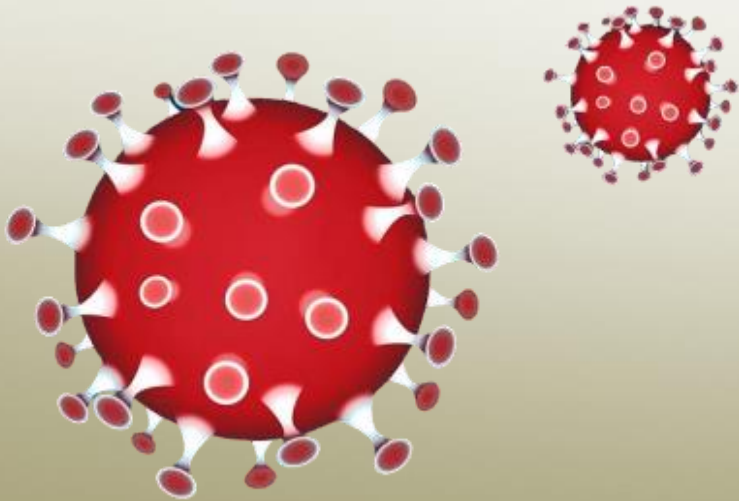




Social & Emotional well being of children with special needs during and after COVID-19 Lockdown



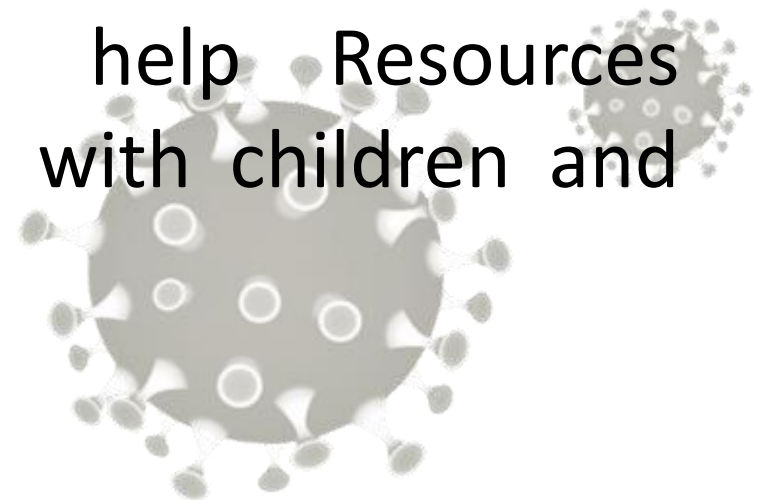
Rajesh Ramachandran (RPMF, 2018)
Rehabilitation Officer (S & P), DSW, NIEPMD, Chennai

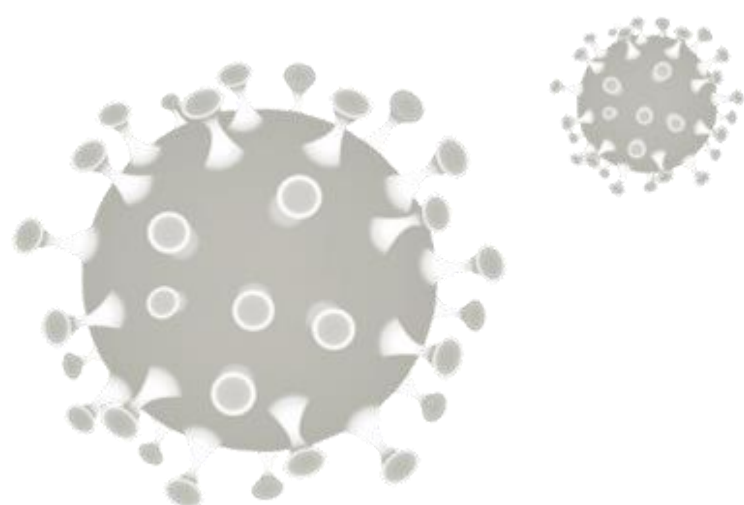
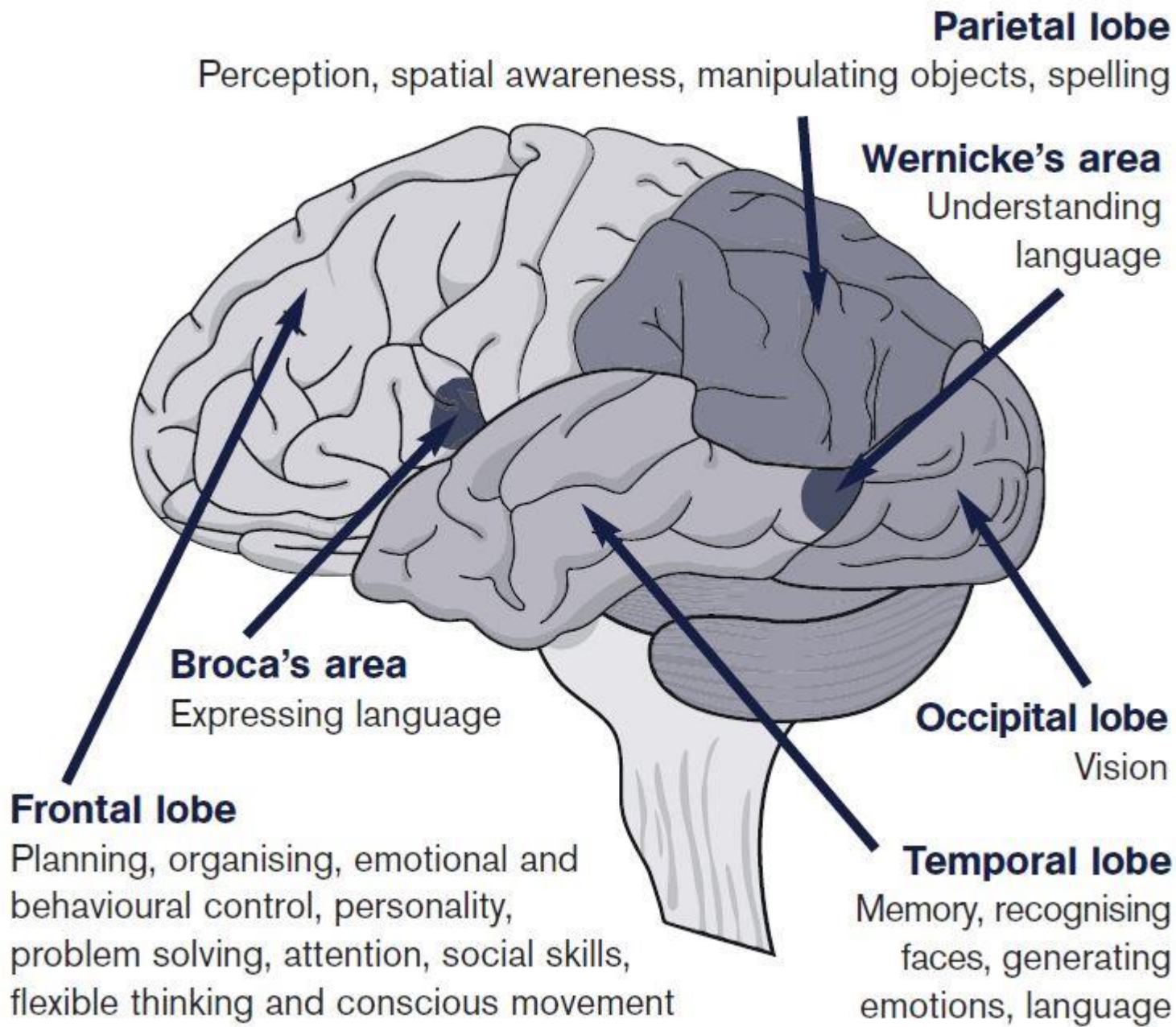
Wednesday 26-08-2020 , 3.40 pm – 5.00 pm



Objective

- Understand the challenges faced by special educator's/ resource teachers in reaching out to children with special needs during pandemic;
- Orient the special educator's/ resource teachers on socio-emotional well-being of children with special needs during and after COVID-19 Lockdown;
- Suggesting various measures to help Resources Teachers/ Special Educators to deal with children and address the challenges faced.

