



**2015-2016
Lunchbox Learning Series**

<p>Our topic this month</p> <p>Promoting Social Skills in the Educational Program</p> <p>Part II: Addressing Social Skills through High-Quality Goals</p>	<p>Our presenter</p> <p>Rosemary Nilles, M. Ed., B.C.B.A.</p> 
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The PEAL Center
Helping Families of Children with Disabilities and Special Health Care Needs
www.pealcenter.org

Today's presentation

Parents talk about friendship. Educators talk about social skills.


Addressing Social Skills through High-Quality Goals is the second in a series of three webinars designed to help team members (parents, caregivers, family members, educators, agency staff, etc.) to actively participate in the process of addressing the need for social skills in the IEP or other educational plan.

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Today's presenter

Rosemary Nilles, M.Ed., B.C.B.A.

Recently retired from PaTTAN, where she provided extensive training and consultation in the areas of Positive Behavioral Interventions and Supports, Secondary Transition, Data-Based Decision-Making, Effective Instructional Practices, IEP Development, Autism, and Leadership. She has also served as a district special education administrator, special education teacher, and speech/language therapist. Rosemary maintains her certification as Board Certified Behavior Analyst, and continues to provide limited consultation services.



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Social Skills:

- Often an area of struggle for children with disabilities
- Include behaviors- but are more than behaviors
- Are needed to:
 - Build/maintain positive interpersonal relationships
 - Build resiliency in the face of crisis/stress
 - Help students handle conflict/frustration
 - Promote academic success
 - Create safe positive environments
 - Promote overall quality of life

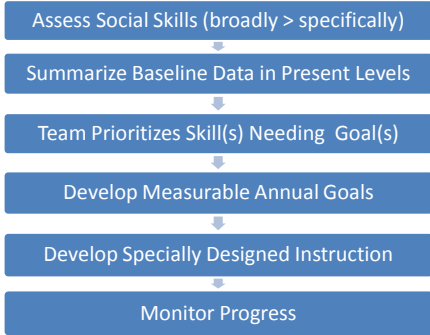
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Your Turn:
On-Screen Poll



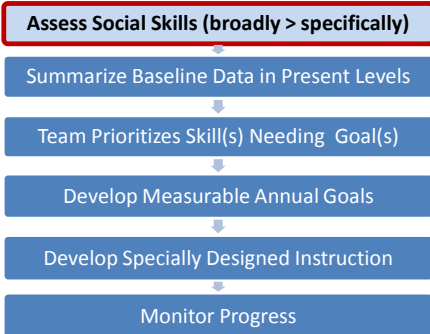
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Addressing Social Skills in the Individualized Plan



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Addressing Social Skills in the Individualized Plan



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Assessing Social Skills: Potential Sources

- Formal assessments and checklists– examples:
 - Behavior Assessment System for Children 3rd Ed. (BASC-3)
 - Systematic Screening for Behavior Disorders (SSBD)
 - Child Behavior Rating Scale (CBRS)
 - School Social Behavior Scales (SSBS)
 - The Behavior Rating Inventory of Executive Function (BRIEF)
- Many social skills programs contain an informal pre-assessment
- Rubrics or checklists

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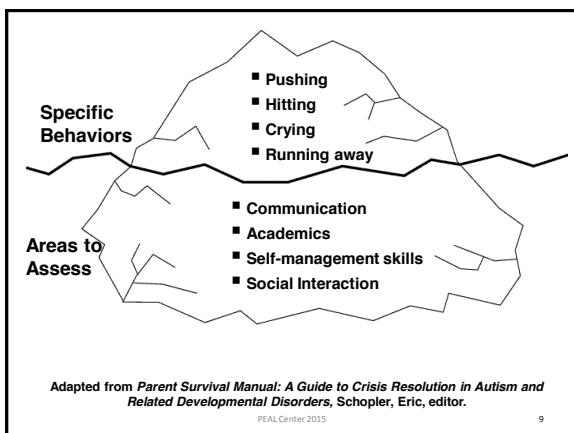
Assessing Social Skills: Potential Sources

Functional Behavioral Assessment (FBA)

- An in-depth assessment used to identify the reason for, or purpose of, a child's problem behavior(s)
- Helps to form basis for plan to alter conditions that maintain problem behavior, and to teach appropriate replacement behaviors
- REQUIRED when students with disabilities have behaviors that interfere with their own learning or that of others.

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Adapted from *Parent Survival Manual: A Guide to Crisis Resolution in Autism and Related Developmental Disorders*, Schopler, Eric, editor.

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Assessing Social Skills: Potential Sources

- Progress on current goals.
- **Direct Observation Is Essential!**
 - Observe student in natural settings.
 - Needed to establish frequency (how often), duration (how long), level of prompting needed, etc. of current skills in order to set goals for future development.
- Assessment provides “baseline” data.

