CHAPTER 6: SOCIAL SKILLS INTERVENTION GROUP

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

► Identify implementation components of a Social Skills Intervention Group.

► Describe students who are most likely to benefit from a social skills intervention.

► Tell main findings of research associated with use of a Social Skills Intervention Group.

► Design a Social Skills Intervention that is contextually relevant for your students and school but adheres to implementation of critical features.

► Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).

► Determine how student data will be collected and graphed.

► Monitor progress and make decisions for students who participate in a Social Skills Intervention Group.

► Create a process for fading intervention supports.

► Determine criteria for exiting the intervention.

Introduction and Purpose

This chapter is designed to provide SW-PBS teams with an overview of social skills instruction as a group-based, Tier 2 intervention, steps for developing a social skills intervention, strategies for effective implementation, and example resources.

More intensive instruction in social skills can be provided as a Tier 2, group-oriented intervention. This intervention is designed for students whose problem behaviors (a) are unresponsive to Tier 1 practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts. In addition this intervention is primarily for those students who demonstrate social skills acquisition deficits. This could include students who have trouble making or keeping friends, have an inability to respond appropriately in particular situations, and/or are uncooperative.

REASONS FOR SOCIAL SKILL DEFICITS

- ▶ Lack of knowledge
- ▶ Lack of practice
- ▶ Lack of cues
- ▶ Lack of reinforcement
- ▶ Presence of competing problem behaviors

TYPES OF SOCIAL SKILL DEFICITS

- ▶ Acquisition deficit
  - A student does not know the skill or how to use it appropriately.
- ▶ Performance or Fluency deficit
  - A student can perform the skill but does so infrequently.
- ▶ Competing Problem Behavior
  - A problem behavior interferes with a student's performance of a learned skill.

> "Social Competence [is] an evaluative term based on judgements (given certain criteria) that a person has performed a task adequately. These judgements may be based on opinions of significant others (e.g., parents, teachers), comparisons to explicit criteria (e.g., number of social skills correctly performed in relation to some criterion), or comparison to some normative sample."
>
> Gresham, 1986, p. 146

Explicit instruction for use of social skills is grounded in several related research supported theories including social learning theory, applied behavior analysis, and cognitive behavioral approaches (Elliott and Gresham, 2008).

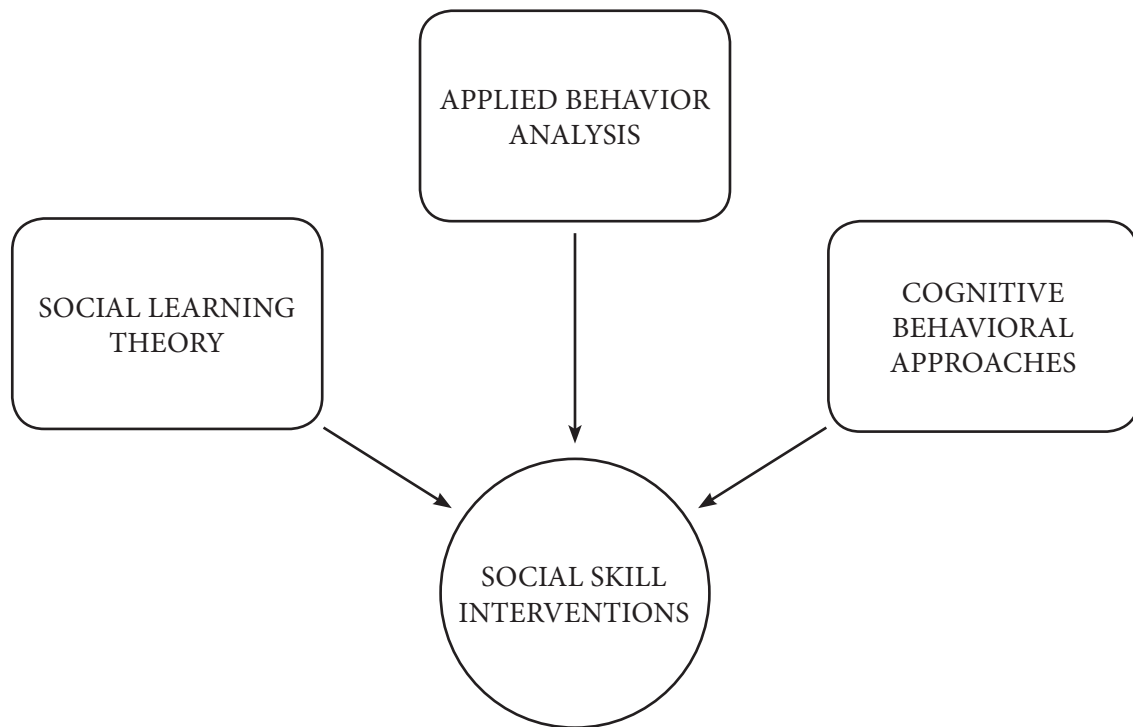## Theoretical Foundations for Social Skills Intervention

Figure 6.1

Key principles associated with use of social skills instruction as an intervention include the following:

Social Skills …

- ► Are *learned* behaviors
- ► Deficits can be acquisition or performance
- ► Include specific *verbal* and *nonverbal* behaviors
- ► Require both *initiations* and *responses*
- ► *Are interactive* by nature
- ► *Are highly contextual* – depend on environment
- ► *Deficits and can be identified and treated*

Teaching social skills is most effective when provided using an explicit instructional approach. This format includes the same instructional techniques used when teaching schoolwide expectations and rules (i.e., Tier 1 Lessons). The difference at Tier 2 relates to the "dosage" of instruction. Students in a Social Skills Intervention Group participate in lessons that are supplemental to the universal social skills curriculum and are given more opportunities for practice, cueing, and specific positive feedback to correct use of skills. The following figure summarizes the instructional approach recommended for an effective Social Skills Intervention Group.

Social Skills Intervention Instructional Approach

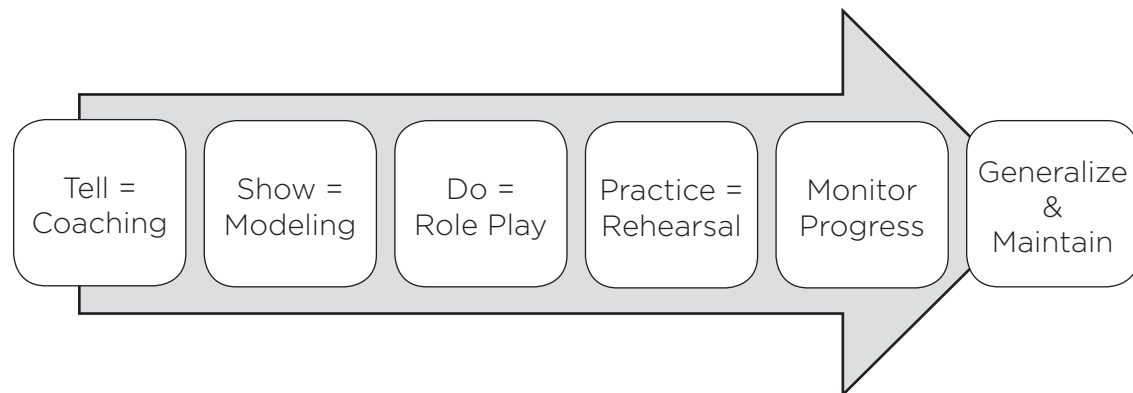| Tell = Coaching | Show = Modeling | Do = Role Play | Practice = Rehearsal | Monitor Progress | Generalize & Maintain |

Figure 6.2

"The school is a microcosm of society and is a logical setting for social skills interventions since it is a place where children and adults work, play, eat, and live together 6 hours per day, 5 days per week, and at least 180 days per year."

Frank M. Gresham, Ph.D

Intervention Overview

Implementation of Social Skills Intervention Groups occurs using the following basic approach. First, students are identified as needing additional behavioral support in the area of social skills. Next, these students are grouped according to similar needs based upon identified deficits. Lessons are gathered for teaching skills in the areas of need. Co-facilitators use these lesson plans to introduce and practice each skill during group sessions. Student demonstration and performance of skills is regularly prompted and recognized by all adults in the child's environment. Finally, student data is generated on a regular basis and is used to monitor progress and make decisions about the intervention effects.

Social Skills Intervention Groups include:

▶ Smaller number of students with access to high rates of adult attention

▶ Situated learning

▶ Positive peer models

▶ Systematic, explicit instruction

▶ Modeling, role-playing, problem solving, feedback

▶ School to home communication

▶ Self-assessment and recording component

A systematic method should be used to identify students that will participate in the Social Skills Intervention Group. Students may be identified using one or more of the following methods:

(a) Existing student data may indicate a behavioral concern. The Tier 2 Team should regularly monitor commonly collected student data (e.g., attendance, office discipline referrals, and/or classroom minor events) to identify students.

(b) Nomination by a staff member. Classroom or specialist teachers who work directly with students may notice issues before any behavioral data is documented. In addition, some students may demonstrate concerning characteristics that do not warrant major or minor documentations (e.g., shy, anxious, worried, withdrawn). Regardless of whether the behavior meets the criteria for major or minor documentation, if a staff member in your building has concerns about a student's emotional and/or behavioral well being, it is important that the Tier 2 Team be made aware. Some schools also allow nominations by parents or provide a way for students to nominate themselves for extra assistance.

(c) Screening Scores. Most commercially produced social skills training programs include screening tools. These consist of teachers determining which students may need additional assessment and then a short survey style tool to be used on those students. Screening tools have the additional advantage of identifying the area of student social skill deficit.

After students are identified for the social skills intervention, skill deficit areas are assessed. Students having common areas of concern are grouped together and matched with a group facilitator. Sessions are scheduled to occur at least once per week. Sessions include a five-phase instructional approach. Students' use of social skills are monitored daily. Individual student data is examined weekly or every other week and used to determine response to the intervention.

STUDENTS WHO ARE MOST LIKELY TO BENEFIT

This intervention is designed for students with deficient social skill functioning. These deficiencies may be due to lack of knowledge, lack of practice, lack of understanding of social cues, lack of reinforcement for appropriate behaviors, or the presence of competing problem behaviors (Elliott and Gresham, 2008). These students may be classified as having internalizing as well as externalizing concerns. Social Skills groups are most effective for students with **acquisition deficits**. Students are classified as having an acquisition deficit when particular, essential social skills are missing from their repertoire.

