



**2015-2016  
Lunchbox Learning Series**

<p>Our topic this month: <b>Promoting Social Skills in the Educational Program</b></p> <p><b>Part One: Why Social Skills?</b></p>	<p>Our presenter <b>Rosemary Nilles, M. Ed., B.C.B.A.</b></p> 
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**The PEAL Center**  
*Helping Families of Children with Disabilities and Special Health Care Needs*  
[www.pealcenter.org](http://www.pealcenter.org)

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**Audio problems?**

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- Check under your Control Panel for your “sound/audio” settings. Are your microphone and speakers enabled? Have you done a sound check?

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**Participants...**

- All participants will be muted. Enter questions/comments in the “Question” or “Chat” panel.
- If all participants are unmuted too much feedback is created.
- If you have a question that is not answered to your satisfaction or, if you need one-on-one assistance contact the PEAL Center at 866-950-1040 (toll free).
- You should have received two handouts for this webinar with the webinar notification. If you have not received the handouts, please visit the PEAL Center website at [www.pealcenter.org](http://www.pealcenter.org) to download them now.

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## Today's Presentation

Parents talk about friendship. Educators talk about social skills.

*Promoting Social Skills in the Educational Program* is the first 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.

### Part I: Why Social Skills?

- The first webinar of the series sets the stage for team members who want to better understand social skills and the reasons that students may need specific instruction in social skills. This session will answer the questions: What are social skills and why are they important? How can social skills be taught? How might teams consider addressing social skills?

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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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## Today's Content

- Why Focus on Social Skills
- Building Social Skills at Home and School

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## Your Student



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## What do we want for our students?

- Belonging
- Friendships
- Love, caring
- Happiness
- Comfort
- Sense of well being
- Health
- Confidence
- Sense of self
- Value
- Achieving potential
- Contributing

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## Why Focus on Social Skills?

*"The extent to which children and adolescents possess good social skills can influence their academic performance, behavior, social & family relationships, & involvement in extracurricular activities. Social skills are also linked to the quality of the school environment and school safety."*

2002, National Association of School Psychologists



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## What Is Social & Emotional Learning?

Social and Emotional Learning (SEL) is the process of acquiring the competencies to:

- Recognize and manage emotions
- Develop caring and concern for others
- Establish positive relationships
- Make responsible decisions
- Handle challenging situations effectively.



These competencies provide the foundation for positive health practices, engaged citizenship, and academic achievement.

*Collaborative for Academic, Social, and Emotional Learning (CASEL)*

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## CASEL Five Core Competencies



- **Self-awareness:** Recognize one's emotions & thoughts & how they influence behavior.
- **Self-management:** The ability to regulate one's emotions, thoughts, & behaviors in different situations.
- **Social awareness:** The ability to take the perspective of, and empathize with others from diverse backgrounds, to understand social /ethical norms for behavior.
- **Relationship skills:** The ability to establish & maintain healthy relationships with diverse people & groups. Includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, seeking & offering help when needed.
- **Responsible decision making:** The ability to make constructive & respectful choices about personal behavior & social interactions.

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## Children with Poor Social Skills

- May evoke negative responses from peers
- May face rejection from peers
- May exhibit problem behaviors
- May display depression, anxiety, and/or aggression
- May experience academic difficulties
- May have difficulty obtaining/keeping employment as young adults
- May become involved in criminal justice system as adults



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### Thinking of Your Student



Behavior of concern:	Desired Skill/Behavior:
	

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### Thinking of Your Student: Examples

Behavior(s) of concern:	Desired Behavior(s):
Standing alone at recess	Greet others; initiate or accept peer interaction
Arguing with peers	Resolve conflicts using a strategy
Off-task; doodling, talking	Complete the task
Refusals: crying, head down	Follow directions; accept feedback

Adapted from PaTTAN materials 14

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### My Student: Cody Gr. 6

Behavior(s) of concern:	Desired Behavior(s):
Doodles, off task, talks out in loud voice during group work	Work in a group by staying on task and taking his turn to add to discussion



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## Building Social Skills

### A Shared Responsibility

- At home
- At school



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## Supporting Social Skills at Home

1. Help children label feelings
2. Encourage discussion of feelings
3. Support children's confidence
4. Provide opportunities to play with others

**Model!**

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## Supporting Social Skills at Home

5. Lead by example
6. Give children choices
7. Encourage creative problem-solving
8. Help children build assertive communication skills

**Model!**

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### Supporting Social Skills at School

- Starting early
- Clear expectation for all students
- Inclusive settings throughout the day
- Social networks for students with disabilities
- Natural practice opportunities
- Home/school communication
- Understanding and respecting cultural diversity
- Team effort: All hands on deck!

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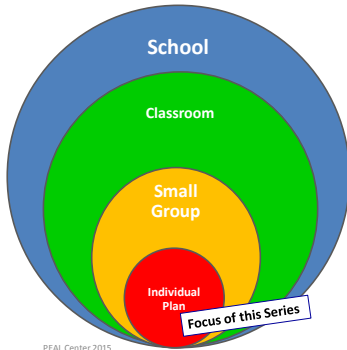
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### Supporting Social Skills at School



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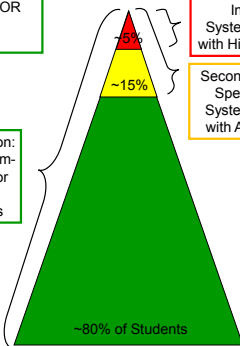
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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT  
www.pbis.org

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings



Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

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### Examples of Social Skills Programs for School or Classroom Use

- PATHS (Promoting Alternative Thinking Strategies) (Pre-K > gr. 6)
- I Can Problem Solve (Pre-K > gr. 6)
- Second Step (early learning > gr. 8)
- Skillstreaming (Elementary & Middle School versions)
- Walker Social Skills Curriculum (ACCEPTS)
- "Stop and Think" Social Skills Program (Knopf)

*Social Skills instruction is ideally woven throughout the school day!*

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### Intensified Instruction for Social Skills

Might include:

- Social Stories
- Role playing and rehearsal
- Natural social networks
- Self-monitoring training
- Discussion
- Pre-correction
- Video recordings



**A TEAM PROCESS!**

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### Your Student

- Do you believe that your student needs social skills instruction?
- Has your team discussed the need for social skills?
- Is the instruction that is being done for all students adequate, or does s/he need a more individualized approach?



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## Join Us...

### October 7<sup>th</sup> at noon for

#### • Part II: Addressing Social Skills through High-Quality Goals

The second webinar looks more closely at how teams would go about addressing social skills in the IEP/Educational Plan. This session will answer the questions: How are social skills assessed? How do teams utilize assessment data on social skills? How do teams prioritize which skill(s) to target for the IEP?

### October 14<sup>th</sup> 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

- PaTTAN: [www.pattan.net](http://www.pattan.net) Initiatives > Behavior, Publications > search Behavior
- Collaborative for Social and Emotional Learning (CASEL): <http://www.casel.org>
- Positive Behavior Interventions and Supports (PBIS): [www.pbis.org](http://www.pbis.org)
- Pennsylvania Positive Behavior Support: [www.papbs.org](http://www.papbs.org)
- *Social Skills: Promoting Positive Behavior, Academic Success, and School Safety*: (2002) National Association of School Psychologists
- Do 2 Learn Materials: [www.do2learn.com](http://www.do2learn.com)
- Social Skills and Academic Achievement( 2008; NICHY Evidence for Education

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## 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.

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 **The PEAL Center**  
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**Your Turn: Questions**



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