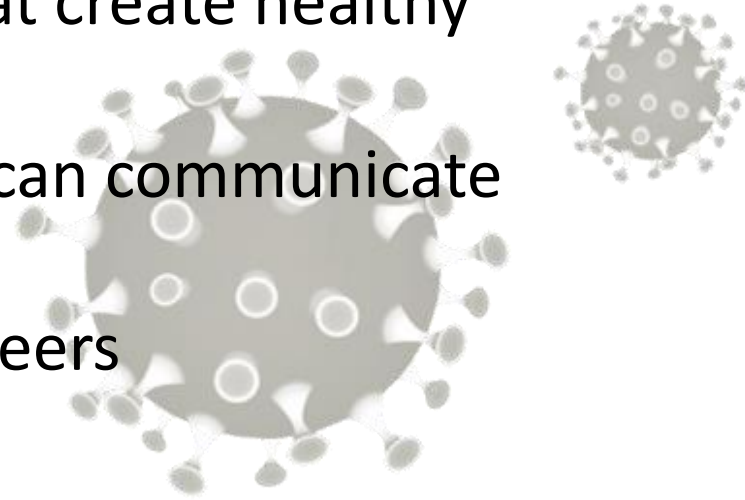






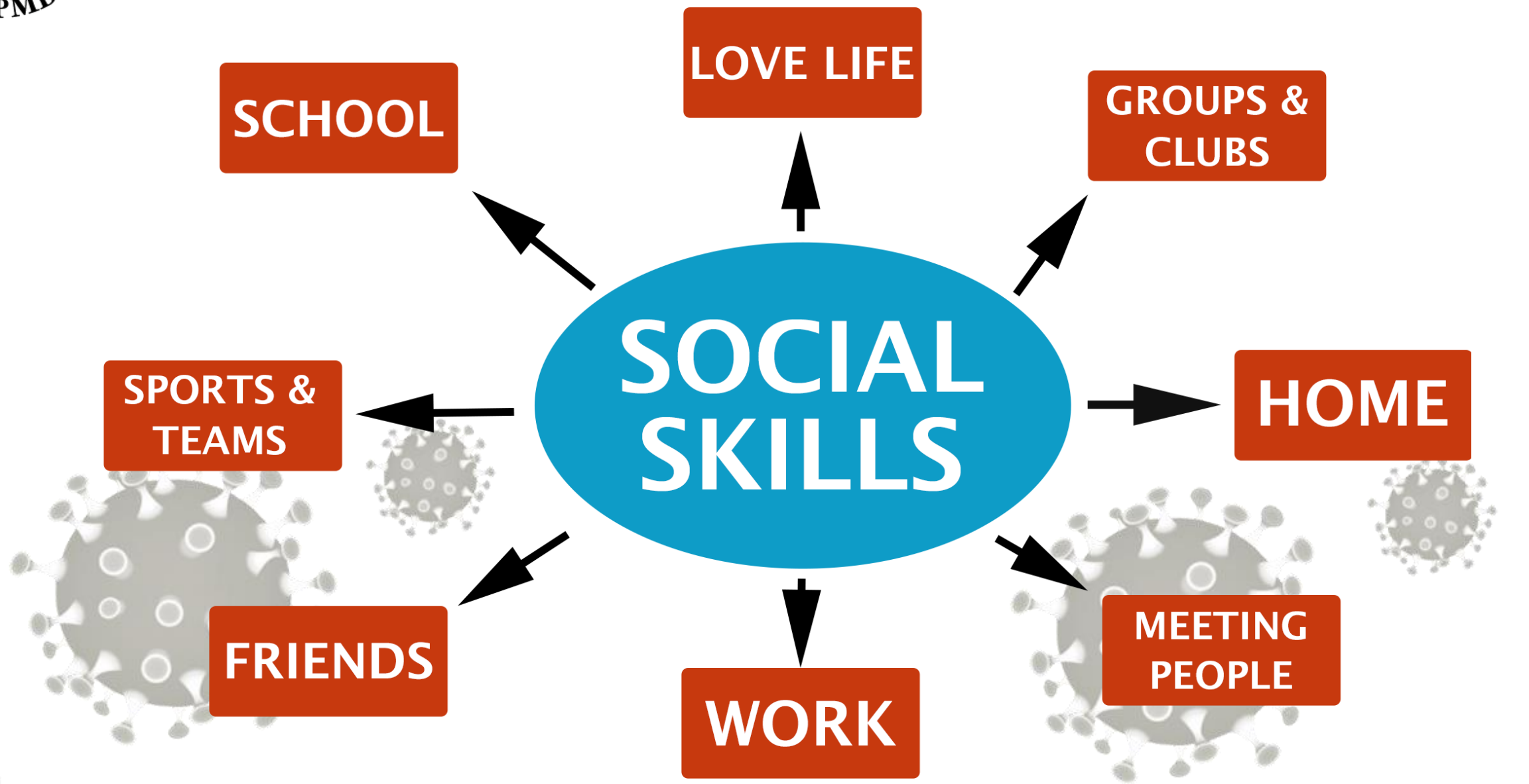
What Are Social Skills?

- Ways of dealing with others that create healthy and positive interactions
- Children who have social skills can communicate clearly, calmly, and respectfully
- feelings and interests of their peers
- Responsibility, control, assert
- vital for children to use social skills
- enriching social experiences
- social skills also give children a sense of confidence and mastery over their environment.





SOCIAL SKILLS AFFECT NEARLY EVERY ASPECT OF YOUR LIFE

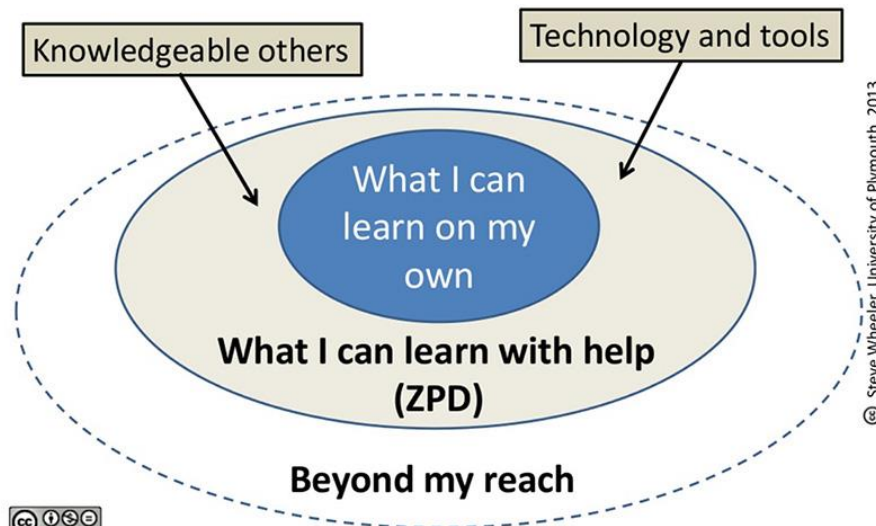




Social Development

- Vygotsky places considerably more emphasis on social factors contributing to cognitive development.
- Cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partner's co-construct knowledge
- For Vygotsky, the environment in which children grow up will influence how they think and what they think about.