A Social Skills Intervention Group also may be appropriate for students having performance deficits (i.e., those who know the skill but do not demonstrate it) if the deficit is due to lack of practice, lack of understanding the social cues, or when to use the skill. It is less effective for those students who find competing behaviors more reinforcing. Social Skills Interventions are known to affect changes in a wide range of problem behaviors including: communication, cooperation, assertion, empathy, engagement in tasks, showing responsibility, and self-control.

DISCUSSION

► From your data and based on your experiences generate a list of problem behaviors commonly demonstrated by at-risk students in your building.

► Use your matrix to identify replacement behaviors for each problem listed.

► Do you have students who might benefit from more intense instruction, practice, and recognition for use of these skills?

Research Base for Social Skills Intervention

"There may be no greater predictor of mental health than an individual's ability to interact with his or her environment and develop a network of friends, associates, and peers."
(Gumpel, 2007).

Employers consistently rank interpersonal skills as being as important as, or more important, than vocational preparation (Bullis, Davis, Bull, and Johnson, 1997).

Employers want and expect their employees to be able to work cooperatively with others to develop products and services.

Hagner and Rogan (1992) report 90% of job loss is related to social-problems.

Social Skills and classroom behavior are positively correlated with academic achievement (Ray and Elliott, 2006).

Many studies demonstrate the positive effects of social skill instruction. Listed below are example references.

> "Too often youngsters who lack critical social skills are punished by their teachers for their "misbehavior" rather than taught the necessary social skills(s)."
>
> G. Roy, Mayer, 1995

- Gresham, F. M., Sugai, G, and Horner, R. H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, 67(3), 331-345.
- Lane, K. L. Menzies, H. M., Barton-Arwood, S. M., Doukas, G. L., and Munton, S.M. (2005). Designing, implementing, and evaluating social skills interventions for elementary students: Step – by – step procedures based on actual school based investigations. *Preventing School Failure*, 49(2), 18-26.
- Miller, M. J., Lane, K. L., and Wehby, J. (2005). Social skills instruction for students with high-incidence disabilities: A school-based intervention to address acquisition deficits. *Preventing School Failure*, 49(2), 27-39.
- Quinn, M., Kavale, K., Mathur, S., Rutherford, R., and Forness, S., (1999). A meta- analysis of social skill interventions for students with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 7, 54-64.
- Ray, C. E., and Elliott, S. N., (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. *School Psychology Review*, 35(3), 493-501.

Resources Needed

INTERVENTION COORDINATOR

In most cases one staff member will be designated to coordinate the Social Skills Intervention Group in a school. The primary responsibility of the **Coordinator** is organizing resources and supports for effective delivery of the intervention. The Coordinator typically has limited contact with student participants. Instead, the Coordinator manages and supports the intervention service providers (referred to as Facilitators). Typically a Coordinator trains staff and parents for their role in supporting the intervention. The Coordinator also may assist with or be the primary manager of data that is used to monitor each student's response to the intervention. The Coordinator communicates regularly with the school's Tier 2 Team and school staff to provide information about numbers of students participating in Social Skills Intervention Groups, fidelity checks for the intervention sessions, maintenance procedures, student progress during intervention, and long-term outcomes after a group has ended.

SOCIAL SKILLS GROUP FACILITATOR(S)

In addition to the Coordinator, one or more **Facilitators**, ideally two, are assigned for each group of students who receive the social skills intervention (e.g., six to eight children per group). Facilitators are responsible for direct contact with student participants. They meet weekly, at minimum, with a small group of students who demonstrate similar social skill deficits. Facilitators organize lesson plans and materials and provide 30 to 60 minutes of social skill instruction in a consistent location. Facilitators also serve as a communication link with teaching staff who will prompt and reinforce student use of newly learned skills. A critical role of the Facilitators is to let teaching staff know exactly what skills have been taught in each session, specific steps students must demonstrate to be considered successful with the skill, and variations of the skills that may be recognized as "reasonable approximations" of the target behavior. Finally, Facilitators assist classroom teachers as they regularly rate student performance of specific social skills learned during the intervention sessions. Typically the teacher rating data is then given to the Coordinator to be entered in a database and graphed so that student progress can be easily reviewed during Tier 2 Team meetings.

DISCUSSION

Which staff members in your building would be good candidates for coordinating and facilitating Social Skills Intervention Groups?

Steps for Effective Implementation

The following list of steps is helpful for school SW-PBS teams to follow as they work toward development of a Social Skills Intervention Group. These steps are divided into preparation and implementation tasks. This means some steps will be completed once and then only need occasional revision while other steps will be implemented in a cyclical fashion each time a new social skills group is formed. At minimum developing a Social Skills Intervention Group typically includes the following activities:

1. Assess to identify common skill deficits
2. Gather lessons
3. Plan for generalization and maintenance
4. Establish session procedures
5. Notify group participants
6. Teach social skill lessons
7. Monitor progress
8. Evaluate program outcomes (did it work?)

The following figure represents activities that will be completed *prior to implementation* of a Social Skills Intervention Group. These can be viewed as tasks to be completed during a "preparation phase". After the Tier 2 Team makes decisions about each of the components listed, then social skills facilitators will be ready to begin implementation of the intervention group.

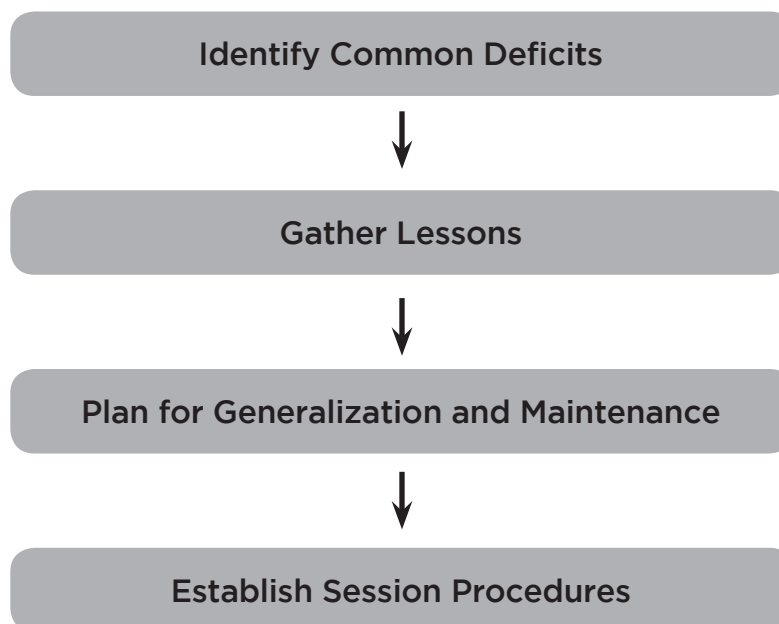## Social Skills Intervention Group Preparation Activities

Identify Common Deficits

↓

Gather Lessons

↓

Plan for Generalization and Maintenance

↓

Establish Session Procedures

Figure 6.3

STEP 1: ASSESS TO IDENTIFY SKILL DEFICITS

Once students have been identified to participate in a Social Skills Intervention Group (e.g., teacher nomination, discipline or other school data, screening score) further assessment of student skill deficits is necessary. Determining social skill deficits that are common across most or all members of the intervention group allows lessons to be matched with the needs of selected children. Assessment of skill deficits should not be time intensive or delay access to intervention. Most commercially published curricula include brief rating scales that can be completed by teachers, parents, and/or students. Results from use of these scales will help the intervention Coordinator and Facilitators determine which skill lessons are most needed. Review of disciplinary events (e.g., office and classroom) may be a second option for assessing student skill deficits. However, some students identified as appropriate candidates for a social skills group may not have any documented discipline data. This often is the case for children experiencing primarily internalizing problems. When discipline data is not available, teacher, parent, and/or student rating results should be used to determine appropriate social skills lessons.

STEP 2: GATHER LESSONS

While it is important that social skill lessons be matched with student deficits this does NOT mean curriculum development and organization must wait until after children are identified to participate in the group. Waiting to gather materials until after children are identified and assessed may cause unnecessary delay in accessing the intervention. Instead teams are encouraged to consider the most common deficits students experience and have available a "bank" of ready to go lessons that can be organized as soon as students are identified to participate in a group. To support this pre-planning effort, consider the following five broad dimensions of social skills identified within the research literature as common deficit areas for many children and adolescents (Gresham, 1992; Walker et al., 1983):

- ► Peer Relations Skills
- ► Self-Management Skills
- ► Cooperation or Compliance Skills
- ► Assertion Skills
- ► Academic Skills

As an additional resource Figure 6.4 shows broad categories of social skills that are addressed by several different commercially published programs.

Common Categories of Social Skills

Example Curricula	Categories
Social Skills Improvement System (SSIS) Elliott and Gresham, 2008	1. Communication 2. Cooperation 3. Assertion 4. Responsibility 5. Empathy Behaviors 6. Engagement 7. Self-Control Behaviors
Skillstreaming McGinnis and Goldstein, 1997	1. Classroom Skills 2. Friendship Making Skills 3. Dealing with Feelings 4. Alternatives to Aggression 5. Dealing with Stress
Second Steps Committee for Children www.cfchildren.org	1. Empathy 2. Impulse Control and Problem Solving 3. Anger/Emotion Management
ACCEPTS Walker, Todis, Holems and Horton, 1988	1. Classroom Skills 2. Basic Interaction Skills 3. Getting Along Skills 4. Making Friends Skills 5. Coping Skills

Figure 6.4

Once the category of social skills is identified for a group of students, lesson plans should be created or gathered. Most commercially available materials do not have enough lessons in one category for students to master the skill. Therefore, lessons should be gathered from a variety of sources or supplemented by creating your own.

"For a child to unlearn an old behavior and replace it with a new behavior, the new behavior must be repeated on average of 28 times. Twenty of those times are to eliminate the old behavior and eight of those times are to learn the new behavior."

Harry Wong, 1991

"Social skills training must be more frequent and intense than has occurred in most studies. Thirty hours of instruction spread over 10-12 weeks is not enough."

Gresham, Horner, and Sugai, 2001

NOTE: The following pages are provided as a resource and include a summary of several commercially published social skills curriculum and accompanying materials. MO SW-PBS does not endorse any specific product, nor is it required that school teams buy materials for an intervention group. Instead, this information is included so that school teams can make informed decisions if they choose to purchase materials that can be used for a Social Skills Intervention Group.

EXAMPLE 1

Coping Power: Child and Parent Group Programs
Author(s): John E. Lochman, Karen C. Wells and Lisa A. Lenhart

OVERVIEW: Designed for use with preadolescent and early adolescent aggressive children and their parents, Coping Power is a school-based program that includes a child component consisting of 34 weekly, group sessions and a coordinated 16-session parent component.

