

TEACHING, PRACTICING, AND REINFORCING SOCIAL SKILLS

***Make Connections and Activate What We Already Know**

What is it? What does it look like? Sound like? How do we define it?

We discuss it. We activate prior knowledge and thinking about it. We turn and talk about it.

Why is it important? What happens when you do it? Don't do it?

***Directly Teach the Skill Steps**

Directly teach the steps of the skill.

***Model the Skill Steps**

Modeling is telling paired with showing. Do not assume they know and can. As you model the skill and give examples and non-examples; paying particular attention to almost, but not quite. Always end with the "right way" you want the students to practice the skill.

***Practice the Skill**

-It is not instruction unless you practice. If there is no practice, it is a pre-correction.

-Can practice the skill in the natural setting.

-Students can also role-play the skill, identifying the steps to the skill.

-Teachers and peers provide performance feedback.

***Transfer/Generalize skills**

-Pre-correct, prompt and reinforce students at every reasonable opportunity for using the skill steps. General, Specific, and Effective Praise (Tied to the outcome: Thanks for sitting in your seat, now we can continue with the lesson)

-Look for and capitalize on teachable moments around the social skill.

-The goal is for students apply and use the skill as naturally and as often as possible.

-Students need 80% rate of success for mastery of any skill (same true for reading and math)

-The typical elementary classroom provides positive to negative feedback at a rate of 2:1 (middle school 1:1 and high school 1:2) so this must be increased if you want to create change.

-Your students have learned the skill to mastery when they can perform the social skill automatically and immediately under the most stressful or emotional situations.

***CORRECT FLUENTLY**

-Correction: It is about the behavior and evokes the message that you are always on their side.

1. Corrective Prompt: Say students name and 'teacher stare,' model, proximity, remind students what to do using 'class'.

2. Guided self-correction- What What Why Approach (Research shows a 75% improvement)

3. Corrective teaching: respond to more severe and persistent behavior when other tools did not work. (Let's rewind)

- Align with student—show empathy or praise
- Describe inappropriate behavior
- Describe appropriate behavior
- Give reason for doing it the right way
- Practice—doing it the right way

Example: What you did and what you should have done.

"When you accept no the right way we can move on and avoid an argument. Let's rewind. Ask me again and I am going to say no, I want you to do this. "

PRAISE when student does it the right way.