

The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 6

Social Skills Groups



Arkansas State Personnel Development Grant

Focus Area: The Tier II intervention Social Skills Groups

Title of Training:

Module 6: Social Skills Groups

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:

- Tier I Modules
- Tier II Modules 1-4

Training Description:

This presentation is a brief overview of the Tier II intervention Social Skills Groups. It is designed to give administrators, schools, districts, or other personnel an introduction to Social Skills Groups and help them begin preparing for implementation.

Module Sections:

Introduction – Purpose and objectives (slides 1 – 4) pgs. 5 – 9

Training Sections

Section 1 – Social Skills Groups (Slides 5 – 10) pgs. 10 – 16

Section 2 – What is Needed to Implement a Social Skills Group Intervention (Slides 11 – 35) pgs. 17 – 46

Section 3 – Examples of Social Skills Curricula (Slides 36 – 41) pgs. 47 – 53

Section 4 – Training for Staff, Students, and Parents (Slides 42 – 47) pgs. 54 – 60

Conclusion – Summary and resources (slides 48 – 53) pgs. 61 – 67

Discussion questions, homework, resources – pgs. 68 – 69

Training Materials/Equipment:

PowerPoint for Module 6: Social Skills Groups

- Equipment needed/recommended to project the PowerPoint:
 - Laptop computer
 - Access to PowerPoint (downloaded on computer, flash drive, etc.)
 - Projector
 - Speakers, if needed
 - Microphone(s), if needed
 - Required connecting cables, extension cords, etc.
 - “Clicker” to advance slides
- Showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
 - Note that it may take a minute for the video to load.

- Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes



Handouts:

Physical and/or electronic copies of:

- [Daily Progress Reports](#) (pgs. 30 – 31)
- [Social Skills Group Implementation Checklist](#) (pgs. 37 – 38)



Activities in this Training:

- Social Skills Group Implementation Checklist (pg. 34)
- Planning for Training (pg. 58)

Essential Questions:

These essential questions will be addressed in this training module:

- What purpose do Social Skills Groups serve in Tier II of PBIS?
- Which students benefit from Social Skills Group interventions?
- What are the components of creating Social Skills Group interventions?
What staff will be involved?
- What type of training and support will staff, students, and parents need?

Trainer Tips:

- Possibly the biggest takeaway from this module is that Social Skills Groups are not “one size fits all.”
- Students will have different skill deficits and those are discussed in this module. It’s important that school teams identify the deficits before assigning students to groups.

Introduction

Slides 1 - 4

- Purpose of this module
- Objectives of this module

RTI Arkansas

Social Skills Groups



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& SECONDARY EDUCATION



Images in this module were obtained at google.com/images unless otherwise specified.



Slide #1

[Social Skills Groups]

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Purpose of This Module
Guide teams through the process of developing a social skills group intervention

Arkansas Department of Education

Arkansas Positive Behavioral Interventions & Supports

Center for Community Engagement and Leadership Studies

Slide #2
[Purpose of This Module]



Objectives

- Learn the purpose of social skills instructional groups
- Learn the steps needed to effectively implement social skills groups
- Learn about various social skills curricula
- Learn what training is needed for students, staff, and families



Slide #3
[Objectives]

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The Tiered Fidelity Inventory (TFI)
Tier II Planning Tool

<p>TEAM</p> <ul style="list-style-type: none"> ▪ 2.1 Team Composition ▪ 2.2 Team Operating Procedures ▪ 2.3 Screening ▪ 2.4 Request for Assistance <p>INTERVENTIONS</p> <ul style="list-style-type: none"> ▪ 2.5 Options for Tier II Interventions ▪ 2.6 Tier II Critical Features ▪ 2.7 Practice Matched to Student Need ▪ 2.8 Access to Tier I Supports ▪ 2.9 Professional Development 	<p>EVALUATION</p> <ul style="list-style-type: none"> ▪ 2.10 Level of Use ▪ 2.11 Student Performance Data ▪ 2.12 Fidelity Data ▪ 2.13 Annual Evaluation
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Slide #4

[The Tiered Fidelity Inventory (TFI) Tier II Planning Tool]

Trainer Notes:

- The TFI will be used throughout PBIS modules.
- The PBIS Tiered Fidelity Inventory (TFI) tool is hyperlinked in the title of this slide.
- The TFI Action Planning Tool is also hyperlinked in the title of this slide.

Training Section One

Social Skills Groups

Slides 5 - 10

Goals

Participants will learn

- The purpose of Social Skills Groups
- Types of Social Skills Groups
- Classifications of social skill deficits

Social Skills Groups



Slide #5 [Social Skills Groups]

Why Teach Social Skills?

Social skills have been considered an “academic enabler,” which means that students with more developed social skills are more successful in the classroom (e.g., pay better attention, ask questions, consider the view points of others).



DiPerna & Elliott, 1999



Slide #6

[Why Teach Social Skills?]

Trainer Notes:

- There will be two slides referencing research articles on academic enablers after the summary at the end of this module.

Purpose of Social Skills Groups

- Provide more intense social skills instruction to students who don't respond to Tier I lessons.
- Teach skills to students with common concerns.
- Help students generalize the new skills they learn.



Slide #7

[Purpose of Social Skills Groups]

Trainer Notes:

- In Tier I, behavior expectations are taught to all students, but not all students will be successful in mastering the behaviors taught.
- Within Tier II, students with similar social skills deficits can be taught in a group setting, which takes less time and fewer resources than teaching students individually.
- Generalizing skills means that adults help students use their new skills in many different settings/environments to make sure they develop fluency to be confident and successful in continuing to use the skill, no matter where they may be.
- Improving social skills leads to social competence.

