

# Teaching Social Skills: The Cornerstone of SW-PBS

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# Universal

- Matrix of school-wide expectations across settings
  - List of problems = replacements
  - “Scope and sequence” of social skills
- Simple lessons with activities
- Year long teaching schedule

# Benton

I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
<b>Safe</b>	<ul style="list-style-type: none"> <li>•Keep bodies calm in line</li> <li>•Report any problems</li> <li>•Ask permission to leave any setting</li> </ul>	<ul style="list-style-type: none"> <li>•Maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>•Walk</li> <li>•Stay to the right on stairs</li> <li>•Banisters are for hands</li> </ul>	<ul style="list-style-type: none"> <li>•Walk</li> <li>•Push in chairs</li> <li>•Place trash in trash can</li> </ul>	<ul style="list-style-type: none"> <li>•Wash hands with soap and water</li> <li>•Keep water in the sink</li> <li>•One person per stall</li> </ul>	<ul style="list-style-type: none"> <li>•Use equipment for intended purpose</li> <li>•Wood chips are for the ground</li> <li>•Participate in school approved games only</li> <li>•Stay in approved areas</li> <li>•Keep body to self</li> </ul>	<ul style="list-style-type: none"> <li>•Walk</li> <li>•Enter and exit gym in an orderly manner</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>•Treat others the way you want to be treated</li> <li>•Be an active listener</li> <li>•Follow adult direction(s)</li> <li>•Use polite language</li> <li>•Help keep the school orderly</li> </ul>	<ul style="list-style-type: none"> <li>•Be honest</li> <li>•Take care of yourself</li> </ul>	<ul style="list-style-type: none"> <li>•Walk quietly so others can continue learning</li> </ul>	<ul style="list-style-type: none"> <li>•Eat only your food</li> <li>•Use a peaceful voice</li> </ul>	<ul style="list-style-type: none"> <li>•Allow for privacy of others</li> <li>•Clean up after self</li> </ul>	<ul style="list-style-type: none"> <li>•Line up at first signal</li> <li>•Invite others who want to join in</li> <li>•Enter and exit building peacefully</li> <li>•Share materials</li> <li>•Use polite language</li> </ul>	<ul style="list-style-type: none"> <li>•Be an active listener</li> <li>•Applaud appropriately to show appreciation</li> </ul>
<b>A Learner</b>	<ul style="list-style-type: none"> <li>•Be an active participant</li> <li>•Give full effort</li> <li>•Be a team player</li> <li>•Do your job</li> </ul>	<ul style="list-style-type: none"> <li>•Be a risk taker</li> <li>•Be prepared</li> <li>•Make good choices</li> </ul>	<ul style="list-style-type: none"> <li>•Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>•Use proper manners</li> <li>•Leave when adult excuses</li> </ul>	<ul style="list-style-type: none"> <li>•Follow bathroom procedures</li> <li>•Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>•Be a problem solver</li> <li>•Learn new games and activities</li> </ul>	<ul style="list-style-type: none"> <li>•Raise your hand to share</li> <li>•Keep comments and questions on topic</li> </ul>

# Tier II / Small Group

- Students displaying social skill challenges as primary concern
- Set of skills targeting common concerns
- Set of clear generalization strategies for classroom teachers to implement

# Tier III / Individual

- Social skill deficits / performance problem
- Guided by functional behavioral assessment
- Replacement “social skill” meets need
- Environment supports use of new skill
  - High rates of reinforcement
  - New skill accesses previous function of problem behavior

# Best Practices

# Steps in Social Skill Instruction

- Assessment
- Planning
- Lesson Development
- Teaching
- Generalization

# Assessment: Student Identification

(Data, System)

*Use of existing data / assessment sources such as ODR, visits to discipline room, teacher referral, number of “buddy room” visits*



# Assessment: Skill Selection

## (Data)

- Teacher Ratings
- Ratings by others
- Direct Observation

*Importance of discussing cultural, language, and other factors that impact perceptions of “appropriate” social skills*

# Planning Requirements

(practices, systems)

- Curriculum / Lesson Plans
  - Adapt/adopt
- Group procedures
- Generalization strategies