Coping Power is generally developmentally appropriate for and can be used to cover grades 3 through 7, but is most often delivered to students near or during the time of transition to middle school, typically in the 5th and 6th grades. The Coping Power child and parent components are most effective when delivered together, but can be conducted individually and separately with some modifications (pp. 32-33).

Sessions take approximately 50-60 minutes and are typically delivered on a weekly basis. The optimal size of the group is 4-6 students with two leaders, but can be effectively led with only one facilitator (pp. 32-33).

The program is designed for use in a closed group format, however some children could be added at the halfway point as long as they are provided with a condensed version of content for sessions missed. Child participants are expected to have brief, individual sessions every four to six weeks while they are in the group (p. 33).

Lesson Topics Addressed

CHILD COMPONENT

(Year 1)
Group Structure
Behavioral Goal-Setting
Organizational and Study Skills
Awareness of Feelings and
Physiological Arousal Related to Anger
Anger Coping and Self-Control
Using Self-Statements for Anger Coping
Relaxation and Overcoming Barriers to
Self-Control
Perspective Taking
Perspective Taking and Introduction to
Problem Solving
Social Problem Solving
Group Creates Videotape

(Year 2)
Review from Previous Year
Organizational and Study Skills
Solving Teacher conflict
Making Friends and
Being Friends with Others
Group Entry and Negotiation with Peers
Sibling Conflict
Peer Pressure
Refusal Skills
Neighborhood Problems and Deviant
Peer Groups
Create Peer Pressure Poster
Positive Quality Development and
Peer Relationships
Review and Termination

PARENT COMPONENT

(Year 1)	(Year 2)
Introductions and Overview	Academic Support Review
Academic Support in the Home	Family Cohesion Building
Stress Management	Family Problem Solving
Improving the Parent-Child Relationship	Family Communication
Giving Effective Instructions	Long-Term Planning, Termination
Establishing Expectations and Rules	
Discipline and Punishment	
Getting Ready for Summer	

Administration Materials:

Child Program Workbooks are available for purchase in sets of eight. The workbook contains all the forms, activity sheets and homework assignments used in the program.
$60 for set of 8 books.

Child Group Facilitator Guide provides session-by-session format to systematically deliver the intervention to children. Provides the group leader with detailed procedures including sample dialogues, role-play exercises, group activities and homework assignments (p. vi). $55

Parent Group Facilitator Guide provides procedures and sessions for working with parents. $48

Materials can be purchased at amazon.com

*Abbreviated versions of both the child and parent programs are currently being field-tested. Abbreviated Child Program contains 24 sessions across 9 months. Shortened Parent Program includes 10 sessions.

Article Reference:

Lochman, J. E. and Wells, K. C. (2003). Effectiveness of the Coping Power Program and of classroom intervention with aggressive children: Outcomes at a one-year follow-up. Behavior Therapy, 34, 493-515.

EXAMPLE 2

Skillstreaming - Teaching Prosocial Skills
Author(s): Arnold P. Goldstein and Ellen McGinnis, 1997, Research Press

Lesson Topics Addressed (60 skills)

EARLY CHILDHOOD: Teaching Prosocial Skills to the Preschool and Kindergarten Child

- Beginning social skills – listening, using nice talk, using brave talk, saying thank-you, rewarding yourself, asking for help, asking a favor, ignoring
- School related skills – asking a question, following directions, trying when it is hard, interrupting
- Friendship making skills – greeting others, reading to others, joining in, waiting your turn, sharing, offering help, asking someone to play, playing a game
- Dealing with feelings – knowing your feelings, feeling left out, asking to talk, dealing with fear, deciding how someone feels, showing affection
- Alternatives to Aggression – dealing with teasing, dealing with feeling mad, deciding if it is fair, solving a problem, accepting consequences
- Dealing with Stress – relaxing dealing with mistakes, being honest, knowing when to tell, dealing with losing, wanting to be first, saying no, accepting no, deciding what to do

ELEMENTARY (1ST-5TH GRADE)

- Classroom survival skills – listening, asking for help, saying thank-you, bringing materials to class, following instructions, completing assignments, contributing to discussions, offering help to an adult, asking a question, ignoring distractions, making corrections, deciding on something to do, setting a goal
- Friendship making skills – introducing yourself, beginning a conversation, ending a conversation, joining in, playing a game, asking a favor, offering help to a classmate, giving a compliment, suggesting an activity, sharing, apologizing
- Dealing with Feelings – knowing your feelings, expressing your feelings, recognizing another's feelings, sowing understanding of another's feelings, expressing concern for another, dealing with your anger, dealing with another's anger, expressing affection, dealing with fear, rewarding yourself
- Alternatives to aggression – using self-control, asking permission, responding to teasing, avoiding trouble, staying out of fights, problem solving, accepting consequences, dealing with an accusation, negotiating
- Dealing with stress – dealing with boredom, deciding what caused a problem, making a complaint, answering a complaint, dealing with losing, being a good sport, dealing with being left out, dealing with embarrassment, reacting to failure, accepting no, saying no, relaxing, dealing with group pressure, dealing with wanting something that isn't yours, making a decision, being honest

ADOLESCENT: A Structured Learning Approach to Teaching Prosocial Skills

- Beginning social skills- listening, starting a conversation, having a conversation, asking a question, saying thank-you, introducing yourself, interrupting other people, giving a compliment
- Advanced social skills – asking for help, joining in, giving instructions, following instructions, apologizing, convincing others
- Planning skills – deciding on something to do, deciding what caused a problem, setting a goal, deciding on your abilities, gathering information, arranging problems by importance, making a decision, concentrating on a task
- Dealing with feelings – knowing your feelings, expressing your feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, rewarding yourself
- Alternatives to aggression – asking permission, sharing something, helping others, negotiating, using self-control, standing up for your rights, responding to teasing, avoiding trouble with others, keeping out of fights
- Dealing with stress – making a complaint, answering a complaint, showing sportsmanship after a game, dealing with embarrassment, dealing with being left out, standing up for friends, responding to persuasion, responding to failure, dealing with contradictory messages, dealing with an accusation, getting ready for a difficult conversation, dealing with group pressure

Administrative Procedures
Includes a 60 question assessment

Lessons are taught through direct instruction and include: defining the skill, modeling, establishing student need, select role players, set up role play, conduct the role play, provide performance feedback, assign homework, select next role player

Suggests 25-40 minute sessions three to five times a week using two instructors

May also order student video, program forms, student manuals, skill cards, and a training video for teachers.

EXAMPLE 3

Social Skills Improvement System (SSIS) Intervention Guide
Author(s): Stephen Elliott, PhD and Frank Gresham, Ph.D.

Lesson Topics Addressed (60 skills)

OVERVIEW: The Social Skills Improvement System Intervention Guide is designed for use with students identified as having social skills acquisition or performance deficits and who have not experienced success from social skills interventions delivered in large-group settings (p. 57).

The materials differ according to the level of students in the group: Preschool/Early Elementary (PreK – Grade 2) and Upper Elementary/ Secondary (Grades 3-12).

The intervention guide provides 20 lesson topics that follow a step-by-step teaching model which incorporates the following instructional format: Tell, Show, Do, Practice, Monitor Progress, and Generalize. The skill units are recommended to be taught over two sessions per week for 45 minutes per week- a total of 90 minutes weekly (p. 62).

ADMINISTRATION MATERIALS: In addition to the 20 instructional units, the SSIS Intervention Guide provides many optional intervention strategies, resources that support instruction, and tools to monitor program effectiveness and student progress. The resource disc that accompanies the guide includes: Skill Cue Cards, Notes to Parents, Letters to Parents (Consent Form, Overview Letter, Completion Letter, Follow up Letter, Class-wide Notification), Progress Forms, Intervention Integrity Forms, Certificates of Completion, Video and Video Clip Index.

Social Skills Improvement System (SSIS) Intervention Guide – with Resource and Video Clip Discs = $113.45; PearsonAssessments.com

Lesson Topics Addressed

Communication (2 lessons)
- Taking turns in conversation
- Saying, "Please" and "Thank You

Cooperation (3 lessons)
- Paying Attention to Others
- Following directions
- Paying Attention to Your Work

Assertion (3 lessons)
- Expressing Feelings
- Asking for Help
- Standing Up for Others

Empathy (2 lessons)
- Making Others Feel Better
- Doing Nice Things for Others

Responsibility (3 lessons)
- Respecting Other People's Things
- Doing the Right Thing
- Doing Your Part in a Group

Engagement (3 lessons)
- Asking Others to Do Things with You
- Getting Along with Others
- Introducing Yourself to Others

Self-control (4 lessons)
- Making Compromises
- Staying Calm When Criticized
- Staying Calm When Disagreeing
- Staying Calm When Pushed or Hit

EXAMPLE 4

Strong Kids: A Social and Emotional Learning Curriculum
Author(s): Kenneth W. Merrell, Danielle M. Parisi and Sara A. Whitcomb

Lesson Topics Addressed (60 skills)

OVERVIEW: A social and emotional learning curriculum that help students develop skills for understanding emotions, managing anger, relieving stress, and solving interpersonal problems.

Weekly lessons take approximately 45 minutes for a total of 10-12 weeks. Lessons include optional, adaptable scripts, sample scenarios and examples, activities and "booster" lessons that reinforce what students learned. A CD-ROM of all reproducible handouts accompanies the book.

NOTE: "Strong Kids is _not_ the right program for all types of problems. It especially targets the domain of internalizing behavioral and emotional problems (e.g., depression, anxiety, social withdrawal, somatic problems) and the promotion of social and emotional resiliency. Strong kids is _not_ a comprehensive program for preventing school violence or antisocial behavior. Instead, Strong Kids may play a role in supporting prevention as part of a comprehensive system of effective behavior support" (p. 4)

ADMINISTRATION MATERIALS: The curriculum is organized across age groups of students. Each guide is approximately $35 and can be purchased from brookespublishing.com

Lesson Topics Addressed

Strong Start – Grades K-2

- **T**he Feelings Exercise Group
- Understanding Your Feelings 1
- Understanding Your Feelings 2
- When You're Angry
- When You're Happy
- When You're Worried
- Understanding Other People's Feelings
- Being a Good Friend
- Solving People Problems
- Finishing UP!

