



# 4J PBIS NEWSLETTER

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**SOCIAL SKILLS INSTRUCTION IS VERY SIMILAR TO TEACHING ACADEMIC SKILLS.**

## Teaching Social Skills

Much like teaching reading and math, social skills and replacement behaviors must be taught, practiced, reviewed and prompted. Even with several preventative and reinforcement strategies in place, you would not expect a student to learn geometry without ongoing instruction and practice.

Consider a student with a learning disability receiving reading instruction. Teachers will model letter names and sounds, practice those skills in isolation, provide corrective feedback when errors are made, reinforce effort as well as accuracy, and plan for generalization. Even with specially designed instruction, it may take years

for some students to become fluent readers.

**Students with social skills deficits require the same type of instruction, practice, prompting and feedback.**

### Research

1. 75% of student with learning disabilities demonstrate some difficulty with social skills (Elksnin and Elksnin, 2000; Fussell, et al., 2005)
2. 1/3 may require additional social skills instruction beyond high school (Elksnin and Elksnin, 2000)

### Effective Social Skills Instruction

1. Direct, structured approach
2. Helping students to generalize skills
3. Focus on valued skills in real-life contexts, role playing, and using a multi-media approach (Elksnin and Elksnin, 2000)
4. Should be taught and practiced throughout the day \*\*prompt prior to challenging times of the day\*\*

### Tools for Teaching Social Skills

1. Use visuals such as comic strip conversations, flash cards, etc.
2. Incorporate children's literature.
3. Use a multimedia approach: video modeling, interactive social stories, etc.
4. Social skill autopsies-discuss incident with the student and what they could do differently next time.

# Identifying and Teaching Replacement Behaviors

## Meeting Our Needs

All students engage in both prosocial and problem behaviors to meet their needs. We often refer to those needs as the function of a behavior. This may be gaining adult or peer attention, avoiding new or difficult tasks, gaining access to an object or activity, and/or other functions.

Many times, it is unrealistic to expect a student to go from the current behavior to the desired one without some intermediary steps along the way. Replacement behaviors bridge the gap between desired and problem behaviors.

Replacement behaviors should meet the same need, be easier to use, and work just as well as the challenging behaviors. For example, if Charlie hits another student because he really wants his friends attention, a replacement behavior might be to teach him to give high fives.

**Replacement behaviors need to be taught, practiced and reinforced when a student is calm.**

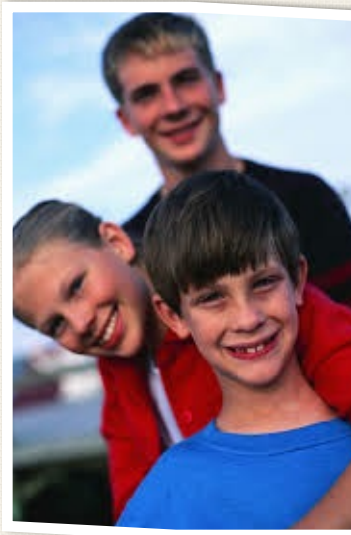
## Behavior Shaping

Again, much like academic skills, social skills are typically learned in a progression. Single digit addition is learned before regrouping, which is taught before multiplication. It may be necessary to teach a series of replacement behaviors that build upon previously mastered skills, in order to reach the desired behavior.



## IDENTIFY PROBLEM BEHAVIORS AND THEIR FUNCTION

- WHAT DOES THE PROBLEM BEHAVIOR LOOK LIKE? BE SPECIFIC.
- WHAT NEED IS BEING MET BY ENGAGING IN THE BEHAVIOR.
- WHAT TRIGGERS THE PROBLEM BEHAVIOR? THIS WILL HELP WHEN PRACTICING REPLACEMENT BEHAVIORS.



## DETERMINE A REPLACEMENT BEHAVIOR THAT MEETS THE SAME NEED

- A REPLACEMENT BEHAVIOR SHOULD SERVE THE SAME FUNCTION AS THE PROBLEM BEHAVIOR, MORE EFFICIENTLY AND IN A MORE SOCIALLY APPROPRIATE MANNER.
- IT MAY TAKE TEACHING SEVERAL STEPS BEFORE REACHING THE DESIRED BEHAVIOR (SHAPING).



## TEACH, MODEL, PRACTICE AND REINFORCE ACROSS SETTINGS

- SPECIFICALLY TEACH THE STUDENT HOW TO USE THE REPLACEMENT BEHAVIOR.
- MODEL EXAMPLES AND NON-EXAMPLES.
- HAVE THE STUDENT PRACTICE DAILY.
- PROMPT WHEN TO USE THE REPLACEMENT BEHAVIOR AND REINFORCE WHEN USED!

# Social Skills Lesson Plan Example

## Teaching Behavior & Social Skills Lesson Plan

Student(s) \_\_\_\_\_

Date \_\_\_\_\_

**Step 1: Identify the expected behavior and describe it in observable terms.**

### **Step 2: Identify a Range of Examples**

Positive Examples of the Expected Behavior  
(this is what the expected behavior looks like)

Negative Teaching Examples  
(non-examples, what not to do)

### **Step 3: Practice/Role Playing Activities**

**Model Expected Behavior → Lead Student through Behavior → Test Student**

### **Step 4: Responding to Behavior in Classroom & Role Play**

**Reinforcement** (how to reinforce effort and  
accuracy)

**Corrective Feedback** (error correction  
procedure)

**\*\*Move from Continuous to Intermittent Reinforcement as student gains fluency**

### **Step 5: Data Collection During Activities**

**Step 6: Additional Activities for Practice** (comic strips, video examples, social stories, etc)