# Lesson Components (practices)

- rule for when to use the skill
- set of useful skill variations
  - teach the rule (TELL)
  - demonstrate the skill (SHOW)
  - students practice the skill (PRACTICE)
  - review and test the skill (PRACTICE)
  - assign homework (PRACTICE)

*Teaching social skills follows the same format as teaching academic skills*

# Lesson Plans: Teach (tell)

- definition of essential rule
- description of skill components and variations

# Lesson Plans: Demonstrate (show)

- model / demonstrate the skill
  - 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

# Lesson Plans: Practice

- role play activities
  - focus on relevant features
  - have student "think aloud"
  - teacher can provide coaching during lesson
  - involve all members of the group by assigning tasks / questions
  - have student self evaluate after activity

# Promoting Maintenance and Generalization

## *Strategies To Use During Training* (practices)

- Use naturally occurring examples within role plays
- Use naturally occurring reinforcers
- Use language of school-wide PBS system
- Pinpoint activities students likely to engage

# Promoting Maintenance and Generalization

## *Strategies To Use During Training* (practices)

- Train in the targeted setting
- During training, include peers the target student(s) likely to encounter in the problem setting
- Use a number of trainers or other adults during training
- Continue training for a sufficient amount of time



# Promoting Maintenance and Generalization

*Strategies to Use Within the Target Setting (system, policy)*

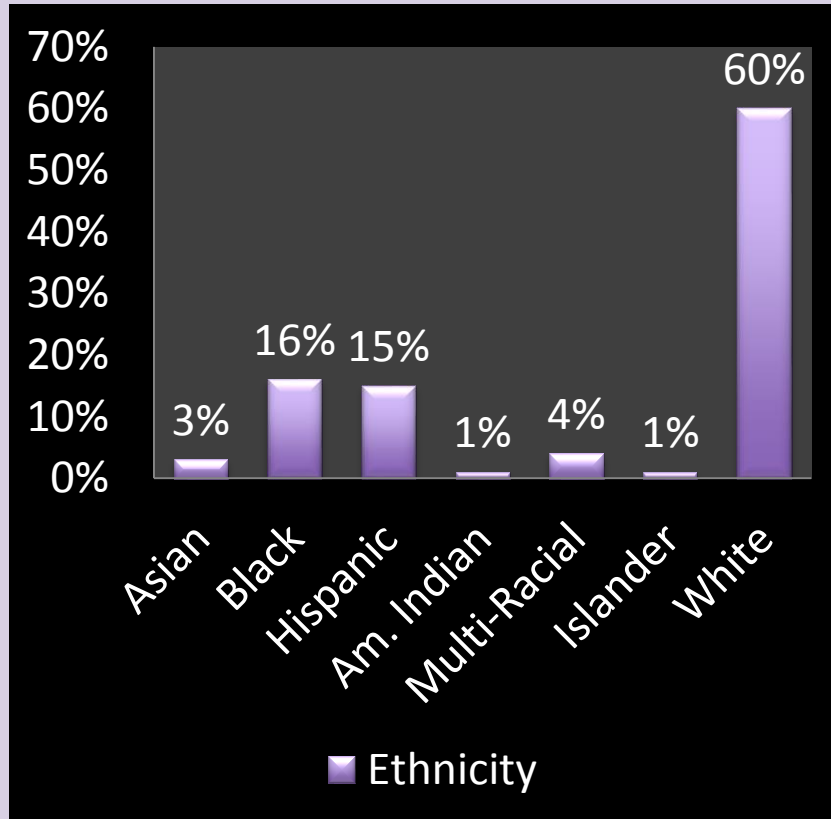
- Prompt students to display skill (Pre-Corrects)
- Reinforce displays of skills in generalized settings using language of school-wide PBS/MBI system
- Enlist a variety of others to prompt and reinforce skills in generalized settings
- Individual contracts and behavior change plans
- Group contingencies



# Small Group Social Skills

An Updated Twist WITH Service Learning

# Who We Are



Inaugural winner of the  
Dr. Mary Richter Missouri School-wide  
PBS School of Distinction Award

