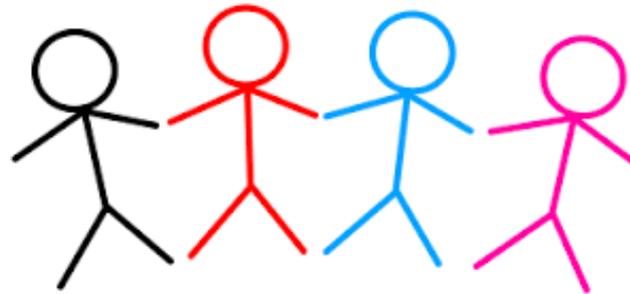


Social Skills Instruction



CI3T Summer Conference: All Means All
June 21, 2016

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Entry Routine



- Complete pretest
 - List and/or describe five essential components of social skills instruction
- Complete self-reflection
 - What's going well in the area of social skills instruction?
 - What are some challenges in the area of social skills instruction?
- Goal
 - I'm excited and hope to learn...

Welcome!



Outcomes

- Participants will identify the essential components of social skills instruction and where to access examples of social skills steps
- Participants will identify basic structures for integrating social skills instructions at tiers 1-3
- Participants will identify strategies to use for students based on learning profiles (i.e. educational disability),
- Participants will identify tools for monitoring social skills treatment integrity.

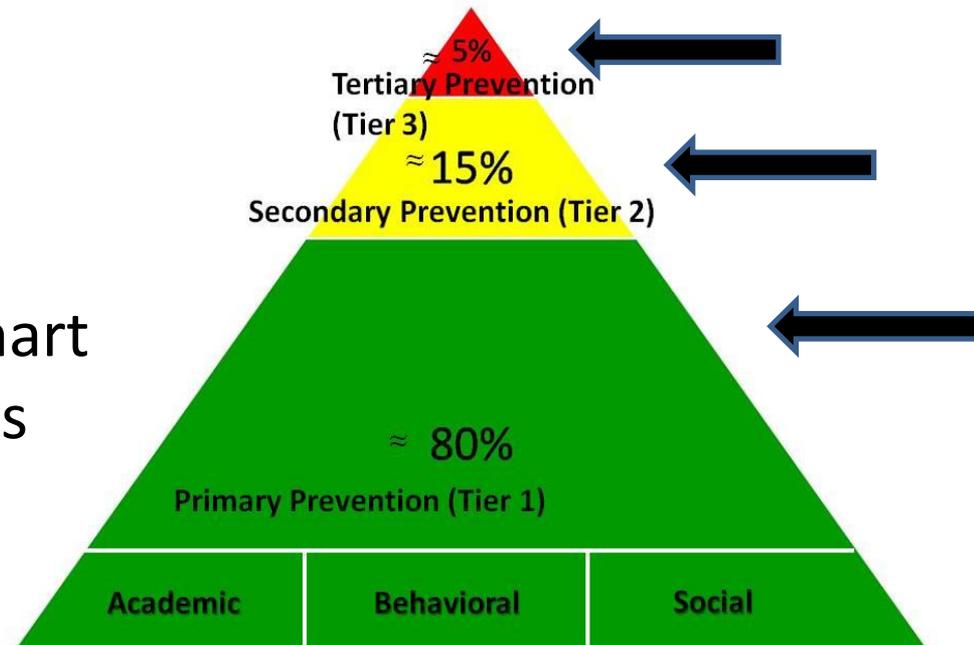
Agenda

- Introductions and advanced organizer (outcomes , agenda, preview, connections)
- Activity
- Overview of social-emotional Learning (SEL)
- Effective Instruction
- Five-step process of social skills instruction
- Instructional considerations across tiers
- Summary

Organization for Today

- Summer Conference- Weebly has materials for today
- Twitter- **#allmeansall16**
- Parking Lot- post its on chart paper to capture questions
- Notes Page

This session:



Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

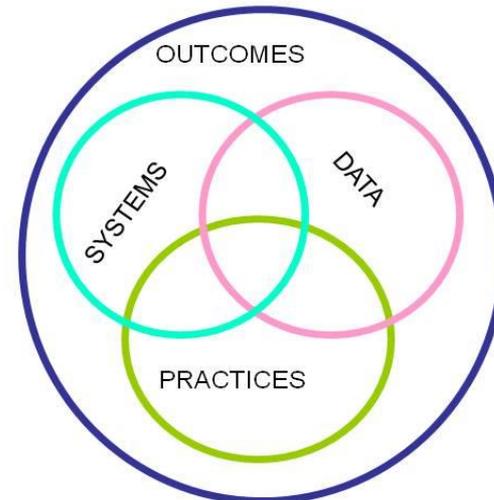
- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Evidence Based Practices

Supporting Social Competence &
Academic Achievement

SW PBS

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior

Let's Get in the Room!



