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

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Teaching Social Skills: Planning Requirements

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

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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?

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Task Indicator | Tas

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

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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
- Plan to continue training for a sufficient amount of time to achieve mastery

Generalization Strategies

Strategies To Use **During** Training

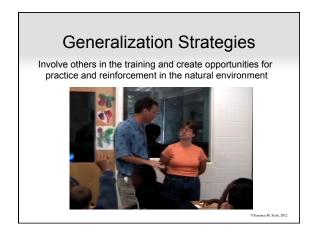
- · Use naturally occurring (real) examples within role plays (ask teachers for real examples)
- Use naturally occurring reinforcers (function!)
- Provide a range of useful skill variations
- Include peers that are likely to be encountered in the problem setting

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





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

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Group Management:

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

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Group Management

Basic Strategies

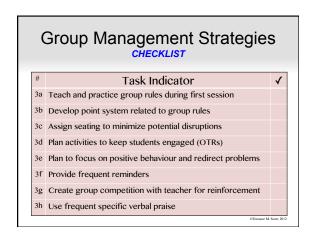
- · Use frequent specific verbal praise
- · Focus on positive
- Provide reinforcement to those being positive
 - Redirect or ignore misbehavior as possible
- · Point system
 - reinforcement for specific desired behaviors
 - Withholding for specific undesired behaviors
- · Reminders and pre-correction

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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.

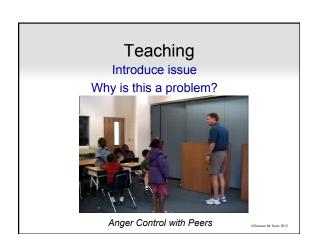
Do not assume that they know and can

- · 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

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



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

Teaching Teacher Models Key Skill with Questions Anger Control Respectful Responding

with Peers

To the Teacher

Teaching

Teacher Models Negative Example

- •Only the teacher models negative behavior - never the students
- ·Have students tell you why wrong and what bad things would happen as a result



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

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)

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Teaching CHECKLIST # Task Indicator 4a Introduce a problem and a key skill as a solution 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 4e When students answer correctly − introduce role plays 4f Provide all students with tasks during role play (judges) 4g All students role play each skill to mastery 4h Test with novel examples

