



## — ALL ABOUT — SPEECH & LANGUAGE

### IT'S ALL ABOUT SOCIAL SKILLS

#### Top Signs Your Child May Be Struggling With Social Skill Development

***My child doesn't quite seem to "get it" to pick up on spoken and unspoken signals surrounding social communication.***

At home, your child keeps trying to talk to you and hasn't picked up on the fact that you are in a rush to get out of the house, not paying attention, looking the other way, and/or your tone of voice has become more impatient and stern when you've asked them to clean their room for the 5th time!

At school, your child doesn't pick up on when other kids may be frustrated or annoyed and keeps trying to play, talk to, or engage with them, perhaps during the wrong times.

For older children, they may not be interested in the topic being discussed or pick up on other's cues. Your child will not be able to determine when to shift the conversation or move on to a new person.

***My child is very literal and has a hard time understanding concepts related to higher-level language.***

You know someone who's going to be in an upcoming performance and you tell them to "break a leg" before they go on stage; your child literally thinks you want their leg to break before their debut. This very literal, precise interpretation happens with other idioms as well as metaphors, similes, and contextual language.

***My child doesn't understand humor, the implications of jokes, and what constitutes them as funny; my child laughs because everyone else is laughing, but doesn't quite understand why he/she is laughing.***

Non-verbal cues such as facial expressions, gestures, and body language are generally hard for your child to follow, and especially hard when they surround jokes involving a "play on words" (i.e. What is a cow without a map? Utterly lost!). These difficulties surrounding humor/jokes also make your child vulnerable as they have a hard time deciphering whether



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the jokes are about them, which raises concern for the potential of being picked on, and in more serious cases, bullying.

Your child has difficulty determining who is the joke teller versus the joke receiver. It is hard for them to decipher when the correct time, place & appropriate audience for a joke would be.

### ***My child doesn't engage in and respond appropriately to conversation(s).***

At home and at school, your child is off topic relative to what others are talking about, doesn't understand how to enter and exit conversations with peers, prefers to talk about a preferred topic, and does not know how to take turns during conversation; things just always seem to be about them and/or what they are talking about. Your child also does not use appropriate eye contact to engage with others and personal space boundaries are hard for them to maintain while engaging with others.

When joining an ongoing conversation, your child may struggle with creating a smooth transition and revert to only discussing a highly preferred topic.

### ***My child is socially isolated, doesn't have any/many friends, and/or prefers to be alone.***

Your child will say he/she has friends however never talks to the people he/she identifies, nor hangs out with them while at school or out of school. Your child has no "peer group" that he/she associates with and fits in with. Your child just seems to be alone most of the time or prefers to hang out by himself, even when given the opportunity to be around others (i.e. prefers to play computer and video games rather than go play outside with siblings, kids on the block, etc.).

### ***My child exhibits difficulty problem-solving relative to him/herself and others, negotiating/compromising to manage differences of opinion, and reasoning/inferencing during social situations.***

Your child doesn't know how to figure something out without your help or the help of another (problem-solving), is unable to find a "happy medium" when engaging with another person



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and may discontinue the interaction if a disagreement arises (negotiating/compromising), and has a difficult time “collecting the clues” and seeing the “big picture” of a situation in order to know how to act or respond (reasoning/inferencing).

Your child finds difficulty advocating for themselves or confronting an issue/initiating a dialogue for conflict resolution.

***My child struggles to understand others relative to thoughts, feelings, empathy, and emotional states (i.e. perspective taking).***

Your child has a very difficult time putting themselves in another person’s shoes, especially tied to another’s thoughts and feelings and being empathetic in a variety of situations. If someone announced that their pet passed away and showed a picture, your child may be the one saying their dog looked old or ugly or fat when other children are saying “I’m sorry” and offering some kind words to make the other person feel better. Your child may “know what to say” but when the situation unfolds, they cannot implement the rules to be successful around situations involving other’s thoughts, feelings, and emotions.

***My child overreacts to small problems and has a difficult time regulating his/her emotions surrounding a variety of activities, especially unexpected or non-preferred events.***

Everything just seems to be a big deal to your child. Whether their teacher at school asked them to do something they didn’t want to, or they need to make sure they have all their preferred toys/objects before they can leave the house, or that today’s schedule was different from the day before—no matter what the situation, it leads to your child getting overly upset and, at times, unable to regroup themselves, often leading to tantrums, uncontrollable crying, and even anger. Relative to his/her siblings and peers, your child has a harder time emotionally when it comes to life circumstances. Your child may “know what to do” but when the situation actually unfolds, they cannot implement strategies they have learned to overcome the problem at hand.



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### All About Speech & Language Social Skills Programs!

All About Speech & Language (AASL) offers an amazing program called Socialights Therapy. These Social Skills Programs are designed to better adapt and grow each individual child and/or young adult.

Our mission with this program is “Social Growth for Social Success”.

Our vision is to increase a child’s potential for positive and appropriate social interactions, building successful and meaningful peer relationships, and growing and connecting with the community. Our supportive, evidence-based groups allow children and young adults to discover and immediately practice social-communication skills, while building friendships with other peers from the surrounding community.

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Our Social Groups Consist of the Following:

- Tiny Socialights (Ages 4-7)
- Elementary Socialights (Ages 7-12)
- PEERS For Young Adults (Ages 12-19)
- Occupational Therapy Led Groups

### [CONTACT US TO LEARN MORE](#)

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