

Small Group Social Skills Instruction as a Tier 2 Intervention

Teaching Social Skills as a Tier 2 Strategy

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Social Skills

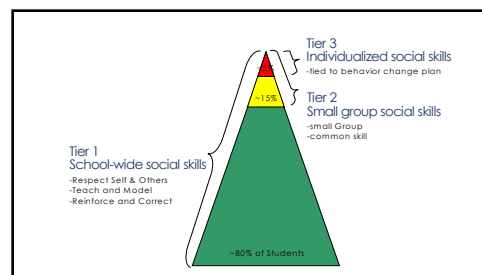
- **"Those behaviors which, within a given situation, predict important social outcomes for children."** Gresham, 1986
 - Interactive - require at least 2 people
 - maintained by social reinforcement - keep skills that work and discard those that don't
- **It is our responsibility to assess what skills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

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1. Consider Tier 1 Systems as a Foundation

- **Must consider:**
 - Are expectations related to social interactions taught?
 - Do adults agree on and abide by same expectations?
 - Are expectations prompted regularly?
 - Do adults recognize positive social skills and correct errors similarly across all students?
 - Is schoolwide data collected and analyzed with regard to social skills?

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Small-Group Social Skills Instruction
Implementation Fidelity Checklist

Tier 1 Systems	1a	Develop school-wide expectations that cover student peer relations and interactions between students and teachers (respectful behavior)	
	1b	Teach all expectations in an explicit manner with real examples to all students	
	1c	Adults agree that to abide by these expectations in their interactions with students	
	1d	Expectations are prompted regularly in all locations for all students	
	1e	Positive behavior is recognized with verbal acknowledgement daily	
	1f	Misbehavior is corrected immediately with reteaching	
	1g	Data are used to identify students in need of further instruction/intervention	

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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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Small Group Social Skills Instruction as a Tier 2 Intervention

2. 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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Small-Group Social Skills Instruction
Implementation Fidelity Checklist

Scheduling and Logistics	2a	Schedule a consistent meeting time (30 min 2 x times per week) and identify an instructional setting (room) available (Schedule at least 2 weeks for each identified skill)
	2b	Identify a consistent teacher for each group
	2c	Identify 5-8 students with similar deficits and schedule them to be in the group
	2d	Schedule to teach no more than 1 social skill or skill set with each group
	2e	Talk to those who know students and gather specific examples of errors they have made with the skills to be taught
	2f	Identify other individuals and locations necessary for effective instruction
	2g	Develop plan to monitor student mastery

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3. 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 to achieve mastery

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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 (function!)
- Provide a range of useful skill variations
- Include peers 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)
- 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

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



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Small-Group Social Skills Instruction
Implementation Fidelity Checklist

Generalization Strategies

3a	Identify appropriate replacement skills by observing others in the environment (teach what successful students do)	
3b	Use real role play examples solicited from the environment (gather from info on student errors)	
3c	Teach and practice in multiple settings and under variable conditions	
3d	Teach and practice skill variations (more than one way to be appropriate)	
3e	Introduce naturally occurring reinforcers (e.g., peer attention, etc.)	
3f	Provide a wide range of examples and practice opportunities	
3g	Enlist others in environment to prompt and reinforce	
3h	Create situations to encourage desired behavior	

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4. 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
Teach Key Group Rules



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Group Management
Model and Discuss Key Group Rules



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Group Management

Review Key Group Rules each session



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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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Group Management


Reinforcement – Verbal and Points



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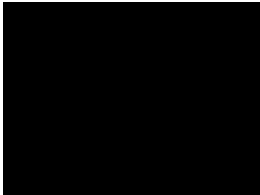
Behavior Management

Focus on the Positive (praise and ignore)




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Management 1



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Management 2



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Small Group Social Skills Instruction as a Tier 2 Intervention

Small-Group Social Skills Instruction Implementation Fidelity Checklist		
Management Strategies	4a	Develop a set of group rules – tie back to classroom/school expectations
	4b	Teach and practice group rules during first session
	4c	Develop point system related to group rules and non-tangible reinforcers (may be simple group competition with teacher)
	4d	Assign seating to minimize potential disruptions
	4e	Plan activities to keep students engaged (use frequent OTRs)
	4f	Plan to focus on positive behavior with verbal acknowledgement and redirect problems
	4g	Provide frequent reminders to all
	4h	Use frequent specific verbal praise


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5. Teaching
<ul style="list-style-type: none"> Teach same as you would any academic skill <ul style="list-style-type: none"> 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

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Teaching
<ul style="list-style-type: none"> Teach Social Skills Like You Would Teach Academics! <ul style="list-style-type: none"> clear set up and advance organizer model and demonstrate facilitate high levels of engagement guided practice consistent and immediate feedback review and assess


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Teaching
Introduce issue Why is this a problem?

<i>Anger Control with Peers</i>

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Teaching
Lesson Components <ul style="list-style-type: none"> rule for <i>why</i> to use the key skill rule for <i>when</i> to use the skill <ul style="list-style-type: none"> and for <i>when not</i> to use it set of useful skill variations natural examples

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Teaching
Introduce solutions to problem

<i>Anger Control with Peers</i> <i>Respectful Responding To the Teacher</i>

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Small Group Social Skills Instruction as a Tier 2 Intervention

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

Teacher Models Key Skill with Questions


Anger Control with Peers Respectful Responding To the Teacher

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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



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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"



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Teaching

Teacher Guides Student Role Plays



Respectful Responding To the Teacher

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*Small Group Social Skills Instruction as a
Tier 2 Intervention*

Teaching

Provide Feedback

- Focus on the positive
- Immediate and consistent
- When there are insufficient opportunities to provide positive feedback it means instruction is not working and needs to be changed

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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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Small-Group Social Skills Instruction
Implementation Fidelity Checklist

Teaching Strategies	Sa	Introduce issue as a problem for students and a key skill as a solution for them	
	Sb	Provide physical models while thinking aloud key steps	
	Sc	Sequence a wide range of positive examples then juxtapose minimally negative examples. End with positive examples	
	Sd	Frequent questions to students – "Is this right or wrong?"	
	Se	Differentiate instruction as necessary for individuals	
	Sf	When students answer correctly – introduce role plays	
	Sg	Provide all students with tasks during role play (judges)	
	Sh	All students have individualized role play opportunities and must demonstrate mastery before moving on (differentiate as necessary)	
	Si	Test with novel examples	

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