

Are You Being Social?

Social Pragmatic Photo Bundle for Early Elementary Aged Children

Copyright © 2015 Smart Speech Therapy LLC

For Individual Use Only
Do not resell, copy, or share downloads.
Do not remove copyright

Overview: This 10 social pragmatic photo/question set is intended for children ages 6-8 years of age. It is organized in a hierarchy of complexity. Some photos contain additional short stories with questions that focus on auditory memory, processing, and comprehension. There is on average 10-20 questions per each photo, and each photo takes up one page.

These sets are suitable for both individual therapy sessions as well as group work. Depending on the student's abilities and extent of deficits, one set (one page) may take up to 30 minutes to complete.

Areas covered by the questions:

1. Recognizing Emotional Reactions
2. Explaining Facial Expressions
3. Making Predictions
4. Making Inferences (re: people, locations, thoughts, feelings, and actions)
5. Multiple Interpretations (of actions and settings)
6. Interpersonal Negotiations
7. Sympathy/Empathy
8. Peer Relatedness (Support)
9. Interpreting Ambiguous Situations
10. Problem Solving
11. Determining Solutions
12. Determining Causes
13. Determining Perspectives
14. Social Judgment
15. Safety Rules

Instructions:

Present each photo to the student/s and ask the questions in sequential order. Since responses will vary, the answer key is not provided with this activity. For increasing task complexity, asking older students to write down their responses on a separate sheet of paper is suggested.

1.



- a. Where are these kids?
- b. How do you know?
- c. What are the children doing?
- d. Where do you think their parents are?
- e. Do you think their parents know what they are doing?
- f. How do you know that?
- g. How do you think they feel?
- h. What do you think they are thinking?
- i. Do you think they have a problem?
- j. If yes, how can they solve the problem?
- k. Why is that a good solution?

2.



- a. Where is this boy?
- b. What is he doing?
- c. What else do you think he could be doing?
- d. How does he feel?
- e. How do you know?
- f. What do you think he is thinking?

Now listen to my story: This boy just moved into a new neighborhood and doesn't have any friends yet. He came outside one day and saw a few neighborhood kids playing a game and started to watch them.

- a. Why do you think he is hiding behind a wall?
- b. What does he really want to do?
- c. What could he say to the other kids to join them?
- d. What do you think they will tell him?
- e. What's a good way to join in others in play?
- f. When is a good time to interrupt others during a game?

3.



- a. What is she doing?
- b. Why do you think she is doing that?
- c. Who do you think is the person next to her?
- d. How do you know?
- e. How does she feel?
- f. How do you know?
- g. What do you think she is thinking?
- h. Where do you think she is?

Now listen to my story: Emma went with her mom to visit mom's friends. When she got there she got very shy because they are all strangers. She is trying to stay close to her mom because she doesn't know them.

- a. Who is a stranger?
- b. Who is not a stranger?
- c. What are rules to speaking to strangers when our parents are not around?
- d. What are the rules to speaking to strangers when our parents ARE around?
- e. How do we know when it's safe to talk to a stranger?
- f. Is a neighbor a stranger?

4.



- a. Where is this girl?
- b. Why does she look like that?
- c. How does she feel?
- d. How do you know?
- e. What do you think is on the spoon?
- f. What else could it be?
- g. Why do you think she has to take what's on the spoon?
- h. Do you think something might be wrong with this girl?
- i. How do you know?

Now listen to my story: This is Kayla. She is supposed to take her liquid vitamins but she hates them and doesn't want to do it.

- a. What can she tell her mom?
- b. What will her mom tell her?
- c. Why is it important to take your vitamins?
- d. What should Kayla do?

5.



- a. Do you think this is a boy or a girl?
 - b. How did you guess that?
 - c. Where do you think s/he is?
 - d. What do you think this person is doing?
 - e. What do you think this gesture (sign) means?
 - f. Why do you think s/he is doing it?
- I. Can you make up a story to explain why the person is making that gesture?
 - II. Pretend that this person is a friend. He promised you something but he made that gesture behind his back which means that he wasn't going to keep his promise.
 - a. How does that make you feel?
 - b. Why?
 - c. What can you tell your friend regarding what he did?
 - d. What do you think he should tell you back?

6.



- a. Where is this boy?
- b. Where else could he be?
- c. How does he feel?
- d. How do you know?
- e. What is he thinking?
- f. What is the problem in this picture?
- g. What is the solution?
- h. Why is that a good solution?
- i. Are there any foods you don't like eating?
- j. If yes, which ones and why don't you like them?
- k. Why is it important to eat our vegetables?
- l. Which foods are considered junk foods?
- m. What happens if you eat too much junk food?
- n. What could happen if you eat junk food all the time for many years?
- o. What makes junk food so bad for us?

7.



- a. Where are these children?
- b. How do you know?
- c. What do you think they are doing?
- d. What else could they be doing?
- e. How do you think they are feeling?
- f. What do you think they are thinking?

Now listen to my story: These boys are brothers. They are waiting for their dad to pick them up after school. Their dad is always on time but today they've already waited for 30 minutes and he is still not there.

