

Social Skills Instruction at Tier 2

Teaching Social Skills in the Classroom

Terrance M. Scott, Ph.D.
University of Louisville

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Teaching Social Skills: Planning Requirements

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

©Terrance M. Scott, 2012

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?

©Terrance M. Scott, 2012

Scheduling and Logistics *CHECKLIST*

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

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Social Skills Instruction at Tier 2

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)

©Terrance M. Scott, 2012

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!!

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Encourage



©Terrance M. Scott, 2012

Social Skills Instruction at Tier 2

Generalization Strategies

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



©Terrance M. Scott, 2012

Generalization Strategies

CHECKLIST

#	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	

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Group Management

Teach Key Group Rules



©Terrance M. Scott, 2012

Group Management

Model and Discuss Key Group Rules



©Terrance M. Scott, 2012

Social Skills Instruction at Tier 2

Group Management

Review Key Group Rules each session



©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Group Management

Reinforcement – Verbal and Points



©Terrance M. Scott, 2012

Behavior Management

Focus on the Positive (praise and ignore)



©Terrance M. Scott, 2012

Focus on the Positive



©Terrance M. Scott, 2012

Group Management Strategies

CHECKLIST

#	Task Indicator	✓
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	

©Terrance M. Scott, 2012

Social Skills Instruction at Tier 2

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

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

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.”

©Terrance M. Scott, 2012

Skill Deficits!



©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Teaching

Introduce issue

Why is this a problem?



Anger Control with Peers

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Teaching

Introduce solutions to problem



*Anger Control
with Peers*



*Respectful Responding
To the Teacher*

©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Teaching

Teacher Models Key Skill with Questions



*Anger Control
with Peers*



*Respectful Responding
To the Teacher*

©Terrance M. Scott, 2012

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



©Terrance M. Scott, 2012

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

©Terrance M. Scott, 2012

Social Skills Instruction at Tier 2

Teaching

Role Play Set-Up (use real examples)

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



©Terrance M. Scott, 2012

Teaching

Teacher Guides Student Role Plays



*Anger Control
with Peers*

*Respectful Responding
To the Teacher*

©Terrance M. Scott, 2012

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)

©Terrance M. Scott, 2012

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	

©Terrance M. Scott, 2012

The University of Louisville

Doctoral Program In Behavior Disorders

Terry Scott

Professor and Distinguished University Scholar
College of Education and Human Development
University of Louisville
Louisville, KY 40292
t.scott@louisville.edu
(502) 852-0576