Strong Kids – Grades 3-5 and 6-8
Strong Teens – Grades 9-12

- Emotional Strength Training
- Dealing with Anger
- Understanding Other People's Feelings
- Clear Thinking 1
- Clear Thinking 2
- The Power of Positive Thinking
- Solving People Problems
- Letting Go of Stress
- Behavior Change: Setting Goals and Staying Active
- Finishing Up
- Understanding Your Feelings 1
- Understanding Your Feelings 2

STEP 3: PLAN FOR GENERALIZATION AND MAINTENANCE

Generalization refers to the ability to perform a behavior outside the original training environment (Stokes and Baer, 1977). Social skills instruction can be effective, but delivering social skills instruction so that generalization and maintenance occur is very difficult and has not been broadly perfected (Gresham, Sugai, and Horner, 2001). There are strategies that increase the likelihood of generalization.

During the session, real life examples relevant to the students' circumstances should be used. If possible, train in the problem setting with peers the at-risk students are likely to encounter. Allow other adults or students to visit sessions. Train for a sufficient number of sessions on the same topic.

Regular communication with teachers and staff as to social skills lessons taught encourages them to prompt for use of the skill. Reinforcement of student efforts and regular feedback further increases the generalization of skills. Posters of the skill and steps for use can be posted in prominent locations. In addition, in some cases intervention students may enjoy teaching new skills to the entire class.

STEP 4: ESTABLISH SESSION PROCEDURES

It is recommended that two adults with specific roles and responsibilities conduct the social skills instruction periods. They should establish procedures and expected behaviors similar to any well-run classroom (i.e. attention signal, behavior expectations/rules, incentives). Sessions should be between 30 and 60 minutes in length, depending on the age of the students, and be conducted at least weekly. Two or three shorter periods per week may be the most effective arrangement for younger children. A standard location and time brings consistency to the sessions. Consider conducting sessions before school (breakfast club), during lunch, or after school (social skills club) if a consistent time frame cannot be established during the school day that does not remove students from critical classroom instruction. Students should be in groups of 6 to 8 (even numbers work best) according to assessed needs. Age and a balance in severity of issues are also factors to take into consideration.

Key Considerations
Establish these procedures prior to beginning the intervention group:

► Who facilitates the intervention groups?

► What are the expectations and rules during group meetings (align with schoolwide)?

► How long will instructional periods last?

► When will instruction take place (i.e., time of day)?

► Where will the group meet?

► What is the maximum number of children per intervention group?

After personnel have been selected, students identified and grouped, lesson plans gathered, and session details developed, implementation with students begins. The following figure represents key activities that take place each time a Social Skills Intervention Group is established.

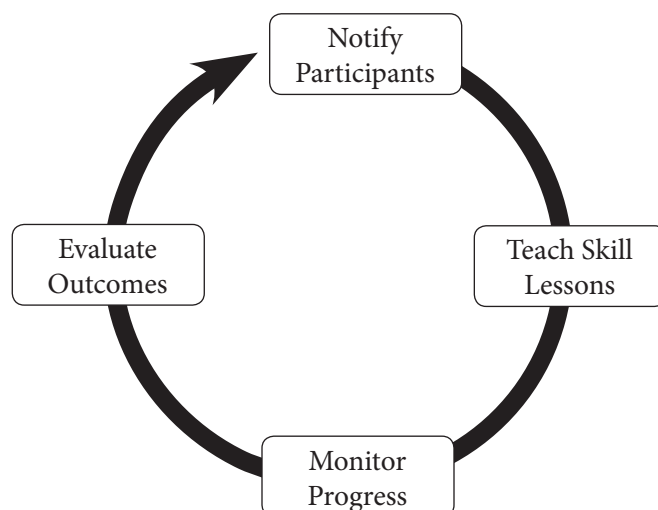## Social Skills Intervention Group Implementation Activities

Figure 6.5

Some schools opt to provide two intervention groups per academic school year. For example, the first group takes place over the course of the first semester (e.g., October through December). Then a second group, with different participants, is conducted over the second semester of the school year (e.g., January through March or April). This schedule allows an identified group of children with similar needs to work together to learn new skills over an extended period of time. In some cases a new student may be added to an already existing group, but this occurs on a case-by-case basis. As a general rule the Social Skills Intervention Group is closed once the initial participants are identified and group procedures are introduced.

STEP 5: NOTIFY PARTICIPANTS

In addition to identified students, classroom teachers and student families also will participate in the intervention. Clear communication of expectations for ALL participants will maximize success of the intervention. Typically classroom teachers are the first participants to be notified when a student is identified as a possible candidate for a Social Skills Intervention Group. Classroom teachers are notified prior to students and families because they are asked to collect initial baseline data, which verifies the student is or is not an appropriate selection for the intervention.

COLLECTING BASELINE DATA. Three to five days of baseline data should be acquired before a student begins the intervention group. To collect this information the Tier 2 Team provides the main classroom teacher(s) with a packet of Daily or Weekly Progress Reports. Teachers monitor and rate student social skill areas of concern but do NOT provide feedback to children who are rated. After data are collected the Tier 2 Team reviews it to determine: (a) whether the student truly needs additional support, (b) an initial daily/weekly point goal that is reasonable for the student to achieve, and (c) the level of teacher commitment for implementation. If data were not recorded diligently the team should consider the extent to which there may be future concerns or issues with accurate implementation of program components.

CONTACTING THE STUDENT'S FAMILY. If baseline data confirms the student as an appropriate candidate for the Social Skills Intervention Group, a member of the Tier 2 Team or the intervention Coordinator will contact parents/guardians of eligible participants. In some schools parental consent

is required prior to enrolling students in the program, while other schools only require that parents be informed. Check with administrative personnel to determine your district's policy. Two example letters that could be used with student families are provided.

EXAMPLE

Permission to Participate in a Social Skills Group

Date: _____ Student: _____ Grade: _____

Teacher: _____ Parent/Guardian: _____

The PBS Tier II team would like to include your child in our Small Group Social Skills Club. Your child, along with five other students, will meet twice a week with Ms. Smith for about 45 minutes to learn and practice a social skill. Your child's teacher will be asked to rate your child's use of the skill on a weekly basis so we can monitor your child's progress with the skill.

Your child will be able to earn incentives and rewards for practicing the skills. You will be periodically notified of the skills being taught so you can encourage your child's use of the skills. Together, we can make this a positive experience for your child.

If you do not wish your child to participate in this program, please call Ms. Smith at (555) 555-5555.

Sincerely,

PBS Tier II Team

Dear Parent/Guardian,

Your child has been identified and qualifies for a Tier 2 Intervention through our school's Small Group Social Skills Club (SGSS). The SGSS program provides two 45-minute sessions a week of instruction and practice of a specific social skill. This intervention also provides a positive communication link between home and school, and can be faded to develop student self-management.

Your child should bring home 2 times a week, a chart telling what skill is being worked on, where and how many times they plan on using the skill. Please provide positive feedback to your child when he/she displays the skill. Your child will be able to earn incentives and rewards for their use of the skill.

If you do not wish your child to participate in this program, or have any questions, please call Ms. Smith at 555-5555.

Sincerely,

Your School PBS Tier 2 Team

INTRODUCING THE INTERVENTION. After family members are notified their child has been selected to participate, the intervention Coordinator or Facilitator should provide explanation and details about the purpose of the intervention and process for participating. Ideally this introduction will occur in a face-to-face format with the student, his or her parents, and at least one classroom teacher attending together. During this meeting the social skills curriculum is described, opportunities for recognition of success are defined, responsibilities of each participant are clarified, and information about fading to a self-managed plan and/or graduation from the program is provided. The introductory meeting is the time to establish commitment for active participation from each individual stakeholder (i.e., teacher, parent, and student). Written materials that specifically describe steps for active participation will be helpful for communicating how the intervention components will be implemented across the facilitator, the student, the classroom teacher(s), and family members.

STEP 6: TEACH THE SOCIAL SKILL LESSONS

A direct instruction format is highly recommended.

REVIEW OF PREVIOUS SKILL: Reviewing previously learned skills consists of a discussion that allows students to recall, by telling or showing, the steps for use of the social skill that was introduced during the last meeting. In addition, students also are given opportunities to explain or describe when, where, and how often they used the skill since the last session. Review of previously learned skills should include discussion of outcomes associated with use of appropriate or inappropriate skills (what happened). Participation in this discussion fulfills the homework requirement for involvement in the group. Students are reinforced for using appropriate skills. The review period may periodically include examination of data collected from the student's teacher(s) about performance of skills learned during group meetings.

TELL: The lesson begins with an introduction, which includes a description of the skills to be learned, an explanation of why the skill is important, and situations where the skill can be used.

SHOW: After the introduction, the next step is modeling or demonstrating the skill. Typically the Facilitator models examples and non-examples of the skill and then asks students only to demonstrate the appropriate skill.

PRACTICE: The steps to the skills may be posted or students may be given a personal copy for easy reference. Students are asked to debrief by reviewing the main steps of the skill and when and where it may be used. The Facilitator then creates situations for students to practice the skill with peers. This can be done through role-playing or another activity. The first practice session is structured and if students are not actively participating in the activity or role-play, they are asked to watch and evaluate those who are.

POSITIVE and CORRECTIVE FEEDBACK: Reinforcement for accurate attempts is given and corrective feedback also is provided if needed.

MORE PRACTICE: Students are given time to socialize in less structured ways which allows continued practice using the social skill.

MORE FEEDBACK: Facilitators continue to give feedback while students engage in practice opportunities.

PLAN FOR GENERALIZATION and MAINTENANCE OF SKILLS: A homework assignment for use of the skill in other settings is discussed and assigned.

> **TELL, SHOW, PRACTICE, PRACTICE, PRACTICE, and HIGH RATES OF POSITIVE SPECIFIC FEEDBACK!**

Social Skills Homework Chart

The skill I am working on this week is:

ASKING OTHERS TO DO THINGS WITH ME:	I PLAN ON USING THIS SKILL: (WHERE?)	I PLAN ON USING THIS SKILL: (HOW MANY TIMES?)
1. Look to find someone you want to play with		
2. Smile, be friendly		
3. Ask the person to join		
4. Include others if they want to play or let others know someone new has joined		
5. Talk about the activity, explain any rules		

Social Skills Lesson Plan Template

Expectation:

Review Previous Skill (5-10 min)

- Discuss homework, reinforce those who returned homework, reinforce those who met weekly goals

---

Teach weekly Skill (20 min)
- Tell: Present and define the social skill and key words, discuss the importance of the skills and outline the steps to perform the targeted social behavior. Establish need to learn; use cards or real life examples.
- Show: Present models of positive and negative social behavior using pictures, video clips, and role-play, and then lead a discussion of alternatives to accomplish the social behavior objective.