- a. What is the problem?
- b. Why is that a problem?
- c. What do you think happened to their dad?
- d. What else do you think could have happened to their dad?
- e. How do you think the boys feel knowing that their dad is never late?
- f. What do you think they should do?
- g. If someone is running late for something what do you think that person should do?

8.



- a. Where is this boy?
- b. Where else could he be?
- c. What is he doing?
- d. How does he feel?
- e. How do you know that?
- f. What is he thinking?
- g. What is the problem in this picture?
- h. What is the solution?
- i. Why would that be a good solution?
- j. What would you do if you had a similar problem to the boy?

Now listen to my story: This is Jack. He is doing his homework but he doesn't understand it and feels very confused. He becomes very frustrated and decides to quit.

- a. Is that a good thing to do? Why or why not?
- b. What can he do to fix this situation?
- c. Is there anyone he can talk to?
- d. Who else can he talk to?

9.



- a. Who do you think are the people in the picture?
- b. How do you know?
- c. Which room of the house do you think they are?
- d. How do you know?
- e. What is the person next to him doing?
- f. Why?
- g. How does the boy feel?
- h. How do you know?
- i. Why do you think the boy feels this way?
- j. What could be another reason the boy feels this way?
- k. What would you say to the boy to make him better?

Now listen to my story: Tomorrow is the first day of school and Derek feels very anxious because he doesn't know where his classroom is and how to find it. He is also worried that he won't make any friends.

- a. What can you tell Derek to make him feel better?
- b. Why is it important to say something nice to people who feel upset or worried?
- c. Why is it important to be nice to people?

10.



- b. Where is this boy?
- c. What do you think he is doing?
- d. How do you know that?
- e. How do you think he feels?
- f. What do you think he is thinking?
- g. Do you think his parents know what he is doing?
- h. How do you know that?
- i. How would they feel if they found out what he is doing?
- j. Why?
- k. Do you think there's a problem in this picture?
- l. If yes, how can it be solved?
- m. Why would that be a good solution?

Now listen to my story: This boy's mother was supposed to give him his weekly allowance. But she forgot to give it to him before she left for work. The boy needs his allowance to buy a toy. He knows where the mom keeps the money so he went there to take it.

- a. Is it okay to do what he is doing and just take the money without asking her first?
- b. Why or why not?
- c. What should he have done instead?
- d. Why?

Helpful Smart Speech Therapy Bundles

- **The Checklists Bundle**
 - <http://www.smartspeechtherapy.com/shop/the-checklists-bundle/>
- **General Assessment and Treatment Start Up Bundle**
 - <http://www.smartspeechtherapy.com/shop/general-assessment-and-treatment-start-up-bundle/>
- **Multicultural Assessment Bundle**
 - <http://www.smartspeechtherapy.com/shop/multicultural-assessment-and-treatment-bundle/>
- **Narrative Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/narrative-assessment-bundle/>
- **Introduction to Prevalent Disorders Bundle**
 - <http://www.smartspeechtherapy.com/shop/introduction-to-prevalent-disorders-bundle/>
- **Social Pragmatic Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/social-pragmatic-assessment-and-treatment-bundle/>
- **Psychiatric Disorders Bundle**
 - <http://www.smartspeechtherapy.com/shop/psychiatric-disorders-bundle/>
- **Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle**
 - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorders-assessment-and-treatment-bundle/>

Helpful Smart Speech Therapy Resources

- **Assessment Checklist for Preschool Aged Children**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-preschool-child/>
- **Assessment Checklist for School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-checklist-for-a-school-aged-child/>
- **Differential Diagnosis of ADHD in Speech Language Pathology**
 - <http://www.smartspeechtherapy.com/shop/differential-diagnosis-of-adhd-in-speech-language-pathology/>
- **Behavior Management Strategies for Speech Language Pathologists**
 - <http://www.smartspeechtherapy.com/shop/behavior-management-strategies-for-speech-language-pathologists>
- **Narrative Assessment of Preschool and School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/narrative-assessments-of-preschool-and-school-aged-children/>
- **Creating Functional Therapy Plan**
 - <http://www.smartspeechtherapy.com/shop/creating-a-functional-therapy-plan-therapy-goals-soap-note-documentation/>
- **The Role of Frontal Lobe in Speech and Language Functions**
 - <http://www.smartspeechtherapy.com/shop/the-role-of-frontal-lobe-in-speech-and-language-functions/>
- **Executive Function Impairments and At Risk Pediatric Populations**
 - <http://www.smartspeechtherapy.com/shop/executive-function-impairments-in-at-risk-pediatric-populations/>
- **Assessing Social Pragmatic Skills of School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/assessing-social-pragmatic-skills-of-school-aged-children/>
- **Treatment of Social Pragmatic Deficits in School Aged Children**
 - <http://www.smartspeechtherapy.com/shop/treatment-of-social-pragmatic-deficits-in-school-aged-children/>
- **Fetal Alcohol Spectrum Disorder An Overview of Deficits**
 - <http://www.smartspeechtherapy.com/shop/fetal-alcohol-spectrum-disorder-an-overview-of-deficits/>
- **Speech Language Assessment and Treatment of Children with Alcohol Related Disorders**
 - <http://www.smartspeechtherapy.com/shop/speech-language-assessment-and-treatment-of-children-with-alcohol-related-disorders/>