Types of Social Skills

Five Broad Dimensions

- 1. Peer relations**
 - Complimenting others, offering help
- 2. Self-management skills**
 - Controlling temper, compromising
- 3. Academic skills**
 - Completing work independently, listening to teacher direction
- 4. Compliance skills**
 - Following directions, following rules
- 5. Assertion skills**
 - Initiating conversation, inviting peers to play

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Arkansas State University

Caldarella & Merrell, 1997

Slide #8
[Types of Social Skills]

Trainer Notes:

- Within the social skills domain, there are a variety of skill areas.
- This slide shows the broad areas in which there can be skill deficits.
- It's important to distinguish different types of skills when making decisions about student placement in social skills groups.

Classification of Social Skills Deficits

- **Acquisition Deficits** (can't do)
 - Doesn't know how to perform a skill
 - Doesn't know the appropriate time/place for skill
- **Performance Deficits** (won't do)
 - Knows a skill, but doesn't perform it consistently
- **Fluency Deficits**
 - Skill hasn't been modeled enough
 - Skill hasn't been practiced enough
 - Skill hasn't been reinforced enough



Slide #9

[Classification of Social Skills Deficits]

Trainer Notes:

- Within the social skills domain, there are various types of deficit areas.
- This slide shows the types of deficits that can occur.
- It is important to determine the deficit area and not just the target skill area, because intervention will vary for each.
- In the next section, we will get into more depth on assessment to determine deficit areas.

Social Skills vs. Social Competence



- **Social skills**

A specific group of behaviors that an individual exhibits in order to complete a **social task** (e.g., peer group entry, having a conversation, making friends, or playing a game with peers).

- **Social competence**

Evaluative term (i.e., given certain criteria) that indicates if an individual performed a social task adequately



Slide #10

[Social Skills vs. Social Competence]

Trainer Notes:

- This slide shows how improving social skills lead to social competence.
- An overarching goal for PBIS is for students to be socially competent.
- We have to learn social skills to be able to carry out social tasks, which leads to social competence.
- Learning social skills is not enough; students need to internalize them, generalize them, and be able to use them consistently.

Training Section Two

What is Needed to Implement a Social Skills Group Intervention

Slides 11 - 35

Goals

Participants will learn

- The six elements of implementing Social Skills Groups
- How to conduct Social Skills Groups
- How to evaluate the effectiveness of Social Skills Groups
- Practical examples of Social Skills Groups

What is Needed to Implement a Social Skills Group Intervention



Slide #11

[What is Needed to Implement a Social Skills Group Intervention]

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Elements of Social Skills Groups

1. Planning/Organization
2. Assessment
3. Lesson Plans
4. Teaching Social Skills
5. Generalization
6. Progress Monitoring

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Slide #12
[Elements of Social Skills Groups]

1. Planning/Organization

- Who... will facilitate groups? will support generalization?
- What... curriculum will be used?
- When... will sessions take place?
- Where... will lessons take place?
- How... will students be placed into groups?



Slide #13

[1. Planning/Organization]

Trainer Notes:

- Staff will be needed for both facilitation of groups and for helping students use their skills in other places and situations.
- Schools/teams will have to decide what type of curriculum to use, based on the needs of students. There are social skills lessons commercially available, or schools might choose to create a curriculum based on their behavior expectations.
- There will need to be times and physical spaces reserved for social skills groups to meet. Keep in mind that groups need to meet multiple times each week.
- Schools/teams will need to have a process for assessing students' social skills deficit areas. Slide 15 introduces assessment.

Group Considerations

- How many students per group?
 - Common group sizes are about four to eight students.
- What will determine group placement?
 - Type of social skill
 - Type of social skills deficit
- How will parent permission be obtained?

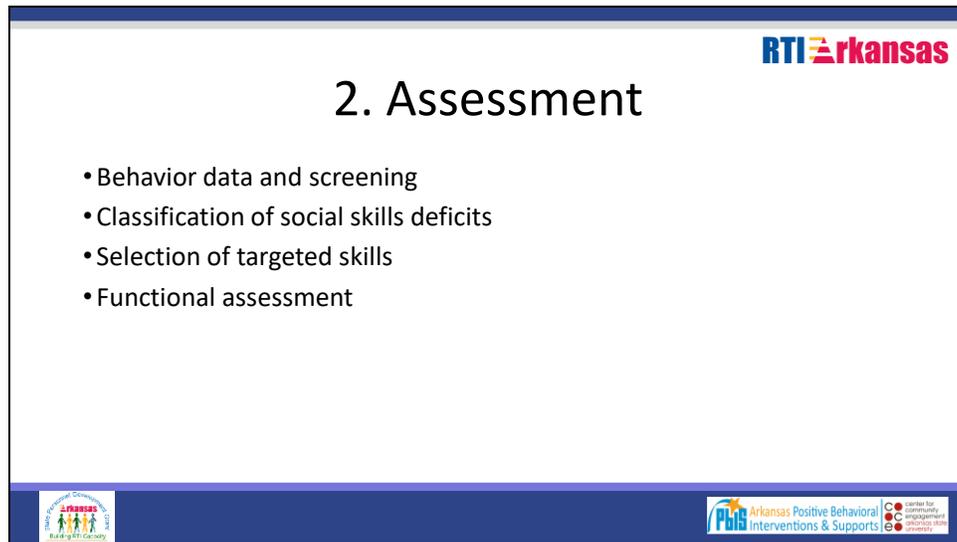


Slide #14

[Group Considerations]

Trainer Notes:

- Groups need to be small enough that the facilitator is able to observe, interact with, and give feedback to all students.
- Students can be grouped according to the type of social skill that needs to be taught and the social skills deficit – acquisition, performance, and fluency.