Inaugural AVID Demonstration School  
for Missouri



- 892 Fabulous Students
  - 60% FRL
  - 13% SpEd
  - 7% ELL
  - 1.5% Homeless

# We Were “By The Book”

- Student Selection:
  - Pulling data from Educators Handbook and using our Data Decision Rules
    - Determine students who have difficulty responding appropriately
    - Selection of 8-10 students
  - Created a Tier 1 Fidelity Check
- Teaching:
  - Formal Lesson Plans
- Implementation:
  - Spring ‘13: Two days a week during Team Studies (25 minutes)
  - Fall ‘13: Two days a week during BASA (90 minutes)
    - 20 minutes for meals
    - 35 minute SGSS lesson
    - 35 minute homework/academic intervention

# Reflection

- Data showed limited progress
- Student feedback:
  - “Teachers are cool. What we learn is boring.”
  - “I can do it here but I can’t do it in class.”
- Teacher feedback:
  - “Students do not actively/willingly participate in lessons.”
  - “Students do not appropriately participate in lessons.”
  - “Students are not engaged.”
  - “Student attendance is sporadic.”
  - “Some students do not agree they should be in the group.”
  - “Viking Victory Plan is often not returned.”

We Can Do Better...

We **MUST** Do Better...But **HOW?**

Buy-in?

Ownership?

Empathy?

Point of View?

Self-Confidence?

Positive Relationships?

Small Group Social Skills

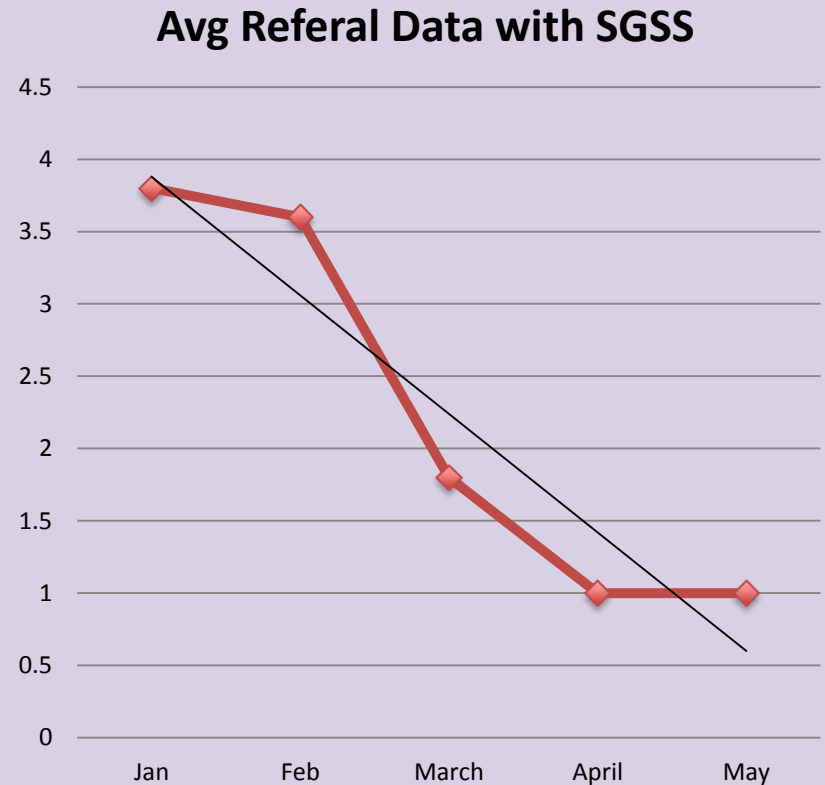
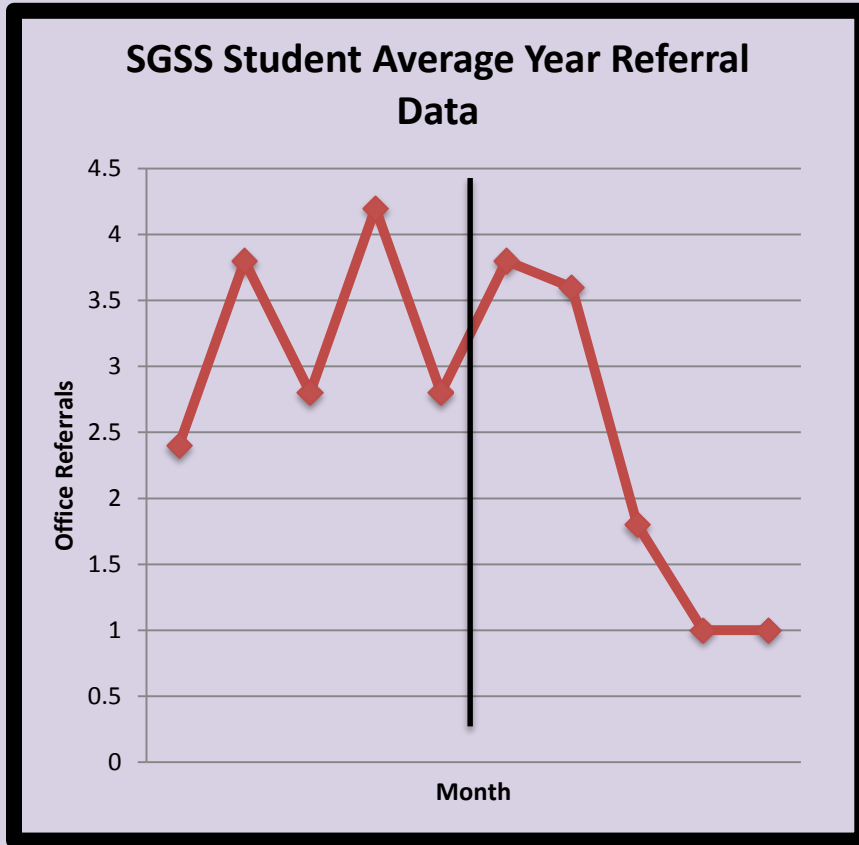
- Formal Lessons

