Why Teach Social Skills?

Johns & Patrick
Social Skills Definition

A set of competencies that:

a) Allow an individual to initiate and maintain positive social relationships

b) Contribute to peer acceptance and to satisfactory school adjustment

c) Allow an individual to cope effectively with the larger school environment

Why We Need Social Skills

- Social skills are all the things we should say and do when we interact with people.
  - Social skills determine how well we get along with others.
“Many educators are dissatisfied with the behavioral climates of their buildings and recent estimates suggest that as many as 43% of teachers leave the profession within five years because of student behavior.”

- National Center for Educational Statistics, 2007
Students who demonstrate poor social skills have a higher presence of academic deficits and are referred to special education more frequently.
Something to Consider

Untreated social skill deficits become societal problems.
What We Know About Social Skills

Social skills are:
- Learned from the environment
- A discrete set of behaviors
- Interactive (it takes two)
- Maintained by social reinforcement
3 Elements of Social Interactions

- **Social Intake:**
  noticing and understanding other people’s speech, vocal inflection, body language, eye contact, and cultural behaviors.

- **Internal Process:**
  interpreting what others communicate to you as well as recognizing and managing your own emotions/reactions.

- **Social Output:**
  communicating with and reacting to others, through speech, gestures, and body language.
Types of Social Deficits

- **Skill:**
  lack of information regarding the critical components (steps) of a skill

- **Performance:**
  lack of the ability to implement or execute a skill

- **Self-Control:**
  lack of self-management skills

- **Generalization:**
  lack of the ability to use the skill in different settings/contexts or circumstances
Why Social Skills Instruction?

Reviews of over 600 studies indicate the most effective responses to *school violence and disruption* are:

**Most Effective**

- Academic restructuring
- **Behavior instruction and social skills training**
- Behavior interventions – environmental modifications, functional behavioral assessments

More Reasons to Teach Social Skills

Negative outcomes associated with social skill deficits:

- Juvenile delinquency
- School adjustment problems
- Grade retention
- Truancy
- Drop-out
- Mental health problems
- Employment difficulties
- Community adjustment issues
How Do We Teach Social Skills?

- Introduce the skill at a neutral (scheduled) time
- Model and practice the skill
- Provide behaviorally specific acknowledgement and correction
- Consistently enforce the skills throughout the day
- Provide pre-correction & prompts
- Re-teach, when necessary
- Monitor/support students to skill mastery

“we get it right”
Curriculum

SBCUSD Social Skills Core
- 16 Classroom Survival Skills
  Adapted from Teaching Social Skills to Youth, Boys Town Press

Supplemental Resources
- I Can Problem Solve (K-2)
  Research Press
- Skillstreaming the Elementary Child (3-6)
  Research Press
- Skillstreaming the Adolescent (6-8)
  Research Press
SBCUSD Social Skills Core: 16 Classroom Survival Skills

- Accepting Criticism or a Consequence
- Accepting “No” for an Answer
- Asking for Help
- Asking Permission
- Disagreeing Appropriately
- Following Instructions
- Getting the Teacher’s Attention
- Giving Criticism
- Listening
- Making an Apology
- Minding Your Own Business (MYOB)
- Resisting Peer Pressure
- Staying on Task
- Using Appropriate Voice Tone
- Waiting Your Turn
- Working with Others

Getting the Teacher’s Attention
1. Look at the teacher.
2. Raise your hand and stay calm.
3. Wait until the teacher says your name.
4. Ask your question.

Adapted from Teaching Social Skills to Youth: A Step-by-Step Guide to 182 Basic to Complex Skills Plus Helpful Teaching Techniques. Boys Town Press.
16 Classroom Survival Skills
Lesson Plan