The slide features a blue header with the RTI Arkansas logo in the top right corner. The main title "2. Assessment" is centered in a large, black font. Below the title is a bulleted list of four items: "Behavior data and screening", "Classification of social skills deficits", "Selection of targeted skills", and "Functional assessment". The footer contains three logos: the Arkansas Department of Education logo on the left, the Arkansas Positive Behavioral Interventions & Supports logo in the center, and the Center for Community Engagement and Leadership at the University of Arkansas on the right.

Slide #15
[2. Assessment]

Trainer Notes:

- Assessment is done throughout the process – determining placement, determining skills to be taught and learned, and assessing effectiveness of the intervention:
 - Behavior data and screening for selection of students for social skills interventions (there are examples of screening tools at the end in the resources section)
 - Classification of specific types of social skills deficits [which skill area (e.g., peer relations, compliance, etc.) has a deficit, and what kind of deficit is it (e.g., acquisition, performance, or fluency)]
 - Selection of targeted skills and competing problem behaviors for intervention (What are the student’s problem behaviors and which skill deficits will help improve those behaviors?)
 - Functional assessment – the process to identify the function of a student’s behavior. (Is social skills intervention appropriate for the student’s function of behavior?)
- Evaluation of the effects of the intervention – see next slide for more on this type of evaluation.

3. Lesson Plans

- What curriculum will be used?
- What components should lessons contain (e.g., defining skills, modeling skills, practicing skills, homework, etc.)?
- Some examples:
 - Tier I lesson plans adapted for more intense teaching
 - Evidence-based commercial programs



Slide #16

[3. Lesson Plans]

Trainer Notes:

- Some students just need a bigger “dose” of the school-wide behavioral expectations. If this type of group is needed, Tier I lesson plans can be used with the teaching and generalizing being more intense than what students get with Tier I teaching.
- There are all kinds of evidence-based programs available, with lessons for all ages and various types of target skills/deficits.
- The next section is dedicated to examples of commercially available social skills programs.
- The resources slide at the end will have links to more examples.

4. Teaching Social Skills

-  **Teach, coach:** Introduce and define the skill and steps to completing the skill; why is it important?
-  **Model:** Show all steps; ask the student to help with role play; discuss alternative appropriate behaviors
-  **Role play:** Check for understanding; have students model the skill and others give feedback
-  **Practice:** Students practice in pairs and give each other feedback; encourage practice outside of class (homework)
-  **Monitor Progress:** Encourage student to self-monitor; ask teachers to monitor and rate student's progress
-  **Generalize:** Encourage use of skills in various settings and recruit others to prompt use of new skills; encourage parents to work with students



Slide #17

[4. Teaching Social Skills]

Trainer Notes:

- This is the basic teaching approach for any subject – show, model, let students practice with feedback, and give students time for independent practice.
- We will talk more about generalization on the next few slides.
- For more information on teaching social skills refer to Tier I Module 6.

5. Generalization – Support

- Students will need support in generalizing their new skills:
 - Observations
 - Friendly greetings
 - Discreet, positive feedback
 - Descriptive feedback
- Intervention coordinator will need:
 - Occasional updates on progress from facilitators
 - Positive feedback from other staff members



Slide #18

[5. Generalization – Support]

Trainer Notes:

- For supporting students in generalization, the team and coordinator will have to determine what works for the school (e.g., which staff are available and appropriate to provide feedback to students, whether student peers might be appropriate, etc.).

5. Generalization (Cont'd)

- Train diversely:
 - Vary situations and settings in sessions.
 - Use different people and places in role-plays.
 - Teach multiple ways to respond to the same social situation.
 - Ask students to brainstorm different ways they could respond to a given situation.
 - Ask students to brainstorm other behaviors that might be appropriate in a situation.



Slide #19

[5. Generalization (Cont'd)]

5. Generalization (Cont'd)

- Some suggestions:
 - Incorporate peers into training so that skills can be practiced in other settings.
 - Involve parents – notes home, update on skills being taught, etc.
 - Teach self-monitoring: what data will students record and what will they do with the data?



Slide #20

[5. Generalization (Cont'd)]

6. Progress Monitoring

- Rate student progress at least once daily.
 - Have a goal for each student.
 - Teachers rate students' performance of skills learned in group on a daily progress report (DPR).
 - More frequent ratings will help students generalize and maintain skills.
 - Record and graph daily points.
 - Review progress every week (or two, at most).
- Evaluate the effects of the intervention.



Slide #21

[6. Progress Monitoring]

Examples of Social Skills Groups Daily Progress Reports

(Example) Social Skills Instructional Group Daily Progress Report

Instructions:
This student is participating in a social skills instructional group. Please rate the student's use of the targeted social skills below, using the following rating scale: 0 = did not use the skill; 1 = used the skill, but not consistently; 2 = used the skill consistently.
At the end of the week, please return this form to Mr. Johnson's mailbox. You will receive a new form by the start of next week.

