

Tier II Social Skills Instruction

National PBIS Leadership Forum | October 27-28, 2022 | Hilton Chicago | @PBISForum #PBISForum

Session 2H

Tier 2 Social Skills Instruction

Presenters:

Rachel Zaruba & Beth Vortoubek, Marion ISD, Missouri
Terrance M. Scott, University of Louisville

- **Topic:** Social Skills Instruction
- **Keywords:** Social Skills, Effective Instruction, Engagement, Tier 2

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



1

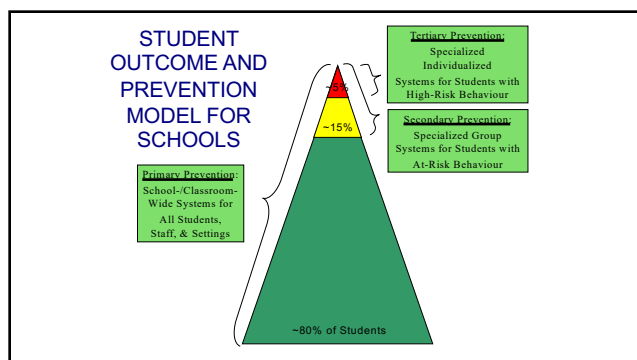
Learning Objectives

1. Understand the core features of social skill instruction
2. Learn to adapt social skill lessons to fit school context
3. Learn to progress monitor social skill instruction impact



National PBIS Leadership Forum

2



3

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

4

Teaching Social Skills: Planning Requirements

1. Scheduling and Logistics
2. Generalization strategies
3. Group management strategies
4. Teaching
 - Delivery
 - Assessment

5

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?

6



Tier II Social Skills Instruction

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	

7

Longfellow Elementary

- Marion Independent School District
 - 3,341 students across 6 buildings
 - 1,100 homeschool program
 - 2,241 brick and mortar
 - Cover 3.4 square miles
 - Cedar Rapids metro area (urban)
- Longfellow Elementary
 - 320 students across preschool through 2nd grade
 - 39% free and reduced lunch
 - 205 students across kindergarten through 2nd grade
 - As of October 25, 2022
 - Tier 1: 189 students 82.4%
 - Tier 2: 14 students 6.8%
 - Tier 3: 2 students 1%
 - Special Education: 20 students 9.7%
 - Total: 22 students 10.7%



8

Grant Wood Area Education Agency

- 73,000 students across 32 school districts in Iowa
- Mission: to ensure the success of all learners
- Provide many services to assist students
- Support PBIS through training and external coaching with on-site staff

9

Longfellow Elementary

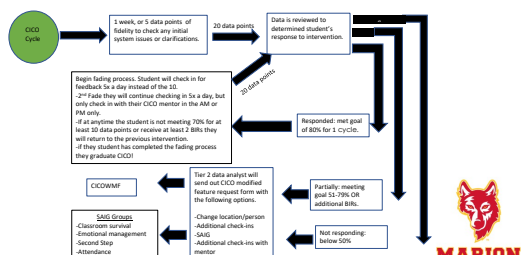
- Student moves to Tier 2
 - 3 Behavior incident reports
 - Parent request
 - Teacher request
 - Student request
 - Evaluation
- Tier 2 Facilitator is Rachel Zaruba, School Counselor
 - Identifies students
 - Facilitates Tier 2 interventions
 - Data entry and evaluation
 - Provides instruction



10

CICO In-Criteria

On track 80-90% of students – 7% or less absence per year, 0-2 Major Behavior Incident Reports
Check-in-check-out, 5-15% of students – 8-12% absence per year, 3-4 Major Behavior Incident Reports



11

Social Academic Instructional Groups (SAIG)

