# Using Social Skills as the Anchor to an SEL/PBSS and Student Self-Management System

## An Introduction to Social Skills Instruction

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**Session III**

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1

## Howie Knoff, Ph.D.

- President, Project ACHIEVE Educational Solutions— An evidence-based (SAMHSA) school effectiveness/school improvement program
- Internationally known consultant, author, presenter on school reform, social skills and multi-tiered behavior management
- Past President, National Association of School Psychologists
- Fellow of the American Psychological Association, School Psychology Division

2

## Project ACHIEVE's Research-to-Practice Model

**Project ACHIEVE**:

A district-wide continuous school improvement/ school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students

3

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## Project ACHIEVE: 1990- present

Project ACHIEVE's Evidence-based Model:

U.S. Department of Health & Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) — 2000

Described in the National Registry of Evidence-based Programs and Practices (NREPP)

PROJECT ACHIEVE
Building Strong Schools to Strengthen Student Outcomes

4

## Project ACHIEVE: 1990- present

**Notable Project ACHIEVE Sites and Grants**

- Arkansas Department of Education's SPDG
- Martin County (KY), Laker Elementary (MI), Teaneck Schools (NJ), Talihina (OK), Huron County (MI)—School Climate Transformation Grant
- Baltimore City (MD) Schools—Outreach and Dissemination grant
- Shelby County (OH), Scranton (PA), Northeast (NM) Regional Education Cooperative—Elementary & Secondary Counseling grants
- Montgomery (MD) County School District—Safe Schools/Healthy Students grant
- Hillsborough/Polk County (Tampa Bay, FL) School Districts—U.S. Office of Special Education Program Personnel Preparation grants
- 10 Native American communities—School Improvement Grants (SIG)

5

## Session Overview

- A Re-Introduction to Social, Emotional, and Behavioral Self-Management
- Social Skills Instruction: The Foundations to Teaching and Implementation
- Social Skills with Challenging Students

6

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## The Ultimate Educational Goal

IS TO:

Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development

7

## From a Student Perspective…

8

## From a Student Perspective…

9

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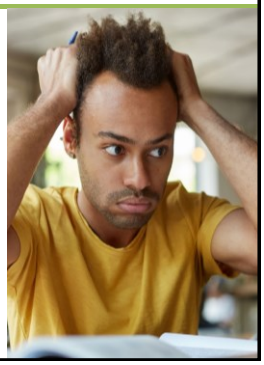
## Self-Management Definition

- Be socially, emotionally, attributionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem-solving, conflict prevention and resolution, social-emotional control, coping, and behavioral skills
- Effectively control their own emotions, thoughts, and behavior

10

## WHY… Is Self-Management Important in Schools?

- Facilitates academic engagement and achievement
- Essential to cooperative and project-based learning
- Inherent part of classroom management
- Supports positive, safe school and classroom climate
- The ultimate goal/replacement behavior for challenging student interventions



11

## Poll: Which of the Following Best Characterizes Your School's Social-Emotional Learning Program?

- We talk with students about the importance of being responsible, respectful, positive, safe, and honest.
- We hold periodic class meetings where students can share their feelings, discuss peer situations that they felt were inappropriate, or ask for or give an apology.
- We (adults) discuss inappropriate behavior with students after it occurs, and develop a plan or conduct an activity to guide them toward appropriate behavior.
- We (adults) teach all students social skills in an organized fashion throughout the school year—using role plays and additional activities that transfer the training to real classroom situations.
- We teach all students social skills as above, plus have counselors provide regular, small group instruction with more intensive training for students with challenging behavior.

