Tier II Social Skills Instruction

Learning Objectives
1. Understand the core features of social skill instruction
2. Learn to adapt social skill lessons to fit school context
3. Learn to progress monitor social skill instruction impact

STUDENT OUTCOME AND PREVENTION MODEL FOR SCHOOLS

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

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?
Scheduling and Logistics

**CHECKLIST**

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

Grant Wood Area Education Agency

- 73,000 students across 32 school districts in Iowa
- Mission: to ensure the success of all learners
- Provide many services to assist students
- Support PBIS through training and external coaching with on-site staff

Longfellow Elementary

- Marion Independent School District
  - 3,341 students across 6 buildings
  - 1,100 homeschool program
  - Cedar Rapids metro area (urban)
- Longfellow Elementary
  - 320 students across preschool through 2nd grade
  - 39% free and reduced lunch
  - 205 students across kindergarten through 2nd grade
  - As of October 25, 2022
    - Tier 1: 109 students 33.4%
    - Tier 2: 14 students 4.2%
    - Tier 3: 2 students 6%
    - Special Education: 13 students 9%
    - Todd: 20 students 15.7%

Social Academic Instructional Groups (SAIG)

**Milwaukee Public School Curriculum & Second Step Curriculum**

1. **Classroom Survival**
   - This group features "academic behavior skill" lessons. Lessons include skills like listening, following directions, asking for help, making connections, accepting consequences, etc. Students who received BIRs for inappropriate behavior, and/or inappropriate location may benefit from this lesson.

2. **Emotional Management**
   - This group features "elaborate skill" lessons. Lessons include skills like knowing, expressing, and recognizing feelings, calming down, dealing with accusations, staying out of fights, etc. Students who have received BIRs for inappropriate behavior, and/or inappropriate location may benefit from this lesson.

3. **Second Step in Review**
   - This group features "elaborate skill" lessons. Lessons include skills like knowing, expressing, and recognizing feelings, calming down, dealing with accusations, staying out of fights, etc. Students who have received BIRs for inappropriate behavior, and/or inappropriate location may benefit from this lesson.

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**Tier II Social Skills Instruction**

### Longfellow Elementary

- **Milwaukee Public Schools SAIG Curriculum**
  - 9 lessons
  - 20 minutes
  - 2 days a week – 1 week a lesson
    - Day One – Direct Instruction & Examples
    - Day Two – Role Play & Activity/Game
- **Committee for Children Second Step Curriculum**
  - 5 Lessons
  - 20 Minutes
  - 2 days a week – 2 weeks a lesson
    - Day One – Teaching Lesson
    - Day Two – Teaching Lesson
    - Day Three – Practice Activity
    - Day Four – Self-application Practice

### 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!!*

### 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)

### 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

### 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

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### Generalization Strategies

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

- In Small Group
  - Examples and non examples
  - Role play
  - Teacher, student, observer
  - Go to location if possible
- In Classroom
  - Soft Start
  - Feedback on DPR
- School Wide
  - Feedback on DPR across context
  - Lunch/recess & specials teachers provide feedback on DPR
  - Linked PBIS language with Second Step & SAIG

### Generalization Is Difficult

- Appropriate replacement skills identified from environment
- Use real role play examples solicited from the environment
- Practice in multiple settings and under variable conditions
- Train and practice skill variations
- Introduce naturally occurring reinforcers
- Provide multiple examples and practice opportunities
- Enlist others in environment to prompt and reinforce
- Create situations to encourage desired behavior

### 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
Effective Instructional Practices and Student Success/Failure

Consider the degree to which teachers provide:
- Focus on students (time spent teaching)
- Opportunities to respond (OTR)
- Feedback

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

Group Management

**Review Key Group Rules each session**

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

Acknowledgement!