- Activity: Give One! Get One!
 - Partner up with someone across the room whom you don't know well
 - Take about a minute share with your partner either a struggle you/your team has regarding social skills instruction, or something you're excited to learn about today
 - Then, after the next signal, partner up with someone else in the room; follow the same routine

Getting on the Same Page



- Social Competence
 - Refers to a person's ability to get along with others
- Social Engagement
 - Refers to one's degree of participation in a community or society
- Social Interaction
 - An exchange between two or more individuals
- Social Cognition
 - Focuses on how people process, store, and apply information about other people and social situations
- Social Skills
 - The personal skills needed for successful social communication and interaction

Social and Emotional Learning Core Competencies



Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation's leading organization advancing the development of academic, social and emotional competence for all students.

<http://www.casel.org/social-and-emotional-learning/core-competencies>



What connections did you make?
What resonated with you?

Comprehensive Social-Emotional Instruction

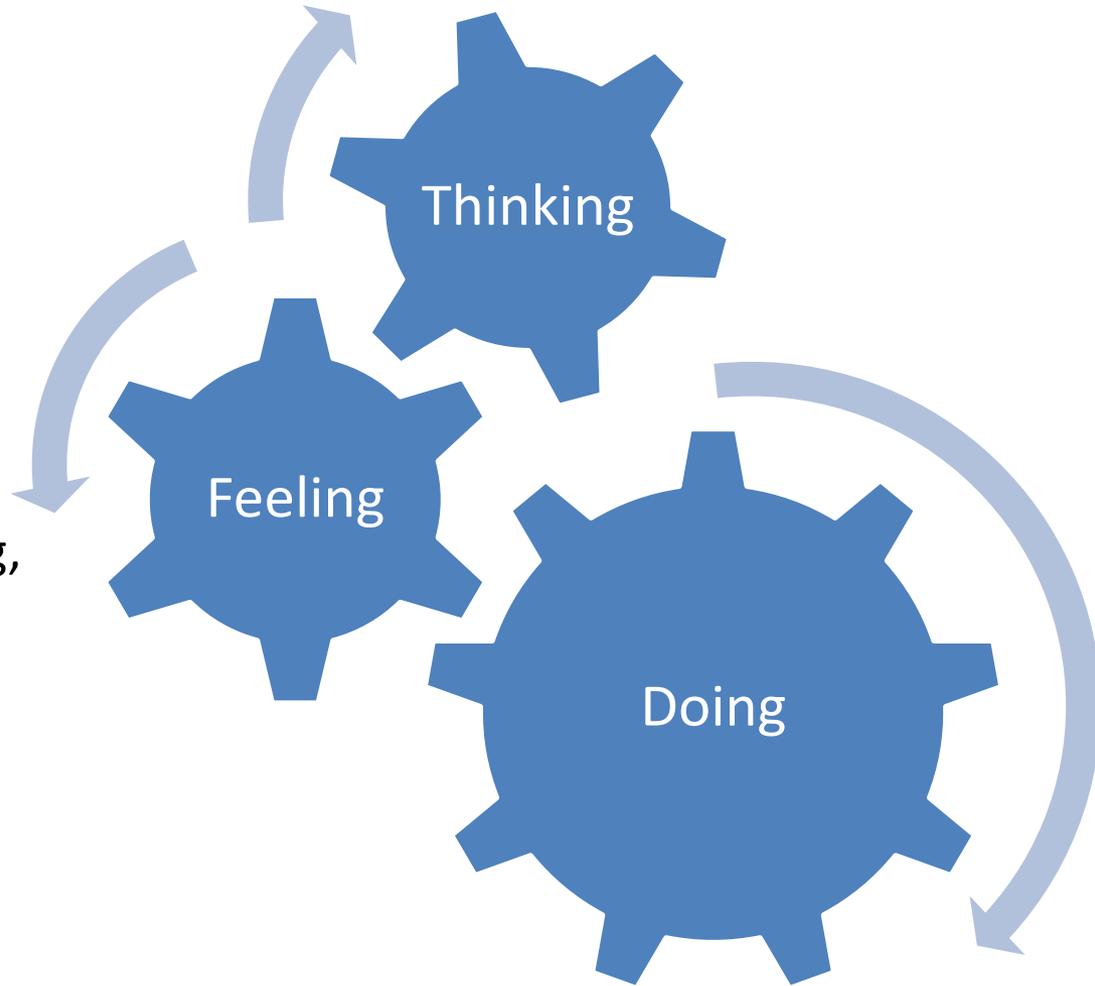


- Self-Awareness
 - identifying emotions, self-confidence, self-efficacy
- Self-Management
 - impulse control, manage emotions/stress, self-discipline, motivation, goal setting, organizational skills
- Social-Awareness
 - perspective taking, empathy, appreciating diversity, respect for others
- Relationship Skills
 - communication, social engagement, establishing positive relationships, cooperation, resolving conflicts, seeking help or helping
- Responsible Decision Making
 - problem solving skills, evaluation and reflection, personal/social/ethical responsibility

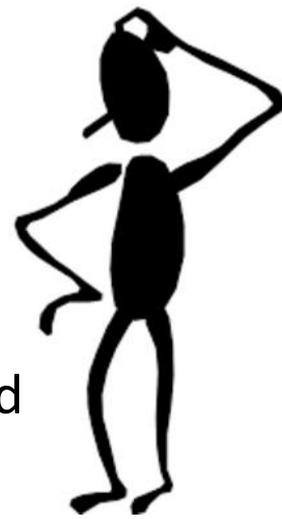
CASEL (2003)

The Essence of Social Interaction

