



# Training in Core Social Skills

## SCHOOL YEAR GROUP PROGRAM

**Target Group:** Children ages 7-15 who have difficulty interacting successfully with others due to social skill deficits.

### Level 1: The Hidden Conversation

Children can have difficulty interacting with others because they miss the subtle nuances of social interaction, or what we call social cues. They hear the words people say but may not understand the full message because they do not understand the “hidden conversation”, the part of the message that is made up of the nonverbal ways we communicate. They also may be unaware of the subtle messages they send through their own body language or tone of voice, as well as *expected* behaviour in social situations. Our goal is to help children enhance their ability to interact with others by learning the importance of nonverbal communication and how “hidden” messages are sent to us and by us. Children will become more proficient at recognizing and responding appropriately to these messages, as well as sending messages that help them interact more successfully with others. Level 1 is the foundation of Core Social Skills.

**Emphasis will be on the following:**

- Learning vocabulary for feelings and how feelings are communicated.
- Recognizing, understanding, and responding to nonverbal and contextual cues from others (body language, facial expression, gestures, etc.).
- Recognizing and using voice cues such as tone and volume to understand others and communicate effectively.
- Looking at our own nonverbal communication and recognizing how it can affect the messages we send and how others receive them.
- Understanding how our messages and behaviour can positively or negatively affect our ability to build social relationships.

### Level 2: Successful Communication

Some children have difficulty interacting with others because they have not developed effective communication skills. They may have difficulty listening and responding to others in a way that keeps the conversation “flowing”. Children may also have difficulty knowing how to initiate conversations or join into those that are already ongoing. They may not understand “conversational manners” that make the conversation a positive experience for both parties. Our goal is to help children understand and build skill in expressing emotions and needs in an effective manner, while thinking about the needs of others in verbal communication.

**Emphasis will be on the following:**

- Conversations (initiating, listening, interjecting, staying on topic, conversational manners)
- Offering and asking for help; Asking questions to deepen conversations and connections
- Joining in; Including others
- Expressing emotions and needs in an effective way
- Understanding figurative speech (sarcasm, irony, similes, metaphors, etc.)
- For Teens: Online communication strategies

### Level 3: Positive Peer Interaction

This part of our program is for children who would like to gain greater self-control within themselves in relation to emotions and handling difficult situations. They may not know how to handle problems involving peers or be able to engage in effective conflict resolution. So, they may react in a passive manner, without their needs really being met, or they may act in an aggressive manner, trying to solve problems and have their needs met in a way that might actually distance them from others. Some may experience anxiety that blocks them from interacting with others in a confident and successful way. Our goal is to help raise awareness of the steps to manage their own emotions and situations in an effective and successful way, which creates stronger, more positive social relationships.

**Emphasis will be on the following:**

- Dealing with feelings (anger, fear/anxiety, disappointment, failure, humour, embarrassment)
- Recognizing, understanding, and expressing our feelings
- Recognizing stress signs and causes; Self-monitoring stress levels; Stress prevention
- Positive thinking – the connection between our thoughts and our feelings; Perspective-taking
- Assertive communication
- Problem-solving and conflict resolution (negotiating, compromising, cooperating, accepting, etc.)
- Dealing with teasing, peer pressure; Self-control

# PROGRAM COMPONENTS

Each of these therapeutic and psychoeducational programs consists of 12 total sessions per Level.

- 8 weekly group child/teen sessions, 1 hour and 30 minutes in length.
  - These sessions consist of discussions, demonstrations, videos, games, roleplays, and lots of hands-on opportunities to practice new skills.
- 3 parent/teacher coaching sessions.
  - A group session for parents and teachers of children in our programs before the start of each Level will provide an overview of concepts to be covered and key coaching terms so they may support their child in practicing and mastering the skills taught during and after the program.
  - A second more intimate small group format parent session will be held midway through the program to further support parents in helping their child to generalize the skills taught.
  - The third is a 1-1 parent session with the supervisor of your child's program, once your child has completed all sessions in a Level.
  - Print information will also be provided for parents and teachers to facilitate the generalization of skills to the home and school setting.
- A brief written summary will be provided following the last session of each Level, outlining each child's progress and recommendations for the participants and their parents.
- Individual parent support is provided on an as-needed basis throughout the program, and parents also meet with the supervising psychologist following the completion of each level for a private consultation regarding their child.

Please note children and teens may take all 3 levels if needed, or Level 1 and either Level 2 or 3 as needed. The first step in applying is a telephone intake interview, which helps our psychologists provide programming/treatment recommendations.

*\*We are also available to coach staff at participants' schools, upon request, to help transfer and generalize the skills they are learning in group!*

# LOCATION

West Edmonton – exact address will be provided upon registration.