ZPD and scaffolding





What To Know About Social Learning Theory



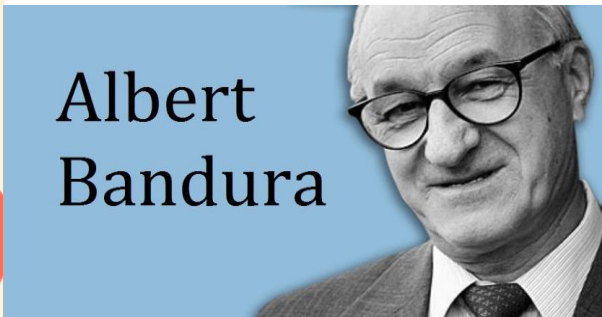
1. People can learn through observation



2. Mental states are important to learning



3. Learning does not necessarily lead to behavior change



Albert Bandura

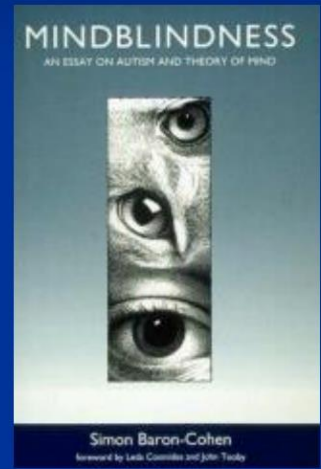


Theory of Mind

Simon Baron-Cohen

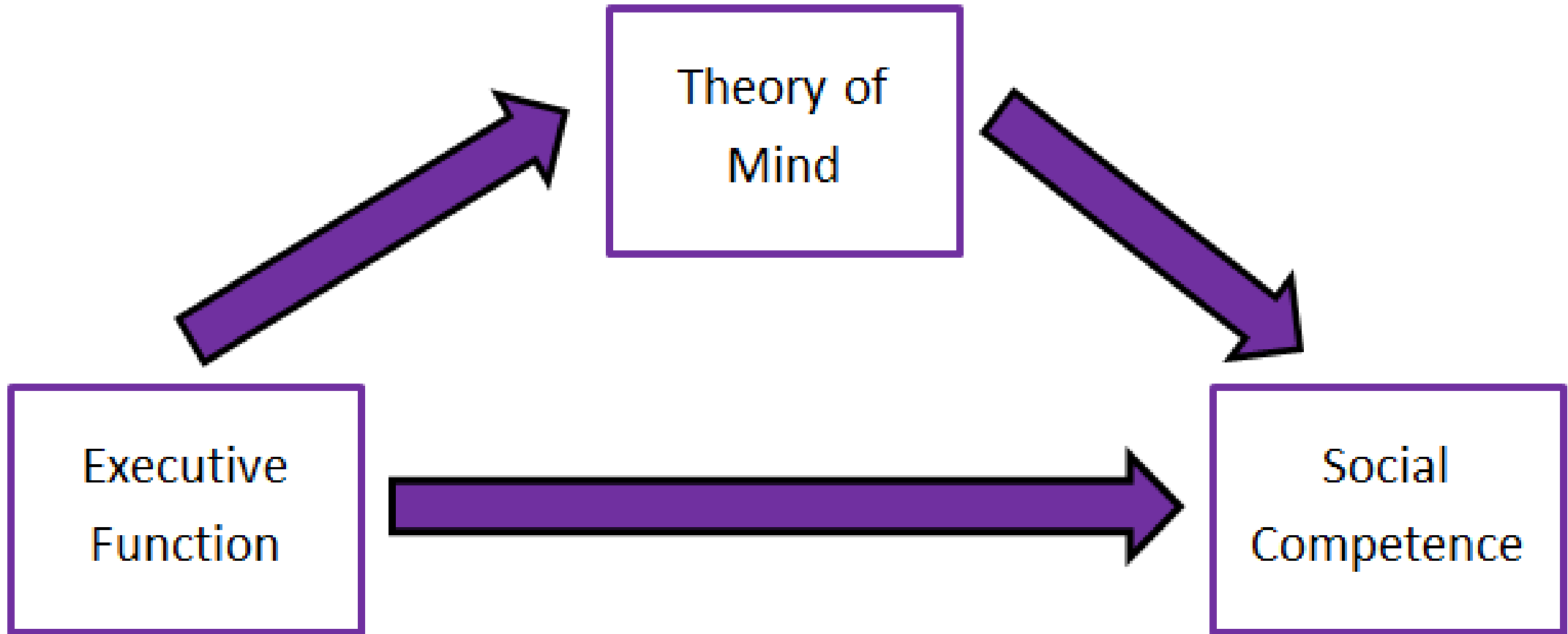


Baron-Cohen *et al*'s explanation



- Autistic people do not have a "Theory of Mind"
- They do not understand that people have their own thoughts about the world
- → serious implications for social interaction
- They do not understand people can hold false beliefs
- They do not engage in pretend play

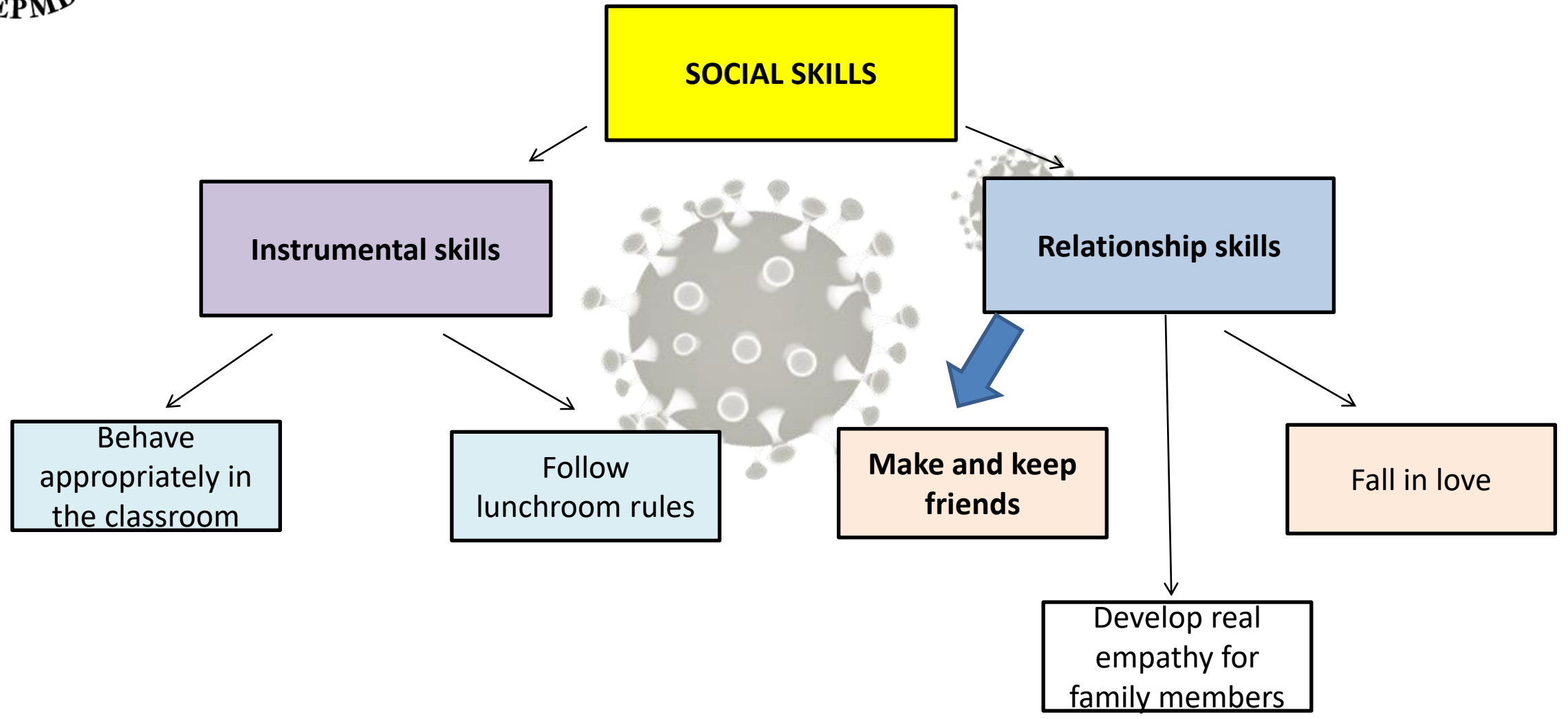
Executive function (EF) skills (i.e., inhibition, shifting, cognitive flexibility) are related to Theory of Mind