Example:

Non-example:

Practice:

Group Debriefing (5-10 min)

- Provide feedback, prompt feedback, practice social skills, provide reinforcers

---

Socialization Time (10 min)

- Allow students to interact in semi-structured play. Prompt students to demonstrate social skills learned, prompt peer feedback, provide feedback

---

Establish Goal for next week (5-10 min)

- Set goals for new skill, encourage students to make goal, remind students of homework.
- Answer all questions and make sure everyone leaves with clear purpose.

Generalize: What setting will be used next week?

STEP 7: MONITOR STUDENT PROGRESS

The school Tier 2 Team will create a progress report that teachers complete daily. The Daily Progress Report (DPR) lists social skills, and any steps related to the skills, that are being learned during group meetings. The teacher uses the DPR to document ratings of student skill performance. The DPR is the primary method for monitoring student response to the social skills intervention. The DPR also serves as a reminder to teachers for skills they should prompt and reinforce for students. Classroom teachers use the DPR as a structured format for providing specific, positive feedback and corrective feedback to group participants. At minimum, students should receive feedback at the end of each school day. However, to promote generalization and maintenance of skills, additional feedback provided throughout each school day will maximize effects of the intervention. DPR data is submitted to the intervention Coordinator or Facilitator. Daily points are totaled, converted to a percentage, entered into a spreadsheet, graphed, and reviewed regularly (i.e., weekly or every other week).

DATA SPREADSHEET. The Missouri SW-PBS website (www.pbismissouri.org) provides an excel spreadsheet which is available for this use. This instrument is titled as The Advanced Tiers Spreadsheet and is available at no cost. The spreadsheet includes a page for entering student information that is typically collected prior to selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.). Also included is a second page where daily or weekly percentages can be entered for each student in the Social Skills Intervention Group. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears as data is entered. The trend line is useful for determining positive, questionable, or poor response to the program.

INTERPRETING STUDENT DATA. Graphs provide a visual representation of each student's acquisition of skills and allows for easier analysis of progress.

Important features to examine within each graph that is reviewed include:

- ▶ Level of Performance – The child's level of performance is entered.
- ▶ Desired Level of Performance – The desired level of performance is determined by the student's behavioral goal. This line on the graph is called the "Goal Line."
- ▶ Trend Line – A line that is drawn through a series of data points to represent the student's **actual *rate and level* of progress**.
- ▶ Time to Goal – The number of weeks it will take the student to reach his or her goal.

WHEN PROGRESS MONITORING IS IMPLEMENTED CORRECTLY, the benefits are great for everyone involved. Some benefits include: more informed instructional decisions; documentation of student progress for accountability purposes; more efficient communication with families and other professionals about students' progress, higher expectations for students by teachers.

National Center on Student Progress Monitoring (2006)

EXAMPLE

Small Group Social Skills
Daily Progress Report

Student Name: _____ Rater Name: _____ Week of: _____

This student is participating in our Social Skills group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day. Before leaving on Friday, please put the completed form in Mrs. Smith's mailbox. You will receive a new form by Monday morning.

3 = Displayed Consistently   2 = Displayed periodically/inconsistently   1 = Did not display

	Targeted Social Skills	Monday	Tuesday	Wednesday	Thursday	Friday	Successes
	Paying Attention to Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Taking Turns In Conversations	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Getting Along with Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Respectful	Doing Nice Things for Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Making Compromises	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Stay calm when receiving feedback.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Following Directions	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Responsible	Paying Attention to your Work	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Safe	Staying Calm when Disagreeing	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Total Daily Points						Total Points for Week:
	Total Possible						Points Possible for Week:

Week's Percentage _____

If you have questions about this form or the Social Skills group, contact Mrs. Smith.

Social Skills Intervention
Weekly Progress Report

Student's Name _____ Age/Grade _____

Teacher's Name _____

Group Leader's Name _____

Date Group Began_____ Date of Report _____

Person filling out report _____

Student has been a member of a social skills training group. During the past few weeks, we have been working on key skills to help the student improve his or her social interactions with peers and adults. Please check the box indicating the level of progress this student has experienced in the last week.

Social Skill with steps listed:	NO IMPROVEMENT *(no change)*	SOME IMPROVEMENT *(appropriate use of the skill 1-3 times but still uses competing problem behavior)*	GREAT IMPROVEMENT *(appropriate use of the skill 4-6 times with rare use of competing behavior)*	COMPETENT *(appropriate use of skill with 0 use of competing behavior)*
Listening				
Maintain eye contact				
Let others do most of the talking				
Pay attention				
Avoid interruptions				

Social Skills Intervention Group Daily Progress Report

Student Name _____ Team Name: _____ Day:_____/_____/_____

This student is participating in our social group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day.

3: Consistent Use with 0-1 Reminders   2: 2-3 Reminders   1: Used Inconsistently or Needed >3 Reminders

	Targeted Social Skills	1st hour	2nd Hour	3rd Hour	4th Hour	5th Hour	Total Points
Be Respectful	Getting Along with Others.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Making Compromises.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Say Calm When Receiving Feedback.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Responsible	Following Directions	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Paying Attention to Work	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Safe	Keeps Hands and Feet To Self	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be a Learner	Participates	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Completes Assignments to Best of Ability.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Successes							

Self-Management, Fading and Graduation

SELF-MANAGEMENT

Self-management is a broad term that refers to a child's ability to **effectively monitor, evaluate, and modify** his or her **own behavior**. Informally many teachers may think of self-management as related to self-control or self-discipline. The ideal outcome from participation in a social skills intervention is students who are capable of taking responsibility for their own learning and behavior even when adult supervision is not available. Typical aspects of self-management include goal setting, self-recording, self-evaluation, self-reinforcement, and self-instruction. Most often these techniques are used in combination with one another and may be provided along with other strategies. For students to maintain the success they experienced during the Social Skills Intervention Group, specific instruction in self-management techniques is recommended.

To apply these concepts, teach students to complete a chart similar to the Daily Progress Report given to teachers. The DPR can be modified to include daily time periods. Students can learn to evaluate and record their performance at regularly scheduled intervals. In addition, students can learn to deliver self-selected reinforcers for meeting established goals. Younger children will want more frequent time periods to monitor. Secondary students might be asked to monitor for each academic period.

The Social Skills Intervention Group Facilitator can work with students as they learn self-management skills. In fact, lessons for self-management can be incorporated as skills taught during group meetings. Teachers can support this process by continuing to monitor student use of social skills and periodically checking in with student for accuracy of ratings.

FADING AND GRADUATION

After completing the formal social skills intervention lessons and successful demonstration of self-management procedures, the Tier 2 Team should organize a graduation ceremony or provide an opportunity to celebrate success. Many schools choose to plan a formal ceremony and invite parents of participating students to attend. Often graduation or celebration ceremonies coincide with natural endpoints (i.e., end of first semester and end of school year). Celebration ceremonies are not exclusive for Social Skills Intervention Group participants. Rather, school teams are encouraged to consider how recognition for students who participated can naturally and meaningfully be incorporated into existing celebrations. Many schools provide recognition for outstanding academic performance but may neglect to consider behavioral performance in the same regard. Thus, students who participate in any Tier 2 or 3 interventions need to be recognized and celebrated in the same way educators and families acknowledge academic achievement and accomplishments.

DISCUSSION

Think about and list ceremonies or celebrations that your school already provides. How can student success for intervention participation be incorporated with existing practices?

Modifying a Social Skills Intervention

Some students that participate in a Social Skills Intervention Group will continue to have difficulties during the intervention and/or after the group ends. When data indicates response to the intervention is questionable one or more simple modifications may improve student performance.

MANIPULATE ANTECEDENT CONDITIONS

Manipulating antecedent conditions means changing one or more events that typically occur before problem behavior occurs. One modification strategy includes asking teachers to identify particularly problematic time periods or activities that occur during the student's school day. Just prior to identified periods or activities the classroom teacher provides a precorrect (i.e., reminder) for use of skills the student is learning during intervention meetings. Using a precorrect allows teacher and student to have a positive interaction that is focused on expected behaviors *prior to* demonstration of problem behavior. Use of precorrects reduces the likelihood for problem behavior. Cue cards with skills and steps listed can be prominently displayed or smaller cards can be taped to a student's desk. These supports serve as a reminder for both the student and the teacher. In addition, use of cue cards may increase consistency of language the teacher uses when providing precorrects.

MANIPULATE CONSEQUENCE CONDITIONS

Manipulating consequence conditions means changing one or more events that typically occur immediately after problem behavior. In most classrooms problem behavior is managed (i.e., teachers respond) through use of non-verbal or verbal corrections and/or brief removal of student from activity (safe seat, buddy room, office etc.). For students with chronic patterns of challenging behavior these typical responses often are very reinforcing. That is, the student learns he or she will "get" adult attention and/or "avoid" certain situations or activities immediately after demonstrating problem behavior. To alter this pattern of behavior the consequence conditions (i.e., teacher response) can be rearranged to minimize reinforcement for problem behavior and maximize reinforcement for appropriate behavior. As an example, to minimize attention for problem behavior and/or avoidance of particular situations or tasks, educators can make effort to ignore many problem behaviors that students demonstrate. Along with planned ignoring, teachers can recognize other students who are demonstrating appropriate behavior. In addition, it also is beneficial to teach peers to ignore other student's problem behavior. Each of these techniques may minimize attention that is typically delivered immediately after problem behavior. In combination with planned ignoring teachers also can alter or manipulate typical consequence conditions by delivering high rates of recognition each time a student performs a social skill correctly. Many times appropriate behavior goes unnoticed. For students in a Social Skills Intervention Group there is need for a higher "dose" of recognition when appropriate behavior is demonstrated. In this way the typical consequence (not noticing) is manipulated (high rates of recognition for appropriate) as a method for altering the existing pattern of problem behavior.

Now let's look at a description of how one school has implemented Social Skills Intervention Groups (SSIG)/Small Group Social Skills (SGSS) as a Tier 2 intervention.

BACKGROUND INFORMATION

After receiving feedback from students and staff and reviewing data from previous social skills groups, the Tier 2 Team decided that they wanted to give the students additional purpose for participating in small group social skills, so they worked to combine social skills instruction with service learning. Service learning is a method of teaching that combines classroom instruction with meaningful community service. Critical thinking and personal reflection are emphasized, and a heightened sense of community, civic engagement, and personal responsibility are encouraged. Student voice is an integral part of service learning as student select, design, implement, and evaluate their service activity.

Based upon various studies, students who participate in Service Learning Courses or Projects seem to encounter a multitude of benefits. Beyond the classroom, service learners feel more attached to and involved in their communities. Because service learning promotes teamwork, participants develop better communication and decision making skills. Service Learning also fosters people's leadership abilities. Most service learners gain practical skills based upon the tasks they had in the course. Finally, service learners gain tolerance of people from different backgrounds and better appreciate other cultures.

