

Building Community and Social Skills

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What makes up our community our classroom?

- Students
- Staff
- Parents
- Administrators
- Community members

What about those who do not make up our community?

- Thoughts
- Behaviors
- Values

Take a minute

- What specific people are part of your community that are a surprise?

So what if you don't think you are part of the community?

- What if you don't fit in?
- What if you can't make friends?
- What if you have different thoughts?
- What if you can't control your behavior?
- What if you have cognitive distortions that get in the way?
- What if you have anti-social values?
- What if you cannot control your emotions?

Emotions and Emoting

- Innate, varied, un-named
- Learned expression: models, experience, psychological relief
- Input
- Processing
- Expression

The Development of Anti Social Behavior

- Predisposition Factors
 - Criminal model in the home
 - Abuse, neglect, experience of force
 - Family cannot meet the child's needs
 - Antisocial value system
 - Poverty/ economic access
 - Demography
 - Substance abuse
 - Disability

The Anger Cycle

Walker et al on the Crisis

calm

agitation
trigger

acceleration

peak

de-escalation

recovery

Anger as a learned behavior

- Antecedents
 - Triggers: external and internal;
 - Stimulus control

Anger as a learned behavior

- Consequences
 - Internal relief/resolution: revenge
 - Control/power: intimidation of others,
 - Prompt external control: others take charge
 - Seeking to lose big: fear
 - Dramatic resolution: relieve boredom
 - Avoidance of unpleasant tasks
 - Rush, thrill, excitement, pleasure

Problem with intense expressions and rage

- Practice for anger, not controlled
- Doesn't lead to resolution

Anger and Cycles of Memory

- Supported by memory and rigidity
 - short term memory
 - long term memory: episodic, procedural
- Fear, stress, somatic response: verbal rehearsal, goal is interruption
- use interrupters: visualization, puzzles, questions

Anger as the product of life

- Out of control life creates opportunity, sets person up
- Responsibility for participation, initiation: perception as victim

Aggression Increasers

- **ABC Assessment: Setting Events, Patterns ,**
- **Health:** inadequate food or rest, drugs,
- **Environment:** heat, crowding, waiting
- **People:** confrontation, aggression, frustration, boredom

Anger Control

- 1. Triggers: external. Internal
- use self talk, self coaching, self reinforcement
- 2. Cues
- 3. Reminders
- so what, and.....

- Arnold Goldstein The Prepare Curriculum

Anger Control

- 4. Reducers
 - use counting backwards, breathing, puzzle or visualization
- 5. Alternatives
 - what else, what if
- 6. Self evaluation
 - am I the kind of person who

Creating Community Through Teaching Social Skills

Directly or Indirectly

Complimenting

- 1. plan what to say
- 2. choose a good time
- 3. say it
- 4. listen to the other person
- 5. move on
- role play: a possible friend is good at playing a game

Complaining

- 1. plan what to say
- 2. choose a good time
- 3. anticipate the response
- 4. say it
- 5. listen to the person
- 6. decide if you agree
- 7. move on
- possible role play: someone has taken your things

Hearing Compliments

- 1. hear the person
- 2. accept if you wish
- 3. move on
- possible role play: an adult says something nice that embarrasses you

Hearing Complaints

- 1. hear the person
- 2. decide if you agree
- 3. respond or not
- 4. move on
- possible role play: an adult says something that hurts your feelings

Not Getting What You Want

- 1. hear the person
- 2. say: oh well
- 3. think: what next
- 4. move on
- possible role play: you don't get to do the activity you want right now

Entering an Activity

- 1. stop
- 2. watch
- 3. wait
- 4. enter
- possible role play: you want to join other kids in a game