Social Skills Instruction at Tier 2

Social Skills

- “Those behaviours which, within a given situation, predict important social outcomes for children.” Gresham, 1986
  - Interactive - require at least 2 people
  - maintained by social reinforcement - keep skills that work and discard those that don’t
- It is our responsibility to assess what skills most predict success in our students
  - direct observation
  - ask significant others

Teaching Social Skills: Planning Requirements

1. Scheduling and Logistics
2. Generalization strategies
3. Group management strategies
4. Teaching
  - Delivery
  - Assessment

1. Scheduling and Logistics

- Must consider:
  - When to meet?
  - Where to meet?
  - Who are group participants?
  - How many participants?
  - What are relevant skills?
  - How long will this take?
  - Who will teach?

2. Generalization Strategies

- Must be planned for in advance
  - Before Training
  - During Training
  - After Training

What happens in group will not be sufficient to facilitate generalization!!

Generalization Strategies

- Strategies To Use Before Training
  - Make training setting look/feel like natural setting
  - Train in the natural setting
  - Target useful skills (likely to be reinforced by others)
  - Use a number of trainers or other adults during training
  - Plan to continue training for a sufficient amount of time

Generalization Strategies

- Strategies To Use During Training
  - Use naturally occurring (real) examples within role plays (ask teachers for real examples)
  - Use naturally occurring reinforcers
  - Provide a range of useful skill variations
  - During training, include peers the target student(s) that are likely to be encountered in the problem setting

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Generalization Strategies

- Strategies to Use After Training (in the real world)
  - Prompt students to display skill (Pre-Corrects)
  - Reinforce displays of skills in real world
  - Enlist a variety of others to prompt and reinforce skills in real world
  - Group contingencies
  - Set-ups (traps) for facilitating desired behavior

3. Group Management Strategies

- Develop a set of group rules
  - focus on active participation
  - focus on instruction
- These students are likely to have some challenging behaviors
  - Good idea to have a system in place to start
- Develop tricks and strategies
  - For maintaining attention and desired behavior

Group Management:

- Teach a set of basic group rules in the first session
- Example:
  - **Listen** - look at the person who is talking and stay quiet
  - **Participate** - do what teacher tells you to do
  - **Freeze** - stop everything you are doing and become a statue
- Teach this as a lesson

4. Teaching

- Teach same as you would any academic skill
  - teacher modeling of key skills
  - student practice with teacher guidance
  - individual practice with real examples
- Teach with strategies that promote generalization
- Example selection and sequencing to promote acquisition of key rules
- Formative assessment via curriculum

Adult Behaviours Associated with Effective Classrooms

- Clearly specified goals and objectives
  - Provide prompts and reminders throughout lesson
  - Explicit directions
  - Explaining, modeling, & demonstrating all content
- Engaging students throughout lesson
  - Provision of opportunities for students to respond during instruction
  - Group and individual responses
  - Guided practice
- High levels of feedback
  - Specific praise
  - Correction
Modeling
Show and tell students what it is that is expected under specific circumstances. Do not assume that they know and can:

- Use verbal prompts along with physical demonstration
  - "Watch me, notice how I use a quiet, inside voice when I say this - excuse me."
  - "Right now I’m thinking that I need to do something smart because I’m feeling mad - so watch me take a deep breath and walk away.
- Use natural models
  - "Did you notice how Billy held that door open for Ben? That was very responsible.
  - "Remember how we talked about ignoring loud noises? Look at Andrea right now - that’s great because she’s focused on her work."