Adapted/Modified from http://en.wikipedia.org/wiki/Service-learning. January 2, 2013

> "xxxxxx had only one lens, which was his perspective. He now sees things from someone else's point of view and is quick to help others. His attendance has improved dramatically and he cares about his academics. He was unable to work with others however he now partners with others and is able to participate in group work appropriately. He applies himself in class and doesn't give up on himself."
>
> Staff

Student Selection

Students participating in SGSS Service Learning are selected by the PBS Tier 2 Team, using their data decision rules as outlined on the Existing School Data Inventory (below). Measures 1-3 are primary measures for referral to Tier 2, and measures 4-6 aid in the decision regarding intervention selection.

Measure	Proficient Score	Indication of Risk
1. Mid-quarter review of discipline records	0-6	7+ entries on discipline record form
2. Major behavior logged in Educator's Handbook/PS	0	1+
3. Attendance	95%	Less than 95%
4. Number of Ds and Fs	2.5+ with no failing grades	2+
5. Tardies to school	0-2	3+

Once students have been identified as potential participants in the Social Skills/Service Learning intervention, the assistant principal meets individually with each student. During the meeting, she shares with each student his/her referral data and asks, "Do you think you need help? Do you want help? Are you interested in helping yourself and others?" If students answer "yes", this secures their buy-in. Students then complete the following Tier 1 Fidelity Checklist:

Name :_____

STUDENT FIDELITY CHECK

Student Self-Assessment: Reflect and put a "Y" for Yes OR "N" for No.

1. ___ I know the three school rules.
2. ___ My teacher(s) have taught me about the three school rules.
3. ___ The rules in my classes reflect the three school rules.
4. ___ My teacher(s) have taught me about the three school rules when it comes to: classroom, hallway, restroom, bus, auditorium.
5. ___ My teacher(s) have talked to me about the school rules if they have given me a re-direct or if I have gotten into trouble.
6. ___ I have received a Viking Voucher this year.

Please complete the following questions.
7. I have received _____ (#) of Viking Vouchers this year.
8. I have received Viking Vouchers for: _____
    _____
9. What classes/teachers are giving you Viking Vouchers: _____
    _____
10. Three adults in school that I have a good relationship with are:

    1._____
    2._____
    3._____

Facilitator Roles and Responsibilities

The SGSS Service Learning group meets two times a week during Before and After School Activity (BASA) time. Two staff members coordinate/lead these meetings; Tier 2 Team members rotate into the group as the second facilitator. Facilitator roles and responsibilities include:

- taking attendance of group members
- ensuring the time-line of the project is on target
- facilitating conversations with the group to help guide them in meeting the service learning activity goal
- facilitating conversation with the group or individual students to help teach the behavioral objectives
- collecting, inputting, and reflecting on student behavior data collected through SGSS Service Learning
- communicating with PBS Tier 2 Team regarding needs and providing updates
- help plan celebrations for the SGSS Service Learning students
- communicating with parents/guardians through the Parent Slip on a weekly basis
- recognize students regularly and consistently with Viking Vouchers

Targeted Social Skills

Six to nine students are in the group, and they work as a team to create and implement a service learning project. Through the service learning process certain social skills are discussed, explored, and taught by the SGSS Service Learning Facilitator. Those skills include:

- RESPECT
  - I CAN use respectful eye contact, tone, and words at the right time.
- RESPONSIBILITY
  - I CAN take ownership of my actions and how they influence or impact a situation.
  - I CAN be a team player.
- PERSONAL BEST
  - I CAN help not only myself but others as well.
  - I CAN be someone that people can count on; do what is expected.

"Before SGSS, I had gotten a lot of office referrals and was rude and disrespectful to my teachers. Now they have told me that they have noticed improvement. I am glad I have improved with my behavior and so proud of our SGSS group raising over $300 to help find a cure for cystic fibrosis and leukemia."

Student

Specific skills are discussed and taught when a negative social skill behavior occurs while in the group. The facilitator works the student individually regarding the situation, what skill could have been used when the situation happened, and then the student practices the skill that has been discussed.

Each meeting starts and ends with the group reviewing the SGSS Service Learning Skills. When a situation occurs and a skill is not practiced, the following questions provide a guide to help the student process the situation, take ownership, and increase the chances for the skill to be utilized in the future:

RESPECT	I CAN use respectful eye contact, tone, and words at the right time.	• What happened? • Take the situation step-by step; break down what could have been different at each step. • How can the group be productive? • How can you be part of the solution? • What would Respect look like in the situation? • What would Responsibility look like in the situation? • What would my Personal Best look like in the situation? • What's the next step so that you can be ok and be a productive group member?
RESPONSIBILITY	I CAN take ownership of my actions and how they influence or impact a situation.	
	I CAN be a team player.	
PERSONAL BEST	I CAN help not only myself but others as well.	
	I CAN be someone that people can count on; do what is expected.	

Session Timeline

Week 1: Define service-learning
Goal: understand service-learning
Goal: student led norms are created and must include:
- Reviewing the SGSS Service Learning Skills at the beginning and ending of each meeting.
- Apologizing when appropriate
- Work on trusting yourself and those in the group.

Week 2: Discover Needs/Problems
Goal: identify relevant and interesting needs/problems

Week 3: Investigate the Problems
Goal: investigate cause and effect of the identified problem

Week 4: Research the Solutions
Goal: identify and research possible solution(s)

Week 5: Decide on a Project
Goal: evaluate solutions, select a project

Week 6: Plan the Project
Goal: create an action plan for the project

Week 7: Implement the Plan (can carry into week 8 if necessary)
Goal: put a plan into action and complete the project

Week 8: Evaluate (can carry into week 9 if necessary)
Goal: evaluate the impacts of the project

Week 9: Formal Reflection (can be combined with week 8 if necessary)
Goal: identify areas of growth and weakness within the program/process
Goal: students identify areas of personal growth and set goals to continue that growth

> "I've seen xxxxxx go from a student who always needed to have the last word and could not forgive others to a student who apologizes, sets goals for himself, and often asks if he can help other students; specifically some of the students who have high needs."
>
> Staff

Progress Monitoring Data

Students are expected to have their teachers complete the Viking Victory Plan – SGSS Service Learning sheet each day. Students pick up the sheet from a folder in the facilitators classroom on their way to first hour. At the end of each hour the student asks that specific classroom teacher to rate him/her on the SGSS Service Learning Skills and initial the form. The following provides guidance for the classroom teacher's responsibilities:

Classroom Feedback *Use a positive tone throughout conversations.
• Prompt student to bring Viking Victory Plan.   ► Possible VV opportunity.
• Circle "points" on Viking Victory Plan and provide specific explanation for the rating given.   ► Possible VV opportunity.
• Provide encouragement for meeting expectations during next opportunity and/or reinforce for following expectations or making improvement.

During dismissal, the student stops by the facilitator's classroom and turns in the Viking Victory Plan. One of the facilitators inputs the student data into the Advanced Tier Spreadsheet. If a student does not have a certain hour completed on the sheet, that specific hour is not counted for or against the total score. If this becomes a trend for the student, then a conversation with the student occurs, along with a follow-up conversation with the specific teacher of that hour. The facilitator helps to problem-solve with the student and teacher regarding how best the scores can be documented.

Educators Handbook, the web-based documentation and referral program, is also utilized to monitor student progress, in addition to the Advanced Tier Spreadsheet. This information is regularly shared with each individual student. Those participating in SGSS – Service Learning are given a grade report every week as a means to help students monitor their academics.

The following is a copy of the Viking Victory Plan:

		Hr 1	Hr 2	Hr 3	Hr 4	Hr 5	Hr 6
RESPECT	I CAN use respectful eye contact, tone, and words at the right time.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
RESPONSIBILITY	I CAN take ownership of my actions and how they influence or impact a situation.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	I CAN be a team player.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
PERSONAL BEST	I CAN help not only myself but others as well.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
	I CAN be someone that people can count on; do what is expected.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points:		/ 10	/ 10	/ 10	/ 10	/ 10	/ 10
Staff Initial:							
Positives:							

2: I did with 1 redirect or less.
1: I did it with 2-4 re-directs/teacher intervention.
0: No I needed 5+ redirects/teacher intervention.

"I like being in SGSS because it's fun seeing the teachers. It helped me by stop getting mad. I use it (the skills) in class to calm down sometimes."

Student

Parent Communication

Once a week a parent slip is sent home with the student. An overall percentage for each day is included on the slip. Students return the parent slip, signed, the following day to the facilitator. When the slip is returned, the student receives positive recognition, such as a Viking Voucher.

Here is the home report:

Home Report for _____.

Week of _____.

Mon: I met/did not meet my goal of _____%. I earned _____%.

Tue: I met/did not meet my goal of _____%. I earned _____%.

Wed: I met/did not meet my goal of _____%. I earned _____%.

Thu: I met/did not meet my goal of _____%. I earned _____%.

Fri: I met/did not meet my goal of _____%. I earned _____%.

_____   _____
(Teacher Initials)   (Parent Signature)

Parents are provided the following guidance to help their child be successful with SGSS Service Learning:

Parent Participation

- Ask your student for the Home Report.
- If goal was met provide positive feedback.
- If goal was not met, provide encouragement and ask the following questions:
  - ▶ "What do you need to do differently tomorrow?"
  - ▶ "Is there anything I can do to help you with this?"
  - ▶ "I know you can meet your goal tomorrow."
- Sign the Home Report and remind student to return it to school.
- Keep SGSS Service Learning conversation brief.
- Use a positive tone throughout the conversation.

Social Validity

After students have graduated from SGSS Social Learning, they complete the following survey to assess the social validity of the intervention.

