

SOCIAL & EMOTIONAL COMPETENCE



Social Competence

Rachel Kowert



Social Competence:

Social Competence in Children Margaret Semrud-Clikeman, 2007-12-26 In this book readers will discover a developmental view of social functioning in children at different stages Chapters are based in transactional theory in that the environment plays a role in the development of social competence skills as well as the biological contributions the child brings to his/her experiences The familial and school contributions to social understanding are discussed in this volume

Social Competence in Developmental Perspective B.H. Schneider, Grazia Attili, Jacqueline Nadel, Roger P. Weissberg, 2012-12-06 What determines the focus of a researcher's interest the sources of inspiration for a study or the variables scrutinized If we were to examine the antecedents of these decisions they would surely emerge as accidents of circumstance the personal experiences of the researcher the inspiration of early mentors the influence of contemporary colleagues all tempered by the intellectual currents that nurture the researcher's hypotheses Among the accidents that mold the careers of researchers is geographic location The culture in which a research program emerges helps determine both its very subject and its method The primary purpose of this book is to assist those interested in the scientific study of children's social competence in transcending the boundaries imposed both by geography and by selective exposure to the highly diverse schools of thought that have led to interest in this field Most of these ideas were presented and exchanged at an Advanced Study Institute entitled *Social Competence in Developmental Perspective* held in Savoie France in July 1988 This Institute was attended by scholars from France England Northern Ireland Germany Italy Norway Spain Portugal Netherlands Canada the United States and Brazil Those who participated will recognize that the metamorphosis from lecture to chapter has necessitated many changes In order to accommodate the reader who may be unfamiliar with the field more attention has been paid here to identifying the theoretical contexts of the research described

Developing Social Competency in Young Children Christine A. Schmidt, 2019-07-02 Social competency is a set of skills that provide children with the tools and abilities to successfully navigate the world around them *Developing Social Competency in Young Children* looks at each of the seven Cs of social competence communication community building coping confidence conflict resolution control and curiosity During any given day a child will enter and exit many group situations More often than not children lack the knowledge experience or emotional intelligence to be socially competent in all situations There is not a switch or a specific age when children automatically become socially competent and adults often assume that when children reach a certain age or milestone they will know how to effectively employ the seven Cs of social competency without being taught These skills must be taught and environments need to be designed to encourage the development of these skills while intentionally providing opportunities to test and hone them *Developing Social Competency in Young Children* examines the role of the adult in designing the environment and using intentional strategies to maximize a child's success At the end of each skill discussed there are parent and staff educational tips and strategies that can be used in everyday life *Video Games and*

Social Competence Rachel Kowert, 2014-11-27 Despite their popularity online video games have been met with suspicion by the popular media and academic community In particular there is a growing concern that online video game play may be associated with deficits in social functioning Due to a lack of empirical consistency the debate surrounding the potential impact of online video game play on a user's sociability remains an active one This book contributes to this debate by exploring the potential impact of online video game involvement on social competence outcomes theoretically and empirically Through empirical research Kowert examines the relationships between online video game involvement social goals and social skills and discusses the underlying mechanisms of these effects Group Work Practice to Advance Social Competence Norma Lang, 2010-10-14 Small social groups are fundamental for achieving personal growth social development socialization and the skills of sustaining relevance relationships and connections to society Unfortunately those who would benefit most from small groups often find themselves unable to achieve membership Lacking the necessary skills for entry these individuals may never enjoy the advantages of group membership Advancing a practice methodology that specifically targets the socially unskilled Norma C Lang provides much needed guidance to practitioners helping individuals become part of group life Grounded in extensive practice Lang's methodology addresses the special needs and anomalous functioning of individuals who lack the skills to form and use groups She outlines the unique pregroup processes of socially unskilled populations and provides a methodology for advancing social competence She also identifies the professional and agency requirements for working with presocial processes Widely applicable to practice with social work groups Lang's method greatly expands the literature on social work theory and practice with individuals and groups Social Competence of Deaf and Hard-of-Hearing Children Shirin D. Antia, Kathryn H. Kreimeyer, 2015-06-01 Social Competence of Deaf and Hard of Hearing Children addresses the development assessment and promotion of social competence in children who are deaf or hard of hearing DHH Most children readily develop social competence through the mutually dependent development of social skills and social relationships Why then write a book on the social competence of DHH children Hearing loss with its resulting communication challenges has the potential to impede the development of social skills and restrict social relationships In this volume Shirin D Antia and Kathryn H Kreimeyer highlight multiple strategies that teachers families and community members can utilize to promote the social competence of DHH children The authors approach this topic by first describing the development and expression of social competence in infants as well as in preschool and school age hearing and DHH children Socially competent children display a flexible repertoire of social behaviors that are appropriately utilized in varying social situations and which further children's social goals Since social competence develops initially through interactions between infants and their caretakers a primary consideration for children with hearing loss is that the infant and caretaker share a common communication approach to facilitate early interaction As infants become preschool age opportunities for interactions with other children increase and social interactions revolve around play The development of

interactive and of pretend play requires children to communicate with one another to assume roles share fantasies and solve social conflicts DHH children must develop communication skills to participate in interactive play and hearing children may need guidance to successfully engage with DHH peers For school age children the importance of peer acceptance increases DHH children need supportive situations both within and outside of school to interact with peers develop friendships and refine the social behaviors that promote peer acceptance The authors present a variety of practical ways to assess the social competence of DHH children They emphasize the role of assessment in identifying social strengths and needs to establish a basis for any necessary intervention They then present ways to promote social competence with a separate focus on strategies appropriate for young DHH children and for school age DHH children For both age groups the authors address the role of families professionals schools and communities in helping children develop the skills needed to become socially competent individuals This book will be a valuable resource for the parents and families of DHH children for the general and special educators who teach these children and for the researchers who describe development and evaluate the effectiveness of strategies to promote the social competence of DHH children