- Thinking
 - Knowledge
 - Attention
 - Perspective Taking
 - Problem-Solving
 - Self-Awareness
- Feeling
 - General mood
 - Understanding, expressing, regulating emotion
- Doing
 - Execution
 - Timing
 - Fluency
 - Generalization



Why Teach Social Skills?



- Academic and Personal Success
 - Academic achievement
 - Navigating everyday interactions and situations, inside and outside the classroom
 - Reduced risks for failure
 - Prevention of health problems
 - Building on personal strengths (e.g., grit, tenacity, perseverance)
- Employability
 - 2014- the unemployment rate for persons with a disability was 12.5%, compared to 5.9% for those with no disability.
(Unemployed persons-those who did not have a job, were available for work, and were actively looking for a job in the 4 weeks preceding the survey.)

<http://www.bls.gov/news.release/disabl.nr0.htm>



But Social Skills Training is Ineffective?

- Insufficient “dosage”
- Contrived and decontextualized intervention settings
- Failure to match deficit to intervention/strategy
- Failure to assess social skills prior to intervention
- Use of ambiguous intervention objectives
- Lack of systematic programming
- Poorly implemented interventions

Bellini, Peters, Benner ,& Hopf (2007); Gresham, Sugai, & Horner (2001)

Educators *CAN* Help Students to Develop these Competencies



- Systematic teaching, modeling and facilitating the application of social and emotional competencies so students may apply them as part of their repertoire of behaviors
- Establishing safe, caring, and highly engaging learning environments

Weissberg and Cascarino (2013)

Five Step Approach to Social Skills Instruction

1. Assess Social Functioning
2. Distinguish Between Skill Acquisition and Performance Deficits
3. Select Intervention Strategies
4. Implement Intervention
5. Evaluate and Monitor Progress



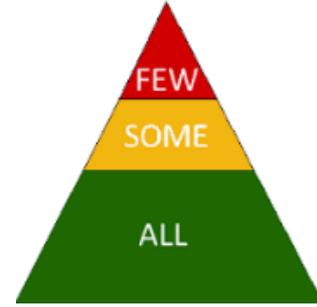
PLAN

DO

STUDY/ACT

Bellini (2006)