1. Do you feel that your behavior, prior to SGSS-Service Learning, was where you wanted it to be?
2. What do you think your behavior was like prior to SGSS-Service Learning?
3. Do you think that your behavior has changed since being in SGSS-Service Learning? If so, how?
4. Do you like being a part of SGSS-Service Learning? Why or why not?
5. If you believe that SGSS-Service Learning helped you, please explain why and how.
6. Do you believe that you have taken the skills that you have learned in SGSS-Service Learning and used them in class and/or at home? Why do you think this?
7. What was your favorite part about SGSS-Service Learning?
8. What was your least favorite part about SGSS-Service Learning?
9. Do you have any suggestions on what could make SGSS-Service Learning better?
10. Please rate yourself on the I CAN statements for both Before AND After SGSS:
    Circle number 1 if this is almost never
    Circle number 2 if it is seldom
    Circle number 3 if it is sometimes
    Circle number 4 if it is often
    Circle number 5 if it is almost always done

RESPECT	I CAN use respectful eye contact, tone, and words at the right time.	Prior to SGSS:	1 2 3 4 5
		Now:	1 2 3 4 5
RESPONSIBILITY	I CAN take ownership of my actions and how they influence or impact a situation.	Prior to SGSS:	1 2 3 4 5
		Now:	1 2 3 4 5
	I CAN be a team player.	Prior to SGSS:	1 2 3 4 5
		Now:	1 2 3 4 5
PERSONAL BEST	I CAN help not only myself but others as well.	Prior to SGSS:	1 2 3 4 5
		Now:	1 2 3 4 5
	I CAN be someone that people can count on; do what is expected.	Prior to SGSS:	1 2 3 4 5
		Now:	1 2 3 4 5

11. Is there anything else you would like to add or say regarding your thoughts or feelings?

Training for Staff, Students, and Families

Training about the Social Skills Intervention Groups should be provided for all staff members, however, the level of detail needed and timeframe for providing information varies according to extent of participation. The following general guidelines will be helpful as your Tier 2 Team identifies professional learning opportunities associated with the Social Skills Intervention.

All Staff members should know…

- ► what the intervention is named in your building
- ► who coordinates and facilitates
- ► how children are identified to participate
- ► the maximum number of students that can be served at one time

This information should be provided annually at minimum. In addition, all staff members should receive periodic updates (e.g., 2-3 per school year) about the number of students participating and general response to the intervention.

Example Update:
"During first semester 16 students participated in two separate intervention groups.
90% of the participants were successful during the self-management phase and participated in a graduation ceremony. 2 students were nominated for additional, more intensive academic or behavioral support."

Some staff members will need to know…

- ► skills that are taught during each lesson and steps for completing skills
- ► how to give precorrects, prompts, and cues for use of skills
- ► how to give positive specific and corrective feedback for use of skills

Staff members who are directly involved with students who participate in the intervention group require this level of information. This commonly includes specialist teachers such as music, PE, art, and media center personnel. In addition, cafeteria and playground supervisors, hallway monitors, along with the school counselor and nurse be able to support generalization and maintenance of social skill use if they are provided with information and training.

A COMMON MISPERCEPTION is that small group strategies will "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff members are often involved in the intervention.

It is important to stress that these interventions will require high levels of involvement among ALL staff within the school building.

Dr. Tim Lewis, Co-Director of the OSEP Technical Assistance Center on PBIS

A few staff members will need to know…

► how to complete the Daily Progress Report (DPR)

► where to submit student data

► how to interpret response to intervention data

► how to support the self-management procedures

► who is available for assistance if needed

► progress of children participating in the group

The main classroom teacher of each student in the group will need this level of detail. Ideally the Intervention Coordinator will provide this information to each teacher several days before the intervention begins. Teachers will need training for use of the DPR so that baseline data can be accurately collected. In addition, particularly for teachers who are new to the intervention, asking the Intervention Coordinator or Facilitator to demonstrate examples of positive specific and corrective feedback is useful and may increase fidelity of implementation.

STUDENTS AND FAMILIES. In addition to staff member training and information, participating students and families also need to know basic procedures for participating in and supporting the intervention. Students should be told about the DPR and periodically see and receive feedback about their graphed data. The Intervention Facilitator can likely provide this information. Families also will benefit from knowing skills that will be taught, how the DPR is used to monitor student performance, and how often they will receive data about their child's progress in the group.

A written description that explains important details of the intervention is one effective method for clear communication with ALL stakeholders. *The Intervention Essential Features Template* (introduced in Chapter 4) is a thorough and standardized format for describing each intervention that is available in your building. After initial development of the Social Skills Intervention Group (using the development guide provided in this chapter) the Tier 2 Team can summarize main components and features of the social skills program using the *Intervention Essential Features Template*. This document, along with other materials such as an example DPR, social skill cue cards, and example progress monitoring data, can be included in a Tier 2 handbook that is maintained and revised over time.

In the same way your SW-PBS team documents procedures of implementation for Tier 1, the Tier 2 Team will document procedures for implementation of Tier 2.

Developing a Social Skills Intervention Group For Your Setting

After establishing staff willingness to implement a Social Skills Intervention Group, members of the Tier 2 Team will convene to begin planning. Although some small adjustments likely will be made after initial development, it is critical that general procedures and systems be in place prior to implementation with students.

The following pages provide a guide that can be used during the intervention development process. Responding to items listed throughout the guide will help the Tier 2 Team stay focused on important development tasks. In addition, written responses to items in the development guide can be used as a summary description of how the intervention is provided in your setting. Portions of this description could be included in a student handbook, training materials for staff, and/or written documents for families.

> *"Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it.*
>
> *Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance."*
>
> Crone, Hawken, and Horner, p.39

Social Skills Intervention Development Checklist

The skills and products that are pivotal to Social Skills Intervention Group intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the "Completed" column as final decisions are made.

PROGRAM DESIGN

	Completed
1. All Tier 2 Team members are aware of effective implementation of a Social Skills Intervention Group.	
2. An Intervention Coordinator is identified.	
3. Each facilitator is trained to participate in the groups with clear responsibilities outlined.	
4. A consistent location for group meetings is designated.	
5. A maximum number of students that can be served at one time is determined.	
6. Your school's name for the Social Skills Group is determined.	
7. Curriculum/lessons are selected based on behavior needs identified by data.	
8. Group meetings have a consistent schedule that includes rules and routines that have been taught.	
9. The Intervention Facilitator is able to teach a small group of students 1-2 times per week at the designated time.	

PROGRESS REPORT

	Completed
1. Social skills taught align with schoolwide expectations.	
2. A goal is set for each student.	
3. A schedule for review of individual student data is determined with decision rules for fading, modifying, or continuing the intervention.	
4. A system is developed to monitor student progress (daily progress report/weekly progress report).	

REINFORCEMENT SYSTEM

	Completed
1. Reinforcers are available for student participation during group meetings.	
2. Reinforcers are available for students that demonstrate targeted social skills at other times and locations.	
3. Additional reinforcers are available for students who meet their daily or weekly goal.	

DATA MANAGEMENT

	Completed
1. A data management system is available to store and summarize student progress.	
2. The Intervention Coordinator is trained to enter and graph the student data.	
3. Student data is examined and reviewed on a regularly scheduled basis.	
4. The Intervention Coordinator brings data to the Tier 2 Team meetings.	
5. Data is shared with the whole staff at least quarterly.	
6. Data is shared with parents on a regular basis.	

PLANS FOR SELF-MANAGEMENT, FADING AND GRADUATION

	Completed
1. Procedures for fading intervention components are established.	
2. Self-management process is understood by student and participating teachers.	
3. A planned celebration is available when students graduate from Social Skills Group.	
4. Periodic check-ups/supports are in place for students after they graduate from the program.	

TEACHING STAFF TO IMPLEMENT THE PROGRAM

	Completed
1. Staff is trained to use pre-corrects and prompts that will aid student use of skills.	
2. A Tier 2 Team member is designated to provide modeling and feedback each time a new teacher begins to implement the program.	
3. Yearly booster sessions about the purpose and key features of the intervention are provided to staff.	

TEACHING STUDENTS AND PARENTS WHO PARTICIPATE IN THE PROGRAM

	Completed
1. A plan for introducing students to the program is developed. The plan includes an overview of the program.	
2. A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child.	

EVALUATE PROGRAM OUTCOMES

	Completed
1. A plan for monitoring fidelity of intervention implementation is developed that includes tools to be used and a monitoring schedule.	
2. A plan for monitoring social validity of intervention is developed and includes tools to be used and a monitoring schedule.	
3. A plan for monitoring intervention outcomes is developed and includes: • Number of students who participated • Number of students that graduated • Number of students that required more intensive support	
4. An Intervention Essential Features document is completed that includes clear descriptions of intervention components.	

Guiding Questions for Development and Implementation of Culturally Appropriate Interventions

Below is a list of questions school teams can consider during development of the intervention that may be applicable depending on the diversity represented in their buildings (Crone, Hawken, and Horner, 2010).

1. How does the membership of our Tier 2 Team represent the diversity of our targeted population?

2. How can we ensure our process for identifying student participants is objective?

3. Have we asked family members from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?

4. Have we asked students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?

5. Do we have a data system that provides us with disaggregated data? Are we currently using this feature?

6. What outcomes are evident when this intervention is provided across a variety of student populations? Is student response questionable or poor for any particular subgroups? If so, how can this be addressed?

7. How can this intervention provide for flexibility based on student, family, and community differences?

Monitoring Fidelity of Intervention Implementation

Fidelity of implementation refers to how well an intervention is applied in the way that it was designed. Fidelity checks, for any intervention, should be designed and conducted as part of the Tier 2 Team's regular routine. Then, in cases of data that indicates a poor or questionable response to an intervention, the Tier 2 Team will have readily available data to verify the extent to which an intervention was accurately delivered.

Two commonly used methods for assessing implementation of social Social Skills Intervention Groups are review of permanent products (e.g., lesson plans or progress monitoring data) and direct observation using a fidelity checklist. Each method will be described in further detail.

PERMANENT PRODUCT REVIEW. Review of materials associated with the intervention is one method for assessing fidelity of intervention implementation. Specific to the Social Skills Intervention Group there are at least two products that members of the Tier 2 Team and/or the Intervention Coordinator can regularly review, which are the social skill lesson plans and progress monitoring data.

LESSON PLANS. The lesson plan is the main focus of each intervention session. While the activities may vary during each group meeting, the lesson plan should follow a general sequence that includes:

- ► Review of previously learned skills and discussion of homework
- ► Introduction of the new skill and explanation of importance
- ► Explicit skill step instruction
- ► Modeling and role-play
- ► Guided practice opportunities
- ► Goal setting with homework assignment

The following page provides an example format for monitoring the quality of social skill lesson plans.

Social Skills Intervention Group
Lesson Plan Fidelity Checklist

Today's Date_____   Social Skills Unit_____

Group Facilitators:

Lesson Plan Reviewer:

Use the chart below to rate the degree to which each component was implemented.

Component	Not Evident	Limited Evidence	Partially Evident	Fully Evident
Describes activities for reviewing previously learned skills.				
Introduces the new skill.				
Defines the skill and key vocabulary.				
Explains why the skill is important.				
Identifies steps for using the skill. Gives opportunity for students to repeat the skill steps.				
Includes modeling and role-play opportunities.				
Lists procedures for reinforcing occurrences of the skill during the session.				
Provides specific examples and noon-examples of the expected skill.				
Includes time for goal setting and an explicit homework assignment.				
Has materials that can be used to communicate skills and steps students are working on so that other adults can prompt, cue, and recognize students for using skills.				

