Using Multiple Intelligences to Teach Group Social Skills

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In this session you will:

- Have a brief introduction to the Boystown Social Skills.
- See an overview of Gardener’s Multiple Intelligences
- Discover your own strongest intelligence(s)
- Learn how to teach the same skill to different intelligences
- Practice using different skills for different intelligences
- Participate, move around and HAVE FUN!

PLEASE DO NOT TOUCH THE BOXES UNTIL INSTRUCTED!
THANKS!
Social Skills
Why Boys Town?

• Many skills for many situations and diagnoses.

• Breaks skills down into steps.

• Focuses on teaching the appropriate behavior rather than reacting to a negative behavior.

• Book offers some suggestions for how to teach.
Examples of Social Skills Steps

Following Instructions
1. Look at the person.
2. Say “Ok”
3. Do the task
4. Check Back

I will use this skill to demonstrate how to apply multiple intelligences to the same skill, but there will be more skills to come – stay tuned!
Multiple Intelligences
Gardner’s Theory of Multiple Intelligences

- Developed by Howard Gardner
- Everybody has a strong learning style – the way they best learn information.
Intelligences

Seven Original
• Verbal–Linguistic
• Logical–Mathematical
• Bodily–Kinesthetic
• Musical
• Spatial–Visual
• Intrapersonal
• Interpersonal

Or as we like to call them...
• Word Smart
• Math Smart
• Body Smart
• Music Smart
• Art Smart
• Self Smart
• People Smart

Other intelligences not included in the original seven are: naturalistic, spiritual, existential and moral.
Spatial - Visual
(Art Smart)

Learn by Seeing.

Like to visualize things and remember pictures, sculptures, graphics.
Spatial-Visual (Art Smart)

FOLLOWING INSTRUCTIONS
1. Look at the person.
2. Say “Ok”
3. Do the task
4. Check Back
Following Instructions
Following Directions with Goofy

Why should we follow directions?

How can we show we are listening?
Bodily-Kinesthetic (Body Smart)

Learn by Doing.

Muscular movement and physical activity.

Regardless of teaching content, can benefit from body breaks.
Bodily-Kinesthetic (Body Smart)

FOLLOWING INSTRUCTIONS
1. Look at the person.
2. Say “Ok”
3. Do the task
4. Check Back
Catch the Ball

Person 1 instructs someone to “Catch the Ball”

Person 2 looks at the person (step one) and says “ok” (step two).

Person 1 then throw the ball and Person 2 catches it (step three).

Person 2 says “I caught the ball” (step four). Person 1 sits down and Person 2 becomes the new “Person 1”.
Logical–Mathematical (Math Smart)

Learn by Analyzing.
Like rules and consequences.
See things in black and white.
Logical–Mathematical (Math Smart)

FOLLOWING INSTRUCTIONS
1. Look at the person.
2. Say “Ok”
3. Do the task
4. Check Back
Student Success Rates for Following Instructions

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>85%</td>
<td>75%</td>
<td>78%</td>
<td>67%</td>
</tr>
<tr>
<td>Student B</td>
<td>67%</td>
<td>85%</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>Student C</td>
<td>50%</td>
<td>60%</td>
<td>63%</td>
<td>56%</td>
</tr>
</tbody>
</table>
Musical
(Music Smart)

Learn by Listening.
Rhythm and sound are important here.
Teaching songs can help.
1. Look at the person.
2. Say "Ok"
3. Do the task
4. Check Back
Look, Say Okay (to the tune of YMCA)

Young man
there’s a thing you can do
I said young man
Someone’s talking to you
They may tell you
Something that you should do
There’s no need to be unhappy!
Look, Say Okay (to the tune of YMCA)

Young man
there's a thing you can do
I said young man
Someone's talking to you
They may tell you
Something that you should do
There's no need to be unhappy!
No man
Does it all by himself
I said young man
I think it’s time you should help
Don’t be worried
It’s just four simple steps
And I’m going to teach them to you...
Look, Say Okay (to the tune of YMCA)

Follow Instructions just...

Look, Say Okay
Do the task, check back
Look, Say Okay
When you’re doing a task
Do it right when they ask
Then tell them that you did okay.
Interpersonal
(People Smart)

Learn by Interacting.
Do best in groups.
Interpersonal
(People Smart)

FOLLOWING INSTRUCTIONS
1. Look at the person.
2. Say “Ok”
3. Do the task
4. Check Back
Roleplay

Teacher: Marcus, please turn to page 47.
Marcus: (doesn’t look) mmm...k

Teacher: Marcus, please turn to page 47.
Marcus: (looks) Nah.

