Tier II Interventions:
Social Skills for Small Groups

2017 RTI2-B SUMMIT
FOR MIDDLE TENNESSEE SCHOOLS

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Objectives

• Discussing why social skills training is an evidence based practice
• Describing the structure of social skills groups
• Demonstrating how to implement a social skills group
Tier II Interventions

System for targeted or group-based interventions for students needing additional support beyond the universal or Tier I system.
Check-In/Check-Out (CICO)

Social Skills Groups

Check and Connect

Breaks are Better

Mentoring
Effectiveness of Social Skills Instruction

• Mastering social skills corresponds to academic, social, and work success and achievement

• Students with strong social skills experience less peer isolation and rejection, and have a higher probability of graduating from high school

• Social skills are...
  – Predictive of job success in adulthood
  – Associated with better mental health status
  – Associated with an increase in pro-social behaviors
Social Skills are the Hidden Curriculum

1. Teacher expectations
2. Students who are okay to interact with and those you should avoid
3. Behaviors that attract positive attention and those that cause trouble
4. Any “sensitive” topics appropriate for the age of the student

So, how do you provide social skills instruction?
Steps for Social Skills Group Instruction

Organize the Group
- Select participants
- Choose skills to target
- Establish group rules
- Describe Session Format

Teach Skills
- Introduce skill
- Highlight social importance

Practice
- When, Where, and How
- Vary levels of support
- Progress from simple to more complex skills

Reinforce
- Target student
- Peers

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## Organize the Group

### Students
- Tier II Students
- Peers

### Topics
- Survival, Interpersonal, Problem-solving, Conflict Resolution
- Packaged Lesson Plans

### Format
- Rules
- Structure
Who to include?

- Things to consider:
  - Age
  - Maturity level
  - Current skill level
  - Motivation
  - Other problems that may interfere with being part of a group
  - Single or mixed gender groups
  - Tier II Students, Peers
How to Identify Tier II Students

- ODRs
- Attendance
- Screening Tools
- Teacher nomination
How to Identify Peers

I am socially **competent**

I am compliant with instructions

I attend school regularly

I am willing to participate
Why use peer training?

The Proximity Assumption

Proximity = Opportunity to practice social skills

Proximity = Opportunity for meaningful participation

Proximity = Opportunity for acceptance

Survival Skills

- Survival skills include:
  - Following directions
  - Obeying rules
  - Listening

- Survival skills help maintain order and help students to thrive in the school environment
Interpersonal Skills

• Interpersonal skills include:
  – Sharing
  – Taking turns
  – Showing empathy
  – Greetings
  – Manners

• Interpersonal skills help foster healthy relationships and collaborative learning
Problem-solving Skills

• Problem-solving skills include:
  – Making decisions
  – Asking for help
  – Taking on responsibility
  – Following rules
  – Expressing emotions appropriately
  – Giving directions to others
  – Starting a conversation
  – Respecting personal space
  – Showing interest in others

• Problem-solving skills help promote personal success and independence
Conflict Resolution Skills

Relaxation Techniques

- hide in your shell
- get that fly off your nose
- stretch like a cat
- chew that carrot
- squeeze through a fence
- blow up a balloon in your stomach
- an elephant is stepping on you

How's your day going?

CHECK IN

5
4
3
2
1

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Conflict Resolution Skills

- Conflict resolution skills include:
  - Asserting oneself
  - Apologizing
  - Using appropriate coping skills

- Conflict resolution skills help students navigate difficulties found in interpersonal conflict and resolve issues of internal conflict
Should I use a specific curriculum?

• Some school systems may already have a prescribed curriculum
  – PREPARE
  – Positive Action
  – Social Skills in Our Schools
  – The EQUIP Program
• Does the curriculum provide:
  – Lesson plans and activities?
  – Skill assessment?
  – Tips/guidelines for running groups?
The First Session

• Introducing Group Members
• Establishing Group Rules
  – Help students make appropriate rules and keep these posted at each session
  • Listen when others are talking
  • Participate when it is your turn
  • Use nice words
• Discuss Session Format
Group Rules

- Take Turns
- Share materials
- Help friends

- Raise hand
- Use a quiet voice
- Pick up

- Walk
- Hands to self
- Follow directions
Session Format

☐ Hello and review of group rules
☐ Skill Introduction
☐ Demonstration of new skill
☐ Practice of new skill/Activity
☐ Feedback/Reward

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Role Plays

You are on the bus going to school.

A kid from your neighborhood gets on the bus.

He has on a Black Eyed Peas T-shirt. You want to ask if he went to the concert.

You say, "___________________"

He says "yes I did, do you like them"

You say, "___________________"
You are at a workshop about social skills.

There are a lot of people at the workshop. Sometimes we will have to wait for the restroom.

Practice having a conversation with someone while waiting for the restroom.
What is the weather like today?

What are you doing this summer?

What is your favorite sports team to watch?

What is your favorite video game?

Where did you get your shirt?

Greeting Steps

Stop

Make Eye contact

Decide
Is it
a person I know or
a person I don't know

Hello

Hello. My name is _____.
What is your name?

Hi!
Talking to My Friends

Most days, my class eats lunch in the cafeteria. We talk and eat and talk some more. I really like to talk about space. I can talk about space a lot and never get tired! Sometimes, my friends stop talking to me at lunch. They like to talk about other things too. Sometimes they talk about movies, sports, or what they are going to do after school. I can try to talk about those things too. Then maybe my friends will talk about space with me again. We might even talk about Star Wars! Then we would both be happy.
A 5 is against the law

5. Physically Harmful Behavior (could send you to jail):
   Hitting someone, grabbing someone in their private areas.

4. Scary behavior (could get you fired or suspended from school):
   Swearing, staring at someone, or following someone home from school without their permission.

3. Odd Behavior (makes people uncomfortable):
   Sitting to closely to someone, showing up at a party you weren’t invited to, or getting to close to someone’s face.

2. Reasonable behavior (people are enjoying each other’s company):
   Talking to someone you know, saying hello to a friend at school.

1. Very informal social behavior (the way people notice each other):
   Smiling at someone in the store.

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Friday
April 4, 2008
The best way to help a friend whose pants are unzipped or whose underwear is showing is to tell him in a quiet voice about the issue. Don’t just yell it out or walk up and try to fix the problem for him.

Saturday/Sunday
October 23/24, 2010
If your friend says she will go "fifty/fifty" with you on something, that means she wants to split the cost, with each of you paying half.
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Feedback
Ideas for Generalizing

- Lunch bunch
- Play group
- Circle of friends
- Student mentor programs
- Peer tutoring
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