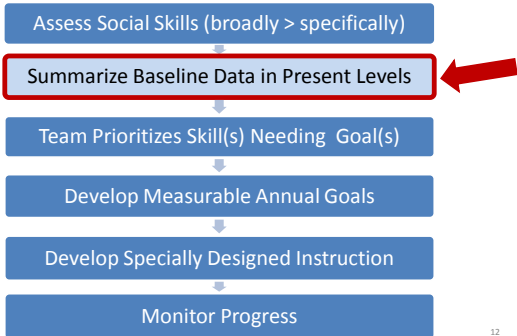
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Assessment Can Help Understand the WHY of Behaviors and Skills

- **Lack of knowledge**- child does not know the skills or know when to use them
- **Performance deficits**- knows how to perform the skills but doesn't perform consistently or acceptable level of competence
- **Fluency deficits**- child can perform and wants to, but needs more practice or feedback
- **Competing skill deficits or behaviors**- other behaviors interfere

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Addressing Social Skills in the Individualized Plan



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Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- Part of the IEP that describes a child’s current functioning, including strengths, weaknesses, and learning styles.
- Includes information regarding classroom performance and the results of assessments of academic achievement or functional performance assessments.
- It is impossible to write clear and measurable annual goals if you don’t have clear and measurable **baseline data** in the Present Levels.



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Present Levels (PLAAFP) Must...

- Be data driven –precise, measurable and observable.
- Provide a starting point (baseline) for development of measurable annual goals.
- Be **relevant, useful** and **understandable**.
- Incorporate information from all team members.
- Describe effect of disability on performance.
- Identify **strengths** and prioritize **needs**.
- **Guide development of other areas of the IEP or educational plan.**



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Cody’s Group Work: Present Levels

Baseline information (excerpt from PLAAFP):

- “When working in a small group, Cody displays off-task behaviors for at least 50% of the time—doodling, playing with his pencil. However, at least twice per activity, he also offers input in a loud voice, without waiting his turn to speak. In these situations, he responds to redirection from the teacher about 50% of the time and responds to redirection from peers about 25% of the time.”



Excerpt from list of Needs:

- “Cody needs to develop skills for staying on task & interacting with peers during group work.”

Your Turn: On-Screen Poll



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- ### Prioritizing Skill Areas for Intervention
- Goals must **focus** on an **area of need** that will make the **biggest difference** to the student.
 - Team considerations when selecting goals:
 - Is the skill necessary?
 - Will it serve the student in multiple settings and situations?
 - Will the skill endure beyond the here and now, current academic year?
 - Will the skill support meaningful participation?
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Measurable Annual Goals (MAGs)

- Statements of specific behaviors (and the conditions in which the student will perform them) that the student can be reasonably expected to accomplish within a year's time
- Build skills identified in Needs
- Prioritized: 3-5 goals for most
- Begin from baseline of skill (present levels)
- Communicate expectations - projects student performance at the end of one year of instruction
- Contains measurable, countable data.
- Are written to include progress monitoring

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Measurable Annual Goals

Four required parts:

1. Condition
2. Student's Name
3. Clearly Defined Behavior
4. Performance Criteria

Adapted from Strategies for Writing Better Goals and Short Term Objectives or Benchmarks by Benjamin Lignugaris/Kraft Nancy Marchand-Martella and Ronald Martella Sept/Oct 2001 Teaching Exceptional Children

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Measurable Annual Goals 1. Condition


- Describes the **situation** in which the student will perform the behavior (e.g., accommodations, assistance provided prior to or during assessment)
- Describes **material** that will be used to evaluate the learning
- May describe the **setting** for evaluation
- Examples of **conditions**:
 - With the support of a designated peer at recess...
 - When arriving at school in the morning...
 - Given picture checklists to follow
 - During structured group activities and with nonverbal prompting ...
 - When presented with two choices of actions...

Adapted from PATTAN training materials

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Measurable Annual Goals
2. Student Name

- Should not be a problem!
- Caution if using “copy/paste”
 - Names
 - Pronouns (she/he and him/her)



Adapted from PATTAN training materials 22

Measurable Annual Goals
3. Clearly Defined Behavior

- Describe the behavior in measurable, observable terms
- Ask yourself...what will the student actually *DO*?
 - Examples:
 - Say, respond, approach and say, exchange, ask, choose, print, read orally, point to, list, solve...
 - Non-examples:
 - Understand, know, recognize, behave, comprehend, improve...

“Can you close your eyes and SEE what the student will be doing?”

Adapted from PATTAN training materials 23

Measurable Annual Goals
4. Performance Criteria

Performance Criteria has three parts:

- 1. Criterion Level**
 - *How well*- the level the student must demonstrate for mastery
- 2. Number of Times Needed to Demonstrate Mastery**
 - *How consistently* the student needs to perform the skill(s) before it’s considered “mastered”
- 3. Evaluation Schedule**
 - *How frequently* the teacher plans to assess the skill

Adapted from PATTAN training materials 24

**Example Language for Performance Criteria
"How Well?"**

<ul style="list-style-type: none"> ▪ ___% of time ▪ on ___ out of ___ opportunities ▪ with ___ out of ___ points on a rubric or checklist ▪ earning ___ or better on skill specific rating scale ▪ with ___ or fewer prompts ▪ independently 	<ul style="list-style-type: none"> ▪ earning ___% of possible points per day ▪ With ___% accuracy ▪ with ___ of ___ correct ▪ with no more than ___ occurrences per week ▪ ___ words/digits/ correct per minute ▪ with ___ or fewer errors
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Adapted from PATAN training materials


