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SOCIAL SKILLS

resource lists

TYPES OF SOCIAL SKILLS

Turn taking
Personal space
Listening
Sharing
Asking for help
Helping others

Conflict resolution
Following directions
Eye contact
Good manners
Team work
Problem solving
Making inferences
Side thinking

SOCIAL SKILLS APPS



Social Detective

Ages 7-12

\$9.99
or \$23.99 for all 3 levels

This app is a companion to the "You are a Social Detective" books in Michelle Garcia Winner's Social Thinking curriculum. It covers expected and unexpected situations.

SOCIAL SKILLS GAMES

Gr's Race to the Top

Ages 3-10

\$24.99

This is a board game designed specifically for working on social skills. There are 3 types of cards you answer - one is a conversation starter, one is a question about yourself, and one is to help you identify a social situation and think of a way to handle it.

My Feelings Game

Ages 4-

\$29.95

A board game including 280 scenarios to help kids explore and understand emotions. This game is best for beginning stages of understanding feelings and making conversations about how to cope with emotions.

Social Skills Chipper Chat

Ages 4-11

\$69.95

This set includes 12 boards with cards that you fill with personal chips. This game covers a wide range of social skills and includes stories for 2 levels.

Social Skills Board Games

Ages 6-10

\$27.95

Contains 8 board games each focused on a different social skill: manners, manners, empathy, friendship, showing emotions, and managing emotions. There are no right or wrong answers, making it perfect for group discussion.

Mad Dragons: An

Ages 8-12

A must-have game if you are working on anger control. This game is designed to provide a safe space for children to explore and practice anger management techniques. It allows opportunities to discuss techniques, it allows opportunities to discuss techniques, it allows opportunities to discuss techniques, it allows opportunities to discuss techniques.

ONLINE SOCIAL SKILLS RESOURCES

SOCIALTHINKING.COM

The Social Thinking website has lots of good information, including free webinars and research articles, in addition to their programs for purchase.

MYSOCIALSTORIES.COM

Carol Gray is known for developing the evidence-based practice of social stories. Her website is a useful tool to understand what social stories are for, as well as how to create and use them.

DEVELOPMENTAL STAGES

AGE

PRAGMATIC LANGUAGE

3-4 YEARS

- Follows 2-step related directions
- Takes turns and plays cooperatively
- Plays alongside other children
- Relates personal experiences
- Practices conversational skills by talking to oneself
- Expresses ideas and feelings
- Feels shame when caught doing the wrong thing

5 YEARS

- Follows 3-step directions
- Invites others to play
- Uses language to resolve disputes with others
- Has good control of the elements of conversation
- Engages in games with simple rules

6 YEARS

- Asks questions for information
- Chooses their own friends
- Makes purchases of stories
- Engages in cooperative play such as making group decisions, assigning roles, and playing fairly
- Announces topic shifts
- Negotiates during play
- Begins to understand what it feels to be embarrassed

- Plays in small groups and makes up games with rules
- Plays cooperative games but does not cope well with losing
- Enjoys playing with children of the same

- More aware of others' perceptions
- Tries to express feelings with words but
- Struggles to communicate

ALLISON POLES

Language As Social Resource

Dong Wang,Lanyu Shang,Yang Zhang

Language As Social Resource:

Language as Social Resource Allen D. Grimshaw,1981 **Language as Social Resource** Allen Day Grimshaw,1981

Languages and Social Cohesion Gabriela Meier,Simone Smala,2021-08-29 A critical and systematic review of existing research located at the crossroads of sociology social psychology and applied linguistics Languages and Social Cohesion offers valuable insights for social contexts in which decision makers and researchers grapple with questions of social cohesion in the presence of linguistic diversity Based on a thematic analysis of 285 studies from 50 countries references available this book emphasises the crucial role languages play in understanding social cohesion and provides a framework of perspectives to aid exploration of these complex interlinkages Through interpreting the literature the authors establish language repertoires as tools that facilitate social networks and access to resources Furthermore language norms and allegiances can subjectively shape the way groups use their language resources which can result in social inclusion exclusion and mediation between language groups Education in particular is highlighted as a policy tool that implements linguistic decisions and norms and steers status hierarchies and distribution of languages in society The theory informed and accessible tools featured can be used to guide and inform further research workshops or projects that investigate social cohesion and languages This book is relevant to diverse and intersecting spheres of influence such as groups communities institutions and authorities at local regional national and international levels Language and Social History Rajend Mesthrie,1995 **Social Networks in Language Learning and Language Teaching** Avary Carhill-Poza,Naomi Kurata,2020-12-10 Sociocultural research has long recognized the necessity of sustained interpersonal interaction for language development However less is known about the underlying relationships that promote language acquisition and their relevance for language classrooms Presenting cutting edge research on social networks and their applications in language teaching this book explores the relationships that mediate language learning in and out of classrooms Highlighting the complexity of language in multilingual contexts chapters engage social network analysis to understand the role of instructional practices socialization motivation language status online communications technology and language policies in the development of social resources for language learning Discussing popular language teaching frameworks such as translanguaging Social Networks in Language Learning and Language Teaching provides a nuanced account of the influences of social context on language learning exploring classroom applications and pointing the way to a robust research agenda **Handbook of Social Resources of the United States** Genevieve Poyneer Hendricks,1921 *Resources, Social and Cultural Sustainabilities in the Arctic* Monica Tennberg,Hanna Lempinen,Susanna Pirnes,2019-10-10 This book focuses on the understudied social and cultural dimensions of sustainability in the Arctic More specifically it explores these thematics through paying attention to resources in different definitions and forms and the ways in which they entangle in the realities and expectations of social and cultural sustainability in the region The book approaches resources as socially and