Social Behavior and Skills in Children Johnny L. Matson, 2009-09-18 That children are capable of pathology not only such conditions as ADHD and learning disabilities but also such adult disorders as anxiety and depression stands as a defining moment in psychology's recent history Within this recognition is the understanding that the social skills deficits that accompany these disorders must be targeted for assessment and treatment to ensure optimal functioning in school with peers and in later transitions to puberty and adulthood Social Behavior and Skills in Children cuts across disciplinary lines to clarify the scope of assessment options and interventions for a wide range of disorders A panel of leading scholars reviews current research discusses social deficits unique to specific disorders and identifies evidence based best practices in one authoritative approachable reference This volume Discusses theoretical models of social skills as they relate to assessment and treatment Analyzes the etiology of social behavior problems in children and the relation between these problems and psychopathology Reviews 48 norm referenced measures of social skills in children Examines the range of evidence based social skills interventions Addresses challenging behaviors such as aggression and self injury Focuses on specific conditions including developmental disabilities conduct disorders ADHD chronic medical illness depression anxiety and severe psychopathology Social Behavior and Skills in Children is an essential reference for university libraries as well as a must have volume for researchers graduate students and clinicians in child and school psychology special education and other related fields

Social Competence Diana Pickett Rathjen, John P. Foreyt, 2013-10-22 Social Competence Interventions for Children and Adults focuses on the relationship between the social abilities and interpersonal skills of people taking into consideration their satisfaction and productivity This book offers a summary of innovative and validated interventions specifically made to improve social competence among adults and children This text first presents how physical characteristics and behavior are considered as

determinants of social competence The differences that language plays among adults and children relative to self control are highlighted The role that parents play in shaping the mental health of their children is also emphasized In molding the social competence of children training programs on social skills in the classroom are given importance The programs include the development of interpersonal skills during a child s elementary school years However the development of such skills has not been traditionally thought as a responsibility of the education system Social skills training program have been added to the program for patients suffering from psychomatic disorders and this has been proven beneficial to them

Personality, Social Skills, and Psychopathology: David G. Gilbert, James J. Connolly, 1991-09-30 This book presents an introduction to the study of relationships among personality social skills and psychopathology Although research findings during the last decade have made it clear that the relationships among these variables are almost always complex and multiply determined many clinicians and theoreticians have not incorporated such complexities into their models of human behavior and therapeutic intervention This discrepancy between clinical theory and research based findings has been of special concern to us because we have been both empirically oriented academic researchers and practicing clinicians It is our belief that clinical theory related to personality social skills and psychopathology can be enriched by research findings from a wide range of fields from human genetics temperament and personality to family systems affect psychophysiology and learning This book is divided into an introductory chapter and three sections The introductory chapter provides an overview of the issues in the field compares models and provides suggestions for further integration and articulation of concepts related to personality social skills and psychopathology The book s first section presents state of the art general models of interactions among personality social skills and psychopathology Connolly opens this section with a chapter that reviews longitudinal findings indicating that personality traits predict the onset of psychopathology and marital distress The etiology of these and related findings is the subject of other chapters in this section

Practitioner's Guide to Empirically Based Measures of Social Skills Douglas W. Nangle, David J. Hansen, Cynthia A. Erdley, Peter J. Norton, 2009-12-16 Social skills are at the core of mental health so much so that deficits in this area are a criterion of clinical disorders across both the developmental spectrum and the DSM The Practitioner s Guide to Empirically Based Measures of Social Skills gives clinicians and researchers an authoritative resource reflecting the ever growing interest in social skills assessment and its clinical applications This one of a kind reference approaches social skills from a social learning perspective combining conceptual background with practical considerations and organized for easy access to material relevant to assessment of children adolescents and adults The contributors expert guidance covers developmental and diversity issues and includes suggestions for the full range of assessment methods so readers can be confident of reliable valid testing leading to appropriate interventions Key features of the Guide An official publication of the Association for Behavioral and Cognitive Therapies Describes empirically based assessment across the lifespan Provides in depth reviews of nearly 100 measures their

administration and scoring psychometric properties and references Highlights specific clinical problems including substance abuse aggression schizophrenia intellectual disabilities autism spectrum disorders and social anxiety Includes at a glance summaries of all reviewed measures Offers full reproduction of more than a dozen measures for children adolescents and adults e g the Interpersonal Competence Questionnaire and the Teenage Inventory of Social Skills As social skills assessment and training becomes more crucial to current practice and research the Practitioner s Guide to Empirically Based Measures of Social Skills is a steady resource that clinicians researchers and graduate students will want close at hand

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