**Big Idea**: Students need feedback to know whether they are right or wrong – teachers must provide it

Behavior Management

**Focus on the Positive (praise and ignore)**
Tier II Social Skills Instruction

Group Management Strategies

<table>
<thead>
<tr>
<th>Task Indicator</th>
<th>✓</th>
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<tbody>
<tr>
<td>1a</td>
<td>Teach and practice group rules during first session</td>
</tr>
<tr>
<td>1b</td>
<td>Develop point system related to group rules</td>
</tr>
<tr>
<td>1c</td>
<td>Assign seating to minimize potential disruptions</td>
</tr>
<tr>
<td>1d</td>
<td>Plan activities to keep students engaged (OTRs)</td>
</tr>
<tr>
<td>2a</td>
<td>Plan to focus on positive behaviour and redirect problems</td>
</tr>
<tr>
<td>2b</td>
<td>Provide frequent reminders</td>
</tr>
<tr>
<td>2c</td>
<td>Create group competition with teacher for reinforcement</td>
</tr>
<tr>
<td>2d</td>
<td>Use frequent specific verbal praise</td>
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</tbody>
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Mrs. Zarabed’s Room Expectations

<table>
<thead>
<tr>
<th>Respect</th>
<th>Be a good listener and ask questions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Respect others’ ideas and feelings</td>
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<tr>
<td></td>
<td>Be respectful when giving feedback</td>
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<tr>
<td></td>
<td>Neatness and order in your work</td>
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<tr>
<td>Safety</td>
<td>Stay in your seat and keep your hands to yourself</td>
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<tr>
<td></td>
<td>No pushing or shoving</td>
</tr>
<tr>
<td>Integrity</td>
<td>Be honest and take responsibility</td>
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<tr>
<td></td>
<td>Be respectful in your speech</td>
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<tr>
<td></td>
<td>Keep your desk and your supplies tidy</td>
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</tbody>
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Longfellow Elementary

- RELATIONSHIPS
- Paw Prints
  - Specific positive acknowledgement
  - Specific corrective feedback
- 4 to 1 Ratio
- Seating Arrangement
- Daily Progress Report
- Lesson Structure
  - Day One – Teach
  - Day Two: Interact / Play

Teaching

- Teach same as you would any academic skill
  - teacher modeling of key skills
  - student practice with teacher guidance
  - individual practice with real examples
  - clear set up and advance organizer
  - model and demonstrate
  - facilitate high levels of engagement
  - guided practice
  - consistent and immediate feedback
  - review and assess

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

Introduce solutions to problem

Anger Control with Peers
Respectful Responding To the Teacher

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### Teaching

**model / demonstrate the skill**
- teacher provides first model and questions students to assess for understanding
- only the teacher models incorrect responses
- select examples from natural context
- at least two positive demonstrations of each example

### 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

### 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

**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)

### Checklist

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<tr>
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<tbody>
<tr>
<td>4a Introduce a problem and a key skill as a solution</td>
<td></td>
</tr>
<tr>
<td>4b Provide physical models while thinking aloud key steps</td>
<td></td>
</tr>
<tr>
<td>4c Sequence positive examples then juxtapose negative</td>
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</tr>
<tr>
<td>4d Frequent questions to students – “is this right or wrong?”</td>
<td></td>
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<tr>
<td>4e Differentiate instruction as necessary for individuals</td>
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</tr>
<tr>
<td>4f When students answer correctly – introduce role plays</td>
<td></td>
</tr>
<tr>
<td>4g Provide all students with tasks during role play (judges)</td>
<td></td>
</tr>
<tr>
<td>4h All students role play each skill to mastery</td>
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<tr>
<td>4i Test with novel examples</td>
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</tbody>
</table>
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Longfellow Elementary

- Follow curriculum for "key skills"
- Real life examples
  - Both Counselor led and student led
- Extra games activities
  - Jenga, Connect 4, Chutes and Ladders, Uno, puzzles, etc.

Questions?

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10/27/22
2H – Tier 2 Social Skills Instruction

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