SOCIAL COGNITION

THE SCIENCE OF RELATING

PART TWO

Dr. Tamar Bauman
May 27, 2008

hidden sparks
helping children reach their potential™
Session One:
REVIEW OF SESSION ONE

METACOGNITION

TEACHING NEW SKILLS

SOCIAL COGNITION STRATEGIES

ANALYZING SCENARIOS

CASE STUDIES (REVIEW HOMEWORK ASSIGNMENT)
Social Cognition Review

- SOCIAL SUBGROUPS: Popular, controversial, amiable, neglected, rejected
- SOCIAL COGNITION IS A SKILL
- THIS IS OUR CHANCE TO HELP MAKE A DIFFERENCE
- 2 FACETS OF SOCIAL COGNITION
  1. SOCIAL LANGUAGE
  2. SOCIAL BEHAVIOR
- ASSESSESSING STRENGTHS AND WEAKNESSES IN SOCIAL COGNITION FOCUSING ON CONCRETE OBSERVABLE BEHAVIOR
- USING STRENGTHS TO BUILD ON WEAKNESSES

© 2007 Hidden Sparks
Social Cognition: Teaching students to understand themselves

METACOGNITION
NEW SKILLS MODEL

Transferring a Newly Learned Skill

Explain
Model
Role Play
Feedback
Practice
Social Cognition: Creating strategies to help our students

Strategies

1. NONVERBAL CUES
2. EXPRESSING FEELINGS
3. EMPATHIZING
4. GREETING OTHERS AND CONVERSATIONAL SKILLS
5. FRIENDSHIP MAKING AND COOPERATION
6. JOKES AND HUMOR
7. CONFLICT RESOLUTION
Social Cognition: Strategies

**Strategies**

**NONVERBAL CUES**
1. Teach students to identify different facial expressions and feelings associated.
2. Help students understand what their own body language “says”.
3. Teach students to read nonverbal cues of others.

**EXPRESSING FEELINGS**
1. Teach students to verbalize feelings when frustrated.
2. Give students opportunities to express feelings in ways other than oral discussion (e.g., journal writing, choosing pictures that match particular moods).
3. Help students increase the number of technical vocabulary words to describe their emotions and thoughts.

**UNDERSTANDING THE FEELINGS OF OTHERS/EMPATHIZING**
1. Teach perspective taking and awareness of others’ feelings and interests.
Social Cognition: Worksheets for students

How are you feeling today?

- Happy
- Angry
- Scared
- Proud
- Sad
- Embarrassed
- Confused
- Calm
- Furious
- Terrified
- Excited
- Lonely
- Disappointed
- Shy
- Surprised
- Worried
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Josh was the last child picked up from school today.</td>
<td></td>
</tr>
<tr>
<td>2. Shira pushes Sara and calls her a weirdo.</td>
<td></td>
</tr>
<tr>
<td>3. Avi’s grandparents just came to visit and brought with them loads of toys.</td>
<td></td>
</tr>
<tr>
<td>4. Alex finished all of his homework but then forgot to bring it to school with him.</td>
<td></td>
</tr>
<tr>
<td>5. Mimi wants to play her favorite game but her little sister wants to play something else.</td>
<td></td>
</tr>
<tr>
<td>6. Sam is playing in the field during recess and Ben calls him fat.</td>
<td></td>
</tr>
<tr>
<td>7. Molly starts baking chocolate chip cookies and then realizes she doesn’t have enough flour.</td>
<td></td>
</tr>
</tbody>
</table>
Social Cognition: Worksheets for students

A Lesson in Listening

(Check the boxes that apply to you)

I DO.....
- listen in order to understand
- face the speaker
- look the speaker in the eyes
- nod my head at the appropriate times
- lean forward slightly
- match my facial expression with the speaker’s feelings
- relax

I DO NOT.....
- listen in order to criticize or judge
- turn away
- interrupt
- ask questions
- give advice not requested
Strategies

**GREETING OTHERS AND CONVERSATIONAL SKILLS**
1. Model and reinforce code switching (describe different language used in different situations).
2. Use role play to demonstrate appropriate interactions in different relationships (e.g., the right amount of give and take).
3. Provide opportunities for students to develop conversational skills.
4. Provide students with guidelines for greeting others.
5. Model appropriate ways to ask for things in class.

**FRIENDSHIP MAKING AND COOPERATION**
1. Provide opportunities for cooperative work (reducing competition) in the classroom.
2. Encourage students to share materials.
3. Promote interaction b/w students by helping them find a common ground.
4. Use stories to portray the timely development of relationships
My name is _________________________.
My friends call me_______________________.
I live___________________________________.
My birthday is _________________________.
I am in the _____ grade.
I am _____ years old.
I have _____ brothers and ____ sisters.
My parents names are_______________________.
I have a pet_______________________________.
My pets name is _________________________.
My favorite food is_______________________.
My best color is_________________________.
The subject I like the best in school is___________.
I really enjoy_________________________________.

Social Cognition: Worksheets for students
Introducing yourself
Thinking Up Things to Say
Steps to Finding a Friend:

1. Decide who you want to be friends with.

2. Think about what you can do to show an interest in their friendship
   - Give a compliment
   - Share something with them
   - Invite them to play a game
   - Help them with something

3. Follow through with one or more of your choices above

4. Think about how it feels to be a good friend
Strategies

**JOKES AND HUMOR**
1. Teach students appropriate times and places for making jokes and humorous comments.
2. Discuss the difference between joking and making inappropriate remarks.

