Why and How is Teaching Social Skills Important in Promoting Positive School Climate

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PURPOSE
To describe why social skills instruction is necessary & how social skills are learned & taught in context of multi-tiered systems of support.

Why teach social skills?
Prevention & Academic & Social Competence

Academic-Behavior Connection

"Viewed as outcomes, achievement and behavior are related; viewed as causes of each other, achievement and behavior are unrelated. In this context, teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBS and other preventive interventions in America’s schools.”
Algozzine, Wang, & Violette (2011, p. 16).
Violence prevention

Positive predictable school-wide climate

High rates academic & social success

Formal social skills instruction

Positive active supervision & reinforcement

Positive adult role models

Multi-year school-family-community effort

GOAL (Big Outcome)

POSITIVE SCHOOL-WIDE CLIMATE FOR ALL (Students, Family, School, Community)

Common Language

Common Experience

Common Vision/Values

Quality Leadership

Why?

Violence prevention

Character education

Academic Achievement

College & career readiness

Mental health

Juvenile justice

Special Education

School discipline

Classroom management

Parenting

George’s (PBIS) Theory of Action

Behavior Analysis

Behavior is learned

Behavior & environment are functional
related

Behavior is lawful, therefore
understandable & influence-able

Enhance environment to influence &
teach behavior

Setting Conditions

Antecedents

Behaviors

Consequences

What are social skills?

Verbal & overt actions?
Application of theory of action

Behavior probability influenced by biology, learning history & environment (antecedents & consequences)

- Involuntary
- Learned

- Triggered by antecedent cue
- Paired w/ antecedent cues
- By frequent consequence feedback

Social Skill =

“Those behaviors which, within a given situation, predict important social outcomes” (Gresham, 1986, p. 5)

- Social Consequences
  - Social Peer Acceptance
  - Positive Adult Judgments

Teaching social behavior explicitly?

Like academic behavior

Teaching/learning mis-rule!!

Teaching social like academic skills

- Define simply
- Adjust instruction for efficiency & new settings
- Model & demonstrate range of examples
- Monitor & provide performance feedback & reinforcement
- Practice in range of natural settings
### Teaching calculating hypotenuse of triangle

- "Work w/ another partner & do these 4 examples....
- "C^2 = A^2 + B^2 where C is side opposite right angle...."
- "I noticed that everyone got #1 & #3 correct. #2 was tricky because no right angle...."
- "Watch me....If A = 3 & B = 4, then C^2 = 25, & C = 5...."

### Teaching social behaviors like academic skills

- "You got it. Tomorrow let's figure out how to handle cyber-teasing."
- "That was great. What would that look like if you were stuck on the bus? In the classroom..."
- "Tell me how you would do it if you were in hallway." At school dance." 
- "Watch. This is how I would do it at a concert."

### Culture

- Flexible, dynamic, & changed/shaped over time & across generations & setting.
- Collection of learned behaviors, maintained by similar social & environmental contingencies
- Predicting future behavior

### Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>Teaching Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>1. SOCIAL SKILL</td>
</tr>
<tr>
<td>Hallways</td>
<td>2. NATURAL CONTEXT</td>
</tr>
<tr>
<td>Lunchrooms</td>
<td>3. BEHAVIOR EXAMPLES</td>
</tr>
<tr>
<td>Cafeterias</td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td></td>
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<tr>
<td>Computer Lab</td>
<td></td>
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<tr>
<td>Assembly</td>
<td></td>
</tr>
<tr>
<td>Bus</td>
<td></td>
</tr>
</tbody>
</table>

### Social Skill Teaching & Learning Phases

<table>
<thead>
<tr>
<th>Phases</th>
<th>Whitman &amp; Marine 1980</th>
</tr>
</thead>
</table>
| Acquisition | • New skill w/ accuracy  
Show, model, explain w/ feedback |
| Fluency | • Speed & consistency  
Practice w/ feedback |
| Maintenance | • Sustained w/ accuracy & fluency  
Practice w/ less feedback |
| Generalization | • Use in new context  
Teach, practice in variety of conditions |
| Adaptation | • Modify & fit behavior in new context  
Teach variations w/ feedback |

### Expectations

<table>
<thead>
<tr>
<th>Respect Ourselves</th>
<th>1. SOCIAL SKILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom, act with respect.</td>
<td>2. NATURAL CONTEXT</td>
</tr>
<tr>
<td>Respect others</td>
<td>3. BEHAVIOR EXAMPLES</td>
</tr>
<tr>
<td>In the classroom, act with respect &amp; kindness.</td>
<td></td>
</tr>
</tbody>
</table>
Examples

