

Teaching Social Skills: The Cornerstone of PBIS

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Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions

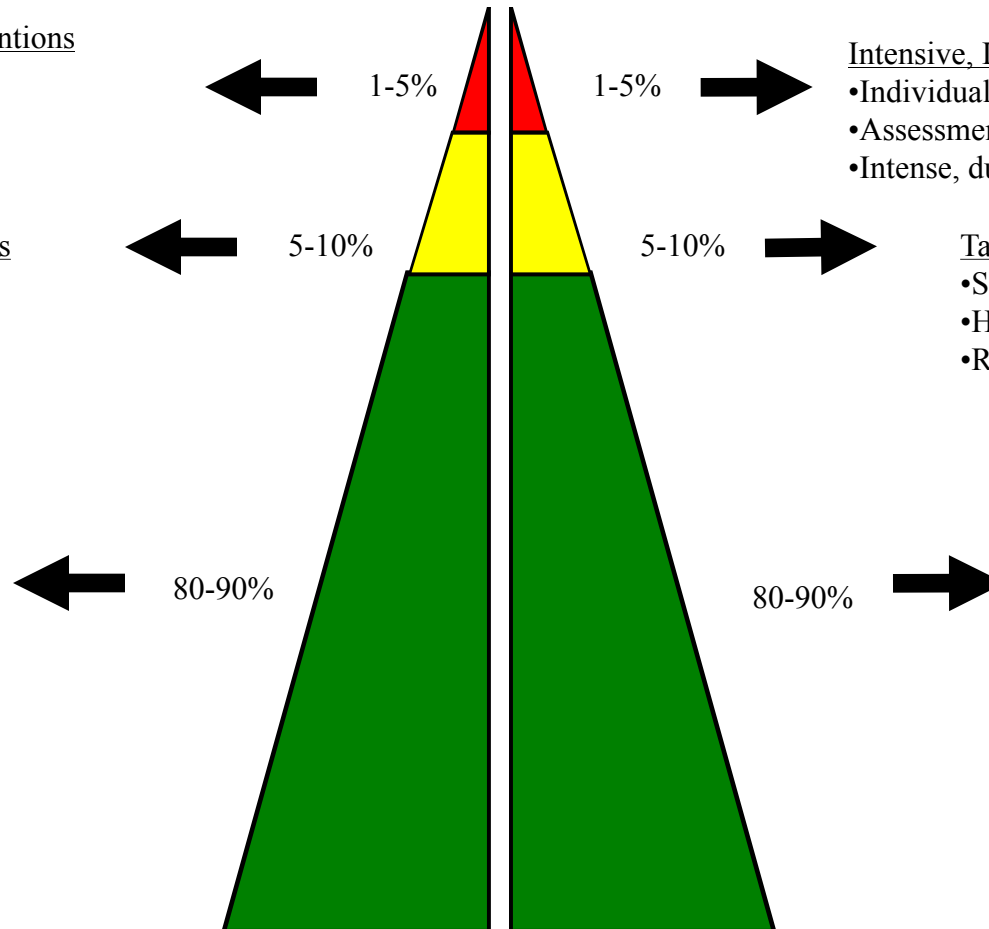
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



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
 - Stages of Learning

Benton

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

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

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

Social Skill Instruction

Definitions

Functional Perspective

Best Practices



That's a new collar, isn't it, Rusty?

Why, yes... Do you like it?

I hear the Caldwells got a new cat.

I must have chased that squirrel forever.

Say, I just found out yesterday I've got worms.

Larson

Canine social blunders

Definition- Social Competence

“Social competence represents an evaluative term based on judgments (given certain criteria) that a person has performed a task adequately. These judgments may be based on opinions of significant others (e.g., parents, teachers), comparisons to explicit criteria (e.g., number of social tasks correctly performed in relation to some criterion), or comparisons to some normative sample.” (Gresham, 1986, p. 146)

Definition -Social Skills

Social skills are defined as "those behaviors which, within a given situation, predict important social outcomes" (Gresham, 1986, p. 5).

a) social skills are simply one facet of an overall construct of social competence – if taught in isolation you will never reach the larger objective of improved social functioning, b) they are linked to the environment in which they occur, and c) targeted skills should reflect the larger school set of behavioral expectations

