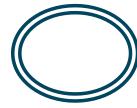


# Cognitive Strategy Use and Social Competence

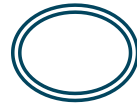
## An Exploratory Factor Analysis



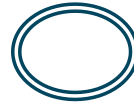
Julianne Challita  
Christine Chapparo  
Joanne Hinitt



# Social Competence



# Social Competence



- **Social competence** at school:

*How well a child can establish, develop and maintain constructive social relationships... (Wight & Chapparo, 2008)*

- **Occupational performance** at school
- **Growing number of children** experiencing difficulty with social interaction at school



## **Social cognition:**

*How well a child can **attend, encode, interpret, plan and execute** appropriate social behaviours in a given social interaction...*



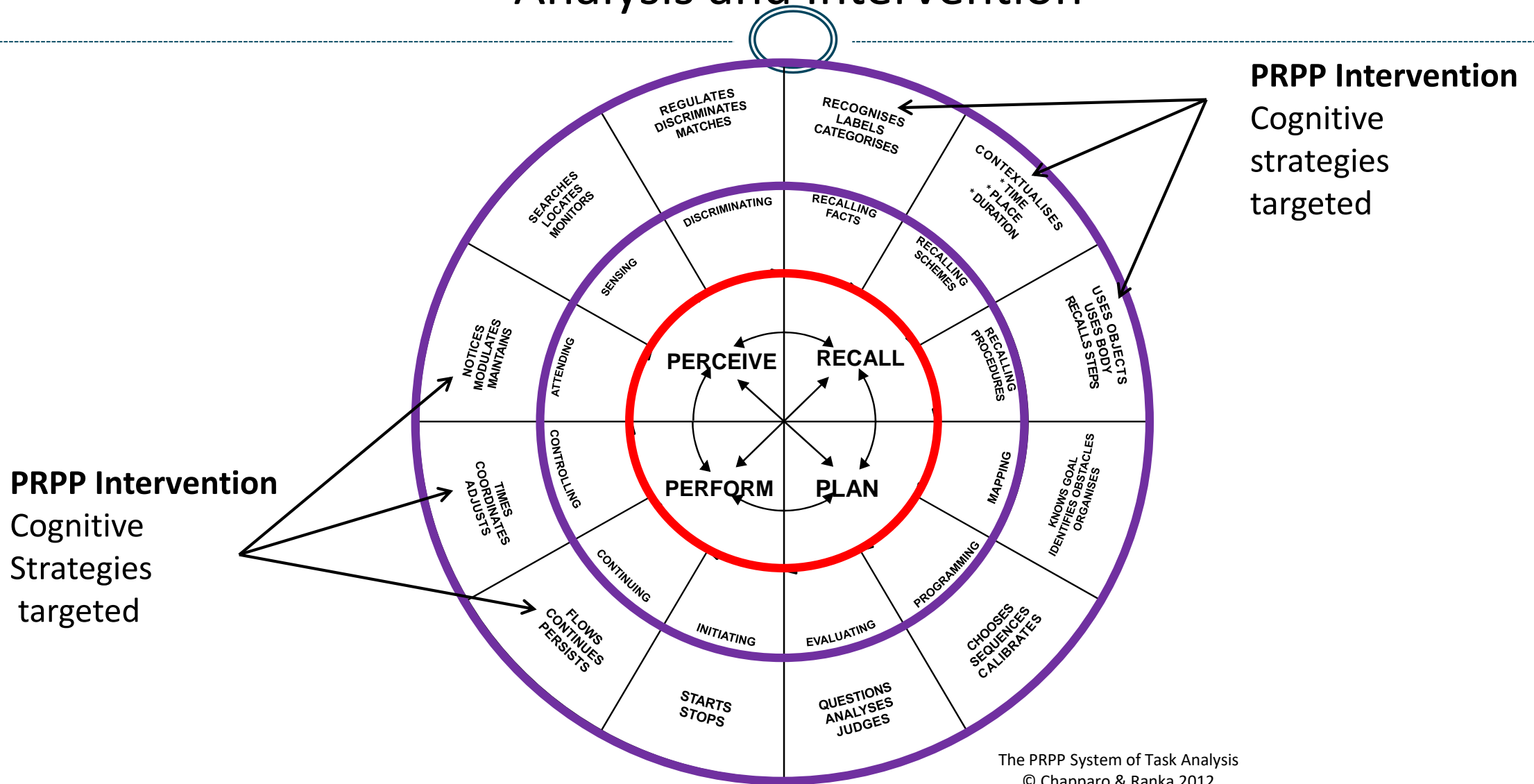
# Research into Social Competence



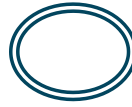
- Focus on **cognitive strategy use**
- Meta-analysis: Application of step-by-step systematic instruction, active forms of learning and executive functioning to promote **generalisation** of social skills (Durlak et al., 2011).
- Teaching children **thinking** strategies to apply to a range of social situations