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**“Teachable Moment” SGSS Service Learning**

# SGSS Service Learning Data

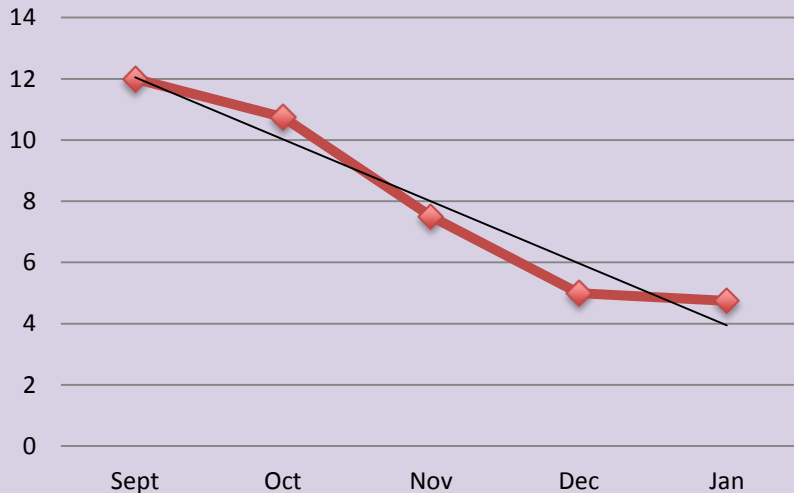
## Spring 2014



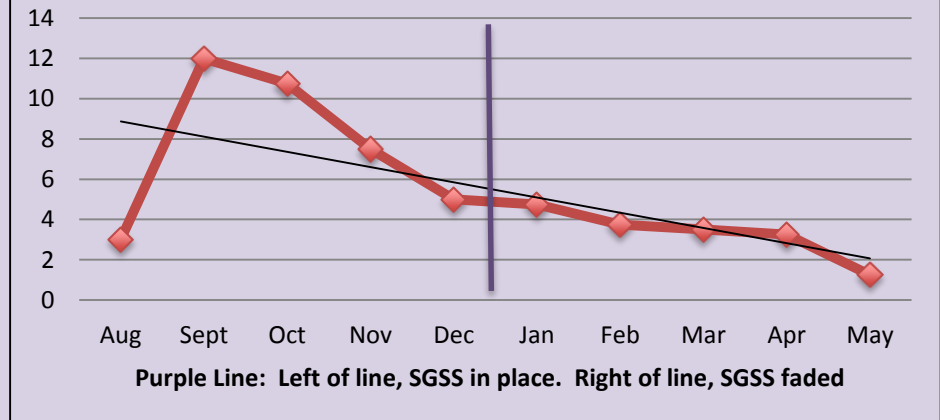
**-0.77 Effect Size**

# SGSS Service Learning Data Fall 2014

## Avg Referral Data with SGSS



## SGSS Student Average Year Referral Data





# SGSS Service Learning Data

## Spring 2015

### SGSS Student Average Year Referral Data



### Avg Referral Data with SGSS



# We Are:

- Student Selection:
  - Data Decision Rules
    - Selection of 6-9 students
  - Used our Tier 1 Fidelity Checklist
  - **Showed student their referral data.** “Do you think you need help? Do you want help? Are you interested in helping yourself and others?”
- Teaching:
  - Project Planning
  - Teachable Moments
- Implementation:
  - Spring ‘14: Two days a week during BASA (90 minutes)
    - 20 minutes for meals
    - 70 minutes for project planning and teachable moments

Name: \_\_\_\_\_!

!  
!

**Student Fidelity Check!**

*Student Self\*Assessment:!! Reflect! and! put! a! "Y" for! Yes! OR! "N" for! No!!*

!

- 1. \_\_\_! I! know! the! three! school! rules!.
- 2. \_\_\_! My! teacher(s)! have! taught! me! about! the! three! school! rules!.
- 3. \_\_\_! The! rules! in! my! classes! reflect! the! three! school! rules!.
- 4. \_\_\_! My! teacher(s)! have! taught! me! about! the! three! school! rules! when! it! comes! to!!!  
classroom,! hallway,! restroom,! bus,! auditorium!.
- 5. \_\_\_! My! teacher(s)! have! talked! to! me! about! the! school! rules! if! they! have! given! me!  
a! re! direct! or! if! I! have! gotten! into! trouble!.
- 6. \_\_\_! I! have! received! a! Viking! Voucher! this! year!.

!

*Please' complete' the' following' questions!.*

- 7. !! I! have! received! \_\_\_\_\_! (#)! of! Viking! Vouchers! this! year!.
- 8. I! have! received! Viking! Vouchers! for:!! \_\_\_\_\_!  
\_\_\_\_\_  
\_\_\_\_\_!
