

Training for Trainers of School-wide PBS

Social Skills Instruction: Small Groups

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Your role as trainer is to a) teach others essential features of social skills, b) link small group social skills to larger school system (continuum), and c) point out essential data-decision making processes and systems necessary to insure implementation with high degree of integrity

Overview

- Pre-Requisite Trainer Skills
- Basic Logic
- Overview of essential feature
- Teaching General Case & school specific program

Emphasis is on what you do as a trainer vs. basic skill mastery of essential features

Pre-Requisite Skills

- Fluency with Universal School-wide PBS essential features
- Fluency with “science of behavior”
- Fluency with logic of PBS
- Fluency with essential features of social skill instruction

School-wide Positive Behavior Support

- Clearly define expected behaviors (Rules)
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for record-keeping and decision making
- Focus on the use of a continuum of behavioral supports
- Systems are built to support & sustain use of empirically validated practices

Science behind the common themes

- Effective instruction
- Environmental analyses (why students do or do not use skills)
- Implementation of behavior change and maintenance strategies (adult & student) to effect change

Applied Behavior Analysis

*ABA concerned with the **functional relationships** between **behavior** and the **teaching environment***

Assumptions

- Science of behavior with laws and principles
- Behavior falls into regular patterns
- Behavior is understandable, predictable, and “controllable”

Emphasis on...

- What learner does
- Behavior and setting
 - Preceding and following events

Use principles of ABA to...

- Assess and understand social behavior
- To teach and support social behavior changes

Positive Behavioral Support Plans

- Describe what behaviors are expected of the student and how they will be taught and supported
- Describe the changes in the environment that are designed to alter a student’s behavior
 - Describe what adults will do differently in an effort to alter what the child does
 - Describe what academic, schedule, etc., changes will be made to support new behavior

Applying ABA Principles to the School

Creating systems based on individuals’ behavior on a large scale

Keep in mind....

- The organization does not behave. Individuals within the organization engage in behaviors.
- An organization is a group of individuals who behave together to achieve a common goal.

- Systems are needed to support the collective use of best practices by individuals within the organization (Horner, 2001)

And....

- Learning (adult & student) develops through the following phases:
 - Acquisition
 - Fluency
 - Maintenance
 - Adaptation / Generalization
- May need to start with pre-requisite skills prior to acquisition

School-wide PBS Process Analyses
applying science to create and sustain school-wide systems

Practices (what we do for students)

- Clear Outcomes/Objectives
- Research supported
- Technical assistance input
- Stake holder input

Systems (how we support adults)

- Evaluate Current systems
 - New system
 - Modify system
- Allocate/reallocate resources
- Develop process/model and forms (adult & student)
- Training / information dissemination
- On-going support (adult & students)
- Develop formative evaluation process (student outcomes, adult use, success and barriers)
- Provide frequent positive & instructional feedback to staff

Data (how we make decisions)

- Student outcomes
- Adult perceptions
- System analyses
- Cost benefit

Policy (how to maintain change)

- Operationalize processes
- Codify within existing policy
- Dissemination to multiple audiences

Definition- Social Competence

“Social competence represents an evaluative term based on judgments (given certain criteria) that a person has performed a task adequately. These judgments may be based on opinions of significant others (e.g., parents, teachers), comparisons to explicit criteria (e.g., number of social tasks correctly performed in relation to some criterion), or comparisons to some normative sample.” (Gresham, 1986, p. 146)

Definition -Social Skills

Social skills are defined as "those behaviors which, within a given situation, predict important social outcomes" (Gresham, 1986, p. 5).