Student Name: _____ Rater Name: _____ Week of: _____

Targeted Social Skill	Mon	Tues	Wed	Thurs	Fri
Be Respectful					
Taking turns in conversations	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Getting along with others	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Fearing attention to others	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible					
Following directions	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Preparing to your work	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Safe					
Staying calm when disagreeing	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Total Points Daily					

Total Points for Week: _____ Total Points Possible for Week: _____
Positive comments or successes: _____

EXAMPLE Small Group Social Skills Daily Progress Report

Instructions:
This student is participating in our Social Skills group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day before leaving on Friday please per the completed form to Mrs. Taylor's mailbox. You will receive a new form by Monday morning.

3 = Displayed Consistently 2 = Displayed periodically/inconsistently 1 = Did not display

Targeted Social Skill	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Be Respectful	3 2 1 0 NA					
Taking turns in conversations	3 2 1 0 NA					
Getting along with others	3 2 1 0 NA					
Fearing attention to others	3 2 1 0 NA					
Be Responsible	3 2 1 0 NA					
Following directions	3 2 1 0 NA					
Preparing to your work	3 2 1 0 NA					
Be Safe	3 2 1 0 NA					
Staying calm when disagreeing	3 2 1 0 NA					
Total Points for Week						
Points Possible for Week						

If you have questions about this form or the Social Skills group, contact Mrs. Taylor. Week Percentage: _____

Slide #22

[Examples of Social Skills Groups Daily Progress Reports]

Trainer Notes:

- The DPRs above are designed for classroom teachers to rate their student’s use of the targeted social skills.
- Students are rated every day and teachers calculate the week’s total and provide these data to the intervention coordinator.
- Note that these forms also include an area for teachers to make positive comments about student successes for the week.
- These DPRs are presented on the following 2 pages. The following examples (and more) can be found on our website at <http://cce.astate.edu/pbis/social-skills-groups/>.



EXAMPLES

Daily Progress Reports

The following pages (pgs. 30 – 31) contain examples of daily progress reports for social skills groups.

(Example) Social Skills Instructional Group Daily Progress Report

Instructions:

This student is participating in a social skills instructional group. Please rate the student's use of the targeted social skills below, using the following rating scale: 0 = **did not use the skill**; 1 = **used the skill, but not consistently**; 2 = **used the skill consistently**.

At the end of the week, please return the form to Ms. Johnson's mailbox. You will receive a new form by the start of next week.

Student Name _____ Rater Name _____ Week of _____

	Targeted Social Skill	Mon	Tues	Wed	Thurs	Fri
Be Respectful	Taking turns in conversations	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	Getting along with others	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	Paying attention to others	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	Follow directions	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
	Pay attention to your work	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Safe	Stay calm when disagreeing	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Total Points Daily						

Total Points for Week: _____ Total Points Possible for Week: _____

Positive comments or successes: _____

Social Skills Intervention Group Daily Progress Report

Student Name: _____ Team Name: _____ Day: ____/____/____

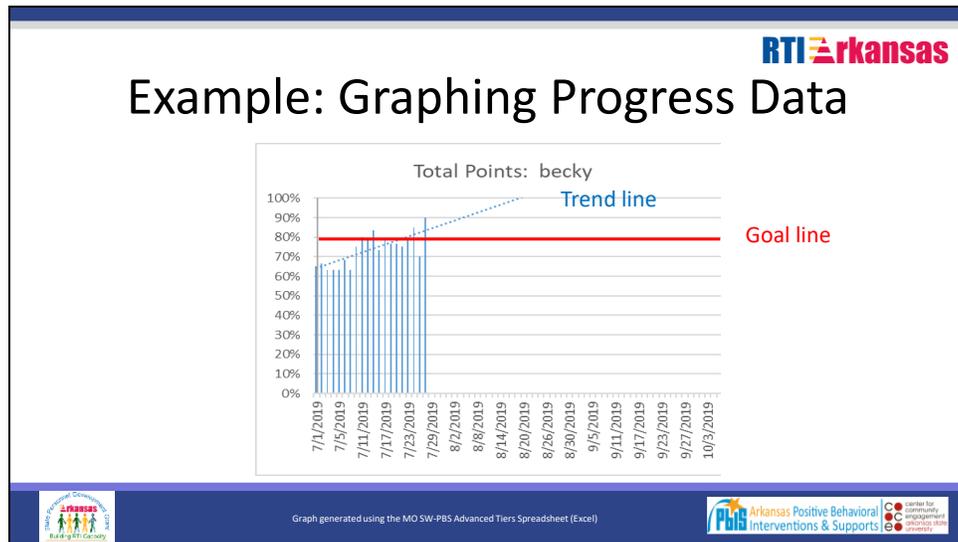
This student is participating in our social group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day.

3: Consistent Use with 0-1 Reminders 2: 2-3 Reminders 1: Used Inconsistently or Needed >3 Reminders

Targeted Social Skills	1st hour	2nd Hour	3rd Hour	4th Hour	5th Hour	Total Points
Be Respectful	Getting Along with Others.	3 2 1 NA				
	Making Compromises.	3 2 1 NA				
	Say Calm When Receiving Feedback.	3 2 1 NA				
Be Responsible	Following Directions	3 2 1 NA				
	Paying Attention to Work	3 2 1 NA				
	Keeps Hands and Feet To Self	3 2 1 NA				
Be a Learner	Participates	3 2 1 NA				
	Completes Assignments to Best of Ability.	3 2 1 NA				
Successes						

Adapted from Sedalia Middle School 2016





Slide #23

[Example: Graphing Progress Data]

Trainer Notes:

The Advanced Tiers Spreadsheet used to generate this graph can be found here: <https://pbissmissouri.org/tier-2-and-tier-3-data-tools/> . There is an Excel version and a Google Sheets version available, and there is a guide for using this spreadsheet.