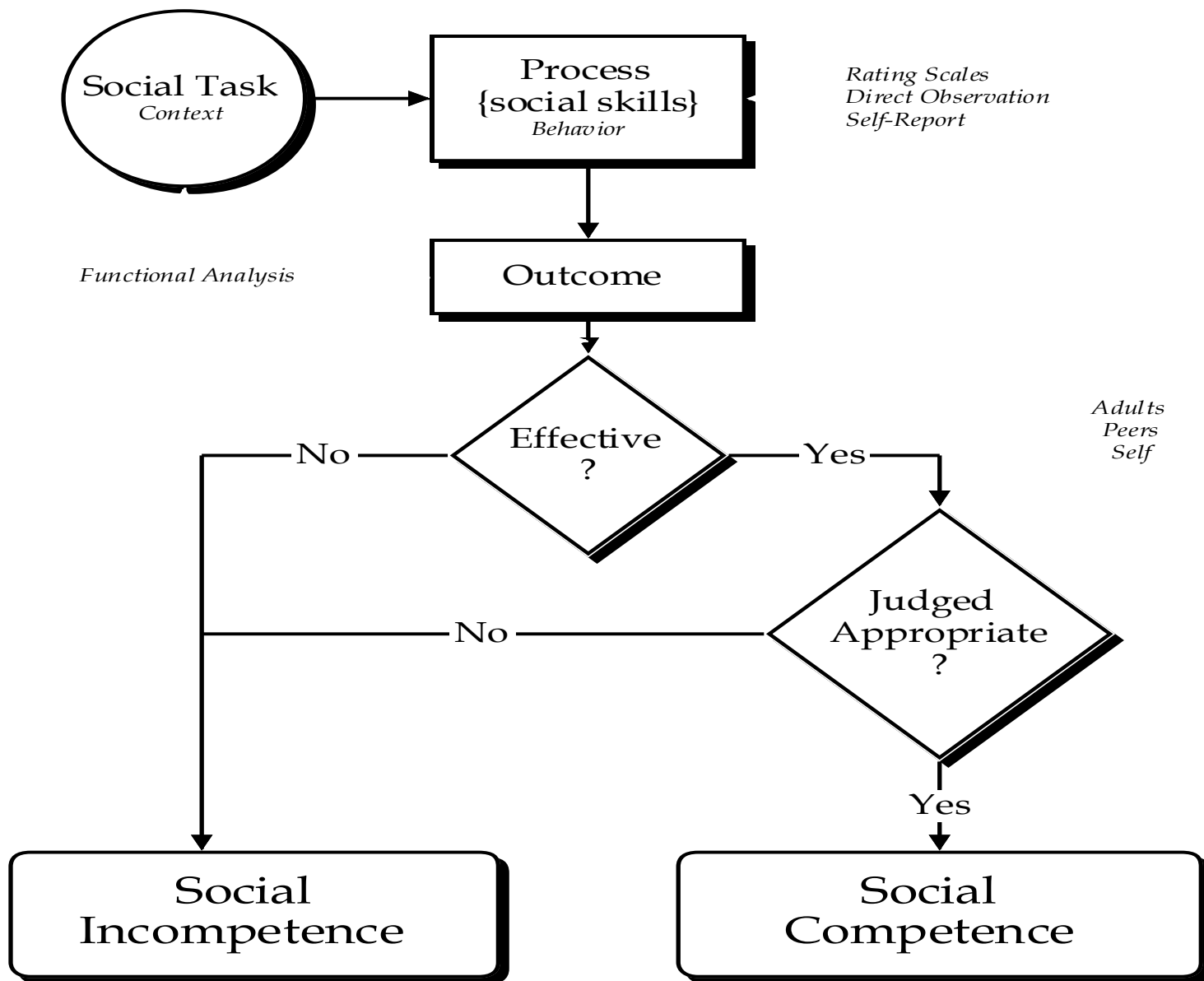
Functional Perspective

“Inappropriate” social skills meet student need and until we teach an “appropriate” skill and alter the environment, they will continue to use the inappropriate



The Arnolds feign death until the Wagners, sensing awkwardness, are compelled to leave.

Social Competence Assessment



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

THE FAR SIDE



Social morays



"Don't eat the flippers, Zeke,
or they'll know we're tourists."



“Frank ... don't do that.”