Emphasize a) skills are simply one facet of an overall construct of social competence – if taught in isolation you will never reach the larger objective of improved social functioning, b) they are linked to the environment in which they occur, and c) targeted skills should reflect the larger school set of behavioral expectations

Functional Perspective

Emphasize that “inappropriate” social skills meet student need and until we teach an “appropriate” skill and alter the environment, they will continue to use the inappropriate

Best Practices Teaching the General Case Steps in Social Skill Instruction

- Assessment
- Planning
- Lesson Development
- Teaching
- Generalization

Assessment: Student Identification (Data, System)

Emphasize the use of existing data / assessment sources such as ODR, visits to discipline room, teacher referral, number of buddy room visits

Assessment: Skill Selection
(Data)

- Teacher Ratings
- Ratings by others
- Direct Observation

Emphasize the importance of discussing cultural, language, and other factors that impact perceptions of "appropriate" social skills

Assessment: Teacher Ratings

The Walker-McConnell Scale of Social Competence and School Adjustment. H. M. Walker & S. R. McConnell (1988). Austin, TX: Pro-Ed. (elementary & secondary versions)

- *Teacher-Preferred Social Behavior*
- *Peer-Preferred Social Behavior*
- *School Adjustment Behavior*

Social Skill Rating System (SRSS) F. M. Gresham & S. N. Elliott (1990). Circle Pines, MN: American Guidance Services. (ages 3-18)

- *Social skills acquisition deficits*
- *No interfering problem behavior*
- *Social skills performance deficits*
- *Interfering problem behavior*
- *Social skills strengths*

Assessment: Direct Observation

Outcomes:

- Needed social skills
- Problem type
 - skill deficiency
 - performance problem
 - maintenance / generalization problems
- Examples for instruction and tests

Planning Requirements
(practices, systems)

- Curriculum / Lesson Plans
 - Adapt/adopt
- Group procedures
- Generalization strategies

Curriculum Analysis (system)

- What instructional components are included in the curriculum?
- Is the curriculum adaptable to individual needs?
- Can the curriculum be used with small groups?
- Can personnel implement the curriculum without specialized training beyond that described in the curriculum?
- Is the cost implementation reasonable and manageable?
- Are strategies included that will promote maintenance and generalization of skills?
(Carter & Sugai, 1989, p. 38)

Lesson Components (practices)

- rule for when to use the skill
- set of useful skill variations
 - teach the rule (TELL)
 - demonstrate the skill (SHOW)
 - students practice the skill (PRACTICE)
 - review and test the skill (PRACTICE)
 - assign homework (PRACTICE)

Emphasize that teaching social skills follows the same format as teaching academic skills

Lesson Plans: Teach (tell)

- definition of essential rule
- description of skill components and variations

Lesson Plans: Demonstrate (show)

- model / demonstrate the skill
 - select competent and respected students and adults
 - only the teacher models incorrect responses
 - select examples from natural context
 - at least two positive demonstrations of each example

Lesson Plans: Practice

- role play activities
 - focus on relevant features
 - have student "think aloud"
 - teacher can provide coaching during lesson
 - involve all members of the group by assigning tasks / questions
 - have student self evaluate after activity

Lesson Plans: Review & Test

- review essential rule for the day
- test on untrained examples through role plays
- test each student as often as possible (daily)
- request demonstration of skill whenever possible (verbally or role play)
- **lesson homework**

Group Procedures (practices, system)

- Who & how many in the group?
 - 5-8
- When & how long meet?
 - At least weekly over the school year
- Who teaches?
 - Combination
- Basic behavior management
 - Routines
 - Expectations
 - Attention signal
 - Incentives

Emphasize the importance of connecting the social skill group outcomes, expectations, etc. to the school-wide PBS system

Maintenance & Generalization **Connect points to larger School-wide System** (system, policy)

Strategies To Use During Training (practices)

- Use naturally occurring examples within role plays
- Use naturally occurring reinforcers
- Use language of school-wide PBS system
- Pinpoint activities students likely to engage
- Train in the targeted setting
- During training, include peers the target student(s) likely to encounter in the problem setting
- Use a number of trainers or other adults during training
- Continue training for a sufficient amount of time

Strategies to Use Within the Target Setting (system, policy)

- Prompt students to display skill (Pre-Corrects)
- Reinforce displays of skills in generalized settings using language of school-wide PBS system
- Enlist a variety of others to prompt and reinforce skills in generalized settings
- Individual contracts and behavior change plans
- Group contingencies

**Small Group Social Skill
School Specific**

- Social Skill Club
- Lunch Bunch
- Self-Management Center

Social Skills Club: Student Selection

- Designed to meet the needs of repeat offenders
- Criteria for selection: 8 or more referrals across previous school year
- Parent letters to extend “invitation”
 - Voluntary participation
 - Presented as prevention/support
 - Encouraged parent participation