12

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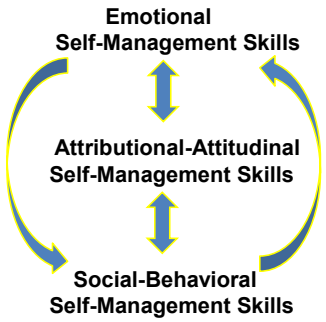
**Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions**

13

## Operationalizing Self-Management




14

## What Key Self-Management Competencies do Students Need?

- Social Competencies
  - Listening, Engagement, and Response Skills
  - Communication and Collaboration Skills
  - Social Problem-Solving and Group Process Skills
  - Conflict Prevention and Resolution Skills
- Emotional Competencies
  - Emotional Awareness, Control, and Coping Skills—Self and Others
  - Self-Concept/Self-Esteem Skills
- Behavioral Competencies
  - Social, Interactional Skills
  - Classroom and Building Routine Skills
  - Instructional and Academic Supporting Skills

15

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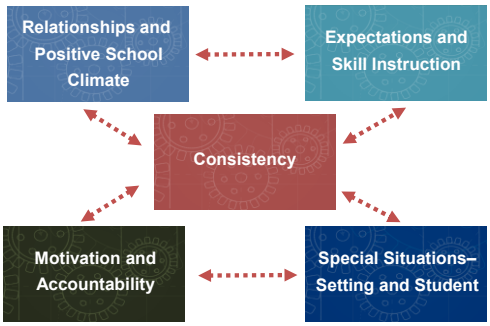
## Ultimately, Constructs Need to Drill Down to Key Behavioral Competencies or Skills

Listening
Following Directions
Asking for Help
Ignoring Distractions
Dealing to Teasing
Contributing to Discussions/Answering Classroom Questions
Waiting for an Adult's Attention-How to Interrupt
Dealing with Losing
Apologizing
Dealing with Consequences

Deciding What to Do
Asking for Permission
Joining an Activity
Giving/Accepting a Compliment
Understanding Your/Others' Feelings
Avoiding Trouble
Dealing with Anger
Dealing with Being Rejected or Left Out
Dealing with Accusations
Dealing with Peer Pressure

16

## The "Scientific Core" of Students' Social, Emotional, and Behavioral Self-Management




17

## The SEL/PBSS Core of Social, Emotional, and Behavioral Student Self-Management

| | |
|---|---|
| Relationships and Positive School Climate | • Five Positive Interactions for Any One Negative Interaction: Adults, Peers, Self |
| Expectations and Skill Instruction | • Social, Emotional, Behavioral Skill Instruction Program |
| Motivation/ Accountability | • Grade-level and Common School Area Behavioral Matrix with Meaningful Incentives and Consequences |
| Consistency | • Expect, Evaluate, and Reinforce Consistency across Time, Students, Staff, Settings, Situations |
| Special Situations – Setting and Student | • Apply the Process and Interactions across Settings, for Peer Interactions, and with Students Who Need Multi-tiered Services |

18

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## Facilitating Student Self-Management...

If Students have these Skills . . . then many of the "challenging behavior" issues related to the following can be successfully prevented or moderated:

* Poverty
* Trauma
* Teasing and Bullying
* Social Skill Gaps
* Anger and Emotional Control gaps
* Self-Concept and Self-Esteem gaps
* Some Mental Health correlates

19

## Is your District and its Schools Filling All of the Boxes ???

- Relationships and Positive School Climate ?
- Expectations and Skill Instruction ?
- Motivation/ Accountability ?
- Consistency ?
- Special Situations – Setting and Student ?

20

## Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

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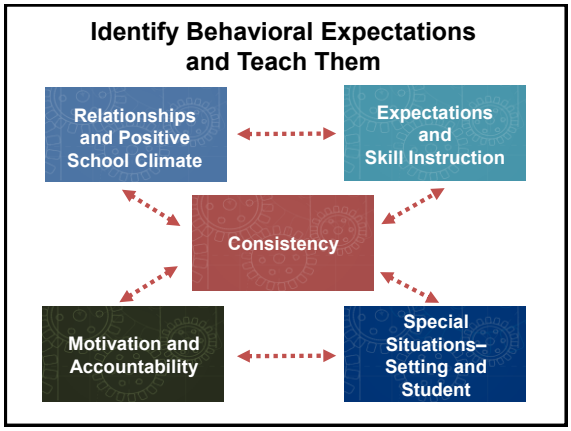


