TEACHING SOCIAL SKILLS TO STUDENTS

by:

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Teachers are committed to help children overcome learning challenges. For this, teaching social skills is very vital. A child who has had social learning impairments will surely encounter various learning difficulties. Particularly problematic however is those with nonverbal learning disabilities (NLD) and are prominent to have underdeveloped right-hemisphere abilities such as deficits in reading facial expressions, perceiving emotions, and using non verbal communication or body languages.

While pupils have varying social skills problems, the commitment mentioned provided by an educator can mean so much in helping these pupils. There might be many instances when you have encountered this problem. Probably, you have gotten tired of experimenting which kinds of facial expressions, tone of voice, or kinds of rewards or punishments to use in order to “manage” the pupil. One recommendation you will find helpful is being sensitive to the student with the social skills problem.

To demonstrate, say you have a student who does frequently does not want to join in a class activity no matter how you persuade him to. This can even be a good opportunity for problem-solving opportunity for the entire class. You can involve the class and begin to ask for ideas from the group on how to get the student in joining the activity. Surely, you will be amazed at how each one can give in his or her suggestion. What you will observe is when one student is able to demonstrate sensitivity to the hidden feelings of the student who is the center of this problem situation, you know you have a model student for healthy social skills.

The natural step for learning and teaching social skills to students is to look at it not as a logical process – meaning it is not just a system per se you are dealing with or trying to teach, instead, it is only a part of an entire process that can facilitate social skills development in its entirety. Thus, a relationship-based approach is most helpful. This means you need to be sensitive to the feelings of the student, be able to empathize, and build a trusting relationship with him or her.
References:

A "Tech Works" brief from the National Center for Technology Innovation (NCTI) and the Center for Implementing Technology in Education (CITEd). Retrieved from http://www.ldonline.org/article/21025/
