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ONLINE CONTINUING EDUCATION FOR THE LIFE OF YOUR CAREER

Pragmatics and Social Communication: Treatment Strategies

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- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of **80%** or higher
 - Within **7 days** for live webinar; within **30 days** of registration for recorded/text/podcast formats
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Pragmatics and Social Communication:

Treatment Strategies

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Disclosure Statement

Financial –

Author, *The Pirate Who Couldn't Say Arrr*

Author, *Simply Social At School* (Super Duper Publications)

Author, contributes various works on “TeachersPayTeachers”

Author, *Spelling That Makes Sense*

Presenter, receiving an honorarium for today's workshop

Non-Financial – None

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Learner Objectives

- Describe the difference between social communication and social skills.
- List 3 ways to incorporate metalinguistic strategies into the therapy process.
- Describe at least three different strategies targeting various social communication targets.
- List the four foundational areas for social communication.

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When You Change the Way You Look at Things, the Things You Look at Change...

- Social SKILL – a social task with a specific, expected result. (i.e. you go a restaurant and order food)

- Social COMMUNICATION – an understanding of WHY a skill is important and the understanding that it may be somewhat different across different contexts. (i.e. different restaurants have different methods of ordering food)

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The Five Why's

1. Why is it important to take turns?

Because we are supposed to

2. Why are we 'supposed to' take turns?

So that everyone gets a turn to play

3. Why is it important for everyone to get a turn?

So no one gets left out

4. Why shouldn't we leave any one out?

Because its more fun to play games with people

5. Why is it more fun to play games with people?

Because it would be boring if you were the only person playing

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Evidence-Based Practice

ASHA uses the following definition of EBP:

*"The integration of research evidence **with** practitioner expertise **and** client preferences and values into the process of making clinical decisions.* Note that although this is referred to as "evidence-based" practice, the roles of clinician expertise and client preferences and values are equally important. The notion that external research evidence somehow "trumps" all other considerations is one of the big myths surrounding EBP."

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Examples of EBP

- Cognitive Behavioral Interventions
- Natural Teaching Strategies
- Social Skills Packages
- Language Training
- Modeling
- Pivotal Response Training
- Scripting
- Story-Based Interventions

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Metalinguistic Strategies

- How important is this to you on a scale of 1-10
- How often will you use this or do you use this?
some of the time, all of the time, never
- Level of complexity:
this was easy, this was hard, I need help
- Sorting the facts (Simply Social at School)

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Executive Function

The impact of weak executive function deficits...

Slow processing speed	Limited motivation
Weak stamina	Poor goal directed actions
Problems dealing with frustration	Impaired attention
Poor self-awareness	Poor self-regulation
Difficulty with sustained attention	Poor time management
Poor organization and planning	Difficulty with word finding

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Executive Function Strategies

- (For parents) Don't be your child's executive function
- Model "self talk"
- Scripts to know what to say
- Thinking and talking bubbles
- "Blow it out, don't blurt it out – wait your turn before words come out"
- Tattling vs. telling and the 4 B's
- Dealing With Frustration and N.B.D.

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Theory of Mind

Theory of Mind is what enables us to consider the perspective of others including their emotions, motives and intents.

- 1st order... knowing the contents of your own mind
- 2nd order: What I think you might be thinking (develops around the age of 5)
- 3rd order: What I think you might be thinking about what I am thinking (develops around age 6-8)
- Adults can go up to 5th order which requires LOTS of working memory

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Deficits in Theory of Mind

- Limited perspective taking and understanding point of view impacts...
 - The ability to consider that are interests outside of their own
 - The understanding that different people, situations, and locations may have different expectations
 - Poor hygiene (especially in older elementary, middle and high school)
 - Poor recognition of facial expressions and understanding of emotions
 - Understanding that their behavior affects how others think and feel
 - “White Lies”
 - Intent, Future Self

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Central Coherence

- “Can’t see the forest for the trees”
 - Central coherence is a weakness in being able to conceptualize the whole
 - It is a focus on the details, but not the big picture
 - Difficulty seeing that invisible relationship between all of the parts
- In conversation, it would manifest as the ability to get the point, or understand the gist
- Main idea

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Emotion

- Label emotions – in self, others, book characters, photographs, real life situations, etc.
 - Mad, happy, sad, worried, grumpy, frustrated, etc.
- Teach WHAT to do if you feel...
- Teach how to RESPOND if someone ELSE is...
- Teach HOW to recognize these emotions
 - Body language
 - Tone of voice
 - Facial expression

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Emotion and Context

- EMOTION is HIGHLY dependent on context
 - Context tells us what to expect.
 - Context helps us to recognize and find things quickly
 - Context tells us where to focus and not focus our attention
 - Explains things that are not directly clear or understandable
 - Context makes the world predictable
 - Context also relates to student's difficulties with flexible thinking

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A Few Final Strategies and Handouts

- Change Card– “It might not turn out like you think, it might turn out better”
- The Social Fake – “Its called acting”
- Children’s book list to help illustrate social communication targets
- Top 20 Unspoken Rules
- Top 20 Hidden Curriculums
- Top 10 Good Manners
- Top 10 Game Time Manners

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THANK YOU!

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