Milwaukee Public School Curriculum & Second Step Curriculum

- 1. Classroom Survival**
 - This group focuses on "academic behavior skill". Lessons include skills like listening, following directions, asking for help, making corrections, accepting consequences, etc. Students who received BIRs for disrespect, defiance, and/or inappropriate location may benefit from this SAIG.
- 2. Emotional Management**
 - This group focuses on "problem solving skills". Lessons include skills like knowing, expressing, and recognizing feelings, calming down, dealing with accusations, staying out of fights, etc. Students who have received BIRs for disrespect, bullying, physical aggression, and/or inappropriate location may benefit from this SAIG.
- 3. Second Step In Review**
 - This group focuses on "problem solving skills". Lessons include skills like knowing, expressing, and recognizing feelings, calming down, dealing with accusations, staying out of fights, etc. Students who have received BIRs for disrespect, bullying, physical aggression, and/or inappropriate location may benefit from this SAIG.



12



Tier II Social Skills Instruction

Longfellow Elementary

- Milwaukee Public Schools SAIG Curriculum
 - 9 lessons
 - 20 minutes
 - 2 days a week – 1 week a lesson
 - Day One – Direct Instruction & Examples
 - Day Two – Role Play & Activity/Game
- Committee for Children Second Step Curriculum
 - 5 Lessons
 - 20 Minutes
 - 2 days a week – 2 weeks a lesson
 - Day one- Teaching Lesson
 - Day two- Teaching Lesson
 - Day three- Practice Activity
 - Day four- self application practice



13

Longfellow Elementary

- Participant Selection
 - 2-3 Students who...
 - Are good role models
 - May need a little extra help
 - Get along with SAIG student
- = Total: 3 to 4 students



14

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!!

15

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)

16

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

17

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

18



Tier II Social Skills Instruction

Generalization Strategies

Involve others in the training and create opportunities for practice and reinforcement in the natural environment



19

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	
2g	Enlist others in environment to prompt and reinforce	
2h	Create situations to encourage desired behavior	

20

Generalization Is Difficult

- In Small Group
 - Examples and non examples
 - Role play
 - Teacher, student, observer
 - Go to location if possible
- In Classroom
 - Soft Start
 - Feedback on DPR
- School Wide
 - Feedback on DPR across context
 - Lunch/recess & specials teachers provide feedback on DPR
 - Linked PBIS language with Second Step & SAIG



21

Date: _____ Name: _____ Class: _____

Student Goal: _____ /40 Unlucky Faces
Total: _____ /40 Unlucky Faces

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Respectful								
Responsible								
Integrity								

Two positions for the day: _____

One thing to work on tomorrow: _____

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

Classroom Survival SAIG DPR



22

Check to Check that Overview

Students receive points based on the "Check to Check" in the check. Students receive points for each of the four areas: respect, responsibility, integrity, and safety. Students receive points for each of the four areas: respect, responsibility, integrity, and safety. Students receive points for each of the four areas: respect, responsibility, integrity, and safety.

How to Talk to Your Student about Check to Check

As a parent, the best thing you can do is to be on the positive! Have students are getting feedback throughout the day in a positive way. It's not about the behavior of their child but the behavior of the parent. It's not about the behavior of their child but the behavior of the parent. It's not about the behavior of their child but the behavior of the parent.

Another way to support C2C is by collaborating with your student when they meet their personal goal and get into 15 minutes of play time with you, a special treat, extra time outside, or anything else that is meaningful to them. We want to build the positive connections between doing well at school with home life!



23

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

24

Tier II Social Skills Instruction

Effective Instructional Practices and Student Success/Failure

Consider the degree to which teachers provide:

- Focus on students (time spent teaching)
- Opportunities to respond (OTR)
- Feedback

25

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

26

Group Management

Review Key Group Rules each session



27

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

28

Acknowledgement!

Big Idea: Students need feedback to know whether they are right or wrong – teachers must provide it



29

Behavior Management

Focus on the Positive (praise and ignore)



30



Tier II Social Skills Instruction

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	
3h	Use frequent specific verbal praise	

31

Mrs. Zaruba's Room Expectations

Respect	Use a level one voice and wait patiently to be called on.	Listen to and respect what others have to say.
Responsibility	Follow directions the first time.	Participate and try my best.
Safety	Stay in your expected spot, and keep your body to yourself.	Walk everywhere.
Integrity	Stay focused even when others try to distract you.	Only take home items that belong to you.