Evaluating the Effectiveness of Social Skills Groups

- Regular review of social skills lesson plans
 - Are all components being implemented
 - Do students have all the materials that they need to practice skills outside of the group?
- Assess generalization procedures
 - Are designated staff giving students specific positive and corrective feedback?
- Regular review of data
 - Are the student and teacher completing the DPR completely?
 - Is the teacher submitting data as scheduled?
 - What is the student's response to the intervention?



Slide #24

[Evaluating the Effectiveness of Social Skills Groups]

Trainer Notes:

- In order to ensure that the intervention is effective, it's important to review the components and the student data on a regular basis.
- A checklist with this information is provided as a handout on pages 37-38.
- PBISApps has a variety of evaluation forms for use with Tier II systems and interventions:
<https://www.pbisapps.org/Resources/Pages/PBIS-Assessment-Publications.aspx>



Activity Planning for Social Skills Groups

- Use the Social Skills Group Implementation Checklist to begin planning for the implementation of social skills groups
- Start out small – perhaps with a pilot group



Slide #25

[Activity Planning for Social Skills Groups]

Trainer Notes:

- There is an example of a simple social skills group starting on slide 29. The group focuses on behaviors on the schoolwide behavior matrix. A different behavior can be addressed each time the group meets.
- The checklist can be downloaded here: <http://cce.astate.edu/pbis/wp-content/uploads/2019/11/Social-Skills-Group-Checklist-7-8-19.docx>.



ACTIVITY

Social Skills Group Implementation Checklist

Use the checklist presented on the next two slides (the full checklist can be found on pgs. 37 – 38) to begin planning for a Social Skills Group intervention. (A link is provided in the notes above.)

- Some planning ideas: identifying facilitators for the groups; deciding on days, times, and places for the groups to meet; developing a Daily Progress Report; and deciding on a progress monitoring tool.
- There is an example of a Social Skills Group on slide 29.





Category	Items	Action Plans	Complete
Planning	• Determine who will be the intervention facilitator(s)		<input type="checkbox"/>
	• Determine which staff (or peers) will support generalization		<input type="checkbox"/>
	• Choose curriculum(a)		<input type="checkbox"/>
	• Determine meeting place(s) for group(s)		<input type="checkbox"/>
	• Determine meeting time(s) for group(s)		<input type="checkbox"/>
	• Determine the size of groups (min/max)		<input type="checkbox"/>
	• Define a process for determining student placement in groups		<input type="checkbox"/>
	• Define the procedure for obtaining parent permission		<input type="checkbox"/>
	• Develop a standard Daily Progress Report form that can be modified		<input type="checkbox"/>
	• Determine what tool will be used to collect and review student progress data		<input type="checkbox"/>





Slide #26
[Checklist, pg. 1]





Assessment	<ul style="list-style-type: none"> • Develop a schedule for reviewing school-wide behavior data (and screening data, if applicable) 		☐
	<ul style="list-style-type: none"> • Define process for determining type(s) of social skills deficit(s) 		☐
	<ul style="list-style-type: none"> • Define a process for selecting skill(s) that will be targeted 		☐
	<ul style="list-style-type: none"> • Define a process to assess function of behavior 		☐
	<ul style="list-style-type: none"> • Develop a plan for collecting, graphing and reviewing students' daily progress data 		☐
	<ul style="list-style-type: none"> • Define a process to assess intervention effectiveness 		☐
Teaching	Develop the teaching approach and components that will accompany each lesson plan (e.g., modeling, role play, independent practice)		☐
Generalization	Develop a plan for generalization: when, where, what (e.g., greetings, feedback, observation)		☐
Progress Monitoring	Develop a schedule and plan for reviewing student progress data		☐





Slide #27
[Checklist, pg. 2]

Social Skills Group Implementation Checklist

Category	Items	Action Plans	Complete
Planning	<ul style="list-style-type: none"> • Determine who will be the intervention facilitator(s) 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Determine which staff (or peers) will support generalization 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Choose curriculum(a) 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Determine meeting place(s) for group(s) 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Determine meeting time(s) for group(s) 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Determine the size of groups (min/max) 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Define a process for determining student placement in groups 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Define the procedure for obtaining parent permission 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Develop a standard Daily Progress Report form that can be modified 		<input type="checkbox"/>
	<ul style="list-style-type: none"> • Determine what tool will be used to collect and review student progress data 		<input type="checkbox"/>



Slide #28
[School Examples]

School Example

Student Identification Process

- Parkade Elementary Tier II Data Decision Rules – Behavior:
 - Two to five ABE room referrals (Major)
 - Two or more Buddy Room referrals in two weeks (Minor)
 - Repeated pattern of problem behavior; more than one setting or with more than one adult
 - Internalizing behaviors
 - Having negative consequences on student's social relationships
 - The problem behavior is NOT dangerous to student or others



Parkade Elementary School, Columbia MO



Slide #29

[School Example]

Trainer Notes:

- This example is a very simple group that doesn't require a formal packaged curriculum. It is continued on the next slide.

Lesson Plan Example: Following Directions

- **Specific Skill:** I can follow directions.
- **Skill Steps/Learning Targets** – This means I will:
 - Listen attentively
 - Raise my hand to speak or ask questions
 - Begin tasks immediately
- **Tell:** Introduce the idea of following directions by:
 - 1) Reading *Listen Buddy* by Lynn Munsinger; Buddy the Rabbit finds himself in trouble when he doesn't listen carefully enough to follow directions
 - 2) Having students work in pairs or groups to make a peanut butter and jelly sandwich, listening to specific teacher how-to instructions



Slide #30

[Lesson Plan Example: Following Directions]

Trainer Notes:

- The behaviors from the school's matrix are taught, with a new behavior introduced each time the group meets.

