

Social Skills

Social Skills-

Incorrect Assumptions

- 1) Social skills are observed and learned informally
- 2) Pull out groups with the counselor will fix the student so the classroom teacher does not need to be involved

Understanding These Beliefs will Yield the Most Benefit

- 1) Behavior is _____
- 2) Behavior is _____
- 3) Behavior is _____
- 4) Behavior occurrences are affected by the _____
- 5) Behavior is more likely sustained if it is _____, _____, _____, and _____
- 6) _____ social skills meet a student need and until we teach an _____ skill they will continue to use the inappropriate behavior.

Characteristics of Social Skills Deficits

- 1) Unable to attend to class/task
- 2) Negative interactions with peers
- 3) Lacks sensitivity toward others
- 4) Poor self-image (worthless)
- 5) High levels of frustration or stress

Types of Social Skill Deficits

Skill Deficit-

Performance Deficit-

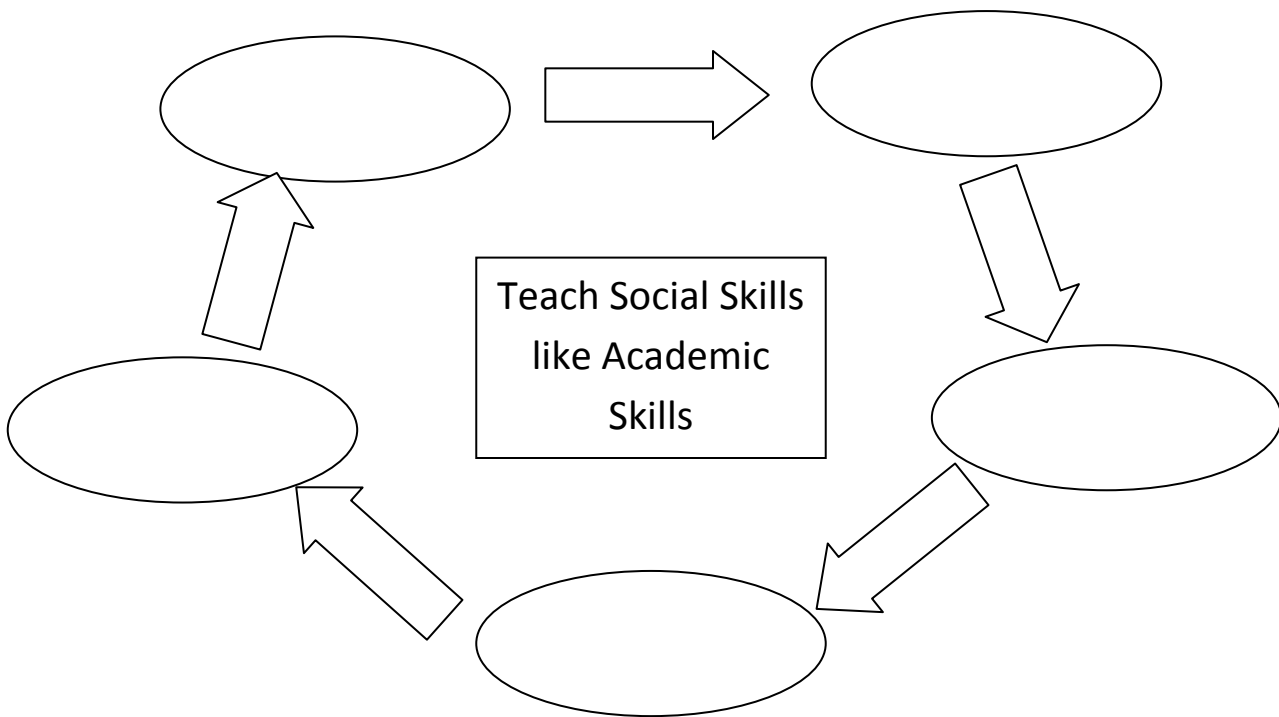
Self-Control Deficit-

Effective Schools and Effective Leadership

- Move Beyond Punishment
 - Teach, monitor, and reward appropriate behaviors before relying on punishment
- Effective Leadership
 - Work smarter not harder
 - Actively involved
 - Clear direction

Social Skills in PBIS and RtI

- 1) Social skills instruction is a _____ element of the PBIS framework
- 2) Social skills are _____ specific
- 3) Social skills instruction is guided by _____
- 4) _____ of social skills intensity
- 5) Address social skills _____ and _____



Implementation Plan

- Form a team (PBIS or sub-committee)
- Establish the need, priorities, and commitment
- Draft a mission/ purpose statement
- Develop working structures (scheduling, groupings, curriculum, management)
- Develop maintenance structures (sustainability, fidelity, and effectiveness)

Social Skill Teaching Phases

- 1) Acquisition- teach new skill with accuracy through direct instruction
- 2) Fluency- speed and consistency through modeling and role play
- 3) Maintenance- sustained with accuracy and fluency through reinforcement
- 4) Generalization- use skill in new context
- 5) Adaption- modify and fit behavior in new context

Steps of Teaching Social Skills

Step One: Define the Skill:

Step Two: Model the Skill:

Step Three: Establish Student Skill Need:

Step Four: Select the Role Player:

Step Five: Set Up the Role Play:

Step Six: Conduct the Role Play:

Structure Role Plays for Success

- Explain expectations
- Review goal
- Start with lower level skills and work up
- Stress one skill at a time
- Do not allow one student to take up all the time
- Allow for down time- saturation
- Not everyone feels comfortable
 - Allow for some spectator behavior
 - Don't force them to speak

Teacher Roles and Responsibilities

- Model active listening
- Model effective ways of communicating whenever possible (Use "I" statements)
- Help group members clarify
 - Reflect- mirror responses
 - Paraphrase- restate responses
 - Question- further clarification

- Share experiences
- Point out similarities/differences
- Praise and reinforce the smallest behavior
- Have fun
- Relax!

Step Seven: Provide Performance Feedback:

Step Eight: Assign Skill Homework:

Keys to Generalization

- 1) Involve _____
- 2) Use _____ from instructional universe
- 3) Teach _____ case and skill _____
- 4) Teach _____ strategies
- 5) Teach _____ and _____ settings

Possible Teaching Methods

- Every teacher gets skill step card and all responsible for teaching it during that week
- Counselor or Administrator teaches skill to all on broadcast then each teacher conducts role play in their class
- Students role play on broadcast for all
- Video tape teachers or students role playing and teaching the skill then show to whoever needs it and follow up with practice
- One teacher pulls small group for skill lessons outside at recess
- Teachers take turns to do skill instruction during “lunch bunch”
- Teach during center time in teacher guided group
- Interventionist/ Behavior specialist/ Counselor pull out group

- Partner with another grade level to role play and model for each other
- Recognize on announcements whoever is following the skill
- Send home skill steps and ways for parents to reinforce it at home
- Use ODR behaviors to decide what social skills to teach
- Use last year's data to look for any patterns of behavior to proactively teach
- Include special areas teachers to reinforce skills
- Use reinforcement system when students use the skill steps
- Give certificate to one student in each class who makes the most progress using the skill
- Social skills lessons during lunch detention or ISS
- Social skills lessons or review during advisory period
- Social skills autopsies