32

Longfellow Elementary

- RELATIONSHIPS
- Paw Prints
 - Specific positive acknowledgement
 - Specific corrective feedback
- 4 to 1 Ratio
- Seating Arrangement
- Daily Progress Report
- Lesson Structure
 - Day One – Teach
 - Day Two- Interact / Play



33

Teaching

- Teach same as you would any academic skill
 - teacher modeling of key skills
 - student practice with teacher guidance
 - individual practice with real examples
 - clear set up and advance organizer
 - model and demonstrate
 - facilitate high levels of engagement
 - guided practice
 - consistent and immediate feedback
 - review and assess

34

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

35

Teaching

Introduce solutions to problem



Anger Control
with Peers

Respectful Responding
To the Teacher

36

Tier II Social Skills Instruction

Teaching

model / demonstrate the skill

- teacher provides first model and questions students to assess for understanding
- only the teacher models *incorrect* responses
- select examples from natural context
- at least two positive demonstrations of each example

37

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



38

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

39

Teaching

Role Play Set-Up (use real examples)

- Engage all students by giving them jobs as judges during the role play
- Set up "judges"



40

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)

41

Teaching

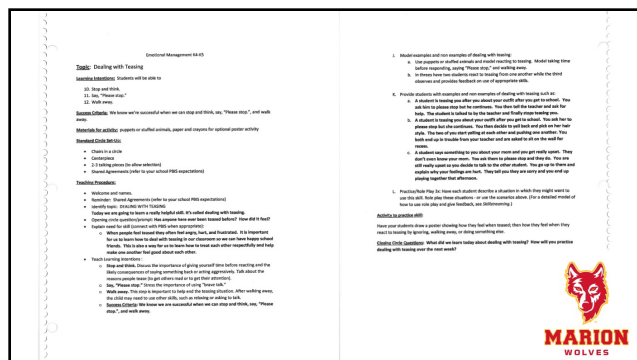
CHECKLIST

#	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)	
4g	All students role play each skill to mastery	
4h	Test with novel examples	

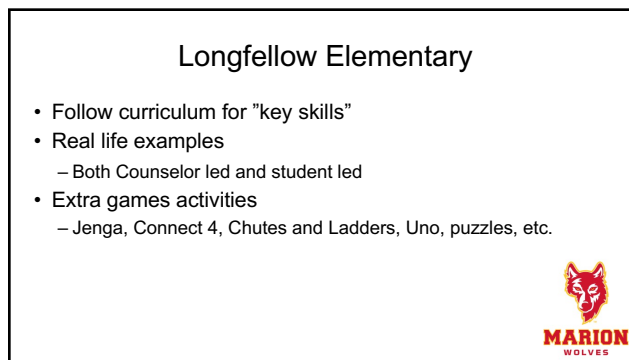
42



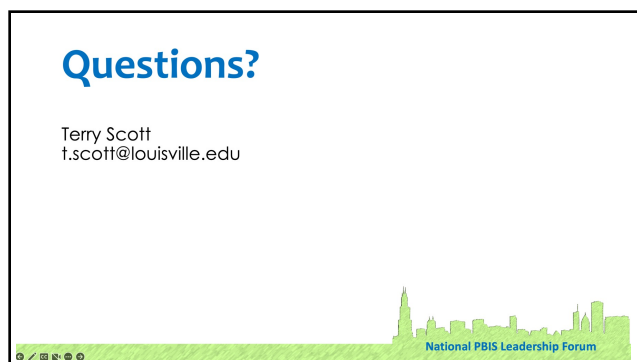
Tier II Social Skills Instruction



43



44



45

Please Complete this Session's Evaluation

10/27/22

2H – Tier 2 Social Skills Instruction

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

National PBIS Leadership Forum