Assessment: Teacher Ratings

The Walker-McConnell Scale of Social Competence and School Adjustment. Pro-Ed. (elementary & secondary versions)

- *Teacher-Preferred Social Behavior*
- *Peer-Preferred Social Behavior*
- *School Adjustment Behavior*

Assessment: Teacher Ratings

Social Skill Improvement System (SSIS) Elliott & Gresham. Pearson (ages 3-18)

- *Social skills acquisition deficits*
- *No interfering problem behavior*
- *Social skills performance deficits*
- *Interfering problem behavior*
- *Social skills strengths*

Assessment: Direct Observation

Outcomes:

- Needed social skills
- Problem type
 - skill deficiency
 - performance problem
 - maintenance / generalization problems
- Examples for instruction and tests

Planning Requirements

(practices, systems)

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

Curriculum Analysis

(system)

- What instructional components are included in the curriculum?
- Is the curriculum adaptable to individual needs?
- Can the curriculum be used with small groups?
- Can personnel implement the curriculum without specialized training beyond that described in the curriculum?
- Is the cost implementation reasonable and manageable?
- Are strategies included that will promote maintenance and generalization of skills? (Carter & Sugai, 1989, p. 38)

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

Lesson Plans: Review & Test

More Practice

- review essential rule for the day
- test on untrained examples through role plays
- test each student as often as possible (daily)
- request demonstration of skill whenever possible (verbally or role play)
- **lesson homework**

Work Time

- Identify one of your school-wide rules/expectations
- Develop a brief social skill lesson
 - Tell = describe when and what to do
 - Show = teacher demonstrates
 - Examples
 - Non-examples
 - Practice = student role plays

Maintenance & Generalization

Connect points to larger School-wide
System (system, policy)

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 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 Skill

Important Themes

- Part of a continuum – **must link to school-wide PBS system**
- Efficient and effective way to identify students
- Assessment = simple sort
- Intervention matched to presenting problem but not highly individualized

Tier II Strategies

- Social-Behavioral Concerns
 - Social skills
 - Self-management
- Academic Concerns
 - Peer Tutors
 - Check in/check out
 - Homework club
- Emotional Concerns
 - Mentors

Group Procedures

(practices, system)

- Who & how many in small groups?
 - 5-8
- When & how long meet?
 - At least weekly over the school year
- Who teaches?
 - Combination
- Basic behavior management
 - Routines
 - Expectations
 - Attention signal
 - Incentives

Social skill outcomes, expectations, etc. must be connected to the school-wide PBS/MBI system

School Specific

- Social Skill Club
- Lunch Bunch
- Self-Management Center

Social Skills Club Student Selection

- Designed to meet the needs of repeat offenders
- Criteria for selection: 8 or more referrals across previous school year

Focus = _____

Social Skills Club

- Parent letters to extend “invitation”
 - Voluntary participation
 - Presented as prevention/support
 - Encouraged parent participation

Focus = _____

Social Skills Club Instructors

- Special Educator with fluency in social skill instruction
- General Educator
- Access to technical assistance and resources

Focus = _____

Social Skills Club

Group Management

- Two adults!
- Club expectations linked to school-wide expectations
- Rules and expectations for group participation in role play
- Planned fun
- Reinforcement system linked to school-wide system

Focus = _____

Social Skills Club

Curriculum & Delivery of Instruction

- Collected and prepared materials from a variety of sources.
- One hour per week after school for the academic school year
- Attention to pre-requisite skills for participating in lessons.
- Structured format: Advanced Organizer, Teach, Model, Role play, Review, Test & Homework

Focus = _____

Social Skills Club Generalization

- Posters of each lesson given to classroom teachers to display in class and use as visual prompt.
- “Club” participants present weekly social skill lesson to from club to their class.
- Staff instructed on how to prompt and reinforce