Lesson Plan Example: Following Directions

- Facilitator shows non-examples
 - Student doesn't begin or complete assignment, even with facilitator's assistance
 - Student needs reminder to begin the task or assignment
 - Students doesn't ask questions if unsure of directions
- Guided practice
 - Role play
 - Facilitator reads scenarios and students give "thumb's up" for good examples of following directions
- Feedback
 - "Thank you for being respectful by putting your eyes on me while I am giving directions."



Slide #31

[Lesson Plan Example: Following Directions]

Trainer Notes:

- Because the school-wide behaviors are being taught, the "teacher" for these groups could be any staff member that has the time and would be a good fit. In fact, a group of staff/teachers could take turns providing lessons.

Lesson Plan Example: Following Directions

- Teacher feedback:
 - All redirects to the student are counted.
 - The student should be observed two times per week, for 30 minutes each. (The data should be collected on Tuesday and then at your convenience Thursday or Friday.)
 - Rating scale that identifies how the teacher feels the student is doing with each skill
 - Feedback should be given to the social skills group facilitator weekly.



Slide #32

[Lesson Plan Example: Following Directions]

Trainer Notes:

- This slide explains the classroom teacher's part in providing feedback on how the student is progressing with the behaviors/skills learned in the group.

Lesson Plan Example: Following Directions

- Parent participation:
 - Coordinator shares weekly progress report with parents.
 - Parents are informed of the skill their student is learning.
 - Parents are asked to practice at home.



Slide #33

[Lesson Plan Example: Following Directions]

School Example: Implementation Plan

- Universal social lessons will be taught to all students for five minutes per day, one topic per week (this is in addition to learning the school-wide and classroom expectations).
- Students in social skills groups receive a more in-depth version of the universal lessons.
- The tier II team created these so that the students in the social skills group will be able to practice their new skills **anywhere in the school**.



Slide #34

[School Example: Implementation Plan]



Social Skills Intervention Guideline

Example

Support	Description	Entry Criteria	Data to Monitor Progress	Exit Criteria
Lunch Bunch Social Skills Club	<p>Identified students meet with counselors twice per week during lunch for 40 minutes.</p> <p>During sessions, the counselor leads social skills lessons with student participants:</p> <ul style="list-style-type: none"> • explicit instruction • modeling • opportunities to practice <p>Specific skill sets corresponding lessons determined by the SSIS. Rating Scales results as completed by teachers and parents.</p>	<p>Social:</p> <p>SSIS-PSIG (score of 1 or 2 on prosocial behavior)</p> <p>ODR: 4 office discipline referrals related to negative social interaction on the playground during the first quarter of the year.</p>	<p>Student Measures:</p> <ul style="list-style-type: none"> • Number of counseling referrals for two weeks. • Interns in school psychology will assess the number of positive social interactions on playground. <p>Treatment Intensity: Counselor keeps record of attendance, including topics of discussion and level of participation by each student.</p> <p>Social Validity: Students complete surveys to assess satisfaction with the support</p>	<p>SSIS-PSIG (score of 4 or 5 on prosocial behavior)</p>





Slide #35

[Example: Social Skills Intervention Guideline]

Training Section Three

Examples of Social Skills Curricula

Slides 36 - 41

Goals

Participants will learn

- About age-specific curricula
- About non-age specific curricula
- Modifications that can be made to existing programs

Examples of Social Skills Curricula



Slide #36

[Examples of Social Skills Curricula]

Trainer Notes:

- In this section are examples of commercially available, evidence-based social skills curricula, with links to their websites.

Elementary Social Skills

- **PATHS: Promoting Alternative Thinking Strategies** (grades K-6)
 - Addresses bullying, disruptive classroom behavior, and hostile behavior
 - Teaches students skills to resolve conflicts, handle emotions, empathize, and make responsible decisions
 - Helps build executive functions: impulse control, problem solving, working memory, reasoning, and planning
 - Contains flexible, straightforward, grade-specific modules
 - Contains lesson objectives, scripts, supporting materials, and family communication materials



Slide #37

[Elementary Social Skills]

Trainer Notes:

- PATHS: <https://www.pathsprogram.com>

Elementary and Middle School

- **Second Step** (preK – 8)
 - Versions: early childhood, elementary (K-5), and middle school (6 – 8)
 - Bullying Prevention Unit and Child Protection Unit for K-5
 - Grade-specific modules
 - Skill domains: skills for learning, empathy, emotion management, and problem solving
 - Kits include DVDs, CDs, and paper materials
 - Contains a Principal's Toolkit



Slide #38

[Elementary and Middle School]

Trainer Notes:

- Second Step: <https://www.secondstep.org/>
- Free e-book on social emotional learning: <https://assets.ctfassets.net/98bcvzcrxclo/2JXR6ltfi00qe2CCg600KC/ac97b583500cbed6965fe76fd8f12705/sel-e-book.pdf>

Social Skills for All Ages

- **Social Skills Intervention Guide (K-12)**
 - Contains a step-by-step teaching model with 43 lessons
 - Skills domains: Cooperation, Assertion, Responsibility, Empathy, and Self-control
 - Can use in conjunction with the Social Skills Rating System (SSRS); tie interventions strategies to problems identified with screening tool
 - Contains resources and progress monitoring tools, e.g., parent forms, certificates, videos, cue cards