# PROGRAM DATES

## Level 1: The Hidden Conversation

**Tuesdays: Oct. 1 – Nov. 19, 2024**

5:00 – 6:30 pm (8-11 yr. olds)  
6:45 – 8:15 pm (12-15 yr. olds)

**Wednesdays: Oct. 2 – Nov. 20, 2024**

5:00 – 6:30 pm (7-10 yr. olds)  
6:45 – 8:15 pm (10-12 yr. olds)

**Thursdays: Oct. 3 – Nov. 28, 2024**

*\*No session Oct. 31*

5:00-6:30 pm (7-10 yr. olds)  
6:45-8:15 pm (12-15 yr. olds)

**Saturdays: Sept. 28 – Nov. 23, 2024**

*\*No session Oct. 12*

9:30 – 11:00 am (7-10 yr. olds)  
11:15 – 12:45 pm (12-14 yr. olds)

1st parent/teacher session Tuesday,  
September 24, 2024 at 7:00– 8:30 PM

## Level 2: Successful Communication

**Tuesdays: Jan. 14 – Mar. 4, 2025**

5:00 – 6:30 pm (8-11 yr. olds)  
6:45 – 8:15 pm (12-15 yr. olds)

**Wednesdays: Jan. 15 – Mar. 5, 2025**

5:00 – 6:30 pm (7-10 yr. olds)  
6:45 – 8:15 pm (10-12 yr. olds)

**Thursdays: Jan. 16 – Mar. 6, 2025**

5:00-6:30 pm (7-10 yr. olds)  
6:45-8:15 pm (12-15 yr. olds)

**Saturdays: Jan. 11 – Mar. 8, 2025**

*\*No session Feb. 15*

9:30 – 11:00 am (7-10 yr. olds)  
11:15 – 12:45 pm (12-14 yr. olds)

1st parent/teacher session Tuesday,  
January 7, 2025 at 7:00 – 8:30 PM

## Level 3: Positive Peer Interaction

**Tuesdays: April 15 – June 3, 2025**

5:00 – 6:30 pm (8-11 yr. olds)  
6:45 – 8:15 pm (12-15 yr. olds)

**Wednesdays: April 16 – June 4, 2025**

5:00 – 6:30 pm (7-10 yr. olds)  
6:45 – 8:15 pm (10-12 yr. olds)

**Thursdays: April 17 – June 5, 2025**

5:00-6:30 pm (7-10 yr. olds)  
6:45-8:15 pm (12-15 yr. olds)

**Saturdays: April 12 – June 7, 2025**

*\*No session May 17*

9:30 – 11:00 am (7-10 yr. olds)  
11:15 – 12:45 pm (12-14 yr. olds)

1st parent/teacher session Tuesday,  
April 8, 2025 at 7:00 – 8:30 PM

# CORINNE ECKERT CHILD & ADOLESCENT PSYCHOLOGY

Corinne Eckert is a child and adolescent psychologist who has worked for many years with children and families in private practice, as well as providing behaviour consultation and assessment to schools. Having worked in schools as a teacher and school counsellor, in children's mental health as a therapist, as well as a school behaviour consultant, she has facilitated many children's groups, as well as parent sessions and teacher/teacher assistant training in child mental health and strategies/skill-building. Out of her experiences with children, Corinne has developed the **TRAINING IN CORE SOCIAL SKILLS** program to help provide comprehensive and integrated social skill development. She oversees the work of the skilled clinicians at our clinic, who provide family-focused child & adolescent psychological treatment (counselling, with or without social skills development woven in, ADHD and ASD consultation, group and 1-1 social skills training), as well as working with schools and school districts to help integrate social skills training into daily school life.

The cost of psychological services is reimbursed by many employee extended health insurance plans. Child health services costs may also be claimed on income tax returns. Receipts with treatment dates will be provided after each session. Other children's services agencies such as FSCD, Supports for Permanency, and Child and Family Services may offer funding for these programs if you are a current client. Talk to your caseworker about sending a referral. We bill these agencies directly.

## REGISTRATION

Contact us at [office@eckertchildpsych.ca](mailto:office@eckertchildpsych.ca) or (780) 454-4634 to discuss whether this program would be appropriate for your child. A telephone intake interview will be scheduled and if the program is a good fit for your child, a registration form will then be emailed to you.

For further information on our programs, or to be added to our email list, please contact us at [office@eckertchildpsych.ca](mailto:office@eckertchildpsych.ca) or see our website at [www.eckertchildpsych.ca](http://www.eckertchildpsych.ca).



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Corinne Eckert Child & Adolescent Psychology



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