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24

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## Common Area Expectations

25

## Behavioral Expectations for the Common Areas of the School

Hallway
Bathroom
Buses
Playground
Cafeteria
Courtyards
Auditorium
Study Halls
Library/Media Center
Computer/Tech Rooms
Entering/Leaving Building

26

## Teaching Behavioral Expectations

1. Do not assume that students know or understand the expectations
2. State the expectations positively and proactively
3. Teach the specific behaviors that meet the expectations
4. Demonstrate the behaviors while verbalizing the steps
5. Practice the behaviors with the students while verbalizing the steps
6. Be Consistent

27

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Social skills instruction should be part of a scaffolded pre-K through high school mental health and wellness curriculum.

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Kindergarten children with social skills struggles were less likely to finish school and more likely to have substance abuse and to get into trouble.

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Social skills training positively impacts students' relationships and behavior, and delivered 11% better academic performance.

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We prevent mental health-related challenges by teaching all students social-emotional skills.

31

## The Goal of an Evidence-Based Social Skills Program

TO:

- Teach Children Interpersonal, Social Problem-Solving, Conflict Prevention/Resolution, and Emotional Coping Skills
- That facilitate their Social-Emotional/ Behavioral Development, and
- Help them develop Self-Management Skills

32

## Characteristics of an Effective Social Skills Program

- Developmentally Sensitive:
  preK-Grade 1/Grades 2-3/Grades 4-5/Grades 6-8
- Teaches Behaviors and not Constructs of Behavior
- Teaches through Scripts and Skills
- Teaches through Behavioral Instruction and Practice . . . not awareness

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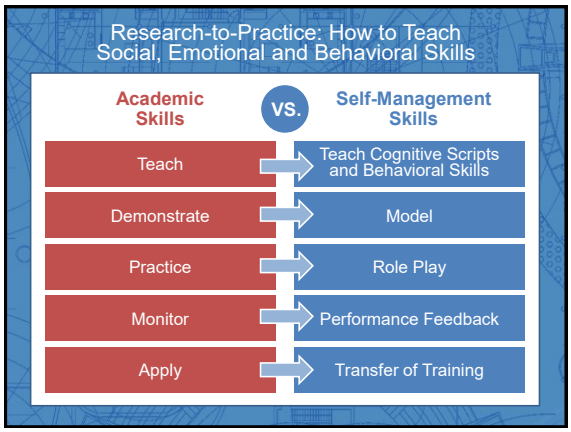
Teaching behavioral skills is like teaching a basketball team: You script, "block" the behavior, and ensure readiness through practice, practice, practice.

34

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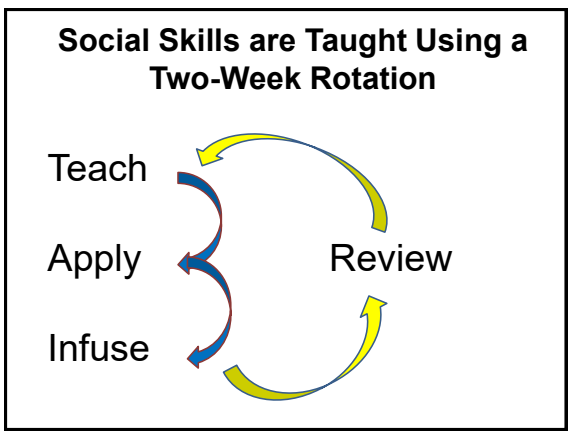


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## The Two-Week Social Skills Teaching /Rotation Schedule For Each New Social Skill

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Week 1** | Teach : Introduce Skill, Model, Roleplay | Teach : Review Skill, Roleplay | Teach : Review Skill, Roleplay | Apply into a selected classroom activity | Apply into a different classroom activity |
| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 2** | Review & Apply into new class activity | Apply and/or Infusion | Infusion through Teachable Moments | Infusion through Teachable Moments | Infusion through Teachable Moments |