- 9. !What! classes/teachers! are! giving! you! Viking! Vouchers:!! \_\_\_\_\_!  
\_\_\_\_\_  
\_\_\_\_\_!
- 10. !Three! adults! in! school! that! I! have! a! good! relationship! with! are:!  
1. \_\_\_\_\_!  
2. \_\_\_\_\_!  
3. \_\_\_\_\_!

!

# Implementation - Logistics

The SGSS Service Learning group will meet two times a week during BASA/after-school. Two staff members are needed to coordinate/lead these meetings. Roles and responsibilities include:

- taking attendance of group members
- ensuring the time-line of the project is on target
- facilitating conversations with the group to help guide them in meeting the service learning activity goal
- facilitating conversation with the group or individual students to help teach the behavioral objectives
- collecting, inputting, and reflecting on student behavior data collected through SGSS Service Learning
- communicating with PBS Tier 2 Team regarding needs and providing updates
- help plan celebrations for the SGSS Service Learning students
- communicating with parents/guardians through the Parent Slip on a weekly basis
- recognize students regularly and consistently with Viking Vouchers

**Each member on Tier 2 rotated into the group as the 2<sup>nd</sup> facilitator.**

# Implementation – Learning Targets

Respect	I CAN use respectful eye contact, tone, and words at the right time.
Responsibility	I CAN take ownership of my actions and how they influence or impact a situation.
	I CAN be a team player.
Personal Best	I CAN help not only myself but others as well.
	I CAN be someone that people can count on; do what is expected.

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Week 1: Define service-learning

Goal: understand service-learning

Goal: student led norms are created and must include:

Reviewing the SGSS Service Learning Skills at the beginning and ending of each meeting.

Apologizing when appropriate

Work on trusting yourself and those in the group.

