Social Skills Instruction as a Tier II Intervention

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

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?

Small-Group Social Skills Instruction

Implementation Fidelity Checklist

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

Tier 1 Systems

Teaching Social Skills:
Planning Requirements

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

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**

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<th>Scheduling and Logistics</th>
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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

**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

**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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**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!!
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

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

5. 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

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

Small-Group Social Skills Instruction Implementation Fidelity Checklist

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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

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

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

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

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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<th>Teaching Strategies</th>
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<td>5a Introduce issue as a problem for students and a key skill as a solution for them</td>
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<td>5b Provide physical models while thinking aloud key steps</td>
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<td>5c Sequence a wide range of positive examples then juxtapose minimally negative examples. End with positive examples</td>
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<td>5d Frequent questions to students – ”is this right or wrong?”</td>
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<td>5e Differentiate instruction as necessary for individuals</td>
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<td>5e When students answer correctly – introduce role plays</td>
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<td>5i Provide all students with tasks during role play (judges)</td>
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<td>5g All students have individualized role play opportunities and must demonstrate mastery before moving on (differentiate as necessary)</td>
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<td>5h Test with novel examples</td>
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Daily Teaching Fidelity

Student Mastery Monitoring

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