# The Perceive, Recall, Plan and Perform (PRPP) System of Task Analysis and Intervention



# Research Questions:



What patterns of cognitive strategy use do children who experience difficulties with social competence demonstrate according to parent perceptions?



*What patterns of cognitive strategy use do children who experience difficulties with social competence demonstrate according to teacher perceptions?*



# Study Design:

## Question 1: Parent Perceptions

- Data for a sample of **306 children**
- **First four years** of formal schooling
- Difficulties with **social participation**
- *PRPP@HOME (Primary) Parent Questionnaire*



## Question 2: Teacher Perceptions

- Data for a sample of **303 children**
- **First four years** of formal schooling
- Difficulties with **social participation**
- *PRPP@SCHOOL (Primary) Teacher Questionnaire*



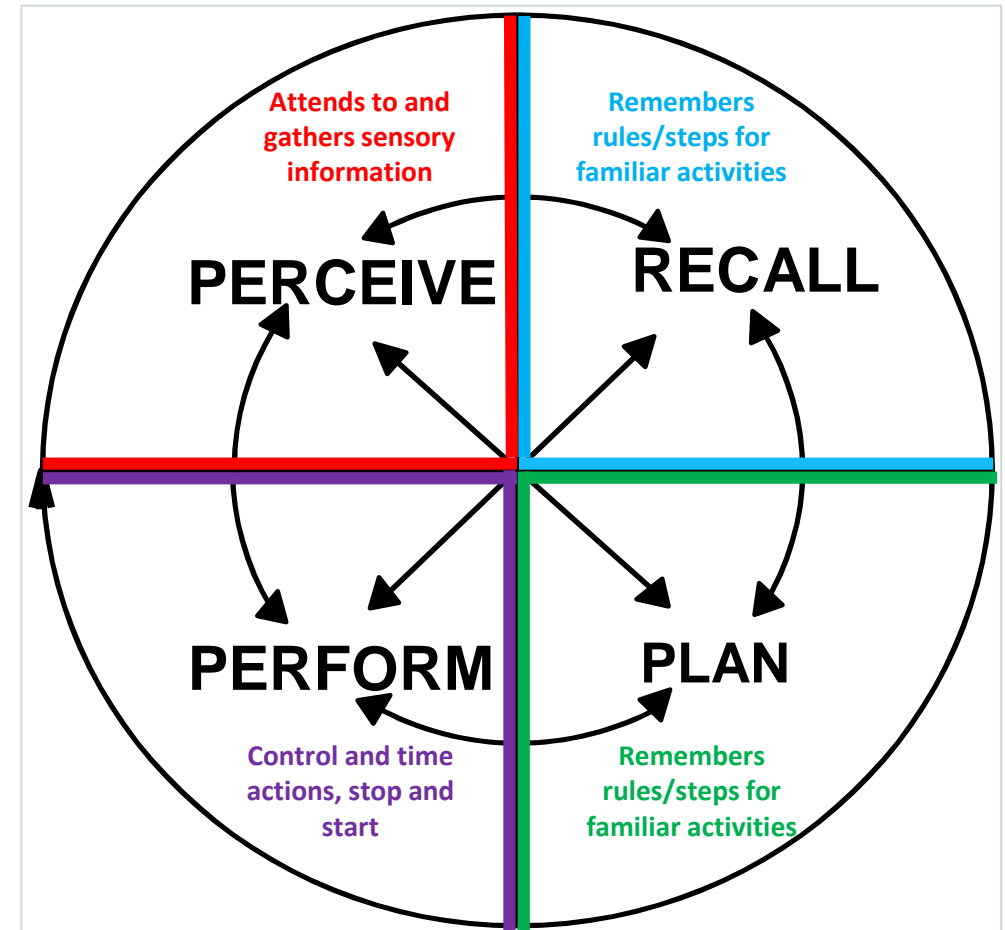


# The Perceive, Recall, Plan and Perform (PRPP) Questionnaire:

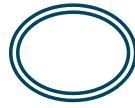


Examples of Questions from Perceive Quadrant:	3	2	1
Is the child able to <i>ignore distractions</i> ?			
Switch <i>attention</i> from one thing to the next?			
<i>Monitor</i> what is going on in the classroom and is responsive?			

