Using Effective Instruction to Teach
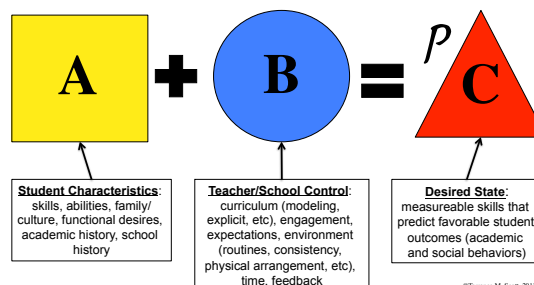# Social Skills: A Tier II Intervention

What is an Effective Teacher?

- Anyone can tell students something or tell them what to do
- A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

Instruction	Environment	Relationships
• Teacher facilitated • Direct and explicit • Authentic examples • Multiple opportunities • Engages students	• Arranges physical space • Develops routines • Develops Procedures • Consistent across time and students	• Communicates often • Conveys genuine interest in students • Maintains role of encouraging teacher

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Logical Thinking: Probability Equation

$$A + B = {}^{p}C$$

Student Characteristics: skills, abilities, family/ culture, functional desires, academic history, school history

Teacher/School Control: curriculum (modeling, explicit, etc), engagement, expectations, environment (routines, consistency, physical arrangement, etc), time, feedback

Desired State: measureable skills that predict favorable student outcomes (academic and social behaviors)

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BIG IDEAS FOR SUCCESS

1. Develop expectations connected to larger concepts and leverage prior knowledge
2. Create an environment to maximize the probability of success
3. Teach: be direct and explicit when presenting instruction – Don't Assume!
4. Show students, ask for action, & guide practice to facilitate high rates of success
5. Provide students with regular feedback on their performance
6. Have a range of tricks and strategies for non-responders
7. Be prepared for the worst – consider restraint or seclusion to be your personal failure

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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

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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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1. 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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Scheduling and Logistics
CHECKLIST

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

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2. 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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Generalization Strategies
CHECKLIST

| #	Task Indicator	✓
2a	Appropriate replacement skills identified from environment	
2b	Use real role play examples solicited from the environment	
2c	Practice in multiple settings and under variable conditions	
2d	Train and practice skill variations	
2e	Introduce naturally occurring reinforcers	
2f	Provide multiple examples and practice opportunities	
2	Enlist others in environment to prompt and	

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3. 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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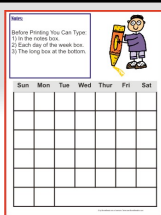
Schedule

- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Planned clean-up/transitioning routine
- Explaining changes

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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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Acknowledge Success

- Level 1:   Verbal Praise
    - Age appropriate
        - "thanks" "I appreciate" "I'm impressed" etc.
    - Delivered with specificity "you did XX correctly"
    - Mix up use of superlatives
        - Exactly, super, awesome, perfect, thank you, etc

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Group Management

Reinforcement – Verbal and Points

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Behaviour Management

Focus on the Positive (praise and ignore)

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Group Management Strategies
CHECKLIST

#	Task Indicator	✓
3a	Teach and practice group rules during first session	
3b	Develop point system related to group rules	
3c	Assign seating to minimize potential disruptions	
3d	Plan activities to keep students engaged (OTRs)	
3e	Plan to focus on positive behaviour and redirect problems	
3f	Provide frequent reminders	
3g	Create group competition with teacher for reinforcement	

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4. 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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Adult Behaviours Associated with Effective Classrooms

- Clearly specified goals and objectives
  - Provide prompts and reminders throughout lesson
  - Explicit directions
  - Explaining, modeling, & demonstrating all content
- Engaging students throughout lesson
  - Provision of opportunities for students to respond during instruction
  - Group and individual responses
  - Guided practice
- High levels of feedback
  - Specific praise
  - Correction

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Modeling

Show and tell students what it is that is expected under specific circumstances.

Do not assume that they know and can

- Use verbal prompts along with physical demonstration
  - "Watch me, notice how I use a quiet, inside voice when I say this - '*excuse me*'."
  - "Right now I'm thinking that I need to do something smart because I'm feeling mad - so watch me take a deep breath and walk away."
- Use natural models
  - "Did you notice how Billy held that door open for Ben? That was very responsible."
  - "Remember how we talked about ignoring loud noises? Look at Andrea right now - that's great because she's focused on her work."

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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

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Teaching

Introduce issue

Why is this a problem?

Anger Control with Peers

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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

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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
- 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

Anger Control with Peers

Respectful Responding To the Teacher

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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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Teaching
CHECKLIST

#	Task Indicator	✓
4a	Introduce a problem and a *key skill* as a solution	
4b	Provide physical models while thinking aloud key steps	
4c	Sequence positive examples then juxtapose negative	
4d	Frequent questions to students – "is this right or wrong?"	
4e	Differentiate instruction as necessary for individuals	
4e	When students answer correctly – introduce role plays	
4f	Provide all students with tasks during role play (judges)	

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Big Ideas

- Student behavior won't change until adult behavior changes -- **Adults Matter!**

- ALL behavior change is an instructional process -- **Instruction Matters!**

- It's all about probability – what's the simplest way to make a difference in the success:failure ratio of a student?
  -- **Practices Matter!**

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