Social Skills Instruction at Tier 2

Teaching Social Skills in the Classroom

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Social Skills

- “Those behaviors 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?

Scheduling and Logistics

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

1 generalization must be planned
2 we must teach generalization
3 we must provide environments which encourage and support behavior
4 training must include natural stimuli
5 we must reinforce appropriate behavior when it does generalize
Planning for Generalization

We must build specific and concise generalization plans into the IEP
– No objective is complete until it has been demonstrated
  • for someone else
  • in a different setting
  • in response to different antecedent stimuli
  • in natural settings

(Horner, Bellamy, & Colvin, 1984)

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 to achieve mastery

Generalization Strategies

Strategies To Use During Training
• Use naturally occurring (real) examples within role plays (ask teachers for real examples)
• Use naturally occurring reinforcers (function!)
• Provide a range of useful skill variations
• Include peers that are likely to be encountered in the problem setting

Generalization Strategies

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

Encourage

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Generalization Strategies
Involve others in the training and create opportunities for practice and reinforcement in the natural environment.

Generalization Strategies
CHECKLIST

1. Task Indicator ✓
2a. Appropriate replacement skills identified from environment
2b. Use real role play examples solicited from the environment
2c. Practice in multiple settings and under variable conditions
2d. Train and practice skill variations
2e. Introduce naturally occurring reinforcers
2f. Provide multiple examples and practice opportunities
2g. Enlist others in environment to prompt and reinforce
2h. Create situations to encourage 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 the teacher tells you to do
  ▪ **Freeze** - stop everything you are doing and become a statue
• Teach this as a lesson

Group Management

Teach Key Group Rules

Group Management

Model and Discuss Key Group Rules

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Group Management

Review Key Group Rules each session

Group Management

Basic Strategies

- Use frequent specific verbal praise
- Focus on positive
  - Provide reinforcement to those being positive
  - Redirect or ignore misbehavior as possible
- Point system
  - reinforcement for specific desired behaviors
  - Withholding for specific undesired behaviors
- Reminders and pre-correction

Group Management

Reinforcement – Verbal and Points

Behavior Management

Focus on the Positive (praise and ignore)

Focus on the Positive

Group Management Strategies

CHECKLIST

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

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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
- Selection and sequence examples 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.

Skill Deficits!

Teaching

- Teach Social Skills Like You Would Teach Academics!
  - clear set up and advance organizer
  - model and demonstrate
  - facilitate high levels of engagement
  - guided practice
  - consistent and immediate feedback
  - review and assess

Teaching

Introduce issue
Why is this a problem?

Anger Control with Peers
Social Skills Instruction at Tier 2

Teaching

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

Introduce solutions to problem

Teaching

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

Teacher Models Key Skill with Questions

Teaching

Role play activities
- Focus on real examples
- 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

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Teaching

Role Play Set-Up (use real examples)

• Engage all students by giving them jobs as judges during the role play
• Set up “judges”

Teaching

Teacher Guides Student Role Plays

Anger Control with Peers
Respectful Responding To the Teacher

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

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4b Provide physical models while thinking aloud key steps

4c Sequence positive examples then juxtapose negative

4d Frequent questions to students – “is this right or wrong?”

4e Differentiate instruction as necessary for individuals

4f When students answer correctly – introduce role plays

4g Provide all students with tasks during role play (judges)

4h All students role play each skill to mastery

4i Test with novel examples