Classroom Survival Skill

Staying on Task

Week of: ____/____/____

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Staying on Task Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Staying on Task</strong>: This week we are going to talk about the steps for Staying on Task. Let’s review the five steps all students must do when Staying on Task: Step 1. Look at your task or assignment. Step 2. Think about the steps needed to complete the task, Step 3. Focus all of your attention on the task, Step 4. Stop working only when instructed, Step 5. Ignore distractions and interruptions. We will be practicing these steps all week. When you are able to demonstrate Staying on Task appropriately you have a better chance of completing your assignments on time.</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td><strong>Staying on Task</strong>: Remember this week we are talking about Staying on Task. Let’s review the steps for Staying on Task. Okay, today we are going to talk more about the first and second step. Step 1 is Look at your task or assignment. Who can show me how you would look at your task or assignment? (Role-play example/non-example whole class). Step 2 is Think about the steps needed to complete the task. Why is it important to think about the steps needed to complete the task? Give examples and non-examples of look at your task or assignment and think about the steps needed to complete the task.</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Staying on Task</strong>: Remember this week we are talking about Staying on Task. Let’s review the steps for Staying on Task. Okay, today we are going to talk more about the third and fourth step. Step 3 is Focus all of your attention on the task. Who would like to role-play with me what it looks like to focus all of your attention on the task? Why would it be important to focus all of your attention on the task? Step 4 is Stop working only when instructed. Who would be instructing you to stop working? (Role-play examples/non-examples whole class). Why would it be important to stop working only when instructed?</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td><strong>Staying on Task</strong>: Remember this week we are talking about Staying on Task. Let’s review the steps for Staying on Task. Okay, today we are going to talk more about the fifth step. Step 5 is Ignore distractions and interruptions. Who would like role-play with me what it looks like to ignore distractions and interruptions? Now Role play with your partner ignoring distractions and interruptions. Why would it be important to ignore distractions and interruptions? What are some ways to ignore other’s behavior?</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td><strong>Staying on Task</strong>: This week we talked about the steps for Staying on Task. Today we are going to role-play all of the steps for Staying on Task. Who would like to be the first volunteer?</td>
</tr>
</tbody>
</table>

We are going to review the Staying on Task PowerPoint.
Supplemental Curricular Resources

I Can Problem Solve
Grades K-2

---

**IS-NOT**

**Purpose:**
To present these word concepts so children will be able to decide whether an idea **IS** or is **NOT** a good one.

**Teacher Preparation:** None

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Teacher Script</th>
</tr>
</thead>
</table>
| **Monday:**
  Introduce: IS-NOT
  - This week’s ICPS Games will be about the words **IS** and **NOT**. Ready?
  - My name **IS** __________. My name **IS NOT** Santa Claus.
  - (Child 1) __________ your name **IS** __________. Your name **IS NOT** Sally.
  - (Child 2) __________ your name IS Rudolph. Oh, you caught me. Your name **IS** __________.
  - Continue until the class understands. |
| **Tuesday:**
  Review: IS-NOT
  - Lining Up:
  - Today we will practice using the words **IS** and **NOT** as we line up.
  - This **IS** the boys’ line. It **IS NOT** the girls’ line.
  - **IS** the girls’ line longer than the boys’ line? (Yes / No), the girls’ line (**IS** **IS NOT** longer than the boys’ line.
  - It **IS** time for (recess). It **IS NOT** time for lunch. |
| **Wednesday:**
  Review: IS-NOT
  - News & Events of the Day:
  - Today we will practice using the words **IS** and **NOT** as we talk about news and events. Today **IS** (Wednesday). Today **IS NOT** Saturday.
  - **IS** (sunny) outside. It **IS NOT** (raining).
  - Who **IS** here today? Who **IS NOT** here today? |
| **Thursday:**
  Review: IS-NOT
  - Math:
  - Today we will practice using the words **IS** and **NOT** during math.
  - This **IS** a (square). It **IS NOT** a diamond.
  - What else is it **NOT**?
  - Note to Teacher: write several numbers on the board.
  - This **IS** the number (4). This **IS NOT** the number 7. |
| **Friday:**
  Review: IS-NOT
  - Social Studies:
  - Today we will practice using the words **IS** and **NOT** during social studies.
  - __________ **IS** the name of our city. It **IS NOT** the name of our (school/country/state).
  - What does a mother do in a family that a five year old does **NOT** do?
  - What can you do at a football game that you can **NOT** do in school? |
## Listening

