



Instruction in Behavior and Academics

HLP Pillars

HLP 7

Establish consistent, organized, and responsive learning environments.

HLP 16

Use explicit instruction.

Embedded HLPs

What to teach	How to teach
<p>HLP 9: Teach social behaviors.</p> <p>HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.</p> <p>HLP 21: Teach students to maintain and generalize new learning across time and settings.</p>	<p>HLP 13: Adapt curriculum tasks and materials for specific learning goals.</p> <p>HLP 15: Provide scaffolded supports.</p> <p>HLP 17: Use flexible grouping.</p> <p>HLP 18: Use strategies to promote active student engagement.</p> <p>HLP 19: Use assistive and instructional technologies.</p> <p>HLP 22: Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 23).</p>

HLP 9: Teach Social Behaviors

Many students with disabilities, especially those with emotional/behavioral disorders, autism spectrum disorder, and other low-incidence disabilities have intrusive deficits in social behaviors that impact their ability to successfully participate fully in the school setting or in the community alongside their peers. Teachers should explicitly teach appropriate social (how to interact with others), emotional (how to regulate and express thoughts and emotions), and behavioral (how to manage myself) skills and behaviors. Skills should ideally be aligned with classroom and school-wide expectations.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

Teachers Who Effectively Teach Social Behaviors

- Systematically and proactively identify students with social behavior 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 behavior deficit (e.g., problem solving, communication, conflict management).
- Develop social behavior groups based upon commonalities in students' social behavior deficits to provide targeted instruction in those specific behaviors.
- Break complex behaviors (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 behaviors may be required and construct examples, non-examples, and role- playing scenarios that will support students' generalization of behaviors.
- Take students' background, 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 behaviors, 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 behaviors to groups of students to maintain engagement throughout the lesson.
- Promote students' mastery of social behaviors 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 behaviors.
- 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 behaviors instruction, analyzing responsiveness and adjusting instruction as needed.

Tips for School Leaders to Support Teachers

- Provide instruction, professional development opportunities, and/or coaching to support special educators' knowledge and implementation of effective instructional practices for teaching social behaviors.
- Teach educators how to use a variety of data sources to identify students who may need social behaviors instruction.
- Help faculty teams group students requiring social behaviors instruction around common needs and provide additional supports (e.g., lesson development, curriculum materials) as needed.
- Provide instruction in progress monitoring/data collection and meet regularly with teachers/teams to evaluate and discuss student progress and/or needs of staff.
- Help teachers link lessons to school expectations and use consistent language.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why is it important to explicitly teach social behaviors to students?
- How can teachers support students' generalization of behaviors 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 behaviors?
- How might student engagement be a challenge during group social behaviors instruction, and what can you do to prevent disengagement?
- How can/should leaders set school-wide behavior expectations?

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