Week 2: Discover Needs/Problems

Goal: identify relevant and interesting needs/problems

Week 3: Investigate the Problems

Goal: investigate cause and effect of the identified problem

Week 4: Research the Solutions

Goal: identify and research possible solution(s)

Week 5: Decide on a Project

Goal: evaluate solutions, select a project

Week 6: Plan the Project

Goal: create an action plan for the project

Week 7: Implement the Plan (can carry into week 8 if necessary)

Goal: put a plan into action and complete the project

Week 8: Evaluate (can carry into week 9 if necessary)

Goal: evaluate the impacts of the project

Week 9: Formal Reflection (can be combined with week 8 if necessary)

Goal: identify areas of growth and weakness within the program/process

Goal: students identify areas of personal growth and set goals to continue that growth

Moves slow...lots of teaching and re-teaching. Facilitator primarily leads.

Some re-teaching. Students begin to take the lead.

Sense of family within the group. Students lead.

## SGSS Lessons

Students will learn select social skills through the service learning process. Specific skills will be discussed and taught when a negative social skill behavior occurs while in the group. The facilitator will work the student individually regarding the situation, what skill could have been used when the situation happened, and then the student will practice the skill that has been discussed.

Each meeting will start and end with the group reviewing the SGSS Service Learning Skills. When a situation occurs and a skill is not practiced, the following questions can be utilized as a guide to help the student process the situation, take ownership, and increase the chances for the skill to be utilized in the future:

Respect	I CAN use respectful eye contact, tone, and words at the right time.	<ul style="list-style-type: none"> <li>· What happened?</li> <li>· Take the situation step-by step; break down what could have been different at each step.</li> <li>· How can the group be productive?</li> <li>· How can you be part of the solution?</li> <li>· What would Respect look like in the situation?</li> <li>· What would Responsibility look like in the situation?</li> <li>· What would my Personal Best look like in the situation?</li> <li>· What's the next step so that you can be ok and be a productive group member?</li> </ul>
Responsibility	I CAN take ownership of my actions and how they influence or impact a situation.	
	I CAN be a team player.	
Personal Best	I CAN help not only myself but others as well.	
	I CAN be someone that people can count on; do what is expected.	

## Viking Victory Plan – SGSS Service Learning

		Hr 1	Hr 2	Hr 3	Hr 4	Hr 5	Hr 6
Respect	I CAN use respectful eye contact, tone, and words at the right time.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	I CAN take ownership of my actions and how they influence or impact a situation.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsibility	I CAN be a team player.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	I CAN help not only myself but others as well.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Personal Best	I CAN be someone that people can count on; do what is expected.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points:		/10	/10	/10	/10	/10	/10
Staff Initial:							
Positives:							

- 2: I did with 1 redirect or less.
- 1: I did it with 2-4 re-directs/teacher intervention.
- 0: No I needed 5+ redirects/teacher intervention.

- Sheet is located in a folder outside the facilitators classroom.

- Sheets are picked up by the student each morning before 1<sup>st</sup> hour.

- Student places the VVP in another folder located outside the facilitators classroom.

- “Blank scores” will not be calculated for or against the point total. If this becomes a trend specific conversations will take place with student and teacher. Problem-solve on how best scores can be documented.



Week 1: Define service-learning

Goal: understand service-learning

Goal: student led norms are created and must include:

Reviewing the SGSS Service Learning Skills at the beginning and ending of each meeting.

Apologizing when appropriate

Work on trusting yourself and those in the group.

Week 2: Discover Needs/Problems – **Student thoughts scattered. Came up with 17 problems**

Goal: identify relevant and interesting needs/problems

Week 3: Investigate the Problems

Goal: investigate cause and effect of the identified problem

Week 4: Research the Solutions

Goal: identify and research possible solution(s)

Week 5: Decide on a Project – **Cystic Fibrosis and Leukemia. Chili Bowls for Gage. Self-Defense with donation collection**

Goal: evaluate solutions, select a project

Week 6: Plan the Project – **Student/Staff Basketball Game and Walk-a-Thon. No D's or F's to attend.**

Goal: create an action plan for the project

Week 7: Implement the Plan (can carry into week 8 if necessary) – **Students created PSA's**

Goal: put a plan into action and complete the project

Week 8: Evaluate (can carry into week 9 if necessary) – **combined with last step.**

Goal: evaluate the impacts of the project

Week 9: Formal Reflection (can be combined with week 8 if necessary)

Goal: identify areas of growth and weakness within the program/process

Goal: students identify areas of personal growth and set goals to continue that growth