Slide #39

[Social Skills for All Ages]

Trainer Notes:

- Social Skills Intervention Guide:
<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Interventions/Social-Skills-Intervention-Guide/p/100000384.html?tab=product-details>

Social Skills for All Ages

- **Skillstreaming**

- Early childhood, elementary, adolescent, and high functioning autism units
- Addresses problem behaviors such as aggression, withdrawal, immaturity, etc.
- Teaches prosocial skills and helps students build self-control
- Utilizes modeling, guided practice, performance feedback, and generalization
- Elementary skill areas: Classroom Survival, Friendship-Making, Dealing with Feelings, Alternatives to Aggression, Dealing with Stress
- Adolescent skill areas: Beginning and Advanced Social Skills, Dealing with Feelings, Alternatives to Aggression, Dealing with Stress, Planning Skills
- Staff training DVDs also available



Slide #40

[Social Skills for All Ages]

Trainer Notes:

- Link to Skillstreaming: <http://www.skillstreaming.com/>

Possible Modifications

If a student is having a questionable response, a modification in the generalization strategies may be the answer:

- Change the antecedent – what happens just prior to the problem behavior or misuse of social skills.
 - For example, pre-correct just before an activity or setting in which the student often exhibits problem behavior.
- Change the consequence – what happens just after the problem behavior or misuse of social skills.
 - For example, plan to ignore some problem behaviors while also acknowledging students using the expected behavior for that setting.



Slide #41

[Possible Modifications]

Trainer Notes:

- Maintain fidelity of the intervention but modify it to target problems the student may be having in generalizing their newly learned skills or behaviors.

Training Section Four

Training for Staff, Students, and Parents

Slides 42 - 47

Goals

Participants will learn

- Staff training
- Student training
- Parent (or family) training

Training for Staff, Students, and Parents



Slide #42

[Training for Staff, Students, and Parents]

Training for *All* Staff

- General information about the intervention (yearly)
 - Which students it serves
 - How many students it can serve at one time
 - How to identify and nominate a student for the intervention
 - Who coordinates the intervention and who facilitates the groups
- Ongoing updates (each quarter or semester)
 - How many students have participated
 - Overall effectiveness of the intervention



Slide #43

[Training for All Staff]

Some Staff Need Additional Training

- Staff who will be in regular contact with students in the interventions or who will support students in generalization (e.g., specials teachers, librarian, nurse, counselor, etc.) need to know:
 - Specific skills learned in the groups and how students complete these skills
 - How to give students prompts and pre-corrects
 - How to give students positive, specific feedback



Slide #44

[Some Staff Need Additional Training]

A Few Staff Need More Intense Training

- Classroom teachers with students in social skills groups will need training from the intervention coordinator on:
 - How to complete daily progress reports (DPR)
 - How to give specific, positive, and corrective feedback to the student when completing the DPR
 - How to submit data from DPR
 - How to support students that are fading from the intervention or moving to self-monitoring



Slide #45

[A Few Staff Need More Intense Training]



ACTIVITY

Planning for Training

- As a group, begin planning for when, where, and how you will train staff at your school on Tier II interventions.
- Who will provide each type of training outlined on this slide and the previous two slides?

Student Training

- Students will need an orientation to the intervention:
 - When and where to go for the group sessions
 - How to use the DPR
 - Who will be helping them practice their skills outside of the group time
 - When they will receive feedback on their progress (e.g., the coordinator will have a short conference with the student every two weeks to look at the graph of their data)



Slide #46
[Student Training]

Training For Families

- Families will need an introduction to the intervention.
 - Basic procedures (group sessions, feedback from teacher, support from other staff, etc.)
 - Skills students are learning so they can encourage and support them in maintaining these skills at home
 - When they will receive updates on progress



Slide #47

[Training For Families]

Trainer Notes:

- If families can be a part of this process the above information will apply.

Conclusion

Slides 48 - 53

- Summary
- Resources

Summary and Resources



Slide #48

[Summary and Resources]



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Summary

- Social skills groups are designed to address a variety of types of social skills, with targeted deficit areas.
- Steps needed to effectively implement this intervention:
 - Planning/organization
 - Assessment
 - Lesson Plans
 - Teaching
 - Generalization
 - Progress monitoring
- Training will be needed for students, staff, and families.



Slide #49
[Summary]

RTI Arkansas

Resources

- [Missouri SW-PBS Tier II Workbook](#)
- [Social Emotional Learning Curriculums](#)
- [PATHS Program](#)
- [Evidence Based Social Skill Instruction Programs](#)
- [Second Step](#)
- [G.U.I.D.E. For Life](#)
- [High-Leverage Practices](#)

Arkansas Department of Education

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Slide #50
[Resources]

Research Articles on Academic Enablers:

Below is a reference of research articles on academic enabler:

- Caldarella, P., & Merrell, K. W. (1997). Common dimensions of social skills of children and adolescents: A taxonomy of positive behaviors. *The School Psychology Review*, 26(2), 264-278.
- DiPerna, J. C., & Elliott, S. N. (1999). Development and validation of the Academic Competence Evaluation Scales. *Journal of Psychoeducational Assessment*, 17, 207-225.
- Elliott, S. N., & Gresham, F. M. (2007). *Social skills improvement system: Classwide intervention program teacher's guide*. Minneapolis, MN: Pearson.
- Elliott, S. N., & Gresham, F. M. (1991). *Social skills intervention guide: Practical strategies for social skills training*. Circle Pines, MN: American Guidance.
- Gresham, F. M. (1998). Social skills training: Should we raze, remodel, or rebuild? *Behavioral Disorders*, 24, 19–25. 201.