Example Language for Performance Criteria

Times to mastery "How Consistently?"	Evaluation Schedule "How Frequently will we monitor progress?"
<ul style="list-style-type: none"> ▪ 3 of 5 random trials ▪ 6 consecutive trials ▪ 4 out of 5 trials <div style="border: 2px dashed black; padding: 5px; transform: rotate(-2deg); display: inline-block; color: red; font-weight: bold;"> The Endpoint! </div>	<ul style="list-style-type: none"> ▪ Daily (<i>seldom used for progress monitoring because instruction needs to occur between monitoring opportunities</i>) ▪ 2 times per week ▪ Weekly ▪ Biweekly ▪ Tri-weekly ▪ Note: "Quarterly" is not often enough!

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Adapted from PATAN training materials

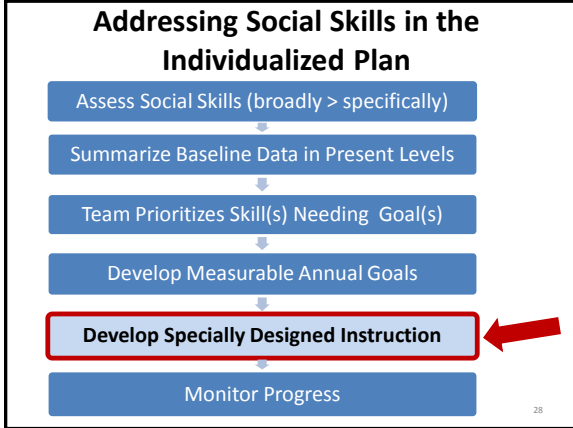
Cody's Measurable Annual Goal

- **(Condition):** When working in small cooperative group activities, and with nonverbal cues from a peer buddy,
- **(Student name):** CODY
- **(Clearly defined behavior):** will remain on task, offering relevant input in appropriate ways,
- **(Performance Criteria):** earning 9/9 points on a rubric, for 6 consecutive group activities (which occur at least 3 times a week).



More about Cody's goal next week!

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Specially Designed Instruction- Examples

Before a social situation:

- Small group practice/ rehearsal
- Role playing with a peer
- Software programs/apps to practice skills
- Discussion
- Video modeling or recording
- Pre-correction (reminders just beforehand)
- "Social Stories"

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Specially Designed Instruction- Examples

During a social situation:

- Verbal or non-verbal cues (gesture) from peer or adult
- Visual reminder (picture or sign)
- Self-monitoring

After a social situation:

- Social Autopsy (How did it go? What could you have done differently?)
- Video Review

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Example Social Story:

“My Friends Don’t Need My Help Following the Rules”

- There are a lot of rules to follow at school.
- Rules help keep us safe and help us to learn.
- I notice when my friends are not following the rules and that is OK.
- Sometimes when my friends are not following the rules – I tell the teacher what my friends are doing wrong.
- I need to know when I am not following the rules at school and not worry about my friends’ choices.
- I will try to not tell on my friends.

By Kristine Costello Hampton, Feb, 2008,
Conestoga Valley School District

Your Turn:
On-Screen Poll





Join us....

October 14th at noon for

- **Part III: Measurable Annual Goals and Progress Monitoring for Social Skills**

The final webinar will help team members use a process to build Measurable Annual Goals (MAGs) and Short Term Objectives (STOs) for targeted social skills. Special emphasis will be given to the topic of progress monitoring. This session will address the questions: What are the essential parts of every MAG? What questions should be considered in developing MAGs for social skills? How will progress be monitored? What if a student isn't making progress?

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Resources

- Lignugaris, B., Kraft, N.M.M., Martella, R. Strategies for Writing Better Goals and Short Term Objectives or Benchmarks. *Teaching Exceptional Children*. Sept/Oct 2001
- Merrell, Kenneth W. Assessment of Children's Social Skills: Recent Developments, Best Practices, and New Directions (2001). *Exceptionality*, 9 (1& 2), 3-18.
- *Social Skills: Promoting Positive Behavior, Academic Success, and School Safety*; (2002) National Association of School Psychologists
- Steedly, K., Schwartz, A., Levin, M., and Luke, S. Social Skills and Academic Achievement (2008). *Evidence for Education*. Vol. III, Issue II.
- www.carolgraysocialstories.com
- www.pattan.net > Initiatives> Behavior

Peal Center Mission

The Mission of the PEAL Center is to ensure that children, youth and adults with disabilities and special health care needs lead rich, active lives and participate as full members of their schools and communities by providing training, information and technical assistance based on best practices to individuals, families and all people who support them.



The PEAL Center

Helping Families of Children with Disabilities and Special Health Care Needs

www.pealcenter.org

PEAL Center
 1119 Penn Ave. , Suite 400
 Pittsburgh, PA 15222
 866-950-1040 Toll Free
 412-281-4409 TTY

718 Arch St 6N.
 Philadelphia, PA 19106
 217-567-6143

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