culturally constructed and also draws attention to social human and cultural capabilities and the roles they have in making and shaping the imaginaries of sustainability Together this volume and its case studies contribute to a broadened understanding of the interplay of natural and material resources and social and cultural capabilities as well as their discursive framings This multidisciplinary text includes contributions from political sciences sociology gender studies regional studies economics and art research With its wide range of conceptually informed case studies the book is relevant for researchers and professionals as well as advanced students and for institutions and organizations offering education in Arctic affairs

Encyclopedia of Bilingualism and Bilingual Education Colin Baker, Sylvia Prys Jones, 1998 This encyclopedia is divided into three sections individual bilingualism bilingualism in society and bilingual education It includes many pictures graphs maps and diagrams The book concludes with a comprehensive bibliography on bilingualism

Nebraska Survey of Social Resources United States. Work Projects Administration (Neb.), Nebraska. Emergency Relief Administration, 1936

Low Resource Social Media Text Mining Shriphani Palakodety, Ashiqur R. KhudaBukhsh, Guha Jayachandran, 2021-10-01 This book focuses on methods that are unsupervised or require minimal supervision vital in the low resource domain Over the past few years rapid growth in Internet access across the globe has resulted in an explosion in user generated text content in social media platforms This effect is significantly pronounced in linguistically diverse areas of the world like South Asia where over 400 million people regularly access social media platforms YouTube Facebook and Twitter report a monthly active user base in excess of 200 million from this region Natural language processing NLP research and publicly available resources such as models and corpora prioritize Web content authored primarily by a Western user base Such content is authored in English by a user base fluent in the language and can be processed by a broad range of off the shelf NLP tools In contrast text from linguistically diverse regions features high levels of multilinguality code switching and varied language skill levels Resources like corpora and models are also scarce Due to these factors newer methods are needed to process such text This book is designed for NLP practitioners well versed in recent advances in the field but unfamiliar with the landscape of low resource multilingual NLP The contents of this book introduce the various challenges associated with social media content quantify these issues and provide solutions and intuition When possible the methods discussed are evaluated on real world social media data sets to emphasize their robustness to the noisy nature of the social media environment On completion of the book the reader will be well versed with the complexity of text mining in multilingual low resource environments will be aware of a broad set of off the shelf tools that can be applied to various problems and will be able to conduct sophisticated analyses of such text

Social Intelligence Dong Wang, Lanyu Shang, Yang Zhang, 2025-07-07 Given the rise of AI and the advent of online collaboration opportunities e g social media crowdsourcing emerging research has started to investigate the integration of AI and human intelligence especially in a collaborative social context This creates unprecedented challenges and opportunities in the field of Social Intelligence SI

