

HLP 9



Teach social behaviors

- Systematically and proactively identify students with social skills deficits through a variety of data sources (e.g., systematic screeners, schoolwide office disciplinary referrals, classroom data, family input).
- **Collect and use data from multiple sources to determine the specific type of social skills deficit (e.g., problem solving, communication, conflict management).**
- Develop social skills groups based upon commonalities in students' social skills deficits to provide targeted instruction in those specific skills.
- **Break complex skills (e.g., resolving peer conflict) into smaller, sequenced teachable steps (e.g., check for understanding, offer your opinion, identify areas for compromise, and check for agreement) that facilitate high rates of success at each step.**
- Consider the locations and circumstances in which specific social skills may be required and construct examples, non-examples, and role-playing scenarios that will support students' generalization of skills.
- **Take students' culture, age, and a range of natural environments into consideration when constructing effective examples.** *Example: If teaching greeting behaviors, examples may include formal contexts (e.g., business-related handshakes), informal contexts (e.g., verbal greeting for a casual acquaintance), and close friends (e.g., fist bumps).*
- Organize and purposefully sequence examples, prioritizing instruction around the context where the social skill deficit is most likely to result in negative outcomes.
- **Use effective practices when teaching social skills, developing engaging and well-paced lessons that mirror the core components of academic lesson plans (e.g., teach, model, practice).**
- Include tasks for all students when teaching social skills to groups of students to maintain engagement throughout the lesson.
- **Promote students' mastery of social skills through use of positive and corrective feedback that is immediate, consistent, and specific.**
- Provide scaffolded supports that are gradually faded to increase students' independent use of social skills.
- **Promote generalization of the newly acquired skill after multiple successful trials with natural practice in a single setting by providing opportunities to practice the same skill in other authentic contexts..**
- Constantly monitor students' progress with social skills instruction, analyzing responsiveness and adjusting instruction as needed.

Tips for Faculty to Support Candidate's Learning and Enactment

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| <p>Introduce – Model providing explicit instruction in a specific social skill. Think aloud while modeling.</p> | <p>Prepare – Model how to break down a specific complex social skill. Then, provide small groups of candidates with a social skill and the task for breaking it down into teachable components.</p> | <p>Enact – Following instruction in approaches for promoting generalization, provide small groups of candidates with classroom scenarios focused on instruction in a specific social skill. Ask them to plan and role play supporting generalization of the targeted social skills.</p> | <p>Analyze – Provide transcripts of teachers providing feedback to students on their use of social skills. Ask candidates to analyze looking for clear and concise positive and corrective feedback that is specific and immediate.</p> |
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Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why is explicitly teaching social skills to students important?
- How can teachers support students' generalization of skills across a variety of settings?
- What methods should teachers use to identify areas of need with respect to social functioning?
- What other considerations might be necessary for supporting students' attainment of specific social skills?
- How might student engagement be a challenge during group social skills instruction, and what can you do to prevent disengagement?
- Why is considering students' cultural backgrounds when identifying, planning for, and providing social skills instruction important?

References and Additional Resources



CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

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McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

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Journal Articles

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Hurlbut, A. R., & Dunlap, K. (2019). Facilitating authentic practices in teacher education through pedagogies of enactment. In *Engaging Teacher Candidates and Language Learners With Authentic Practice* (pp. 158-185). IGI Global.

Jacobs, J., & Perez, J. I. (2023). A qualitative metasynthesis of teacher educator self-studies on social justice: Articulating a social justice pedagogy. *Teaching and Teacher Education*, 123, 103994.

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Mosher, M. A. (2022). Technology Tools Available for Implementing Social Skill Instruction. *TEACHING Exceptional Children*, 55(1), 60-71.

Rivera, M. O., & McKeithan, G. K. (2021). High-leverage social, emotional and behavioural practices for students with disabilities in inclusive settings. *Educational Review*, 73(4), 436-450.

Taylor, J., & Bhana, N. (2021). Incorporating High-Leverage Practice 7 in classroom/behavior management courses: Creating supportive learning environments. *Journal of Special Education Preparation*, 1(1), 47-54.

Wilkinson, C., & Potts, E. (2022). Role Play Activities in Small Programs: What, Why, Where, and How?. *Journal of Special Education Preparation*, 2(2), 6-17.