**Supplementary Material**

Social Skills Intervention Program Overview

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| **Module** | **Children goal** | **Parent goal** |
| 1. ‘Likes and dislikes’
 | * Able to consider perspectives of others
* Others may have different perspectives
 | * Emotional intelligence components
* People often have different thoughts, feelings, likes, dislikes
 |
| 1. ‘Role-play’
 | * Pretend to be something/someone else
* Recognise/imagine how that might feel
 | * Recognise importance of role-play
* Encourage children to *put themselves in another’s shoes*
 |
| 1. Different realities

Guided observation | * It’s ok to have different realities
* Using *mental state* language
 | * Observe their child in a group/reflect on behaviours
* Encourage flexible thinking
 |
| 1. Predicting and inferring
 | * Predicting the future
* Make inferences
* Justifying thoughts
 | * Encouraging children to predict and infer
 |
| 1. Tracking conversation
 | * Engaging in conversations
* Appropriate responses and interjections
 | * Encouraging children to engage, problem-solve, and think through situations/conversations
 |
| 1. False belief
 | * Other’s beliefs, intents, desires can be different to our own
 | * Facilitate understanding of false belief and different perspectives
 |
| 1. Overhearing
 | * Practise overhearing
* Recognise the importance and usefulness of overhearing
 | * Audiologist/CFC explain essentials of overhearing; dealing with background noise and distance
 |
| 1. Consolidation

Guided observation | * Working together to generate positive outcomes
 | * Observe their child in a group/reflect on behaviours/gains they have made and still require to consolidate
 |

Social Skills Group Program: 4–5 Years — Intended Learning Outcomes

## *Child-Intended Learning Outcomes*

* To initiate and participate confidently in group conversations
* To practise asking for clarification when they have misheard
* To describe their own thoughts, feelings, and opinions
* To recognise that people have different thoughts and feelings, and to practise taking on the perspective of others
* To practise problem-solving skills and working in a group
* To practise explaining their hearing loss and devices to others
* To express their own guesses and predictions
* To understand that seeing and hearing leads to knowing (false belief)
* To practise overhearing and recognising the importance of listening in all environments
* To engage in role-play and further develop their imaginative skills
* To practise working in a group and compromising with others to achieve a shared outcome

## *Parent-Intended Learning Outcomes*

* To understand the term *theory of mind* and identify how it relates to child development
* To recognise and respond to your child’s emotions
* To use mental state language to express thoughts and feelings
* To support your child to follow and maintain conversations
* To facilitate your child’s understanding of false belief and different perspectives
* To identify the types of audiological equipment that may support your child in different listening environments
* To observe and reflect on how your child interacts within a group
* To recognise the importance of role-play and foster flexible thinking skills with your child