where the goal is to explore the collective intelligence of both humans and machines by understanding their complementary strengths and interactions in the social space In this book a set of novel human centered AI techniques are presented to address the challenges of social intelligence applications including multimodal approaches robust and generalizable frameworks and socially empowered explainable AI designs The book then presents several human AI collaborative learning frameworks that jointly integrate the strengths of crowd wisdom and AI to address the limitations inherent in standalone solutions The book also emphasizes pressing societal issues in the realm of social intelligence such as fairness bias and privacy Real world case studies from different applications in social intelligence are presented to demonstrate the effectiveness of the proposed solutions in achieving substantial performance gains in various aspects such as prediction accuracy model generalizability and explainability algorithmic fairness and system robustness *Social Information Research* Gunilla Widen,Kim Holmberg,2012-10-19 Social Information Research co edited by Gunilla Widen and Kim Holmberg communicates current research looking into different aspects of social information as part of information behaviour research There is a special emphasis on the new innovations supporting contemporary information behavior and the social media context within which it can sit Implementing and Improving Teaming Jerry Rottier,2001 Research in Education ,1971 **A Framework for Cognitive Sociolinguistics** Francisco Moreno-Fernandez,2016-10-04 A Framework for Cognitive Sociolinguistics attempts to lay out the epistemological system for a cognitive sociolinguistics the first book to do so in the English language The intention of this volume is not to provide a simple catalog of sociolinguistic principles or of theoretical postulates of a cognitive nature but rather it aims to build a verifiable metatheoretical basis for cognitive sociolinguistics This book is articulated through a series of propositions accompanied by annotations and commentaries that develop qualify and exemplify these propositions As for the research questions that would be central to a cognitive sociolinguistic endeavor the following incomplete catalog could be enumerated What do speakers know about their language What do they know about communicative interaction What do speakers know about sociolinguistic variation Where does that knowledge reside and how is it configured How does social reality influence the origin and processing of language How does language use affect the configuration evolution and variation of language What do speakers know about their socio communicative context How do speakers perceive sociolinguistic reality What are speakers attitudes and beliefs regarding linguistic variation How does sociolinguistic perception influence speakers communicative behavior at all levels How does language contribute to the construction of identity Offering a fresh perspective on the frequently taught and studied topic of cognitive linguistics A Framework for Cognitive Sociolinguistics can easily be incorporated into existing courses in the areas of both cognitive and sociocultural linguistics *Social Justice through Multilingual Education* Tove Skutnabb-Kangas,Robert Phillipson,Ajit K. Mohanty,Minati Panda,2009-08-20 The principles for enabling children to become fully proficient multilinguals through schooling are well known Even so most indigenous tribal minority and marginalised

children are not provided with appropriate mother tongue based multilingual education MLE that would enable them to succeed in school and society In this book experts from around the world ask why this is and show how it can be done The book discusses general principles and challenges in depth and presents case studies from Canada and the USA northern Europe Peru Africa India Nepal and elsewhere in Asia Analysis by leading scholars in the field shows the importance of building on local experience Sharing local solutions globally can lead to better theory and to action for more social justice and equality through education **Resources in Education** ,2000-04 **Language, Social Media and Ideologies**

Sender Dovchin,2019-08-08 This book seeks to contribute to the critical applied linguistics by investigating the dynamic role of English on social media focusing on EFL university students in East Asia Mongolia and Japan Drawing on sets of Facebook data the book primarily emphasizes that the presence of English on social media should be understood as translingual not only due to its multiple recombinations of resources genres modes styles and repertoires but also due to its direct connections with a broader socio cultural historical and ideological meanings Secondly EFL university students metalinguistically claim multiple ideologies of linguistic authenticities in terms of their usage of translingual Englishes on social media as opposed to other colliding language ideologies such as linguistic purity and linguistic dystopia The question of how they reclaim the notion of linguistic authenticity however profoundly differs depending on their own often diverse criteria identities beliefs and ideas This shows that mixing and mingling at its very core the existence of translingual Englishes on social media provides us with a significant view to accommodate the multiple co existence and multiple origins of authenticity in the increasingly interconnected world The book concludes the possibility of applying the ideas of translingual Englishes on social media in critical EFL classroom settings in their careful re assessment of the complexity of contemporary linguistic experiences and beliefs of their EFL learners Democracy, social resources and political power in the European Union Niilo Kauppi,2018-02-28 In this book Kauppi develops a structural constructivist theory of the European Union and critically analyses through French and Finnish empirical cases the political practices that maintain the Union s democratic deficit Kauppi conceptualises the European Union as both an arena for political contention and a nascent political order In this evolving multi levelled European political field individuals and groups construct material and symbolic structures of political power grounded in a variety of social resources such as nationality culture and gender The author shows how the dominance of both executive political resources and domestic political cultures has prevented the development of European democracy Supranational executive networks have become more autonomous reinforcing the dominance of the resources they control At the same time national political cultures condition the political status of elected institutions such as the European parliament The book is particularly suited for undergraduate and graduate students in the fields of European Politics European Union Studies and International Relations *Three Generations, Two Languages, One Family* Li Wei,1994 This book offers a sociolinguistic study of the Chinese community in Britain It focuses on generational

changes in language choice and code switching patterns of Chinese immigrant families The social network model developed in the study is intended to account for the relationship between community norms of language use and conversational strategies of individual speakers and for the relation of both to the broader social economic and political context

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