Focus = _____

Social Skills Club: Instructors

- Special Educator with fluency in social skill instruction
- General Educator
- Access to technical assistance and resources

Focus = _____

Social Skills Club: Group Management

- Two adults!
- Club expectations linked to school-wide expectations
- Rules and expectations for group participation in role play
- Planned fun
- Reinforcement system linked to school-wide system

Focus = _____

Social Skills Club: Curriculum & Delivery of Instruction

- Collected and prepared materials from a variety of sources.
- One hour per week after school for the academic school year
- Attention to pre-requisite skills for participating in lessons.
- Structured format: Advanced Organizer, Teach, Model, Role play, Review, Test & Homework

Focus = _____

Social Skills Club: Generalization

- Posters of each lesson given to classroom teachers to display in class and use as visual prompt.
- “Club” participants present weekly social skill lesson to from club to their class.
- Staff instructed on how to prompt and reinforce

Focus = _____

Final Thoughts

- Fluency in essential features of small group social skill instruction
- Apply basic logic of PBS (data, practices, systems)
- Emphasize system components
- Model effective instruction within training session

Capacity Building at the District Level

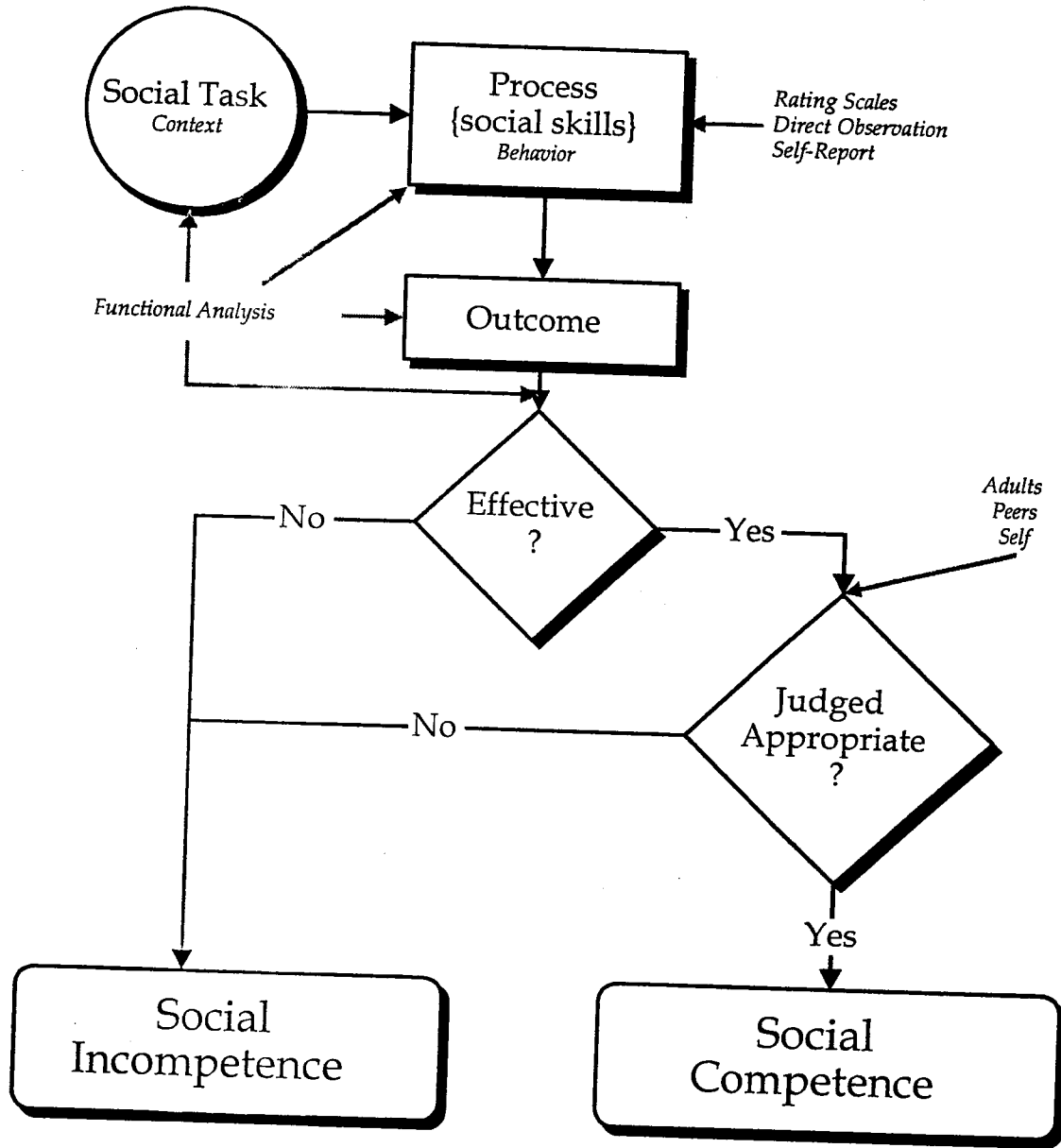
Competency Level	Skill Mastery		
	Data	Practices	Systems
<p>Level One (Coaches):</p> <ul style="list-style-type: none"> Fluency @ Universal level “Lead” teams through process (Direct) 	<ul style="list-style-type: none"> Multiple data collection systems Problem solving with Data 	<ul style="list-style-type: none"> School-wide PBS essential features Effective Instruction Classroom management Rules to inform adoption of practices Model school examples Basics of ABA PBS responses to problem behavior 	<ul style="list-style-type: none"> Meetings / Team roles Communication within building Consultation Targeted technical assistance Task analyze team generated universal practices for implementation Codify practices into policy
<p>Level Two (Coaches/Trainers):</p> <ul style="list-style-type: none"> Established effective school site(s) Fluency at Small group and Individual student level Work with school team chair (Indirect) Train teams in universals 	<ul style="list-style-type: none"> Research data collection tools (e.g., SET) Direct observation data at individual student level 	<ul style="list-style-type: none"> Advance ABA Functional Behavioral Assessment Social Skill instruction 	<ul style="list-style-type: none"> Systematic (data-based) student identification for small group/individual supports Create/support student support team or process Task analyze team generated small group/individual practices for implementation Adapting universal systems to support generalization of small group /individual plans Consult with other agencies/parents Codify practices into policy Leadership team roles / meetings Communication across district Resource bank (“experts” & materials) Codify practices into policy
<p>Level Three (Coordinator):</p> <ul style="list-style-type: none"> Work with multiple schools Train teams universal – individual level Train coaches Establish district-wide system 	<ul style="list-style-type: none"> Evaluation of district-wide efforts Data –decision rules to identify needed supports within/across schools Link school needs (data-based) to district professional development 	<ul style="list-style-type: none"> Effective professional development / training skills Map district policy to essential features of PBS 	<ul style="list-style-type: none"> Systematic (data-based) student identification for small group/individual supports Create/support student support team or process Task analyze team generated small group/individual practices for implementation Adapting universal systems to support generalization of small group /individual plans Consult with other agencies/parents Codify practices into policy Leadership team roles / meetings Communication across district Resource bank (“experts” & materials) Codify practices into policy

School-wide PBS Process Analyses

PBS Feature	Critical Components	In-place*	Plan to put in place*
<u>Practices</u> (what we do for students)			
	Outcomes/Objectives		
	Research supported		
	Technical assistance input		
	Stakeholder input		
<u>Systems</u> (how we support adults)			
	Evaluate current systems (develop new system or modify system)		
	Allocate/reallocate resources		
	Develop process/model and forms (adult & student)		
	Training		
	Information dissemination		
	On-going support (adult & students)		
	Develop formative evaluation process (student outcomes, adult use, success and barriers)		
	Provide frequent positive & instructional feedback to staff		
<u>Data</u> (how we make decisions)			
	Student outcomes		
	Adult perceptions		
	System analyses		
	Cost benefit		
<u>Policy</u> (how to maintain change)			
	Operationalize all processes		
	Codify within existing policy or create new policies		
	Dissemination to multiple audiences		

*attach related focus area and problem solving worksheets

Social Competence Assessment



T. Lewis, 1992