Executive function has also been linked to social competence, such that deficits result in lower levels of social competence



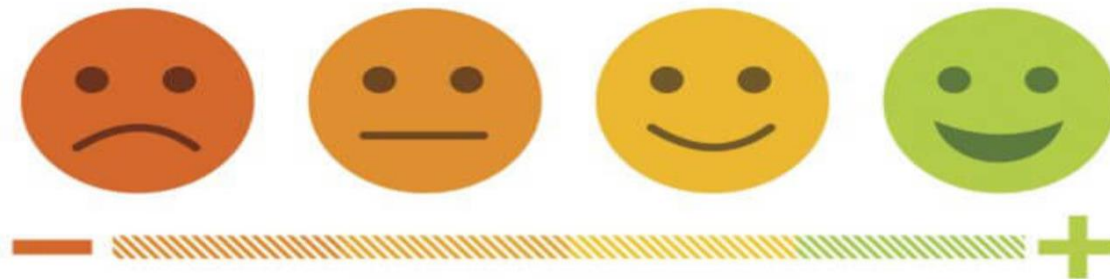
Types of Social Skills





EMOTION

- The word emotion is a derivative of the Latin word ‘emovere’ which means ‘to stir up or agitate or excite’.
- The mental thinking or feeling of a person at a particular instant of time knowingly or unknowingly is called emotion.
- Emotions are complex psychological and biological responses consisting of subjective feelings, physiological reactions and expressive behaviors to internal and external stimuli.
- What is emotion? • “Emotion is the all around state of the organism marked by increased bodily activity and strong feelings directed to some subject.” Kimball Young •





Characteristics of emotions

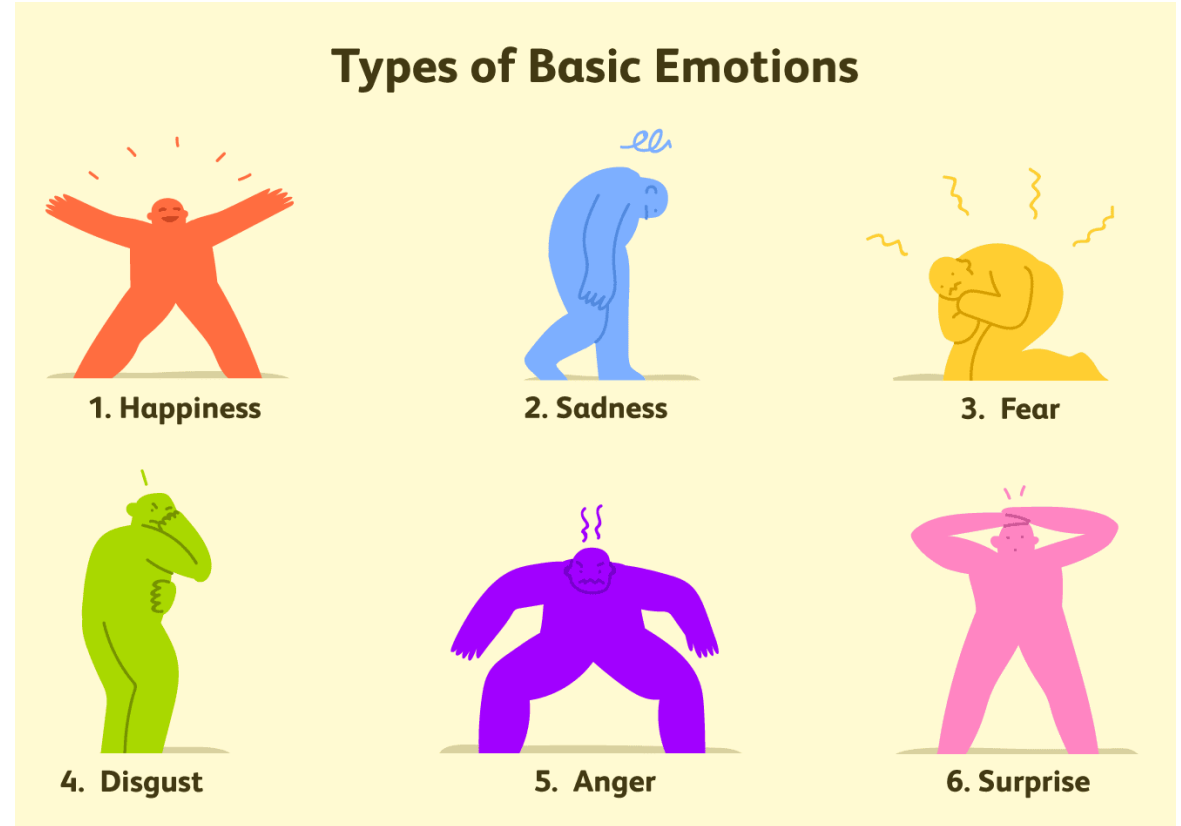
- The core of an emotion is feeling.
- Emotional experiences are associated with some instincts or biological drives.
- Emotions are the products of perception.
- Every emotional experience involves several physical and physiological changes in organism.
- The basic ways of expressing emotions are inborn and it develops through maturation.
- Emotions rise abruptly and die slowly.
- Same emotion can be aroused by a number of different stimuli.
- Emotions have the quality of displacement.





Common emotional patterns in childhood

- Fear
- Anger
- Jealousy
- Grief
- Curiosity
- Joy, pleasure and delight





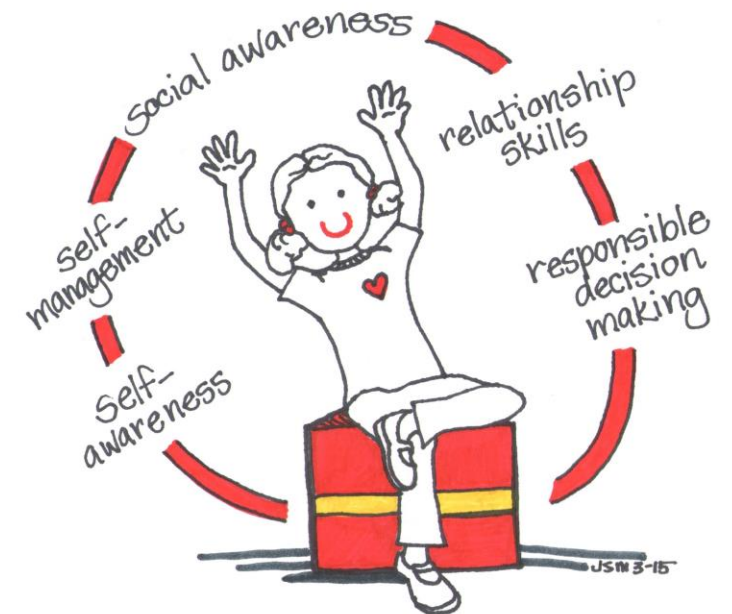
What Are Social-Emotional Skills?

- Social-emotional skills are essential for connecting with others! They help us manage our emotions, build healthy relationships, and feel empathy.

Some examples of social-emotional skills in use are:

- Recognizing if someone is sad, and asking if they're ok
- Expressing yourself with your friends in a different way than with your parents
- Understanding your thoughts and feelings, and being able to relate to others

While these skills may sound complex, social and emotional development begins at a very young age.





• ***When does social and emotional development begin?***

Babies start learning these skills from birth! As soon as they begin interacting with the people who care for them, they begin to understand and recognize thoughts and feelings.

• ***How do parents impact social emotional development?***

Parents help to nurture social-emotional skills so kids develop healthy relationships with friends and family members. Even as a baby, your little one is picking up on how you respond to their social and emotional needs. They notice how safe they feel at home and in your presence. They learn how to feel empathy, recognize emotions.