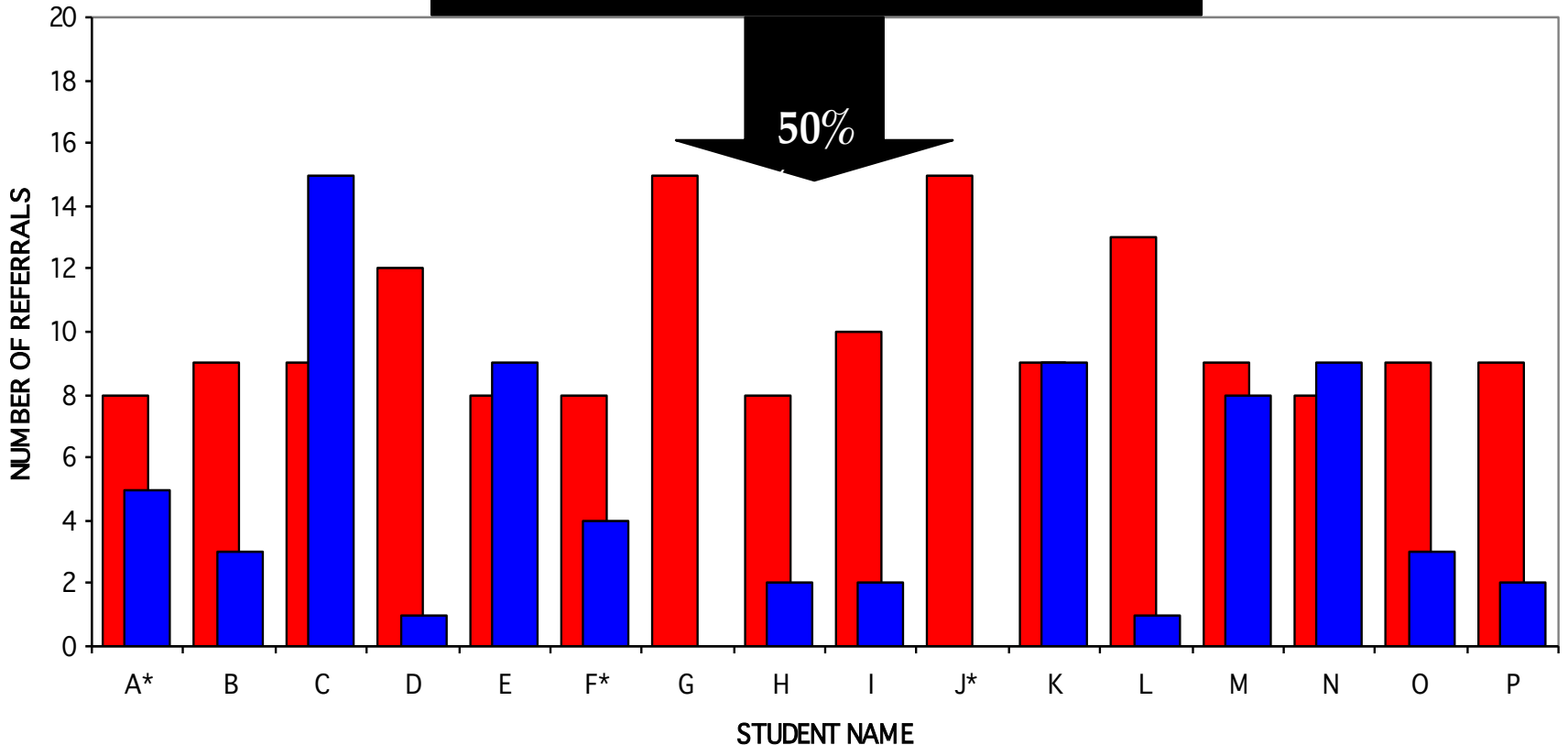
Focus = _____

STUDENTS RECEIVING A "BEHAVIOR PLAN"

EIGHT OR MORE REFERRALS

1999/2000 vs. 2000/2001

AVERAGE PERCENT DECLINE IN REFERRALS



* STUDENT LEFT SCHOOL DISTRICT BEFORE THE END OF THE ACADEMIC YEAR

REFERRALS 99-00 REFERRALS 00-01

Individual Social Skills

Teaching replacement behaviors to
meet communicative intent of
problem behavior

Functional Assessment

- Behavior is learned
 - Do not assume children know your rules, expectations, or social skills
 - Every social interaction you have with a child teaches him/her something

Functional Assessment

- Behavior communicates need
 - Children engage in behavior(s) to "get" something or to "avoid" something
 - Need is determined by observing what happens prior to and immediately after behavior



“OK! Now don’t move, Andy! ...
Here comes Mom!”

