

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

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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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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!!

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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

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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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Social Skills Instruction at Tier 2

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

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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 quiet
 - **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
- Example selection and sequencing to promote acquisition of key rules
- Formative assessment via curriculum

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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

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Social Skills Instruction at Tier 2

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.”

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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 tes

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Teaching

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

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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

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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

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Teaching

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

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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)

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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	

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	

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	

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	

Teaching

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