Classroom & School-wide

<table>
<thead>
<tr>
<th>Typical Contexts/ Routines</th>
<th>Classroom-Wide Rules/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Respect Others</td>
</tr>
<tr>
<td></td>
<td>Respect Property</td>
</tr>
<tr>
<td></td>
<td>Respect Self</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Eyes on speaker</td>
</tr>
<tr>
<td></td>
<td>Give brief answers</td>
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<tr>
<td></td>
<td>Put materials inside</td>
</tr>
<tr>
<td>Homework</td>
<td>Do your best.</td>
</tr>
<tr>
<td></td>
<td>Turn in your work only</td>
</tr>
<tr>
<td>Transition</td>
<td>'I Need Attention'</td>
</tr>
<tr>
<td></td>
<td>Hold or show Assistance Card?</td>
</tr>
<tr>
<td></td>
<td>Wait 2 minutes &amp; try again</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Keep hands to self</td>
</tr>
<tr>
<td></td>
<td>Have materials ready</td>
</tr>
<tr>
<td>Independent Work</td>
<td>Use inside voice</td>
</tr>
<tr>
<td></td>
<td>Keep hands to self</td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Step, Step Back, Think, Act</td>
</tr>
</tbody>
</table>

1. SOCIAL SKILL

2. NATURAL CONTEXT

3. BEHAVIOR EXAMPLES

Teaching Routines Lesson Plan

- What does routine look/sound like?
- Where/when should routine be used?
- When will routine be taught & for how long?
- How & when will routine be practiced?
- How will learning be confirmed?
- How, where, & how often will displays of routine be acknowledged?

Central: Assess, MI
Source: 2009 MIRSI Assessment

Central Elementary School

- Where
- What
- Why
- How:
  - Model
  - Practice
  - Reinforce
  - Follow-up
Few positive SW expectations defined, taught, & encouraged

PBS – Respect & Responsibility

Teaching Matrix Activity

Define Expectations for Each Setting & Routine
RAH – at Adams City High School
(Respect – Achievement – Honor)

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time, work hard, follow class rules</td>
<td>Keep location neat, keep to the right, personal space boundaries</td>
<td>Keep trash in cans, push in your chair</td>
<td>Personal space boundaries, trash in cans, use restrooms</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best, take notes, ask questions</td>
<td>Keep location neat, follow class rules</td>
<td>Put trash in cans, be courteous to staff and students</td>
<td>Personal boundaries, trash in cans</td>
</tr>
<tr>
<td>Honor</td>
<td>Do your own work, tell the truth</td>
<td>Be considerate of others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>

Social Skills

Good & Bad Habits

MacNeill Secondary School, Richmond, British Columbia 4 Nov 2013

“Power of Habits”
Charles Duhigg, 2012

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)
Establishing/Replacing Habit
Charles Duhigg (2014)

CUE
- Remove competing cue
- Add desired cue

HABIT
- Teach acceptable alternative
- Teach desired alternative

REWARD
- Remove reward for old habit
- Add reward for new habit

All three elements are addressed in SSI

FBA/BIP Elements & System

Problem Behavior

- *Response class
- *Routine analysis
- *Hypothesis statement
- Functional Assessment

- Intervention & Support Plan
- *Implementation support

- Data plan
- *Continuous improvement

- Sustainability plan

- Impact on Behavior & Lifestyle

- Team-based
- Behavior competence

Summary Statement

- Desired Alternative
- Typical Consequence

- Setting Events
- Triggers Antecedents
- Problem Behavior
- Maintaining Consequences

- Acceptable Alternative

COMPETING PATHWAYS

BEHAVIOR SUPPORT PLANNING

- Desired Alternative
- Targeted Alternative
- Exhibiting Competence

- Neutralizing setting event
- Make triggers irrelevant.

- Antecedent Manipulation
- Make problem behavior inefficient.

- Consequence Manipulation
- Make consequences ineffective.

*Response class
*Routine analysis
*Hypothesis statement
*Alternative behaviors
*Competing behavior analysis
*Contextual fit
*Strengths, preferences, & lifestyle outcomes
*Evidence-based interventions
*Implementation support
*Data plan
*Continuous improvement
*Sustainability plan

Neutralize setting event
Make triggers irrelevant.
Neutralize setting event
Make triggers irrelevant.

Vary intensity of social skills instruction based on responsiveness (strength of habit)
Guidelines

Remember!

Define, Model, Practice, Monitor, & Reward

Train for automaticity & generalized responding

Actively & continuously supervise social skills

Establish social networks (school climates) that expect & maintain social skills

Enhance supports based on responsiveness

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