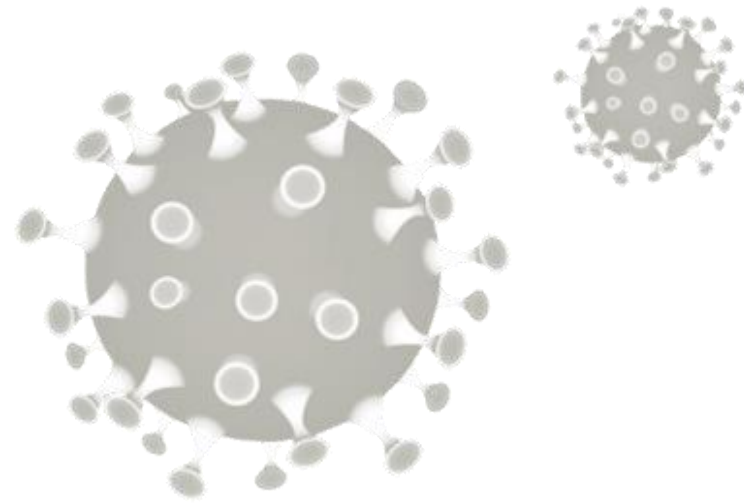




- *What do social-emotional skills help kids do?*

Kids with healthy social-emotional skills are more likely succeed in school, work, and life. Social-emotional skills help kids:

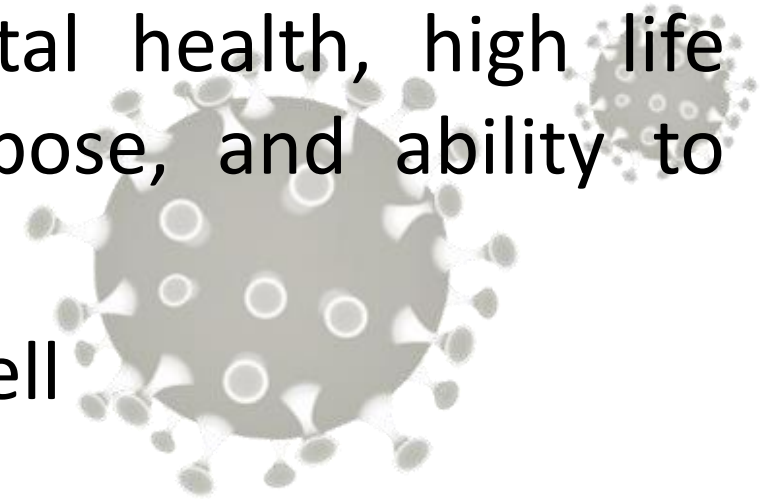
- ❖ Make friends and keep friendships
- ❖ Gain confidence
- ❖ Resolve conflicts
- ❖ Manage stress and anxiety
- ❖ Learn social norms
- ❖ Make appropriate decisions
- ❖ Resist negative social pressure
- ❖ Learn strengths and weaknesses
- ❖ Gain awareness of what others are feeling





Well being

- Well-being is the experience of health, happiness and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress.
- More generally , well-being is just feeling well





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WELL-BEING



What is social well being ?

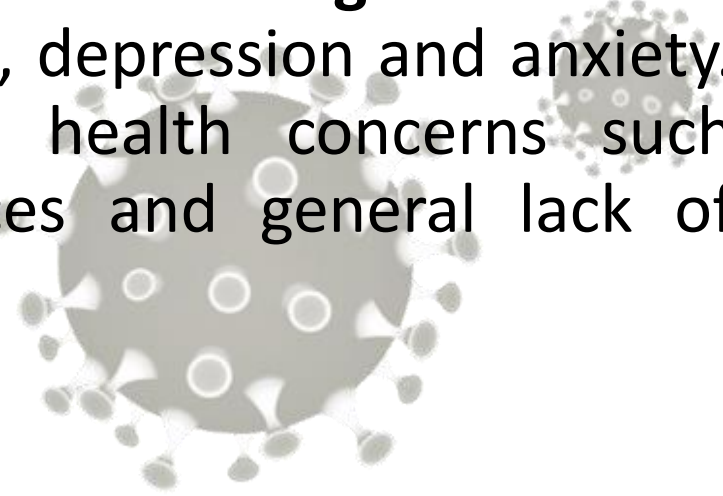
- **Social well-being** encompasses the extent to which individuals feel they make valued **social** contributions, view society as meaningful and intelligible, experience a sense of **social** belonging, maintain positive attitudes toward others, and believe in the potential for society to evolve positively.
- **Social well-being** is when we have **good** relationships, **social** stability and peace. People are **social** creatures who are mutually dependent, relying on others for our **well-being**, just as they rely on us. ... **Social well-being** also stems from things like freedom, trust and equal rights.





What is EMOTIONAL well being ?

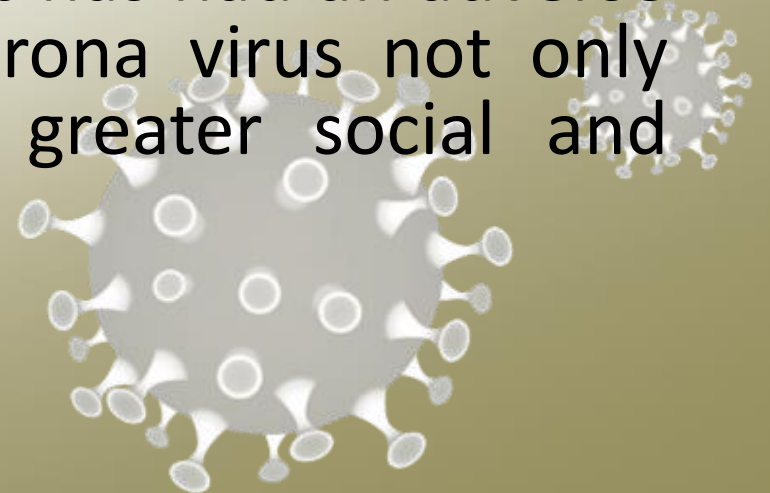
- Emotional well-being refers to the emotional quality an individual experiences. Emotional well-being is influenced by a variety of demographic, economic, and situational factors. For example, the onset of the COVID-19 outbreak, lowered emotional well-being.
- The implications of decreased **emotional well-being** are related to mental health concerns such as stress, depression and anxiety. These in turn, contribute to physical health concerns such as digestive disorders, sleep disturbances and general lack of energy.





Continuation

- Social and emotional wellbeing means being able to realise their abilities, cope with the normal stresses of life, work productively and contribute to the family and the community. For persons with disabilities, this may change based on their ability and the type of disability.
- In addition to that, Covid – 19 pandemic has had an adverse effect on persons with disabilities. Corona virus not only affects the health, but also creates greater social and emotional challenges.





Emotional wellbeing

According to Mental Health Foundation, **Emotional wellbeing** is defined as 'A positive sense of **wellbeing** which enables an individual to be able to function in society and meet the demands of everyday life;



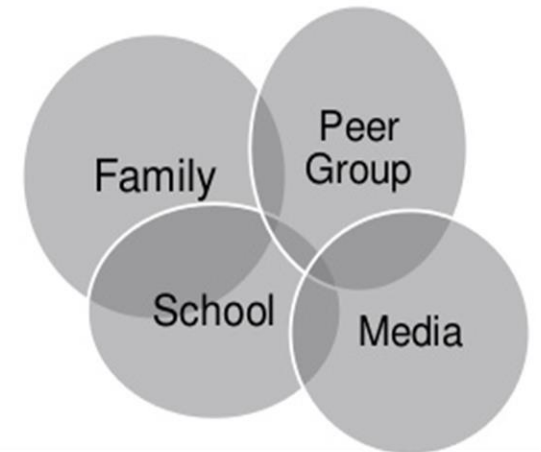


Social well-being

Social well-being is when we have **good** relationships, **social** stability and peace. ... **Social** intelligence factors – including emotional intelligence, morals, upbringing, empathy, adaptability and altruism – are important to cultivate for **social well-being**

