



Sunday, August 4, 2019

Breakout Session G38 • 2:45-3:45 pm • Grand Ballroom C

## Promoting Social Skill Development in Children with CHARGE

Megan Schmittel, Central Michigan University and  
Perkins School for the Blind

### Presenter Information

Megan is the school psychologist for the Deafblind program at Perkins School for the Blind. Additionally, she is completing her doctorate degree in school psychology from Central Michigan University. While at CMU, she was a member of the CHARGE syndrome research lab and has presented on social and behavioral issues experienced by many children with CHARGE syndrome. She is interested in the social development of children with CHARGE syndrome and is completing research on the development of social play in children with CHARGE syndrome.

### Presentation Abstract

Social skills include a variety of behaviors that allow individuals to engage in positive interactions with others. Children with CHARGE are often described as socially interested but socially immature. Children with CHARGE syndrome may experience delays in social skill development because of the multi-sensory impairment they often experience. Because of the limited information they receive through their senses, children with CHARGE often do not know how to act in social situations. Additionally, children with CHARGE often spend a lot of time in the hospital and may not have exposure to early social interactions that teach children how to appropriately play with other children. Finally, children with CHARGE syndrome are often medically fragile, so they may be inhibited from having social experiences. Without these experiences, children with CHARGE are unable to adequately develop social skills. To help promote social skill development, caregivers and teachers can provide explicit instruction on social skills. Additionally, they can provide them with opportunities to socialize with others practice skills taught. The following presentation will take an in-depth review of strategies to promote social skill development.

### Learning Objectives

- Participants will be able to describe how social skills typically develop in children.
- Participants will be able to discuss how the multi-sensory impairment experienced by children with CHARGE syndrome impacts their development of social skills.
- Participants will be able to identify different activities to do with their children and/or students to facilitate the development of social skills.

# Social Skills Resources

## Websites

- [Center on the Social and Emotional Foundations for Early Learning](http://csefel.vanderbilt.edu/resources/family.html)

This website includes materials for families and teachers/caregivers to help support social skill development and emotion regulation skills. This site provides informational papers with strategies to help families support their children if they are experiencing social/emotional difficulties. The site also includes pre-made social stories and a book list that includes children's books about social/emotional skills.

<http://csefel.vanderbilt.edu/resources/family.html>

- [Do 2 Learn](http://www.do2learn.com/)

Do2learn offers free materials to print to help children with developmental disabilities to further their social skill development. This website focuses on a variety of topics relevant for all ages including: starting conversations, sharing materials, taking turns, and prepping for interviews. Additionally, there are a few apps for purchase that review social/emotional skills and job skills.

<http://www.do2learn.com/>

- [Socially Skilled Kids](https://sociallyskilledkids.com/social-skills/)

This website offers tips for ways to teach and promote social skill development. Also offers ways to help children navigate different social situations.

<https://sociallyskilledkids.com/social-skills/>

## Reading Material (Click on title to access materials)

- [Promoting Interactions with Siblings and Peers](#)

Maier, J. (2014). Fact sheet: Promoting interactions with siblings and peers. *reSources*, 19(2), 1-2.

- [Integrating your Child or Youth Who is Deaf-blind into Groups: Strategies for Families and Caregivers](#)

Rodriguez-Gil, G. (2011). Integrating your child or youth who is deaf-blind into groups: Strategies for families and caregivers [PDF File]. Retrieved from <http://files.cadbs.org/200001864-2ad752bd15/FactSheet-44.pdf>

- [Making the Case for Social Skills](#)

Belote, M. (2011). Making the case for social skills. *reSources*, 16(2), 1-4.

- [Part 2: Developing and Maintaining Community Connections and Friendships](#)

Belote, M. (2011). Part 2: Developing and maintaining community connections and friendships. *reSources*, 16(3), 1-5.

- [To Live, To Love, To Work, To Play: Blending Quality of Life into the Curriculum](#)

Perkins School for the Blind (Perkins eLearning). *To live, to love, to work, to play: Blending quality of life into the curriculum* [Webcast]. Retrieved from <https://www.perkinselearning.org/videos/webcast/live-love-work-play-blending-quality-life-curriculum>

## Community Resources

- Little League Challenger Division  
<https://www.littleleague.org/play-little-league/challenger/>
- TOPSoccer  
<https://www.usyouthsoccer.org/programs/topsoccer/>
- Friendship Circle  
<https://www.friendshipcircle.com/about>
- Partners for Youth with Disabilities-eMentoring  
<https://www.pyd.org/services/ementoring/>
- Campabilities  
<https://www.campabilities.org/other-camps.html>
- Special Olympics  
<https://www.specialolympics.org/>
- Best Buddies  
<https://www.bestbuddies.org/what-we-do/mission-vision-goals/>