

# Social Skills

The area of social interaction contains components and behaviors that are needed to participate in social situations appropriately and to prevent social isolation. These skills are crucial for progressing in school, being integrated into society, and for finding and maintaining employment. (Foundations of Education: Instructional Strategies, Third Edition, Volume 2 Chapter 22)

I can engage in appropriate verbal and nonverbal interactions with others

## **Know. Understand. Do.**

A framework to guide learning activities

**Know (K):** Tends to be binary. Either you know it or you don't. Examples: Facts & Dates, Definitions, People & Places




**Understand (U):** Is a continuum; from novice to advanced. Examples: Big Ideas, Essential Questions, Generalizations.

**Do (D):** Show they understand and the application of skills/content.

## **Resources**

<https://www.perkins.org/resource/developing-social-skills-children-who-are-blind-or-visually-impaired/>

## **To submit for the monthly ECC Challenge**

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|  | <i>Complete this month's ECC Challenge Worksheet, noting which activities were completed.</i>  |
|  | <i>Submit this worksheet to the MSB Outreach ECC Challenge Form. Find the link on the TVI Portal, Eyes on Maryland Newsletter and the MSB website.</i> |
|  | <i>The student and teacher will be entered into this month's raffle!</i>   |

## **What do we KUD this month?**

| December   | <p>Student Name:</p> <p>Teacher Name:</p>   | Mark if student completes suggested activities |
|--|---|--|
| <p><b>Vocabulary</b></p>   | <ul style="list-style-type: none"> <li>● <b>body language</b></li> <li>● <b>facial expressions</b></li> <li>● <b>non-verbal communication</b></li> <li>● <b>social etiquette</b></li> </ul> <p>K: Can the student define these words?</p> <p>U: Can the student explain the relationships between these words and how they can effect social situations and people’s perceptions?</p> <p>D: Can the student use these words in conversation or writing? Can the student teach or share with someone else?</p> |  |
| <p><b>Vocabulary /Concepts</b></p>   | <ul style="list-style-type: none"> <li>● <b>social exchange</b></li> <li>● <b>conversation patterns</b></li> <li>● <b>Initiation/starters</b></li> <li>● <b>Reactions</b></li> <li>● <b>Ending/closing</b></li> </ul> <p>K: Can the student tell you what these concepts are?</p> <p>U: Can the student tell you how they relate to social situations and peoples’ perceptions?</p> <p>D: Can the student show or give examples of positive and negative use of these concepts?</p>                           |  |
| <p><b>Concepts/ Activities</b></p> <p>Use to teach words, objects, and concepts</p>                        | <p>K: Have the student demonstrate facial expressions for various emotions or give examples of appropriate conversation starters/closings?</p> <p>U: Determine if a facial expression is appropriate for various topics or social situations or evaluate an email for its use of appropriate initiations or closing.</p> <p>D: Evaluate a social behavior demonstrated in a social situation, determine if it is helpful or hurtful to relationships.</p>   |  |
| <p><b>Experiences</b></p> <p>Complete to connect words, objects, and concepts to everyday experiences.</p> | <ul style="list-style-type: none"> <li>● Create a list of social skills that you are strong at and ones that need improvement, develop an improvement plan for one area.</li> <li>● Create a list of social situations or digital communications the student is worried about or has yet to experience, choose one (or more) to prepare for.</li> <li>● Solicit feedback from teachers, peers, or family on the appropriateness of your social interactions.</li> </ul>                                       |  |