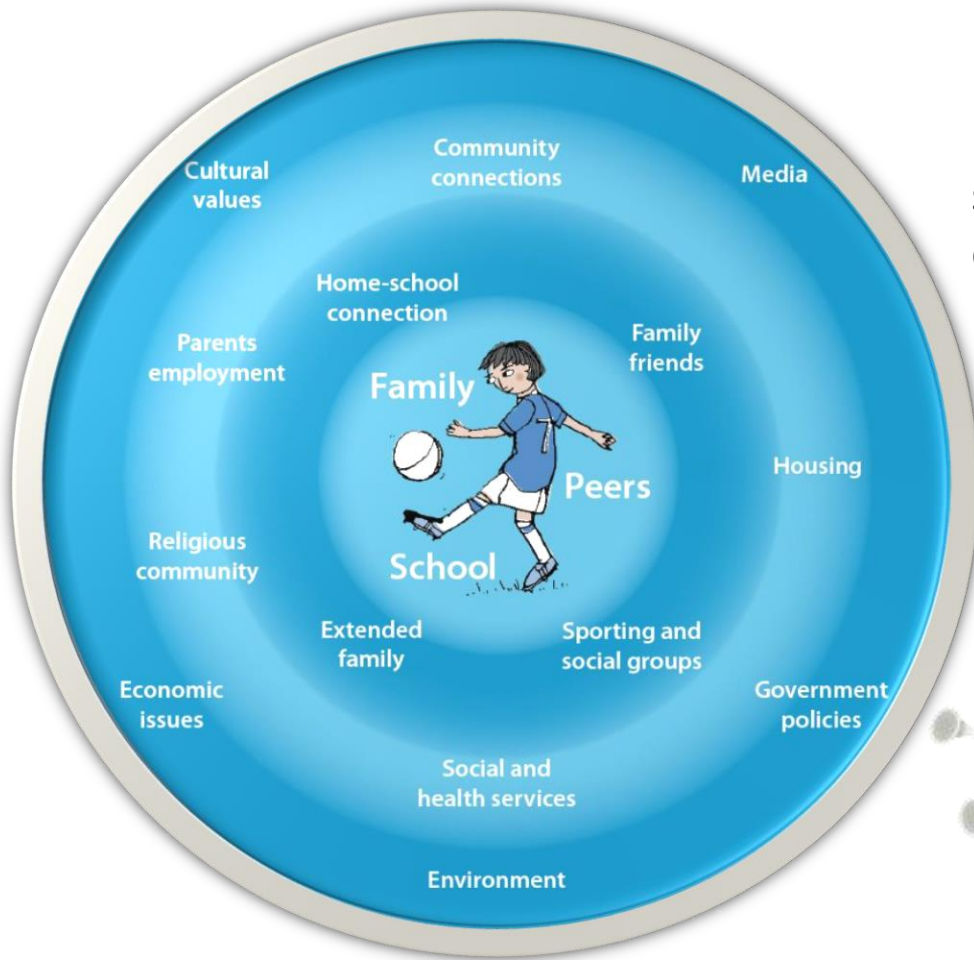
FOUR SOCIALIZING AGENTS

- Family
- School
- Peer group
- Media

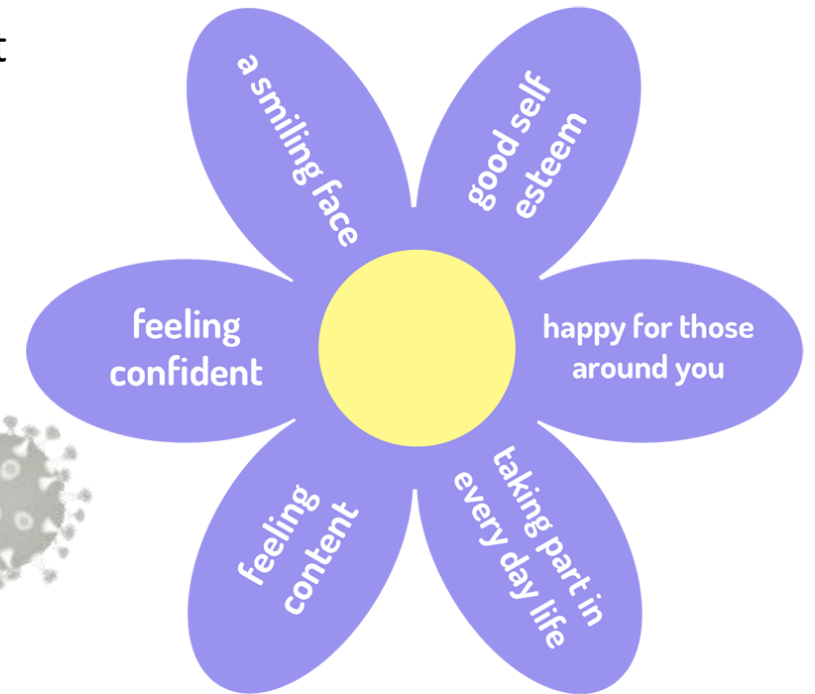
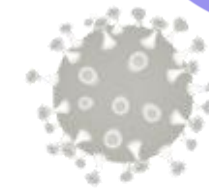
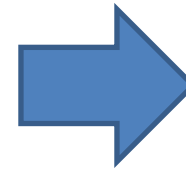




RELATIONSHIP BETWEEN Social and emotional wellbeing



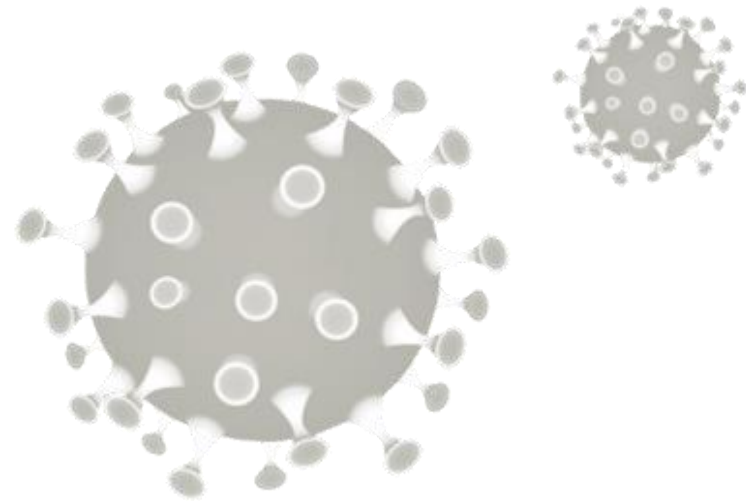
Relationship is the context that strongly connects Social and emotional wellbeing





Social – Emotional development

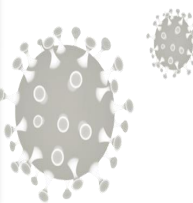
- Social development
- Emotions serve a social purpose
- Primary emotions
- Secondary emotions





Social and emotional wellbeing of children with disabilities before and after pandemic

Before Covid 19 Pandemic	During & After Covid 19 Pandemic
Smile at other	Anger outburst
Maintain a good relationship at others	Increased behavioural issues
Sociable	Highly demanding
Calm	Not much sociable- Sociable only with parents / caregivers
Happy	May not maintain eye contact
Demanding but not often	Screaming
Can focus somewhat on studies	Increased self harm
Listening to others	Relapse in studies
Greeting others	Relapse in behaviour
Respect elders	Anxiety
Follows instructions	Fear
Works with others	Communication problem





Social skills and children with special needs

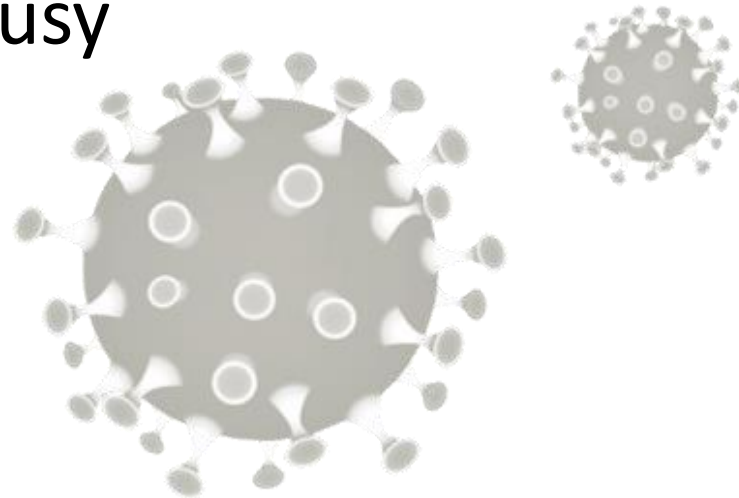
Mastering social skills can be challenging for many children who have special needs.