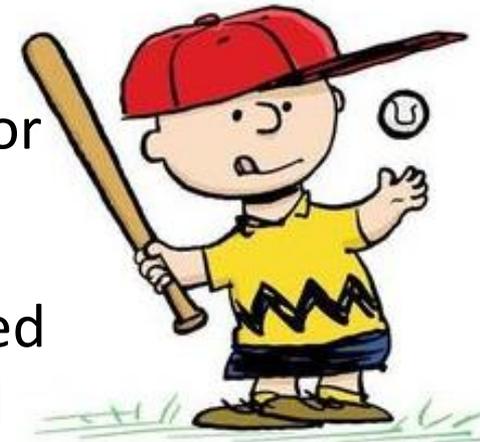
Social Skills Instruction Across the Tiers



- **UNIVERSAL:** Social skills are explicitly taught to ALL students through school-wide, classroom, and counseling lessons.
- **TARGETED:** Students with behavioral and/or emotional challenges and/or lagging skills receive additional social skills instruction in a small group setting.
- **INTENSIVE:** Students whose needs are not met through the above receive 1:1 (or very small group) social skills

Focus of Instruction

- Identify and/or prioritize areas of concern on which to focus
- Identify the type of deficit
 - Skill Acquisition Deficit
 - the absence of particular skill or behavior
 - Performance Deficit
 - skills or behaviors that have been learned but are not demonstrated or performed



PLAN Social Skills Instruction



UNIVERSAL

TARGETED

INTENSIVE

- Starts with the teaching of school-wide expectations and progresses to issues of concern based on data i.e., bullying, other risk behaviors
- Goal to improve all students' social engagement and social skills

- May use existing data sources to determine target students who need additional support. Data sources include discipline referrals—buddy room, in-school suspensions, out-of-school suspensions; attendance; grades
- May also use direct observation, teacher ratings

- Individual or very small groups of students needing more support.
- Functional Behavior Assessment (FBA) and behavior planning
- Teach replacement behaviors that are functionally equivalent to problem behavior(s)-does student want to get/avoid

What Do These Successful People Have in Common?



Components of Effective Instruction

- Components of Instructional Process
 - Teach (tell)
 - Model (show)
 - Role Play (practice)
 - Feedback (both positive and corrective)
 - Transfer (generalize, cue use)



Sample Social Skills Lesson

Greet students and celebrate successes	5 min.
Anticipatory set	3 min.
Implement the “Tell”; state goal; define and/or explain target	5 min
Implement the “Show”; utilize live and/or video model	10 min.
Implement the “Do”; use role-play/rehearsal; provide feedback	15 min.
Review and provide homework assignment	5 min.
Provide additional feedback to the group; specify date/time for next session; identify ways to practice skill on own; maybe do a “fun” activity to wrap it up	2 min.

HOW DO WE LEARN?



Recommended Practices for Social Skills Instruction



- **Sequenced:** Does the program apply a planned set of activities to develop skills sequentially in a step-by step fashion?
- **Active:** Does the program use active forms of learning such as role-plays and behavioral rehearsal with feedback?
- **Focused:** Does the program devote sufficient time exclusively to developing social and emotional skills?
- **Explicit:** Does the program target specific social and emotional skills?

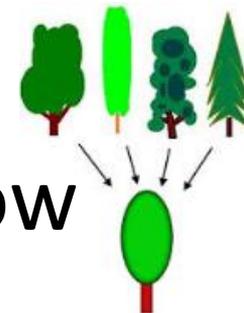
Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan (2008)

Generalization



- 1 : the act or process of generalizing
- 2: a general statement, law, principle, or proposition
- 3: the act or process whereby a learned response is made to a stimulus similar to but not identical with the conditioned stimulus

An implicit technology of generalization...Still one of the best
Stokes and Baer, 1977



Plan Today for Generalization Tomorrow

1. Plan for generalization right from the beginning
2. Kids learn by **doing**.
3. Value the ability to generalize a skill more highly than one-setting skill mastery.
4. Consciously manipulating components (people, place, language, materials) can help a student learn to generalize.
5. Encourage flexible thinking.
6. Check your behavior

<http://autismdigest.com/plan-today-for-generalizations-tomorrow>



DO

Social Skills Instruction

UNIVERSAL

TARGETED

INTENSIVE

Key Elements:

- Scope and sequence of social skills, e.g., matrix of school-wide expectations
- List of problems AND replacements
- Year-long teaching

Curriculum:

- Simple lessons with activities
- Rules, routines, attention signal; plus, other topics that may arise/be needed

Key Elements:

- Small group(s) of students displaying social skills concerns
- Specific skills targeted
- More opportunities for practice/feedback

Potential Programs:

- Skillstreaming
- Second Step
- Stop and Think
- Brainwise
- Social Thinking®
- Zones of Regulation

Other:

- Lunch bunch,
- Circle of Friends
- Prompts & pre-corrects*

Key Elements:

- Individual , or very small group
- Guided by FBA
- Development and implementation of a BIP across settings
- A/R/E components
- High rates of reinforcement

Potential Strategies:

- Visual Supports
- Video Modeling
- Social Narratives
- CBT
- Self-monitoring
- PMII



How Do you Know if It's Working?

