C15 – Tier II Interventions: Small Group Social Skills

Lead Presenter: Terry Scott

Key Words: Social Skills, Social Relationships, Tier II

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

<table>
<thead>
<tr>
<th>Tier 1 Systems</th>
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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?
## Small-Group Social Skills Instruction Implementation Fidelity Checklist

| 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 |

## 3. Generalization Strategies

**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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Small-Group Social Skills Instruction Implementation Fidelity Checklist

### Generalization Strategies

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

### 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

#### 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

### 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

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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

Teaching

Introduce issue
Why is this a problem?

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

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

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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”

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)

Small-Group Social Skills Instruction
Implementation Fidelity Checklist

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

Daily Teaching Fidelity

Student Mastery Monitoring

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<td>Teach all expectations in an explicit manner with real examples to all students</td>
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<td>Adults agree that to abide by these expectations in their interactions with students</td>
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<td>Expectations are prompted regularly in all locations for all students</td>
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<td>1e</td>
<td>Positive behavior is recognized with verbal acknowledgement daily</td>
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<td>1f</td>
<td>Misbehavior is corrected immediately with reteaching</td>
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<td>Data are used to identify students in need of further instruction/intervention</td>
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<td>Develop a set of group rules – tie back to classroom/school expectations</td>
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<td>Teach and practice group rules during first session</td>
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<td>Develop point system related to group rules and non-tangible reinforcers (may be simple group competition with teacher)</td>
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<td>Assign seating to minimize potential disruptions</td>
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<td>Plan activities to keep students engaged (use frequent OTRs)</td>
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<td>Plan to focus on positive behavior with verbal acknowledgement and redirect problems</td>
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