- This can be the case if their difficulties lie within an intellectual disability, a language disorder, or autism.
- In children who have special needs, aggressive behavior can persist and inevitably harm children's relationships with others.
- Other children can complain about the behavior of children who have developmental delays and refuse to play with them.
- Developmental delays and various diagnoses that are common during early childhood can also affect children's emotional maturity.
- Waiting for their turn, sharing, following instructions, sharing instructions, reaching a compromise, and expressing empathy are examples of social skills that children may find especially difficult to manage.



How can parents support the social-emotional well-being of their young children during the COVID-19 pandemic?

- Be there for your child
- Create a safe environment
- Follow a planned routine
- Provide opportunities to deal with stress
- Keep your child busy
- Tell stories





Some activities to help children with disabilities to cope up during pandemic

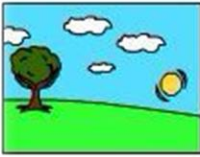























1. Daily Schedule

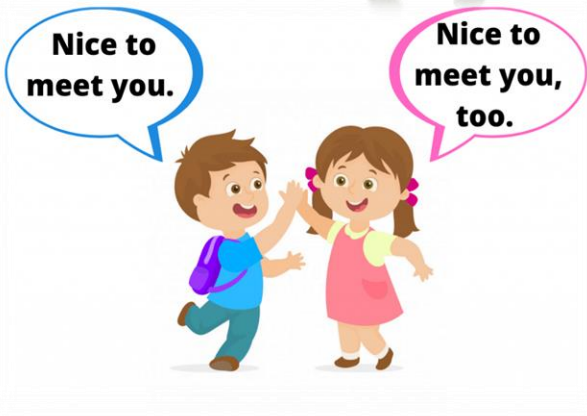
Prepare a visual daily schedule
& Help your child to follow



 Morning Routine	 Wake Up	 Get Out of Bed	 Use Potty & Wipe
 Wash Hands	 Get Dressed	 Put Shoes On	 Make Bed
 Put Pyjamas Away	 Go Downstairs	 Take Medicine	 Eat Breakfast
 Put Dishes Away	 Go Upstairs	 Brush Teeth	 Wash Face
 Brush Hair	 Go Downstairs	 Feed & Water Dusty	 Start School

2. Greetings & Responses

- Greet your kid everyday & teach them to respond
- Say Good morning, Good evening,



BASIC GREETINGS
in English

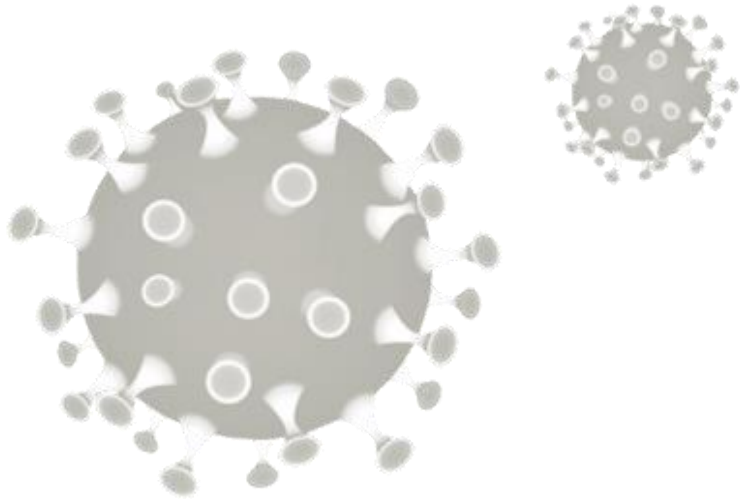
GREETING	RESPONSE
How are you?	Not too bad
How's it going?	Pretty good
How's life?	Great!
How's every thing?	I'm OK





3. Follow daily class schedule

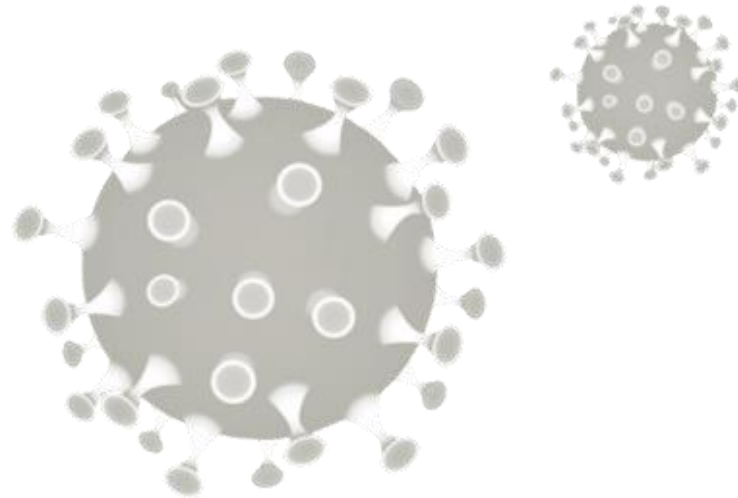
- Help your child to follow study by following daily class schedule





4.Recall

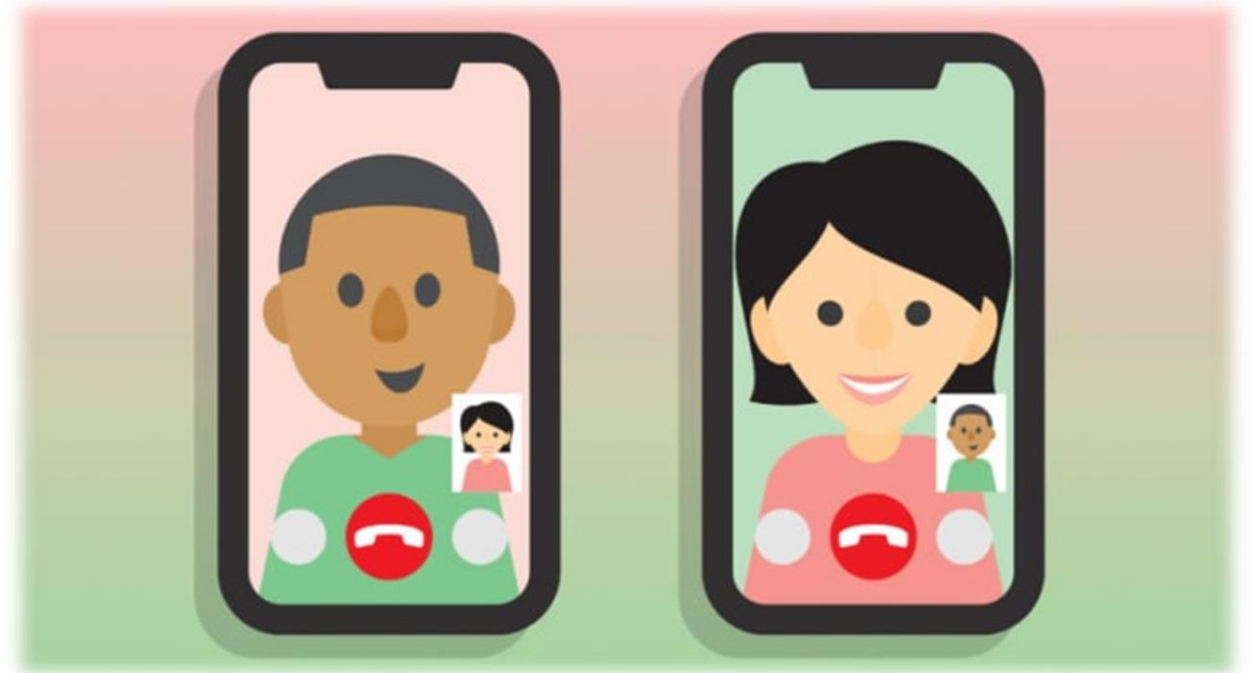
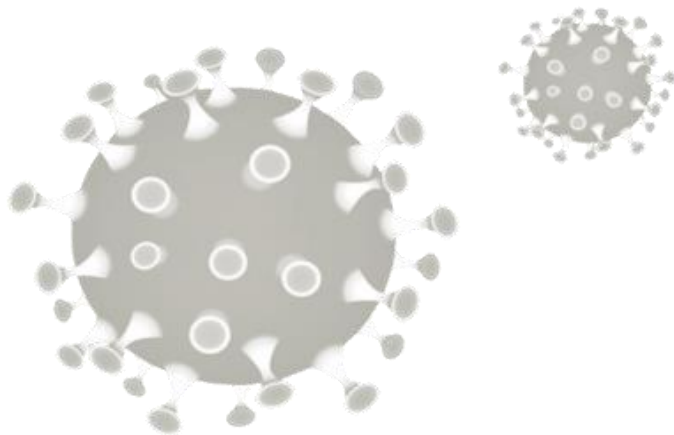
Recall school, friends, teachers and other family members by showing their photos often