**CONFLICT RESOLUTION**
1. In helping resolve conflicts take the emphasis off who started and focus more on what can be done next time so that the conflict does not develop as it did.
2. Teach students repair statements (“Let me say this another way...I think you misunderstood me”)
3. Teach students to express their feelings and to use the “I message” to get their point across.
Using the “I Message” for Effective Communication

I feel___________

when you______________________________.

Can you please_________________________.

© 2007 Hidden Sparks
Amy is very excited to bring to school her newly created pottery tea set that she just completed yesterday at the ceramics store. She came into class that day with two of her other friends and carefully placed her new creation on her desk. Just as she is about to leave her desk to hang up her coat, she notices one of her friends skipping toward her desk with her hand outreached as if to grab the tea pot. Amy says to herself quickly, “I spent the last 4 Sundays at the ceramics store creating this masterpiece, I don’t want anyone to touch it, not even my closest relatives”. The scene freezes.

What does Amy do at this point? How does she resolve this possible to-be conflict? What is worth more to her the tea set or the friendship?
CASE STUDIES
# Social Cognition: Case Studies

## CLASSROOM STRENGTHS AND STRUGGLES FORM

<table>
<thead>
<tr>
<th>Construct</th>
<th>Date</th>
<th>Teacher’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Strengths</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Jordan
- Student often uses words that make other children smile and appear to feel good.
- Child frequently shares with other children and is sensitive to their needs.
- Child is talkative & friendly but gives others a chance to speak as well.
- Child demonstrates appropriate use of nonverbal cues, i.e., looks at others when they speak, smiles at appropriate times.

**Strategies**
- Pair these students with others in the classroom who have weaker skills in social cognition.
- Use the students strengths in social cognition to help build on weaknesses in other areas.

### Jessica

**Strategies**

### Students Struggling

### Sholom
- Child offers very little in class, infrequently participates, seems isolated from peers during recess.
- Child has difficulty communicating his feelings.
- Child demonstrates difficulty choosing the appropriate words to say and frequently appears to offend others with her remarks.

**Strategies**
- Metacognition - teach child to understand themselves, work together toward a goal.
- Teach
  - Model appropriate ways to ask for/offer things in class
  - Conversational skills (the back and forth)
  - How to greet others
  - How to make a friend
  - Understanding & communicating feelings and nonverbal cues

### Rebecca
- Child has difficulty collaborating with others and frequently takes control in group settings.

**Strategies**
- Metacognition
- Teach
  - Perspective taking: awareness of others feelings & interest
  - Code switching
  - Role play appropriate interactions in group settings
  - Repair sentences
Social Cognition: Case study strategies

Strategies

METACOGNITION

NONVERBAL CUES
1. Teach students to identify different facial expressions and feeling associated.
2. Help students understand what their own body language “says”.
3. Teach students to read nonverbal cues of others.

EXPRESSING FEELINGS
1. Teach students to verbalize feelings when frustrated.
2. Give students opportunities to express feelings in ways other than oral discussion (eg. journal writing, choosing pictures that match particular moods).
3. Help students increase the number of technical vocabulary words to describe their emotions and thoughts.

UNDERSTANDING THE FEELINGS OF OTHERS/EMPATHIZING
1. Teach perspective taking and awareness of others feelings and interests.

GREETING OTHERS AND CONVERSATIONAL SKILLS
1. Model and reinforce code switching (describe different language used in different situations).
2. Use role play to demonstrate appropriate interactions in different relationships (eg. the right amount of give and take).
3. Provide opportunities for students to develop conversational skills.
4. Provide student with guidelines for greeting others.
5. Model appropriate ways to ask for things in class.

FRIENDSHIP MAKING AND COOPERATION
1. Provide opportunities for cooperative work (reducing competition) in the classroom.
2. Encourage students to share materials.
3. Promote interaction b/w students by helping them find a common ground.
4. Use stories to portray the timely development of relationships.

JOKES AND HUMOR
1. Teach students appropriate times and places for making jokes and humorous comments.
2. Discuss the difference between joking and making inappropriate remarks.

CONFLICT RESOLUTION
1. In helping resolve conflicts take the emphasis off who started and focus on what can be done next time so that the conflict does not develop as it did.
2. Teach students repair statements (“Let me say this another way...I think you misunderstood me”)
3. Teach students to express their feelings and to use the “I message” to get their point across.
**STUDENT’S STRENGTH AND WEAKNESS FORM**

<table>
<thead>
<tr>
<th>Date___________</th>
<th>Child’s Name____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student’s Strengths/ What do you see?</strong></td>
<td><strong>Student’s Struggles/ What do you see?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional Resources


Upbeat Curriculum, Alliance for School Mental Health, LIJ.

Communicating with Parents  Parent/Teacher  
**Date:** Wed, October 29, 2008  **Instructor:** Molly Warner

De-escalating Intense Behavior  
**Date:** Thurs, November 6, 2008 & Thurs, November 13, 2008  **Instructor:** Dr. Rona Novick

The Role of Memory in School Success  
**Date:** Tue, November 18, 2008 & Tue, November 25, 2008  **Instructor:** Claire Wurtzel

Language, Learning and Literacy: Foundations of Academic Success  
**Date:** Wed, December 3, 2008 & Wed, December 10, 2008  **Instructor:** Claire Wurtzel

Looking at Student Work  
**Date:** TBA  **Instructor:** TBA

Course on Attention  
**Date:** Tues, December 9, 2008 & Tue, December 16, 2008  **Instructor:** Naomi Weiss

Planning, Organizing and Studying: Pragmatic Strategies to Support Executive Functioning  
**Date:** TBA  **Instructor:** TBA  **Time:** TBA

For more information visit [www.hiddensparks.org](http://www.hiddensparks.org)