- What is your goal?
- What are you measuring?
- How are you measuring?
- How often are you measuring?
- What do the data and/or trends say?





What about Treatment Integrity?

- Monitoring the extent to which the intervention is implemented as planned or intended
 - Is often assumed not measured
- What is the reason for progress or no progress?
 - When intended results do not occur, is it insufficient implementation or low treatment integrity?



STUDY Social Skills Instruction

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none"> • What are school- and/or classroom-wide data sources? • How might colleagues support each other in efforts to monitor fidelity? 	<ul style="list-style-type: none"> • What is your goal? • How/when/how often will you measure that? • Are there school- and/or classroom-wide data sources to use? • What is the exit criteria? • Do the programs you've chosen to use provide fidelity checklists? 	<ul style="list-style-type: none"> • What is your replacement behavior? • How/when/how often will you measure that? • How will you ensure fidelity of implementation of the Plan?

Obstacles and Challenges



- Program for acquisition, fluency and generalization
 - Match instruction to type of deficit
 - Don't forget motivational issues
- Social validity
 - Appropriateness AND satisfaction
- Treatment integrity
- Commitment/involvement
 - Among all staff
 - Takes time

The Power of Mindsets



The negative mindset of many children with special needs

- *Helplessness- Lack of control or influence about events that happen in one's life*
- *Hopelessness- Nothing will ever change*
- *Others don't understand and can't help me*
- *Make little, if any, positive difference in this world*
- *General feeling of things not being fair*
- *Feel unaccepted and unloved*

What is the mindset of adults who are effective in changing negative into positive mindsets in children and adolescents with special needs, thereby increasing motivation, learning, hope, and resilience? This touches on the question, “What is your theory of motivation?” or “How do you create ‘motivating environments’?”

What is the mindset of children and adolescents who are more confident and resilient, who demonstrate the capacity to bounce back from adversity and overcome the challenges they face?

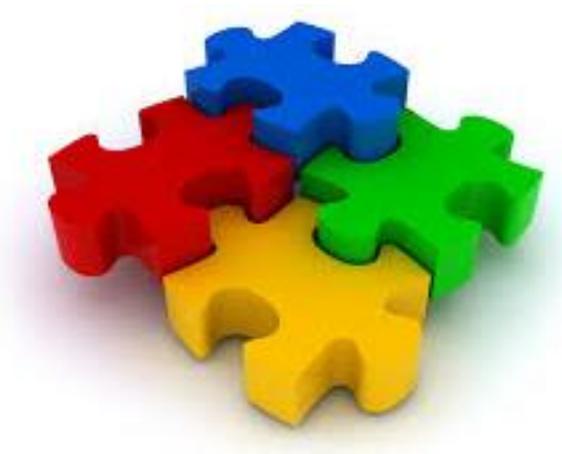
Social Skills Instruction



ACT/ADJUST

UNIVERSAL	TARGETED	INTENSIVE
<ul style="list-style-type: none">• What adjustments are needed?	<ul style="list-style-type: none">• What adjustments are needed?	<ul style="list-style-type: none">• What adjustments are needed?

In Summary...



- Big ideas
 - Importance of social competence
 - Elements of effective instruction
 - Systems of support
- Resources
 - Check out resources- <http://allmeansall.weebly.com>
- Post-Assessment and Action Planning

Preview and Cue Use



- Take information back to
 - Administration
 - Care or Student Support Teams
 - Grade Level Teams
- Refer to Compendium in August for future PL dates-
<http://pbiscompendium.ssd.k12.mo.us/tier-2-3>
- Please complete the online survey!

**“We cannot always build
the future for our youth,
but we can build our
youth for the future.”**

Franklin D. Roosevelt

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Thank you!!