5. Take to a virtual visit

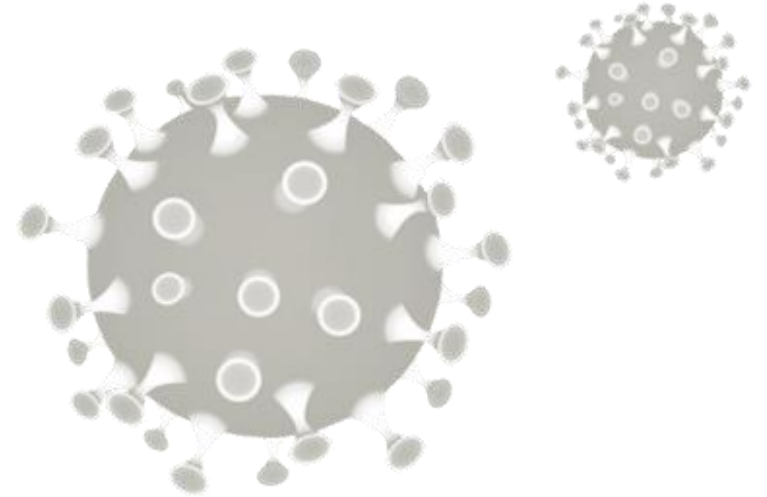
Make a video call to your relatives, friends of your child or a virtual tour by visiting any parks online





Few more tips

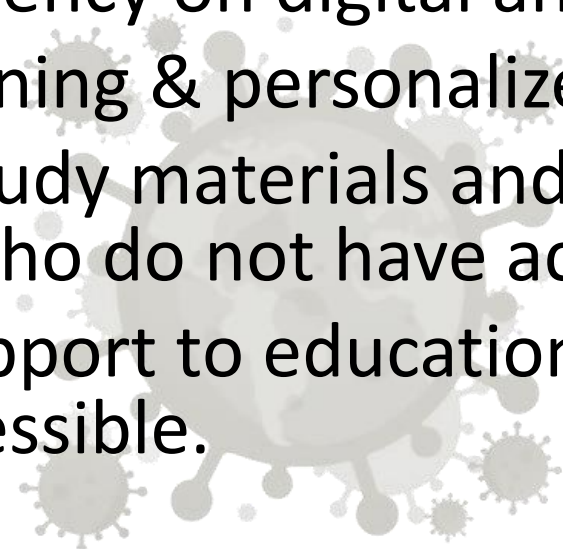
- Talk about COVID – but turn off the news
- Re-create structure – and use visuals
- Seek social outlets
- Make screen time intentional
- Optimize treatment opportunities
- Don't forget self-care
- Maybe even calming techniques can be given such as music, deep breathing, stress balls, fidgets etc
- Involve them in all daily activities, develop bond with parents siblings





Post COVID-19 scenario:

- Anxiety and fear of physical proximity
- Reduced on sit behaviour, social communication skills and interdependency /peer co-operation skills
- Change in learning habits
- Reduced level of prior learning
- Change of routine
- Over dependency on digital and ICT medium
- Blended learning & personalized education
- Accessible study materials and lesson plans for students with disabilities who do not have access to the internet.
- Providing support to education systems by making distance learning accessible.



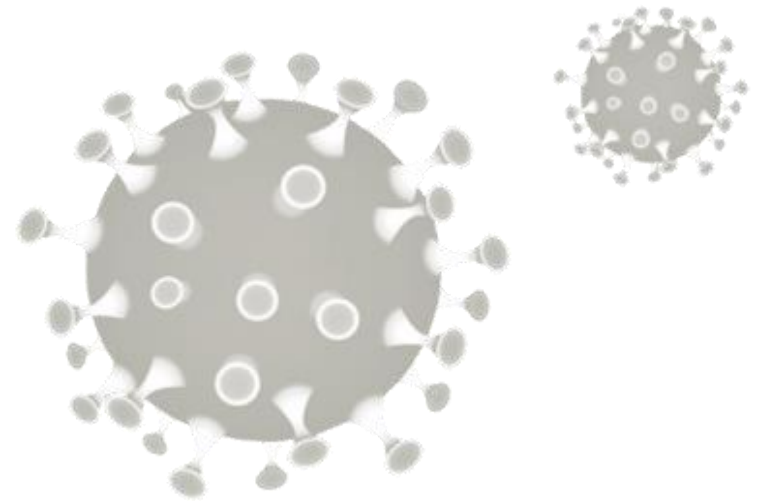


Create a safe physical and emotional environment by practicing the 3 R's:

Reassurance

Routines

Regulation





Some activities for social and emotional skills

- **Eye Contact-** Have a staring contest, Eyes on The Forehead, Swinging
- **Idioms-** Books about Idioms, Online, Memory or Matching Game

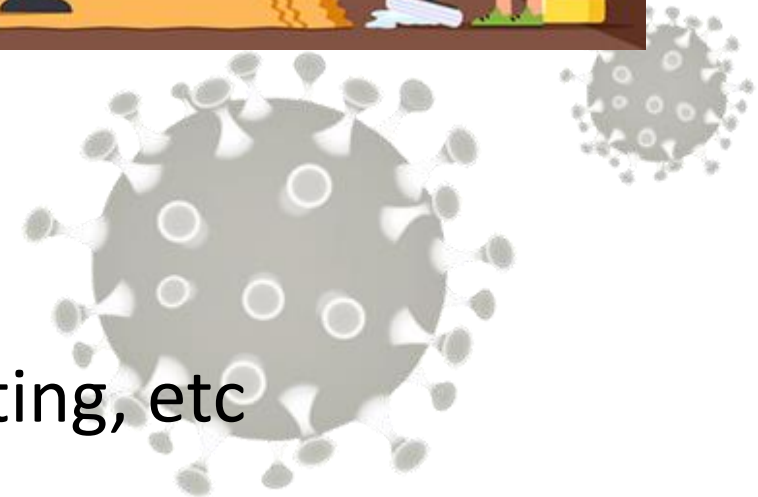


- **Reading Faces / Interpreting Emotions-** Emotion Charades, Face It
- **Staying On Topic-** Topic Game, Step into Conversation, Improvisational Storytelling



Some more tips you can try out

- Play, Recreation and leisure
- Close interaction
- Joint activities
- Sibling interaction
- New hobby, New activity
- Online social connect
- Helping others
- Prayer routine
- Meditation routine, Exercise routine
- Joint Domestic activities
- Responsibility entrusting
- Sun bath, Warm water bath, Indoor sports.. skating, etc



References

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- <https://www.simplypsychology.org/vygotsky.html>
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