37

## Monthly Stop & Think Social Skills Calendar

| SEPTEMBER | WEEK 1 | WEEK 3 |
|---|---|---|
| Kindergarten/ Grade 1 | Classroom Routines<br>Skill 1: Listening | Building Routines<br>Skill 2: Waiting for Your Turn |
| Grades 2/3 | Classroom Routines<br>Skill 1: Listening | Building Routines<br>Skill 2: Following Directions |
| Grades 4/5 | Classroom Routines<br>Skill 1: Listening | Building Routines<br>Skill 2: Following Directions |

38

Social skills training must take place in the classroom setting with teacher as primary role model.

39

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## WHO SUPPORTS Social, Emotional, and Behavioral Skills Instruction?

** The Training should be Supported by Pupil Services Personnel and other Specialists and Administrators

| | | | |
|---|---|---|---|
| **Co-Teaching** | Tier 1 | | |
| **Pull-in Practice** | Tier 1 | Tier 2 | |
| **Pull-out Practice** | | Tier 2 | Tier 3 |

40

## Poll: Who is Currently Teaching Your School's Social Skills Program and How Often Does it Occur?

- We do not currently have a social skills program in our school.
- Students are taught social skills by a support staff person (who does not have a counseling, social work, or school psychology background) only after a student has demonstrated inappropriate behavior.
- Social skills are taught by a counselor, social worker, or school psychologist only after a student has demonstrated inappropriate behavior.
- Social skills are taught by a counselor, social worker, or school psychologist to most students in the school one to three times per month (with the classroom teacher usually absent).
- Social skills are taught regularly by classroom teachers as part of an organized curriculum supported by a counselor, social worker, or school psychologist who works with students who need smaller group or more strategic multi-tiered instruction.

41

## Please Stop the Tape and Take Some Time to Write Down Your Thoughts about these Questions

42

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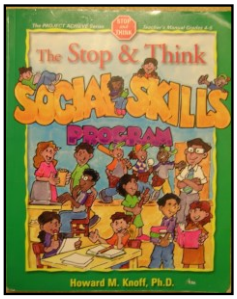
## Stop & Think Social Skills Program

**http://www.projectachieve.info/store**

**SCHOOLS:**

**preK to Grade 1**
**Grades 2 to 3**
**Grades 4 to 5**
**Grades 6 through 8th**




43

## Preschool to Early Elementary Stop & Think Social Skills

**At the preK through Grade 1 level, the ten primary skills are:**

- Listening
- Following Directions
- Using Nice Talk
- Asking for Help
- Waiting for Your Turn
- Dealing with Consequences
- Waiting for an Adult's Attention-How to Interrupt
- Ignoring
- Dealing to Teasing
- Dealing with Losing

**At the preK through Grade 1 level, the ten advanced skills are:**

- Ignoring Distractions
- Rewarding Yourself
- Sharing
- Deciding What to Do
- Asking for Permission
- Joining an Activity
- Using Brave Talk
- Dealing with Being Left Out
- Dealing with Anger
- Apologizing

44

## Early to Middle Elementary School Stop & Think Social Skills

**At the Grade 2 through Grade 3 level, the ten primary skills are:**

- Listening
- Following Directions
- Asking for Help
- Ignoring Distractions
- Contributing to Discussions/ Answering Classroom Questions
- Waiting for an Adult's Attention-How to Interrupt
- Apologizing
- Accepting Consequences
- Dealing to Teasing
- Dealing with Losing

**At the Grade 2 through Grade 3 level, the ten advanced skills are:**

- Deciding What to Do
- Asking for Permission
- Joining an Activity
- Giving/Accepting a Compliment
- Understanding Your/Others' Feelings
- Avoiding Trouble
- Dealing with Anger
- Dealing with Being Rejected or Left Out
- Dealing with Accusations
- Dealing with Peer Pressure

45

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## Middle to Late Elementary School Stop & Think Social Skills