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# Last Meeting

- Celebration
- Share Data
- Fading – Viking Victory Plan
- Warm-Fuzzies
  - I Like...index card activity
- Reflection
  - Tier 2 provided individual student EdHandbook data
  - Attendance shared
  - Questionnaire

# Reflection

- Staff said LAST YEAR:
  - “I’ve seen Max go from a student who always needed to have the last word and could not forgive others to a student who apologizes, sets goals for himself, and often asks if he can help other students; specifically some of the students who have high needs.”
  - “LaRon had only one lens, which was his perspective. He now sees things from someone else’s point of view and is quick to help others. His attendance has improved dramatically and he cares about his academics. He was unable to work with others however he now partners with others and is able to participate in group work appropriately. He applies himself in class and doesn’t give up on himself.”
- Staff said THIS YEAR:
  - “I had no idea that Shakira participated in a behavior intervention last year; she is one of my best behaving students. I use her as a “go to” person for my substitutes.”
  - “Are we talking about the same student?”

Do you feel that your behavior, prior to SGSS-Service Learning, was where you wanted it to be?

I don't think it was  
where I wanted it to be

What do you think your behavior was like prior to SGSS-Service Learning?

It wasn't the best

Do you think that your behavior has changed since being in SGSS-Service Learning?

If so, how?

Yes it has because all the teachers  
who helped us know how to be  
happy & calm down

Did you like being a part of SGSS-Service Learning? Why or why not?

I like being in SGSS because  
it's fun seeing the teachers

If you believe that SGSS-Service Learning helped you, please explain why and how.

It helped me by stop getting  
mad

Do you believe that you have taken the skills that you have learned in SGSS-Service Learning and used them in class and/or at home? Why do you think this?

I used it in class to calm down  
some time's

What was your favorite part about SGSS-Service Learning?

coming to see the  
teachers and our group

What was your least favorite part about SGSS-Service Learning?

I don't really have  
any least part about SGSS

Do you have any suggestions on what could make SGSS-Service Learning better?

NO

Please rate yourself on the I CAN statements prior to SGSS:

Circle number 1 if this is almost never

Circle number 2 if it is seldom

Circle number 3 if it is sometimes

Circle number 4 if it is often

Circle number 5 if it is almost always done

Respect	I CAN use respectful eye contact, tone, and words at the right time.	PRIOR to SGSS: 1 2 3 4 5 1 (2) 3 4 5
		NOW: 1 2 3 4 5 1 2 3 (4) 5
Responsibility	I CAN take ownership of my actions and how they influence or impact a situation.	PRIOR to SGSS: 1 2 3 4 5 (1) 2 3 4 5
		NOW: 1 2 3 4 5 1 2 3 4 (5)
Responsibility	I CAN be a team player.	PRIOR to SGSS: 1 2 3 4 5 1 (2) 3 4 5
		NOW: 1 2 3 4 5 1 2 3 4 (5)
Personal Best	I CAN help not only myself but others as well.	PRIOR to SGSS: 1 2 3 4 5 (1) 2 3 4 5
		NOW: 1 2 3 4 5 1 2 3 4 (5)
Personal Best	I CAN be someone that people can count on; do what is expected.	PRIOR to SGSS: 1 2 3 4 5 1 2 (3) 4 5
		NOW: 1 2 3 4 5 1 2 3 4 (5)

Is there anything else you would like to add or say regarding your thoughts or feelings?

Dear, Other schools, I think your School should have sass (Small Group Social Skills), because it has helped me a lot. For example, before I joined sass me and my friend Laron didnt like each other very much. We would argue on the bus all ~~the~~ time. Now after sass, me and Laron are best friends. Sass has taught me how to be more respectful to others and, to think befor I answer. Before sass, I had gotten a lot of office referrals and was rude and disrespectful to my teachers. Now they have told me that they have noticed improvement. I am glad I have improved with my behavior and so proud of our sass Group raising over \$300 to help find a cure for cystic fibrosis and leukemia. That is why your school should have a sass group

# Here to Help

Dr. Trisha Guffey

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816-413-5729

Maple Park Middle School  
North Kansas City Schools

Please email me if you would like a copy of our Intervention Essential Features of a copy of our SGSS Service Learning Handbook.