Teaching
Teach Social Skills Like You Would Teach Academics!
- clear set up and positive engagement
- behavior management
- teach lessons
- model and demonstrate
- guided practice
- review and test

Set-Up
- Bring group together
- Tell them why they are there
  - to practice easy things that will help make friends and help you do well in school
- Tell them what will occur in group
- Try to engage students positively from the very beginning

Lesson Components
- rule for why to use the key skill
- rule for when to use the skill
  - and for when not to use it
- set of useful skill variations
- natural examples

Model / Demonstrate the Skill
- teacher provides first model and questions students to assess for understanding
- select competent and respected students and adults
- only the teacher models incorrect responses
- select examples from natural context
- at least two positive demonstrations of each example

Role play activities
- Focus on relevant features
- Have student "think aloud"
- Teacher can provide coaching during lesson
- Teacher may need to prompt appropriate Responses
- Involve all members of the group by assigning tasks / questions
Social Skills Instruction at Tier 2

Teaching

Assess for Mastery
• Assess on untrained examples through role plays
• Assess each student as often as possible (daily)
• Request demonstration of skill whenever possible (verbally or role play)
# Teaching CHECKLIST

<table>
<thead>
<tr>
<th>#</th>
<th>Task Indicator</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>Introduce a problem and a <strong>key skill</strong> as a solution</td>
<td>✓</td>
</tr>
<tr>
<td>4b</td>
<td>Provide physical models while thinking aloud key steps</td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Sequence positive examples then juxtapose negative</td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td>Frequent questions to students – “is this right or wrong?”</td>
<td></td>
</tr>
<tr>
<td>4e</td>
<td>Differentiate instruction as necessary for individuals</td>
<td></td>
</tr>
<tr>
<td>4f</td>
<td>When students answer correctly – introduce role plays</td>
<td></td>
</tr>
<tr>
<td>4g</td>
<td>Provide all students with tasks during role play (judges)</td>
<td></td>
</tr>
<tr>
<td>4h</td>
<td>All students role play each skill to mastery</td>
<td></td>
</tr>
<tr>
<td>4i</td>
<td>Test with novel examples</td>
<td></td>
</tr>
</tbody>
</table>
Scheduling and Logistics

**CHECKLIST**

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<thead>
<tr>
<th>#</th>
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<tbody>
<tr>
<td>1a</td>
<td>Consistent meeting time (30 min 2 x times per week)</td>
</tr>
<tr>
<td>1b</td>
<td>Instructional setting (room) available and scheduled</td>
</tr>
<tr>
<td>1c</td>
<td>6-8 students with similar needs identified for group</td>
</tr>
<tr>
<td>1d</td>
<td>Schedule to teach no more than 1 relevant skill per week</td>
</tr>
<tr>
<td>1e</td>
<td>Schedule at least 2 weeks for each identified skill</td>
</tr>
<tr>
<td>1f</td>
<td>Have a consistent teacher identified for each session</td>
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# Generalization Strategies

## Checklist

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<tr>
<td>2a</td>
<td>Appropriate replacement skills identified from environment</td>
</tr>
<tr>
<td>2b</td>
<td>Use real role play examples solicited from the environment</td>
</tr>
<tr>
<td>2c</td>
<td>Practice in multiple settings and under variable conditions</td>
</tr>
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<td>2d</td>
<td>Train and practice skill variations</td>
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<td>2e</td>
<td>Introduce naturally occurring reinforcers</td>
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<tr>
<td>2f</td>
<td>Provide multiple examples and practice opportunities</td>
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<tr>
<td>2g</td>
<td>Enlist others in environment to prompt and reinforce</td>
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<td>2h</td>
<td>Create situations to encourage desired behavior</td>
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# Group Management Strategies

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<td>Teach and practice group rules during first session</td>
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<td>3b</td>
<td>Develop point system related to group rules</td>
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<td>3c</td>
<td>Assign seating to minimize potential disruptions</td>
</tr>
<tr>
<td>3d</td>
<td>Plan activities to keep students engaged (OTRs)</td>
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<td>3e</td>
<td>Plan to focus on positive behaviour and redirect problems</td>
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<td>3f</td>
<td>Provide frequent reminders</td>
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<td>3g</td>
<td>Create group competition with teacher for reinforcement</td>
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<td>3h</td>
<td>Use frequent specific verbal praise</td>
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