

**Social Skill Instruction
within a
Schoolwide PBIS Framework
& Core Subjects**

A Prequel
to Tier 2



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**Who is
in the
room
today?**



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What is your job in your school and/or district?

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Today's Discussion Will Provide:



Overview

What is a social skill?

Recommendations

How does the PBIS Framework provide the necessary structures to teach SEL/SS?



Integrating Social and Academic Skill Instruction

Ways to integrate SEL/SS Instruction into Core Subject Areas

Idea Sharing

See and share ways schools have integrated social skills

“Too often youngsters who lack critical social skills are punished by their teachers for their “misbehavior” rather than taught the necessary social skills(s).”

G. Roy Mayer,
1995



Teach them and they
will learn

A graphic of a spiral-bound notebook with a white page and an orange cover. The spiral binding is at the top. On the left side, there are two horizontal tabs: a pink one on top and an orange one below it. In the center of the page, the number '01' is displayed in a bold, black font, enclosed within a light blue circular arrow that points clockwise. Below this, the text 'What is a Social Skill?' is written in a bold, orange font.

01

What is a Social Skill?

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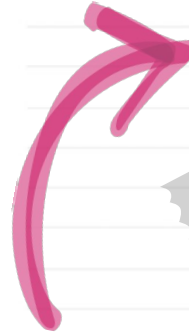
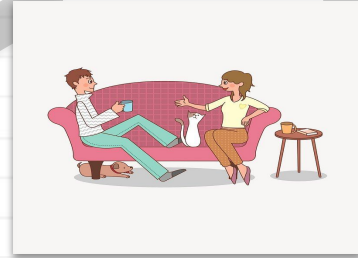
What is a social skill?

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Social Skills

Positive Behavioral Interventions and Supports (PBIS) defines **social skills as a group of behaviors that an individual exhibits to complete a social task**. Social skills include a wide range of skills and topics that overlap with other skills, such as **interpersonal skills** and **coping skills**. Some common areas for social skills instruction include:

- Hygiene
- Manners
- Listening
- Being polite
- Being considerate
- Being respectful
- Sharing
- Taking turns
- Appropriate words
- Appropriate touch
- How to behave in the halls, lunchroom, during instruction, etc.



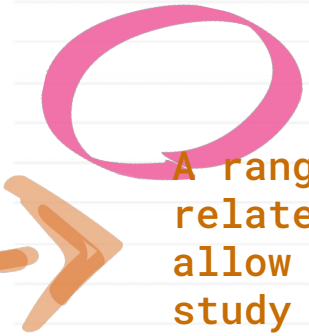


CASEL Definition



5 Core Competencies of SEL:

- Self-awareness
 - Self-management
 - Social awareness
 - Relationship skills
 - Responsible decision-making
- 



A range of learning related skills that allow students to study independently, work in groups, build & maintain friendships and respond appropriately to adult feedback.

(Schoenfeld et al., 2008)

What We Know About Social Skill Instruction

Fidelity of
implementation
leads to
increased
positive
outcomes for
students



**Sequencing for
Instruction**



**Intensity &
Frequency**



**Integration/
Generalization**



**Positive, Specific
Feedback**

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02

**How does the PBIS
Framework provide the
necessary structures to
teach SEL/SS?**

4 Recommendations for Tier 1 Social Skill Implementation

**1 Implement
through a
Single team**

**2 Use Data to
Identify Tier 1
Skills to Teach**

**3 Teach SEL/SS
Using PBIS
Instructional
Systems**

**4 Train &
Support Staff
to do the Work
Well**

(Barret, et al., 2018)



Implement Through a Single Team

- **Effective use of Resources-Time & People**
- **Create Training Opportunities that Integrate SEL/SS & PBIS**
- **Provide comprehensive technical support to staff**

Expand Data Teams Use to Identify Which Skills to Teach

- Outcome Data
- Visits to/Caseloads of specialists & interventionists
- Proportions of families who experience substance abuse, incarceration, or domestic abuse
- Conduct student surveys or focus groups
- Universal Screeners
- Fidelity of implementation data

Teach Using PBIS Instructional Systems

- Connect SEL/SS competencies to the Behavior Matrix
- Use of common language when teaching & reinforcing skills
- ALL staff will model, teach, re-teach, prompt, & acknowledge across settings
- Incorporate into daily schedule (Calendar Time, Classroom Mtgs, Core Subjects, SPecial Area Class)



Train & Support Staff to do the Work Well

- Training, TA, & coaching should be on-going
- Acknowledge staff who feel unsure or unfamiliar with teaching SEL/SS
- Consider & support shifts in job descriptions
- Establish district expectation for an instructional approach to behavior support
- Consider district policy/handbook guidelines & funding that align with an instructional approach to behavior support

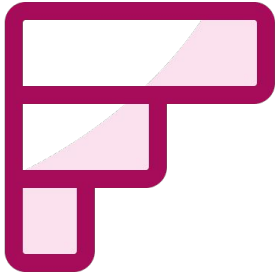


Time to

Reflect



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Rank these 4 considerations from easiest to most difficult to achieve in your building.

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03

**Ways to integrate
SEL/SS Instruction into
Core Subject Areas**

Social Skills in Literacy & Writing



- Identifying feelings or positive behaviors
- Understanding the experience & emotions of another person
- Perspective taking
- Problem-solving
- Moral dilemmas
- Understanding & solving conflicts
- Writing character bios
- Rewriting from another perspective
- Fiction writing
- Journaling



Social Skills in Math, Science & Social Studies



PROCEDURE

Teach routines & procedures



Opportunities to practice social skills



Connect to Subject Content



Opportunities for self-reflection



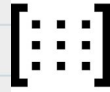
04

**See and Share Ways Schools
have Integrated Social
Skills into the PBIS
Framework & Core Subjects**

See and Share Examples



Data Collection



**Modify the
Matrix**



**Align Lessons
& Roles**




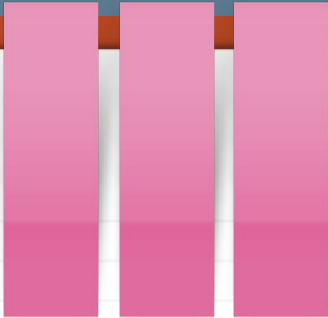
**Core Subject
Integration**

Thanks!

If you have additional questions or needs, please contact me.

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Have a
**GREAT
SUMMER!**

Resources

Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405-432.

Schoenfield, N., Rutherford, R., Gable, R., & Rock, M. (2008). ENGAGE: A Blueprint for Incorporating Social Skills Training Into Daily Academic Instruction.