

SOCIAL SKILLS & SPECIFIC EXPECTATIONS



Social Skills Deficits

- inability to process multiple directions / steps
- easily distracted while following even everyday processes
- ineffective ability to read social cues
- impulsivity
- reactive
- pragmatics
- limited/lack sense of humor
- lacking a sense of fair play / turn-taking
- overall Stages of learning of social skills:
 - Acquisition - Performance - Fluency

Social Skills Instruction is Part of Cognitive Behavior Interventions

- Cognition = Thinking
- A person's thinking & beliefs guide his/her actions.
- Students with behavioral problems (EBD) need to be taught to recognize their thoughts and beliefs to assess situations when their behavior is not socially acceptable.
- Students often need to be taught thoughts & beliefs can be faulty.
- Self-management fosters self-control & allows the student to take charge of their own behavior.
- However, these must be taught using direct instruction before a student can do these on their own.
- Teaching students to self-regulate, prevents behavior problems
- Students are taught to observe, record, & reinforce.

WHEN MIGHT SOCIAL SKILLS BE TAUGHT IN SCHOOLS

- 1.) Teach Social Skills as Part Of The Classroom Management Plan
- 2.) Bibliotherapy (i.e., Beautiful OOPS! out Pout Fish; No Such Thing as a Dragon)
3. Create Social Skills Lesson Plans
4. Embed Social Skills Into Content Lesson Plans
5. Take Advantage of Social Skills POP (Point Of Problem)
6. Through academic games



Background Info.

- Research since 1990 supports self-regulation in children age 4 through adulthood.
- Self-regulation is used by individuals, in public schools, private schools, sports, residential facilities, and businesses.
- Self-regulation when taught & monitored results in increased academic achievement & improved appropriate school and social behaviors (as well as the reduction of inappropriate behaviors).
- Rationale for self-regulation –
 - Become aware of a behavior that is either productive or nonproductive,
 - Determine a need for change (either increase or decrease),
 - Devise a plan of action to include: observation, evaluation, reinforcement

Teaching Self- Regulation

Begin with Self-monitoring

- 1) Define the problem behavior
- 2) Define an effective replacement behavior
- 3) Share the rationale, how it will benefit the student
- 4) Create an action plan for success
 - Create steps of the behavior
 - Teach the behavior with practice opportunities
 - Devise a data collection instrument (check list, interval recording chart)
 - Agree on a signal for when to 'self-check' and how to record
 - Practice!

Implementing Self-Evaluation

- 1) Meet regularly
 - often at first, then less often as time goes by – if successful
- 2) Set goal(s)
 - may differ for different activities (should be based on data collected by the teacher before beginning the intervention)
- 3) Teach Process
 - FIRST use a THINK ALOUD process to teach self-evaluation
 - Discuss what went well
 - Discuss what didn't go well & how that might be helped
 - Praise even small successes
 - Plan for increased successes – how can this be better next time?
 - Practice with the student on how to self-evaluate

Adding Self-Reinforcement

- 1) Teacher predetermines a list of possible reinforcements
 - Think SMALL
 - Think EASY to administer
 - Think NOT TIME AWAY FROM LEARNING
 - Think EDUCATIONAL
 - Think MOVEMENT
 - Think HELPING (teacher, class, other)
 - If necessary, think food
- 2) Brainstorm with the student to add to, and delete from list
- 3) Create a brief preference inventory
- 4) Have student complete preference inventory
- 5) create a list of choices for student
- 6) Write conditions for accessing reinforcement