Functional Assessment

- Concerned with the *functional relationships* between BEHAVIOR and the TEACHING ENVIRONMENT
- “Functional Relationships”
 - When “X” happens, high degree of likelihood “Y” will result

Functional Assessment: Outcomes

- Hypotheses about functional relationships
 - Reoccurring chains of behavior

Functional-Based Interventions

- Teach replacement behavior(s) that result in same/similar outcome
- Environment should not allow problem behavior to result in previous outcomes
- Replacement behavior must be more efficient than problem behavior

Teach Alternative Behavior

- **Function = Receives Attention**
 - Social skills that access attention appropriately
 - Social skills that delay access to desired objects or events
- **Function = Escape**
 - Social skills that access assistance with difficult tasks
 - Social skills to avoid negative adult & peer interactions

Modify Environment

Attention

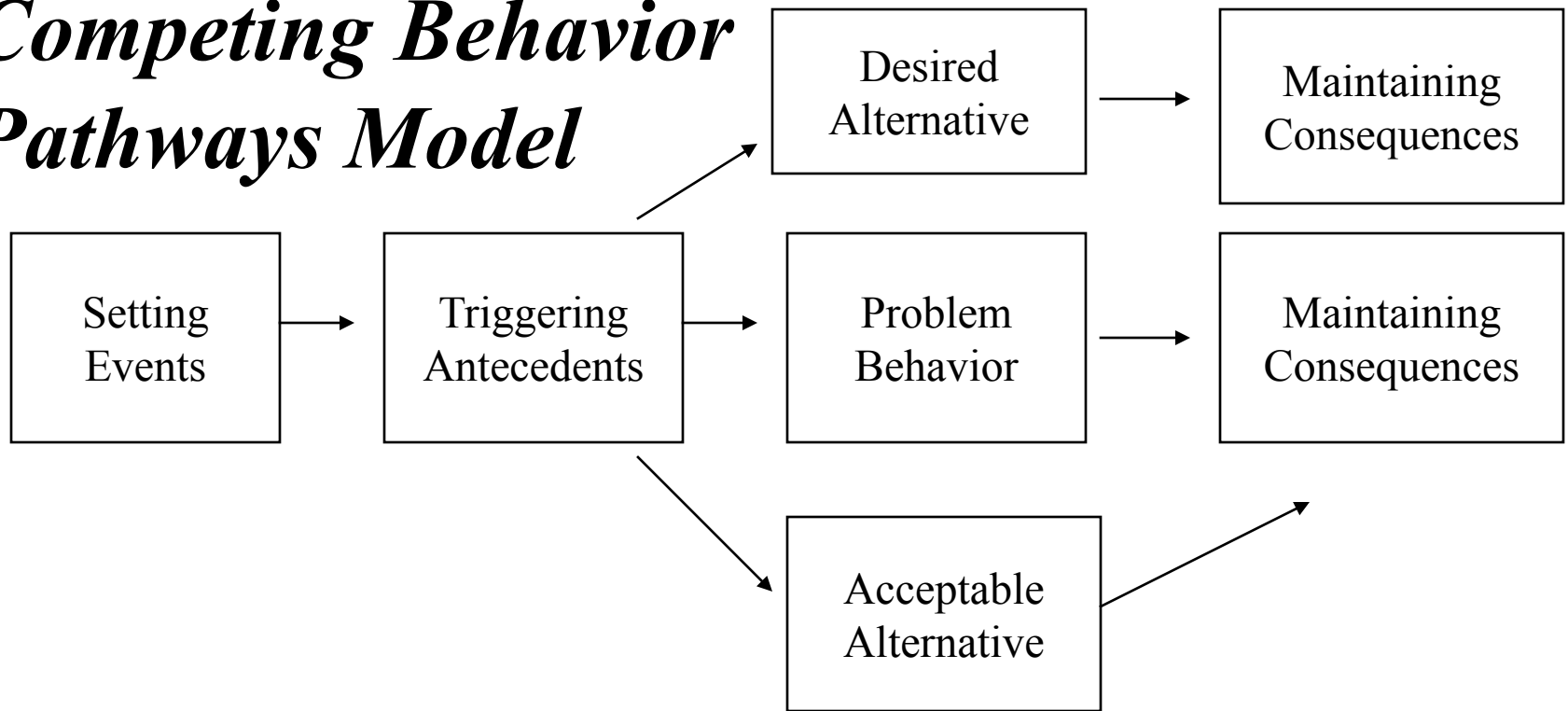
- Withhold attention for problem behavior
- Provide high rates of reinforcement for replacement behavior

Modify Environment

Escape

- Do not allow student to “escape” tasks unless they use pro-social alternative behavior
- Modify tasks to promote high rates of engaged time

Competing Behavior Pathways Model



Setting
Event
Manipulations

Antecedent
Manipulations

Behavior
Teaching

Consequence
Manipulations

Final Thoughts

- Fluency in essential features social skill instruction
- Apply basic logic of SW-PBS (data, practices, systems)
- Emphasize system components
- Effective instruction
- Intensity of social skill instruction matches continuum logic