Comments about implementation:

PROGRESS MONITORING DATA. Progress monitoring must occur in order to determine effects of the intervention and student response. Some teams ask classroom teachers to monitor student performance and submit data daily, while others choose to monitor daily and submit data weekly. Regardless of the schedule, monitoring student progress is an essential component of the intervention. Reviewing progress monitoring data will indicate implementer understanding of systems that support the intervention. System components include where to access DPR forms (mailbox, computer, folder) and how often the DPRs will be completed and submitted. In addition, DPRs with extensive notes or comments from classroom teachers may indicate a need for additional support (i.e., modeling and feedback) for adults who are promoting student use of appropriate social skills across multiple environments. Below is an example checklist that can be used when reviewing fidelity of the progress-monitoring component.

EXAMPLE

Social Skills Intervention Group
Progress Monitoring Fidelity Checklist

Intervention Coordinator:

Group Facilitator:

Date Group Began:

Name of each student who is participating in a Social Skills Intervention Group	Teachers consistently complete all sections of the DPR	DPRs are regularly submitted to the Facilitator	Coordinator enters and graphs student data and regularly provides updates about progress to stakeholders
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			
Student 7			
Student 8			

DIRECT OBSERVATION. Another method for verifying accurate implementation of social skill intervention components is conducting observations while the skill lessons occur. In this case use of an observation checklist may be especially helpful. The checklist is used to record specific features that occurred during a lesson and also for providing feedback to Facilitators.

SESSION FIDELITY. Facilitators, particularly if they are new to the intervention, may inadvertently leave out important steps of the skill lesson such as review of previously learned skills or assigning homework. To maximize effects of the intervention, all steps of the lesson should be completed. Asking an observer to record what takes place during a lesson is a valuable way to ensure all components are provided. The next page provides an example checklist that can be used during direct observations for session fidelity.

EXAMPLE

Social Skills Intervention Group
Session Fidelity Checklist

Today's Date_____   Social Skills Unit_____

Group Members Present:

Group Facilitator(s):

Observer:

Use the chart below to rate the degree to which each component was implemented.

Component	Not Implemented	Limited Implementation	Partial Implementation	Full Implementation
Reviewed previously learned skills and discussed student homework assignment.				
Taught new skill using structured lesson plan format.				
Provided opportunities for students to practice new skill				
Set goal for use of new skill and assigned homework				

Comments:

Intervention Essential Features

After your team has developed and piloted the Social Skills Intervention Group Intervention, the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant to your site. Then, use this as a tool for communicating with team members, staff and other important stakeholders. See the following for an example of Social Skills Intervention Group Intervention Essential Features.

Intervention Essential Features

- Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
- Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

School Name: Best Elementary

| **Intervention** | ☐ Check-In, Check-Out | ☒ Social Skills Intervention Group |
| | ☐ Check & Connect | ☐ Self-Monitoring |

Name of Intervention	PAWS - (Positive Action with Support) Check-In, Check-Out (CICO)
1. Description of intervention that includes function addressed: ☒ Obtain <u>adult and peer attention</u> ☒ Avoid/Escape <u>social interaction/task/activity</u>	Social Skill Intervention Groups are primarily for students who demonstrate social skill deficits (acquisition deficits, performance or fluency deficits, or competing problem behaviors). This could include students who have trouble making or keeping friends, have an inability to respond appropriately in particular situations, and/or are uncooperative. Direct social skill instruction occurs in small groups with the Social Skill Group Facilitator. Skills, based on the universal schoolwide expectations from the matrix, are taught during each lesson and steps for completing skills are shared with staff members directly involved with the students who participate in the intervention. Staff members involved reinforce skills taught in the SSIG in the general classroom setting by displaying prompts for the skills and providing additional instruction and regular feedback.
2. Intervention coordinator and/or facilitator(s) identified	The intervention coordinator is the primary manager of data that is used to monitor each student's response to the SSIG intervention. This data is prioritized and shared with the Tier 2 Team. The intervention coordinator is also responsible for contacting parents and orienting facilitators and parents to the intervention. The intervention facilitators are responsible for developing and delivering lessons weekly at minimum with a small group of students who demonstrate social skill deficits. Facilitators inform teaching staff exactly what skills have been taught in each session and what students must demonstrate to show success with the skill. Facilitators assist classroom teachers in rating student performance of specific social skills. Facilitators also assist classroom teachers to identify universal social skills lessons that complement the SSIG lessons. Intervention Coordinator: Tier 2 Coach Intervention Facilitators: • School Counselor • Speech Language Pathologist • Special Education Teacher

3. List at least two sources of data used to identify students for intervention: ☒ Existing school data ☒ Teacher/parent nomination ☒ Emotional-behavioral screening process ☐ Other_____ Describe criteria (i.e. data decisions rules) for entry to intervention	Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 staff handbook for details.
4. Description of system to determine function of student behavior that includes both: ☒ Records Review ☒ Context Analysis	Tier 2 Team reviews existing school data, universal screening, and teacher nominations to identify function of behavior and match to appropriate intervention. Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior.
5. Description of documented procedures for introducing/orienting new participants to the intervention for: ☒ Students ☒ Teachers ☒ Families	The intervention coordinator is responsible for contacting parents and orienting facilitators, staff, and parents to the intervention. • The designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data. • The facilitator reviews the program with the student, explains the procedures and invites the student to participate. When the child agrees, the process begins with the facilitator meeting with the student before the intervention begins. • The intervention facilitator meets with the staff members involved and explains the intervention, skills that are taught during each lesson and steps for completing skills The facilitator also reviews how to give precorrects, prompts and cues for use of skills and how to give positive specific and corrective feedback for use of skills. • The intervention coordinator contacts families to explain the intervention and to teach the parents in how they can support their child in SSIG.
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly)	DPRs are used daily to provide specific, positive feedback to students at designated intervals. The skills on the DPR are based on the schoolwide matrix, and coordinate with the lessons taught in the small group. (For example, students might have a lesson on active listening as a component of the expectation of being respectful.) DPRs are turned in to the facilitator at the end of the week. The facilitator enters the scores into a spreadsheet and produces graphs for the coordinator to compile and prioritize for discussion at upcoming team meetings. Data is reviewed biweekly at Tier 2 Team meetings by the team to determine effectiveness of intervention.

7. Documented fading process that includes decision rules, description of process and graduation from intervention	After completing the formal social skills intervention lessons for 8 weeks, students will learn how to self-manage based on the weekly DPR. Students will self-monitor which include goal setting, self-recording, self-evaluation, and self-reinforcement for the week of social skills instruction. The goal is for students to maintain 80% of points throughout the fading process. • Phase 1- Weeks 1 and 2-Teacher and student score together and compare ratings at the end of each class period. If the student data remains at the behavior goal of 80% or higher, the student/teacher ratings agree 80-85% of the time, proceed to Phase 2. • Phase 2- Week 1-Student begins self-monitoring. Teacher rates 4 out of 5 days. • Phase 2- Week 2- Student self-monitoring. Teacher rates 3 out of 5 days. • Phase 2- Week 3- Student self-monitoring. Teacher rates 2 out of 5 days. • Phase 2- Week 4- Student Self- Monitoring. Teacher rates 1 out of 5 days. • Phase 2- Week 5- Student Self-Monitoring Teacher rates 0 out of 5 days. • Phase 3- Student data stays at or above goal line while self-monitoring. Plan for graduation.
8. Description of documented strategies for promoting generalization and maintenance of skills across settings and over time that are linked to schoolwide expectations	After completing the full 8-week formal social skills intervention lessons and successful demonstration of self-management, the student receives a graduation ceremony of which parents and friends are invited. The Tier 2 Team keeps in contact with teachers and reviews existing school data biweekly. Students receive high rates of specific, positive feedback, and are recognized quarterly for successfully following the schoolwide expectations as set by the matrix. Additionally, after graduation, the student may continue to self-monitor and receive booster lessons from the classroom teacher if requested by the student or teacher.
9. Description of documented strategies for weekly family communication/ feedback regarding intervention	The intervention facilitator sends home weekly informational letters and Parent Tip Sheets with social skill set cards. The DPR Daily Parent Connection from goal sheet (cut off of the bottom) is sent home with students at the end of each day. Extra points are earned if the DPR is signed and returned the next day. Teachers email and/or call families regarding the progress they are seeing in their classrooms. Parents are invited to graduation party when the student successfully completes the intervention.
10. Description of documented strategies for weekly communication/feedback with participating classroom teachers	The facilitator attends weekly grade level meetings to meet with involved staff and share the weekly lesson plans and goals for students involved in the SSIG intervention. Staff has opportunity to ask questions and clarify understanding at these meetings. The facilitator provides a copy of each student's weekly graph to all participating teachers. Prior to Tier 2 Team meetings, the intervention coordinator sends notifications to applicable staff members that their student's data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student's data is reviewed.

11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention	At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students: • Who have participated to date • Are currently enrolled in the program • Who graduated from the program • Who required additional and/or more intensive intervention
12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response	The SSIG Lesson Plan Fidelity Checklist is completed by the intervention coordinator before implementation of the SSIG group. The SSIG Progress Monitoring Checklist is completed by staff involved in the first 2 weeks of a new intervention group by the intervention coordinator. The SSIG Session Fidelity Checklist is completed each session by the intervention facilitator.
13. Description of documented system for regularly assessing social validity of intervention	The SSIG Intervention Rating Profile is completed by staff involved within two weeks of new group and reported to the intervention coordinator. The SSIG Student Participant Interview is completed by students involved at end of the group and returned to the intervention coordinator. The Coordinator collects and aggregates social validity data annually; the Tier 2 Team reviews the data and modifies the intervention as needed. This information is shared with full staff.
14. Description of documented system for annually evaluating intervention outcomes that includes: ☒ # Students Participating ☒ # Students Graduating ☒ # Students Needing More Intensive Support	The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants.

Next Steps

Below are some next steps to consider as you develop Tier 2. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 2 Team Action Plan – *Plan and Implement Small Group Interventions*

1. Select one small group intervention that will be developed in your setting (e.g., Social Skills Intervention Group)

    A. Plan and implement the selected intervention
    - Use the *Intervention Development Checklist*

2. Pilot the intervention with a small number of staff, students, and families.

3. Identify and train additional Intervention Facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.

4. Document interventions that are regularly available in your setting.

    A. Provide a written description of each intervention.
    - Use the *Blank Intervention Essential Features Template*