFF AT THE BAR AGAIN?” REGGIE'S MOTHER ASKS HIM. WHAT SHOULD REGGIE SAY OR DO?

MORAL REASONING

Problem Situation: Reggies Problem

“Real” Problem Definition: _____

Name	1	2	3	4	5
Group Decision					

TECHNIQUES UTILIZED WITH INVOLUNTARY GROUPS

- Emphasizing choices already made
- Emphasize choice
- Limited, clear requirements
- Clarifying roles
- Avoid emphasis on blaming
- Positive future focus
- Clarifying non-negotiable requirements
- Clarifying rights and limitations
- Rewarding acknowledging responsibility

STRENGTHS BASED GROUP WORK WITH CHILDREN AND ADOLESCENTS

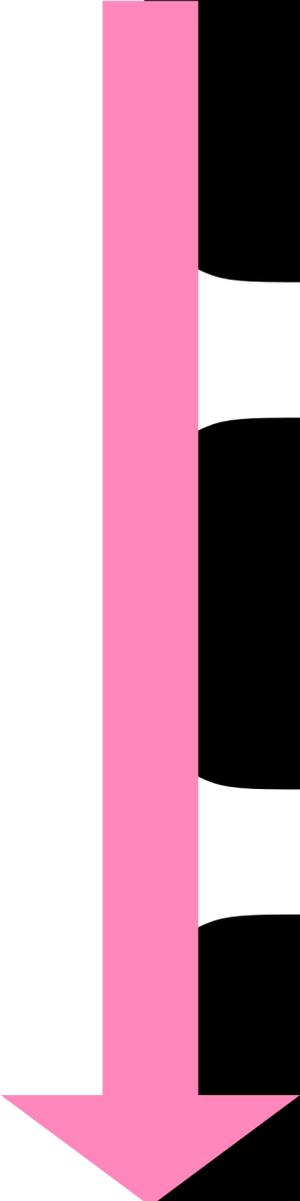
- 1** Form groups based on member felt needs and wants, not diagnoses
- 2** Structure groups to welcome the whole person, not just the troubled parts
- 3** Integrate verbal and nonverbal activities
- 4** Decentralize authority and turn control over to group members
- 5** Develop alliances with relevant other people
- 6** Maintain a dual focus on individual change and social reform
- 7** Understand and respect group development as a key to promoting change

INTERVENTION STRATEGIES TO PRACTICE SOCIAL SKILLS

FOR STUDENTS WITH EBD

- Peer-mediated practice and mentoring
- Role-playing
- Social stories
- Video modeling

PHASES OF PROVIDING SOCIAL SKILL INSTRUCTION



**PHASE 1:
PRE-SOCIAL SKILL PRACTICE STRATEGIES**

- * Discuss the importance of social skills
- * Identify and define targeted social skills
- * Model appropriate social behavior

**PHASE 2:
PRACTICE**

- * Implement social skills practice strategies
- * Monitor

**PHASE 3:
POST-PRACTICE**

- * Data analysis
- * Maintain, intensify, or fade the social skill practice strategies