Examples of Questions from Recall Quadrant:	3	2	1
Does the child know <i>when things happen</i> or when to do things?			
Know <i>where things happen</i> and where to be?			
<i>Recall</i> the steps for task performance?			



# Study Design:



## Exploratory Factor Analysis:

1. **Suitability** of the data set: *Sample size, Bartlett's test of Sphericity and the Keiser-Meyer-Olkin (KMO) measure of sampling adequacy*
2. **Principal components analysis:** *Kaiser's eigenvalue rule and Catell's scree test*
3. **Varimax orthogonal rotation**



# Results- Parent Perceptions:

## Factor Three:

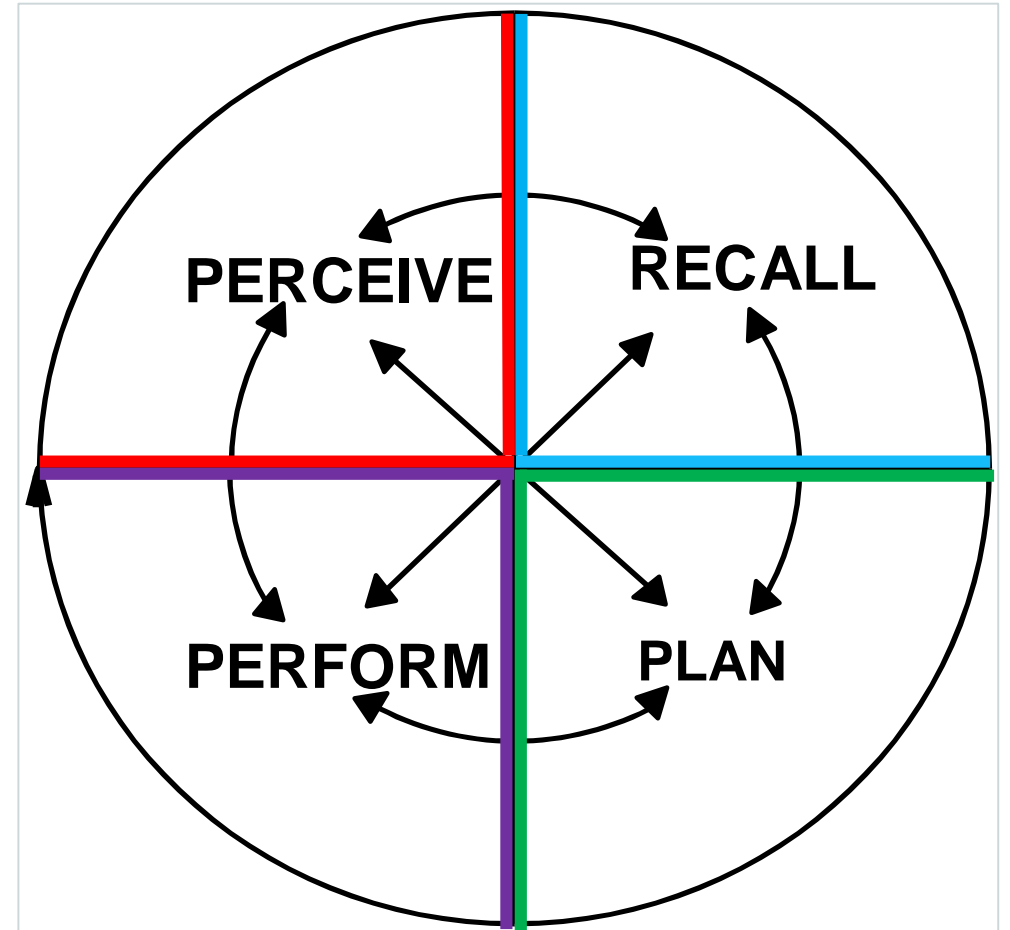
Dual attention during social interaction with checking of external sensory

Notices  
Monitors  
Modulates

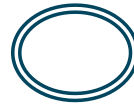
## Factor Four:

Perform and adjust behaviour to suit the goal of a social interaction

Calibrates  
Stops  
Continues  
Adjusts



# Results- Teacher Perceptions:



## Factor Three:

Knowing how to apply strategies to match the immediate social context

Knows goal

Categorises

Contextualises to

*time and place*

Matches actions

Recalls steps

Notices

Monitors

Uses objects

## Factor Four:

Strategies to coordinate and adjust motor actions during social interactions

Coordinates

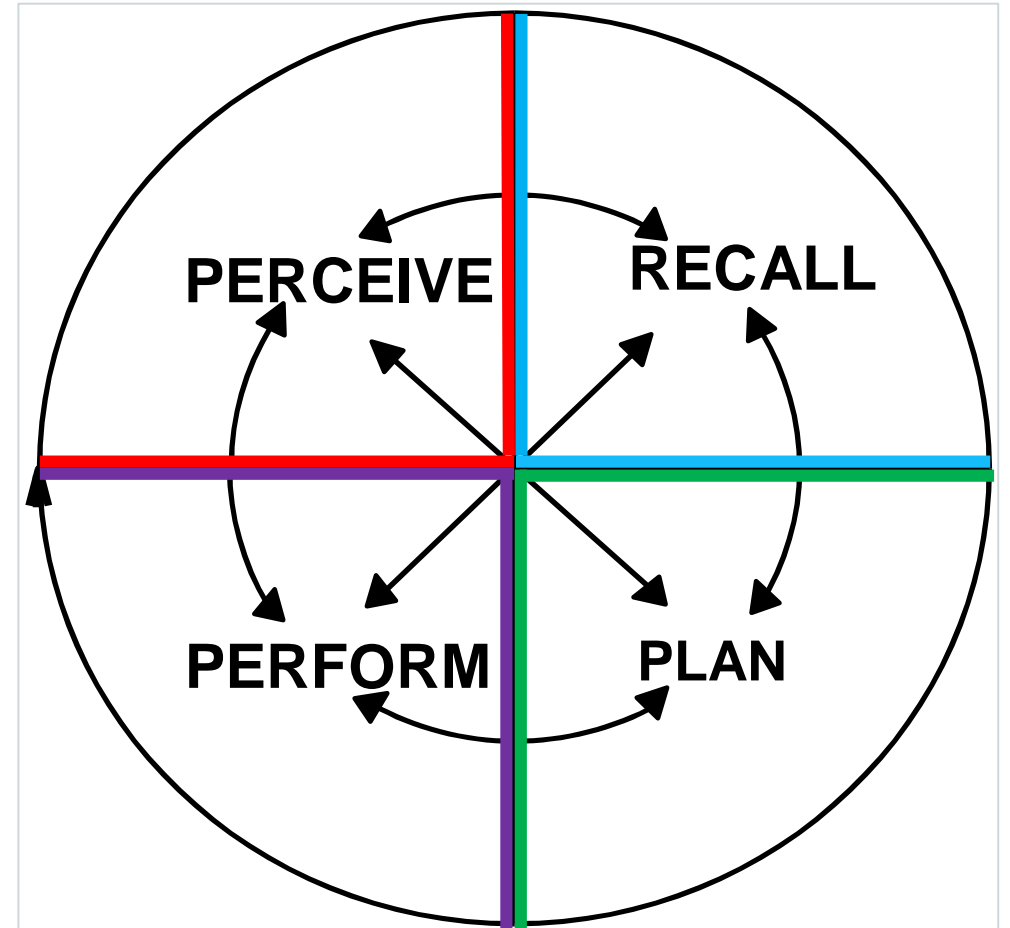
Stops

Flows

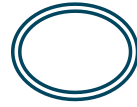
Continues

Adjusts

Uses body



# Discussion



- **Cognitive strategies** as a basis for developing social skills
- Parent perceptions indicate inefficient use of **Perceive** and **Planning** processes
- Teacher perceptions indicate the importance of **Planning** and **Recall** processes
- **Higher level** thinking
- The **PRPP System of Task Analysis**

**Limitations:** *Data collected from one area in Greater Western Sydney; limited research into associated social skills.*

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- My supervisors: **Christine Chapparo** and **Joanne Hinitt**
- Rob Heard for analysis
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- Director: Susan Lowe
- University of Sydney for supporting me through my PhD



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