

“It’s so much work to be your friend”

The Social and Relationship Implications
of Learning Disabilities



Learning Disabilities:

The real challenge is
educating those who
DON'T have one



“Oh, you must have
so much.....”



PATIENCE !!



THE PERVASIVE NATURE OF LEARNING DISORDERS:

Impacts upon every
(waking) moment of the
child's day



REVISUALIZATION



INTERROGERATION:

The basic language skill which enables one to convert a declarative sentence into an interrogative sentence.



SOCIAL CONTRACTS:

Unwritten and unspoken
social expectations or
duties that one has with
others in social
environments



REPUTATION

ADULT

- FLEXIBLE
- SITUATIONAL

CHILD

- PERMANENT
- PERVASIVE



Why teach Social Skills?

- Life on the waterbed
- ALL environments are social
- Compensation impossible for social incompetence
- Social skills as a factor in adult success/happiness



The LD/Social Skills “Marriage” A Rocky Relationship

- 1970's...The testing dilemma
- 1980's....Mainstreaming
- 1990's....Medication
- 2000's....Formal social skills training



Morals are situational !!



American Heart
Association

American Cancer
Society



American Nazi Party

Ku Klux Klan



MEDICAL AUTOPSY:

The examination and inspection of a dead body to:

- Determine the cause of death
- Evaluate the extent of damage
- Gain knowledge which will prevent re-occurrence (with others)



SOCIAL SKILL AUTOPSY:

The examination and inspection of a SOCIAL ERROR to:

- Determine the cause of the error
- Evaluate the extent of damage
- Gain knowledge which will prevent re-occurrence



SOCIAL COMPETENCE =

Social skills

+plus+

Social Information



FOCUSED CORRECTIONS



DYSEMIA

From the Latin "dys"
(inability to) + "semia"
(signals)

SOCIAL DYSLEXIA



VERBAL
COMMUNICATION
ERRORS CAUSE
OTHERS TO DOUBT
YOUR INTELLECTUAL
ABILITY.....



...BUT NON-VERBAL
COMMUNICATION
ERRORS CAUSE
OTHERS TO DOUBT
YOUR MENTAL
STABILITY



NON-VERBAL COMMUNICATION

- 55% = facial, postural, gestural
- 38% = tone of voice, loudness, tempo
- 7% = words



PARALINGUISTICS

- Kinesics
- Proxemics
- Vocalics
- Artifactual systems



KINESICS:
the use of the body
to communicate



PROXEMICS:
the use of physical
space to communicate



PERSONAL SPACE =
Portable territoriality



TYPES OF SPACE

- Public (5-6 feet)
- Social (1-3 feet; no physical contact)
- Personal (less than a foot; handshake OK)
- Intimate (hug, etc OK)



MOLESTATION



VOCALICS:
the use of pitch, pause,
loudness and tempo to
communicate.



“MY son didn't break the
window”



“My SON didn't break
the window”



“My son DIDN'T break
the window”



“My son didn’t BREAK
the window.”



“My son didn’t break the
WINDOW”



ARTIFACTUAL
SYSTEMS:
the use of clothing and
accessories to
communicate



ARTIFACTUAL CONSIDERATIONS

- Weather
- Activity
- Age
- Personality
- Gender
- Style
- Comfort



THE HIDDEN CURRICULUM

"...the unwritten, unspoken
rules of school."



FINDING THE HIDDEN CURRICULUM IN YOUR SCHOOL



RESOURCES

- Colleagues
- Students
- Student Council
- Support Staff
(custodians, nurse,
coaches, etc)



TECHNIQUES

- Interviews
- Brainstorming
- Surveys
- Publications



CONSIDERATIONS

What factors should be considered when analyzing the Hidden Curriculum in your school?



PHYSICAL PLANT



SOCIAL ENVIRONMENT



ADMINISTRATION



FACULTY/STAFF



EXTRACURRICULAR OPTIONS



SCHEDULE



COMMUNITY



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