SWPBS: Review of General & Targeted Social Skills Instruction

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PURPOSE
To review rationale, teaching features, & implementation strategies of general (Tier 1) & specific (Tiers 2/3) social skills instruction

Why teach social skills?
Prevention & Academic & Social Competence

“This is the worst class I’ve ever had.”

Academic-Behavior Connection


**GOAL (Big Outcome)**

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

**George’s (PBIS) Theory of Action**

**Behavior Analysis**

<table>
<thead>
<tr>
<th>Setting Conditions</th>
<th>Antecedents</th>
<th>Behaviors</th>
<th>Consequences</th>
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</table>

**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

**Why?**

Maximizing academic success

Teaching important social skills

Recognizing good behavior

Modeling good behavior

Sustaining actively

Communicating positively

Establishing positive school climate

**What are social skills?**

Verbal & overt actions?

**Biglan, Calvini, Mayer, Patterson, Reid, Walker**

**Why?**

- Violence prevention
- Character education
- School discipline
- Classroom management
- Parenting
- Special Education
- Juvenile justice

**Common Vision/Values**

**Common Language**

**Common Experience**

**Quality Leadership**
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

“Power of Habits”
Charles Duhigg, 2012

CUE → HABIT → REWARD

• Dessert
  • Tv
  • Tease
  • Difficult work

• Healthy diet
  • Exercise
  • Problem solving
  • Ask assistance

• Satisfied
  • Entertained
  • Teasing stops
  • Work removed

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

Social Skills Misrules

Punishment teaches

Teach “1 hour every Monday”

Not my responsibility

Bad behavior is trait

• Punishment signals error.
  • Punishment does not teach SS.

• SS are needed all day.
  • SS are prompted & practiced all day.

• SS are needed to learn.
  • SS are needed to teach.

• SS (good/bad) learned & taught.
  • Teaching SS should be formal.

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 my right angle…”

“Watch me…If A = 3 & B = 4, then C^2 = 25, & C = 5…”

Work w/ your partner & calculate hypotenuse of triangle for these 3 examples…

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.”

Culture = Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Predicting future behavior

Sugai, O’Keeffe, & Fallon 2012

Social Skill Teaching & Learning Phases

White & Haring, 1980

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

Examples

Classroom & School-wide
Typical Contexts/Routines

<table>
<thead>
<tr>
<th>Routine</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
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<tbody>
<tr>
<td>All</td>
<td>Use inside voice.</td>
<td>Raise hand to answer.</td>
<td>Do your best.</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Eyes on speaker.</td>
<td>Give brief answers.</td>
<td>Check by my comments.</td>
</tr>
<tr>
<td>Homework</td>
<td>Do own work.</td>
<td>Turn in assignments.</td>
<td>Turn in homework.</td>
</tr>
<tr>
<td>Transition</td>
<td>Keep hands to self.</td>
<td>Put materials last.</td>
<td>Have plan.</td>
</tr>
<tr>
<td>“I Need Assistance”</td>
<td>Eyes on speaker.</td>
<td>Give brief answers.</td>
<td>Ask if unclear.</td>
</tr>
<tr>
<td>Teacher Directed</td>
<td>Keep hands to self.</td>
<td>Keep hands to self.</td>
<td>Have plan.</td>
</tr>
<tr>
<td>Independent Work</td>
<td>Use inside voice.</td>
<td>Have plan.</td>
<td>Ask.</td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Stop, Step Back, Think, Act</td>
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Classroom-Wide Rules/Expectations

- Respect Others
  - Use inside voice.
  - Raise hand to answer.
  - Do your best.

- Respect Property
  - Eyes on speaker.
  - Give brief answers.
  - Check by my comments.

- Respect Self
  - Do own work.
  - Turn in assignments.
  - Turn in homework.
  - Keep hands to self.
  - Have plan.
  - Ask if unclear.
  - Have plan.

Teaching Routines Lesson Plan

1. Social Skill
2. Natural Context
3. Behavior Examples

Classroom Routine Lesson Plan

EXCEPTIONS
TYPICAL HOME Routines

- Respect
- Responsibility
- Safety

Few positive SW expectations defined, taught, & encouraged

Tiers 2/3 Social Skills
Again....Good & Bad Habits

Again....Good & Bad Habits
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

Functional Assessment

Intervention & Support Plan

Implementation support & Data plan

Impact on Behavior & Lifestyle

*Response class
*Hypothesis statement

*Alternative behaviors
*Competing behavior analysis
*Contextual fit
*Strengths, preferences, & lifestyle outcomes
*Evidence-based interventions

• Team-based
• Behavior competence

COMPETING PATHWAYS

BEHAVIOR SUPPORT PLANNING

Desired Alternative

Antecedent Manipulation

Behavior Manipulation

Consequence Manipulation

Neutralizing setting event

Make triggers irrelevant

Make problem behavior inefficient

Make consequences ineffective

Summary Statement

Setting Events

Triggering Antecedents

Problem Behavior

Maintaining Consequences

Acceptable Alternative

Desired Alternative

Typical Consequence

“Theria’s” Social Skills Profile & Differentiated Instruction

Targeted Additional Cuing & Reinforcement

Universal Reinforcement

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

Triggering Antecedents  

Problem Behavior  

Maintaining Consequences  

Desired Alternative  

Typical Consequence  

Summary Statement

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<tr>
<td>Arrange for peer interaction before math class</td>
<td>Introduce review type problem before difficult tasks</td>
<td>Teach options to problem behavior 1. Ask for break 2. Ask for help 3. Turn in assignment as is</td>
<td>Immediately reinforce entering class. Provide reinforcer w/in 1 min of starting task (5 min., 10 min.) Give break &amp; help Sit with preferred peer when done</td>
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<td>On days city bus ridden, check in with counselor to review class schedule &amp; walk with counselor to classroom</td>
<td>Give &gt;3 positive acknowledgments per min. to peers during transitions. Give private &amp; quiet corrections to peers. Remind J. of acceptable &amp; desired replacement behaviors</td>
<td>Teach J. how, when, &amp; where to express verbal protest, &amp; how to walk away from problem situations in transitions.</td>
<td>When J. engages in problem behavior immediately disengage from him, &amp; engage peers. When J. engages in replacement behaviors provide adult attention (discusion)</td>
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Guidelines

Remember!
<table>
<thead>
<tr>
<th>Define, Model, Practice, Monitor, &amp; Reward</th>
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<td>Train for automaticity &amp; generalized responding</td>
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<tr>
<td>Actively &amp; continuously supervise social skills</td>
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<tr>
<td>Establish social networks (school climates) that expect &amp; maintain social skills</td>
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<td>Enhance supports based on responsiveness</td>
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