**At the Grade 4 through Grade 5 level, the ten primary skills are:**

- Listening
- Following Directions
- Asking for Help
- Ignoring Distractions
- Dealing to Teasing
- Apologizing
- Accepting Consequences
- Dealing with Anger
- Dealing with Being Rejected or Left Out
- Walking away from a Fight

**At the Grade 4 through Grade 5 level, the ten advanced skills are:**

- Setting a Goal
- Evaluating Yourself
- Responding to Failure
- Beginning/Ending a Conversation
- Giving/Accepting a Compliment
- Understanding Your/Others' Feelings
- Dealing with Accusations
- Dealing with Fear
- Dealing with Peer Pressure
- Dealing with Another Person's Anger

46

## The Stop & Think Social Skills Classroom and Building Routines

**Classroom Routines—Instructional**

- The "Hand Raising" Skills
- Participating in Classroom Discussions
- Answering Questions during Lessons
- Working in a Cooperative Group
- Doing Seatwork or Independent Work Assignments
- When You Finish a Classroom Paper or Assignment
- Transitions from One Classroom Subject to Another
- Taking Books and Other Materials to Class
- Taking Timed Tests

**Classroom Routines—Procedural**

- Entering a Classroom
- Hanging Coats and Backpacks
- Lining Up to Leave the Classroom (During the School Day)
- The Dismissal Skill

**Classroom Routines—Situational**

- When Your Teacher Gives You a Time Out
- When Your Teacher Asks You to Leave the Classroom (As a Consequence)
- When the Teacher is Absent
- Visitors in the Class or Building

47

## The Stop & Think Social Skills Classroom and Building Routines

**Building Routines—Procedural**

- Walking in Line in the Building
- Putting Clothes in Your Cubby
- Washing Hands for Lunch/Snack
- Lunchroom Behavior:
  - Behavior in Line
  - Getting food/Going to Tables
  - Eating/In-Seat Behavior
  - Busing Trays/Tables after Lunch
  - Table Clean-Up
  - Leaving the Cafeteria
- Playground Behavior (specify)
- Keeping the Classroom Clean
- Bathroom Behavior (specify)

**Special Situation Routines**

- Knowing when to tell (an adult) about a Safety Issue
- Reporting an Accident or a Dangerous Situation
- Preventing teasing, taunting, bullying, harassment, hazing, or fighting
- Helping a (potential) victim of teasing, taunting, bullying, harassment, hazing, or fighting
- Walking Away from a Fight or Conflict/ Room or Hallway Evacuation
- The Fire Drill

48

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**Critical Components of the**
**Stop & Think Social Skills Program**

** A Universal language that helps to condition behavior.

** A Universal teaching process that results in student learning, mastery, and self-management.

49

**Critical Components of the**
**Stop & Think Social Skills Program**

** **A Universal language that helps to condition behavior.**

** A Universal teaching process that results in student learning, mastery, and self-management.

50

**THE STOP & THINK SOCIAL SKILLS UNIVERSAL LANGUAGE**

51

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Social Skill Steps Here

1.

2.

3.

4.

52

Asking for Help

1. Ask yourself: "Do I really need help or can I do this alone?"
2. If you need help:
   Raise your hand; Mouth closed.
3. Wait until you are called on.
4. Say specifically what you need using a nice voice.

53

Ignoring Distractions:

1. Take deep breaths and count to 5.
2. Look away from the person (Do "the pivot".)
3. Close your ears (and Focus on your work).
4. Hold your position; Do not respond or say anything to the person.

54

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## Critical Components of the Stop & Think Social Skills Program

** A Universal language that helps to condition behavior.

** **A Universal teaching process that results in student learning, mastery, and self-management.**

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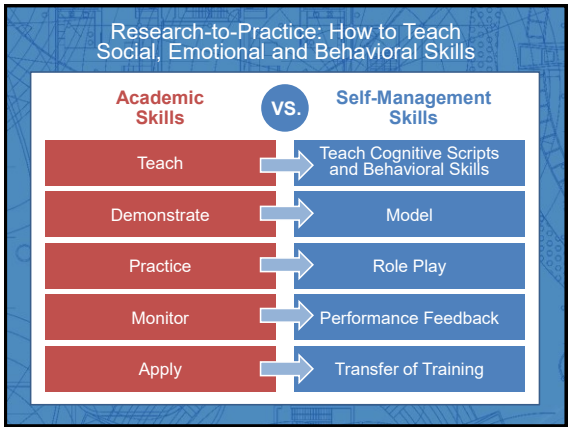


