

## DOMAIN THREE:

### Instruction in Behavior and Academics, Pillar HLP

#### HLP 9: Teach Social Behaviors



#### Teach Social Skills: Categories of Work

##### Assess and Prepare for Teaching Social Skills

- Systematically and proactively identify social skills needs through a variety of data sources (e.g. systematic screeners, schoolwide disciplinary referrals, classroom data, family input).
- Collect and use data from multiple sources to determine specific social skills needs (e.g. problem solving, communication, conflict management).
- Consider developing instructional groups based on common social skills needs.
- Break complex skills (e.g. resolving peer conflict) into smaller, sequenced teachable steps (e.g. check for understanding, offer your opinion, identify areas for cultural inclusivity, 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.

##### Teach Social Skills

- Clearly state the learning goal, social skill addressed, purpose and rationale, and student expectations.
- Consider cultural contexts when describing use of the social skill.
- Provide step-by-step demonstration highlighting the context in which use of the social skill is particularly important.
- Provide an engaging model of the social skill.
- Provide helpful examples and nonexamples or engage students in demonstrating or identifying examples and nonexamples of the social skill.
- Engage students in levels of practice with feedback.
- Promote maintenance and generalization of the newly acquired skill after multiple successful trials with natural practice in a single setting by providing opportunities to practice in other authentic contexts.
- Continually monitor students' progress with social skills instruction, analyzing responsiveness and adjusting instruction as needed.

#### Tips for Faculty to Support Candidates' Learning and Enactment

##### Assess and Prepare for Teaching Social Skills

**Introduce** – Explicitly explain the similarities between explicit instruction in social skills and explicit instruction in academic skills. Highlight the lifetime impact of learning social skills.

**Prepare** – Provide small groups of candidates with a complex social skill (e.g. active listening, sharing, disagreeing with kindness) and ask candidates to break the skills down into teachable and learnable components. Discuss ideas as a whole group.

**Enact** – Ask groups of candidates to identify situations and settings in which the social skills they addressed in the Prepare stage could or should be generalized and how they might support that generalization and maintenance over time.

**Analyze** – Provide candidates with data collected through observations and other sources and ask them to identify one or two social skills that should be taught and why.

##### Teach Social Skills

**Introduce** – Model providing explicit instruction in a specific social skill across different cultures. Think aloud while modeling. Ask candidates to identify specific categories of work they observe while watching the model.

**Prepare** – Create simulated student interactions in which candidates can practice providing step-by-step demonstrations, modeling, and identifying examples and non-examples. Provide positive and instructive feedback.

**Enact** – Provide candidates an opportunity to teach social skills to small individual or small groups of students. Provide positive and instructive feedback.

**Analyze** – Watch video with candidates of teachers providing social skills instruction. Analyze for categories of work and discuss ways to promote generalization and monitoring of progress.

#### 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 social 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?