Teacher: Marcus, please turn to page 47.
Marcus: (looks) Okay. (Does nothing)

Teacher: Marcus, please turn to page 47.
Marcus: (looks) Okay (Finds the page, says nothing).

Teacher: Marcus, please turn to page 47.
Marcus: (looks) Okay. (flips through textbook) I found it.
Intrapersonal
(Self Smart)

Learn by Thinking and Feeling.

Pay attention to their own emotions.

Try to apply the material to their own personal lives.
Intrapersonal
(Self Smart)

FOLLOWING INSTRUCTIONS
1. Look at the person.
2. Say "Ok"
3. Do the task
4. Check Back
Journal Activity

What is something you are typically told to do?

Which step of Following Instructions is hardest to do? Easiest?

Have you ever given someone advice that they didn’t listen to? How did you feel?

Why is it sometimes difficult to follow instructions?

When is it a good idea to follow instructions?
Linguistic
(Word Smart)

Learn by Words.

Likes to focus on what things mean.

Likes to find different ways to convey the same message.
Linguistic (Word Smart)

FOLLOWING INSTRUCTIONS
1. Look at the person.
2. Say “Ok”
3. Do the task
4. Check Back
Obeying or Complying with Directions
1. Turn your eyes toward the individual
2. Verbalize that you have heard and understand.
3. Execute the command.
4. Inform the individual that you have complied with their request.
Assessment

- Chart on the right shows results from my social skills students on September 2013.

- Any kids who had a “tie” for the strongest intelligences had both assigned a 0.5 value.

- I had no students with logical-mathematical or linguistic as their preferred intelligence.

- There were also no students with interpersonal. Social skills, anyone?
Practice Time!!!

• Stand up and take ALL your things with you.
• Find the box for YOUR strongest intelligence.
• Group # is on the assessment.
• Groups should be 5-10 people. If there are too many, find another, smaller group with your strongest intelligence.

• If necessary, pull chairs over or put tables together so you can all work as a team.
• Read your mission and use the materials in the box to complete it! Share supplies if you need to.
Spatial–Visual (Art Smart)

Making an Apology

1. Look at the person.
2. Use a serious, sincere voice.
3. Say “I’m sorry for...”, or “I want to apologize for...”
4. Don’t make excuses.
5. Explain how you plan to do better in the future.
6. Say “Thanks for listening.”
Bodily-Kinesthetic (Body Smart)

MAKING A REQUEST

1. Look at the person.
2. Use a pleasant voice tone
3. State request specifically, say “please”
4. If the answer is “yes”, say “thank you”
5. If the answer is “no”, stay calm.
Logical–Mathematical (Math Smart)

Working with Others

1. Identify the task to be completed.
2. Assign tasks to each person.
3. Discuss ideas in a calm, quiet voice and let everyone share their ideas.
4. Work on tasks until completed.
Musical
(Music Smart)

Disagree Appropriately
1. Look at the person.
2. Use a pleasant voice.
3. Say, “I understand how you feel.”
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person.
Interpersonal
(People Smart)

Introducing yourself

1. Look at the person and smile.
2. Use a pleasant voice.
3. Offer a greeting. Say hi, my name is....
4. Shake the person’s hand.
5. When you leave, say, “It was nice to meet you.”
Intrapsychological (Self Smart)

Resisting Peer Pressure

1. Look at the person.
2. Use a calm voice.
3. Say clearly that you do not want to participate.
4. Suggest something else to do.
5. If necessary, continue to say “No”.
6. Leave the situation.
How to Report Peer Behavior

1. Look at the person.
2. Use a calm voice tone.
3. Request to speak to the adult privately.
4. Give a specific description of peer’s inappropriate behavior.
5. State a rationale for the report.
6. Thank the adult for listening.
Helpful Tips

• Regardless of what assignment I give, I know everybody is different — I don’t expect the kids to be the best at the assignment — just to do their best. Then, of course, give credit where it is due. Progress is the goal here, not perfection — just like it is in relationships.

• Can’t think of an assignment? Have the kids do what I just had you do using their strongest intelligence. They’ll come up with something!

• If you are too cool to do the social skills, they definitely are too cool to do them! Demonstrate the skills all the time! Show that even grownups do it.

• Go online — Google, Youtube and Pinterest are your best friends.
References