56

57

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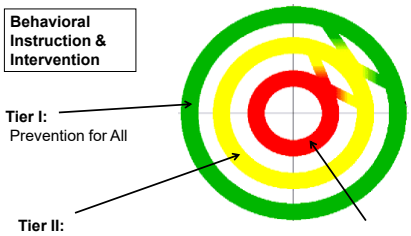
## SEL/PBSS: Multi-Tiered Prevention, Strategic Intervention, and Intensive Need Services

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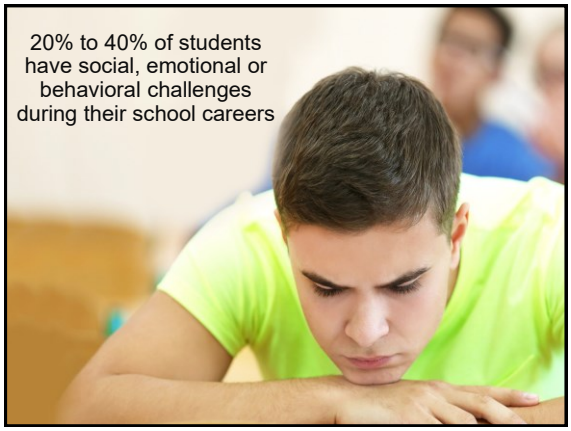
20% to 40% of students have social, emotional or behavioral challenges during their school careers



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80% of students who need more strategic or intensive social, emotional, or behavioral services don't get them.

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## Engaging in the Data-based, Functional Assessment Problem Solving Process

Identify/Define the Problem

**What is the problem?**

Functionally Analyze the Problem

**Why is it happening?**

Develop/Implement Plan

**How are we going to solve the problem?**

Progress Monitor/ Evaluate

**Did our plan work?**

61

## Skill Deficit Students vs. Performance Deficit Students

Skill Deficit Students: Have not been taught, or learned and mastered needed social, emotional, and behavioral skills

Performance Deficit Students: Have the ability to demonstrate specific social, emotional, or behavioral skills, but are not motivated or choose not to do this

62

## Sample Tier II Interventions for "Skill Deficit" Student Problems

Skill Deficit Problems. While not demonstrating inappropriate behavior or affect, a student is not demonstrating any or high enough levels of appropriate social, emotional, or behavioral skills.

Sample Interventions. Modified, differentiated, smaller group, more frequent, more intensive skills instruction in:

- Social Skills Training
- Attention-Control Training
- Socialization Training
- Affective or Emotional Coping Training
- Cognitive or Self-Control Training
- Anger Management or Replacement Training

63

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## Sample Tier II Interventions for "Motivational or Performance Deficit" Student Problems

Motivational or Performance Deficit Problem. A student is not motivated to learn and/or apply his/her social, emotional, or behavioral skills .

Sample Interventions. Motivational Behavioral Interventions involving:

- Positive Reinforcement and Schedules of Reinforcement
- Group Contingencies
- Differential Reinforcement of Low Rates, Incompatible, Alternative, or Other Behavior
- Extinction/Planned Ignoring
- Response Cost
- Overcorrection
- Time-Out

64

## Facilitating Student Self-Management...

If Students have these Skills . . . then many of the "challenging behavior" issues related to the following can be successfully prevented or moderated:

* Poverty
* Trauma
* Teasing and Bullying
* Social Skill Gaps
* Anger and Emotional Control gaps
* Self-Concept and Self-Esteem gaps
* Some Mental Health correlates

65

## Session Review

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- Social Skills with Challenging Students

66

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67

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