**Objective:**
Students will be able to listen to others and ask questions related to the topic.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Teacher Preparation</th>
<th>Activity</th>
<th>Visual</th>
</tr>
</thead>
</table>
| **Monday:** Introduce Skill 1: Listening poster | Display Skill 1: Listening poster | 1. Discuss steps 1-5 (remind students the goal is to listen and stay on topic).  
2. Write a topic on the board (family, sports, etc.).  
3. Ask students, “If you were listening to someone talk about ______, what would you want to know?”  
4. Repeat with different topics (redirect students to topic as needed). | ![Visual 1](image1.png) |
| **Tuesday:** Review Skill 1: Listening poster with students | Copy a class set of the Looking Guide and Listening Guide | 1. Ask students, “What does the skill of listening look like and sound like?”  
3. Distribute Listening Guide – ask students what Shy, Angry, and Friendly people sound like (Voice, Volume, & Tone) when they listen. | ![Visual 2](image2.png) |
| **Wednesday:** Review Skill 1: Listening poster with students | Cut out Listening Situation Cards | 1. Ask for at least 6 volunteers to randomly select a Situation Card.  
2. Have each student role-play the questions they may ask if they were listening to someone talking about the topic identified on the Situation Card. | ![Visual 3](image3.png) |
| **Thursday:** Review Skill 1: Listening poster with students | Copy a class set of the Listening Journal Page | 1. Distribute a copy of the Listening Journal to each student.  
2. Have the students complete the journal page describing a time they used their listening skills and how the other person reacted.  
3. Ask for volunteers to share their journal. | ![Visual 4](image4.png) |
| **Friday:** Review Skill 1: Listening poster with students | | 1. Re-define the skill of the week: Listening.  
2. Ask for volunteers to role-play the skill.  
3. Provide feedback (students & teacher). | ![Visual 5](image5.png) |
Supplemental Curricular Resources

Skillstreaming the Adolescent
Grades 6-8

1) LISTENING

Objective:
Students will be able to listen attentively when someone is speaking.

Teach:
- Introduce the lesson – Listening.
- Discuss the steps students should follow when Listening.
- Describe what the behavior in each step looks like.
- Select role-players and assign Steps to student observers.
- Facilitate the role-playing exercise(s).
- Student observers complete Role-Play Feedback Form.
- Student observers provide performance feedback.

<table>
<thead>
<tr>
<th>Steps for LISTENING</th>
<th>What LISTENING Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Look at the person who is talking.</td>
<td>Face the person; establish eye contact</td>
</tr>
<tr>
<td>2. Think about what is being said.</td>
<td>Nod your head; say mm-hmm</td>
</tr>
<tr>
<td>3. Wait your turn to talk.</td>
<td>Don’t fidget; don’t interrupt</td>
</tr>
<tr>
<td>4. Say what you want to say.</td>
<td>Ask questions; express your feelings; express your ideas</td>
</tr>
</tbody>
</table>

Possible scenarios to role-play:

Role-play #1 – School Scenario:
Student 1 (classroom teacher) explains a classroom assignment to Student 2.

Role-play #2 – Peer Group Scenario:
Student 1 describes an interesting movie to Student 2.
## Compare & Contrast

<table>
<thead>
<tr>
<th>16 Classroom Survival Skills</th>
<th>Supplemental Curricular Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages:</strong></td>
<td><strong>Advantages:</strong></td>
</tr>
<tr>
<td>• School-wide weekly emphasis</td>
<td>• Age/grade specific</td>
</tr>
<tr>
<td>• Quick and easy to teach</td>
<td>• Covers material in greater depth</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>• Clearly outlined weekly lesson plans</td>
</tr>
<tr>
<td>• All staff can acknowledge/correct students on the skill of the week</td>
<td></td>
</tr>
<tr>
<td><strong>Challenges:</strong></td>
<td><strong>Challenges:</strong></td>
</tr>
<tr>
<td>• Smaller skill set taught over time</td>
<td>• Requires more instructional time (10 minutes)</td>
</tr>
<tr>
<td>• More difficult to track student participation</td>
<td>• Requires additional resources – printing, assembly of workbook</td>
</tr>
</tbody>
</table>
Making It Part of the Day

Social skills instruction must be taught within the instructional day then acknowledged and corrected in behaviorally specific terms throughout the day in all settings.
How Do We Know If They Learned the Skills?

The success of social skills instruction must be judged on the degree to which students demonstrate the acquired social skills across settings, people, and time.
Creating a Positive Environment

Schools implementing research-based behavioral approaches to develop positive behavior and social skills, create safe and welcoming cultures committed to equipping all students for academic and behavior success.
PBS Coaches

Suzy Johns

Jacquelin Patrick