Slide #51

[Research Articles on Academic Enablers:]

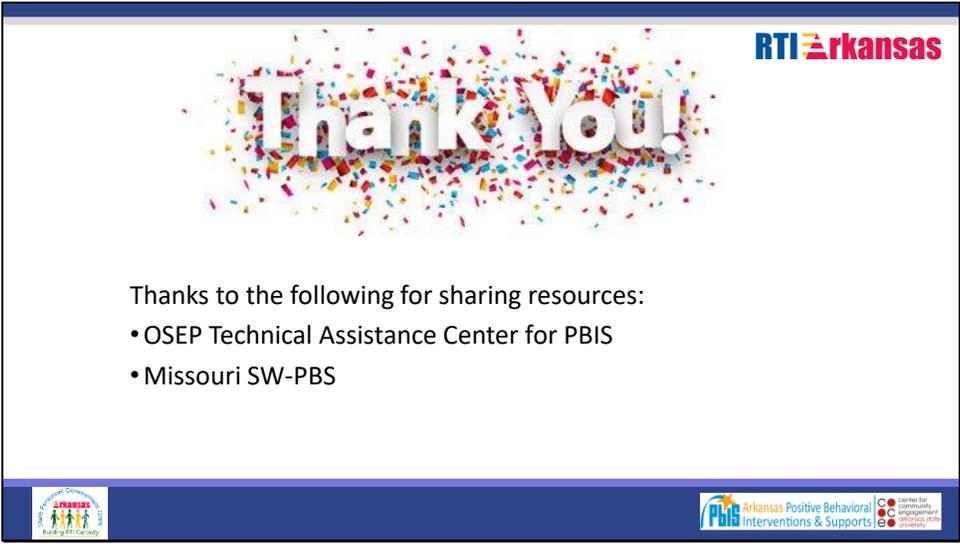
Research on Academic Enablers continued

- Gresham, F. M. (1981). Social skills training with handicapped children: A review. *Review of Educational Research*, 51, 139–176.
- Gresham, F. M., Cook, C. R., Crews, S. D., & Kern, L. (2004). Social skills training for children and youth with emotional and behavioral disorders: Validity considerations and future directions. *Behavioral Disorders*, 30, 19-33. Gresham, F. M., Sugai, G., & Horner, R. H. (2001). Social competence of students with high-incidence disabilities: Conceptual and methodological issues in interpreting outcomes of social skills training. *Exceptional Children*, 67, 311-311.
- Gresham, F. M., Van, M. B., & Cook, C.R. (2006). Social skills training for teaching replacement behaviors: Remediating acquisition deficits in at-risk students. *Behavioral Disorders*, 31(4), 363-377.
- Kavale, M., Mathur, S., Forness, S., Rutherford, R., & Quinn, M. (1999). Effectiveness of social skills training for students with behavior disorders: A meta-analysis. In T. Scrugss & M. Mastropieri (Eds.), *Advances in learning and behavioral disorders* (Vol 11, pp. 1-26).



Slide #52

[Research on Academic Enablers continued]



The slide features a large, 3D-style "Thank You!" text in the center, surrounded by a cloud of colorful confetti. In the top right corner, the "RTI Arkansas" logo is displayed. Below the main text, a list of acknowledgments is provided. The bottom of the slide is a dark blue banner containing three logos: the Arkansas Department of Education logo on the left, the "Arkansas Positive Behavioral Interventions & Supports" logo in the middle, and the "Center for Community Engagement and Leadership Studies" logo on the right.

RTI Arkansas

Thank You!

Thanks to the following for sharing resources:

- OSEP Technical Assistance Center for PBIS
- Missouri SW-PBS

Arkansas Department of Education

Arkansas Positive Behavioral Interventions & Supports

Center for Community Engagement and Leadership Studies

Slide #53
[Thank You!]

Discussion Questions:

The following questions will help schools start thinking about the first steps involved in implementing social skills groups. If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. How will you determine which students would benefit from Social Skills Groups?
2. How will you place students in the appropriate groups?
3. Which staff members would be a good fit and have the availability to lead Social Skills Groups?
4. How will you monitor individual students' progress as well as the overall progress of the Social Skills Group intervention?
5. How will you support staff in implementing Social Skills Groups?

Homework:

- Continue using the Social Skills Group Implementation Checklist to begin planning for a Social Skills Group intervention.
- Begin with a small pilot group so you can learn and tweak things.
 - An example might be to have a small group meet twice a week for 20 minutes each to review the school-wide expectations more closely (1 each day), with lesson plans, modeling, practice, role play, and feedback. Give students homework – to practice their new skills; have classroom teachers provide more feedback and ratings (data collection). (Slide 34 presents a similar scenario.)
- Use data to determine what types of Social Skills Groups are needed in your school.
- Research programs and curricula for social skills instruction.

Resources:

The following resources will give attendees more information on Social Skills Groups.

- [Arkansas State University CCE PBIS Resource Center – Tier II Overview](http://cce.astate.edu/pbis/social-skills-groups/)
 - <http://cce.astate.edu/pbis/social-skills-groups/>
- [Missouri SW-PBS Tier II Workbook](#)

Next Modules:

The suggested next module is Module 8: Collecting and Using Data for Tier II Decision Making. Other Tier II interventions are discussed in Module 5: Check-in, Check-out (CICO) Tier II Intervention, and Module 7: Additional Tier II Interventions: Self-monitoring and Mentoring.