

Teaching Social Skills: Strategies and Examples

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SOCIAL SKILLS LESSON PLAN

INSTRUCTIONS

Develop a social skills lesson by completing the following steps:

1. Start with your completed the **Expected Behavior Matrix**.
2. Choose 1 expected behavior and 1 routine (i.e., 1 box within the matrix).
3. Describe how you would **teach** the expected, rule-following behavior(s) by completing the attached lesson plan for teaching **1 expectation within 1 routine**.

Social Skill Lesson Plan

Name of Expectation (Rule)

Routine

Operational Definition of Expected Behavior Within Specific Routine

Clearly Stated Behavioral Teaching Objective learner, behavior, conditions, criteria)
<p>Conditions:</p> <p>Learner:</p> <p>Behavior:</p> <p>Criteria:</p>

List All Materials Required to Teach Lesson

Teaching Examples	
Positive Examples	Negative Examples
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

Lesson Activities

Model

(Demonstrating expected behavior within indicated routine)

Lead

(Prompting and guided practice)

Test

(Checking for understanding for each student)

Follow-Up Activities During and After Lesson

Prompting Expected Behavior

Reinforcing Appropriate Behavior

Correcting Inappropriate Behavior

Monitoring and Actively Supervising Student Behavior

Collecting Data and Evaluating Student Behavior

SUPPORT Social Skill Lesson Plan (Sample)

NAME OF EXPECTATION (RULE)
Be Respectful
ROUTINE
Classroom
OPERATIONAL DEFINITION OF EXPECTED BEHAVIOR WITHIN SPECIFIC ROUTINE
Students show respect in the classroom by raising their hands before speaking, encouraging and allowing peers to participate, and accepting feedback.

CLEARLY STATE BEHAVIORAL TEACHING OBJECTIVE(S) Include 4 parts: learner(s), behavior(s), condition(s), and criteria
<ul style="list-style-type: none"> • Immediately following instruction, students will be able to (a) describe what respectful classroom behavior “looks like” and (b) correctly depict a positive example of respectful classroom behavior (in a skit) with 95% accuracy. • Following instruction, during five sampled teacher directed activities, students will raise their hands and wait to be called to ask or answer a question on an average of 90% of opportunities. • Following instruction, during five sampled group activities, students will encourage and allow peers to participate (as evidenced by all students contributing to discussion and group outcomes) across 85% of opportunities. • Following instruction, when staff members present feedback, students will use calm language to thank the staff and ask questions on 80% of opportunities across 5 days.

LIST ALL MATERIALS REQUIRED TO TEACH THE LESSON
<ul style="list-style-type: none"> • A script for role plays for three students to model respectful classroom behavior • Two response cards for each student, one with a + written on it and one with a – written on it • A blank script for each student that prompts them to write the definition of respectful classroom behavior on the front and develop a skit to illustrate respectful classroom behavior inside • Data collection sheets to monitor and evaluate student behavior following instruction

POSITIVE TEACHING EXAMPLES	NEGATIVE TEACHING EXAMPLES
<ul style="list-style-type: none"> • When a teacher is sharing information, Jorge quietly raises his hand and waits for the teacher to call on him before asking a relevant question. • During a group activity, Jessica asks her peers what they think about her suggestion. When one peer doesn’t respond, she specifically asks that peer for feedback. 	<ul style="list-style-type: none"> • A teacher is delivering a lesson, and Jen stands up and shouts out, “I don’t get it.” When the teacher says, “Jen raise your hand if you have a question,” Jen screams louder. • Toby is assigned to a group with three classmates. He immediately shouts that he doesn’t want Brian in his group. When Brian sits down, Toby refuses to

POSITIVE TEACHING EXAMPLES	NEGATIVE TEACHING EXAMPLES
<ul style="list-style-type: none"> • Jeff’s teacher tells him that his paper was well organized, but he needs to go back and correct spelling errors. Jeff says thank you, gets a dictionary, and starts working. • When Bobbi is reminded to raise her hand instead of talking out, she calmly raises her hand and waits to be called on to share her response. • When the teacher explains the roles that each group member may play, Marco listens quietly. When she joins her peers in the group, she asks who wants to play which role in the group and engages her peers in a conversation to choose roles. 	<p>work with Brian.</p> <ul style="list-style-type: none"> • Teresa’s teacher asks her to correct a math problem on her homework assignment. Teresa rolls her eyes and throws her paper away as she walks back to her desk. • When the teacher asks Diane to walk slowly on her way to line up, Diane continues to walk very quickly (fast enough that she’s almost jogging) to the front of the line. • As the teacher is giving instructions for group work, Charles is looking around the room and making eye contact with peers he wants in his group. When they sit down, he doesn’t know what roles each person should take, but he tells everyone, “I’m the leader.”

LESSON ACTIVITIES

MODEL (Indicate how you will demonstrate rule following behavior within the indicated routine)
<p>Before teaching the lesson, the teacher will coach three students who have positive social status to engage in three brief role plays that demonstrate respectful classroom behavior during three classroom activities: teacher directed instruction (i.e., raising hand to ask a question), during group work (i.e., asking all peers for their opinion), and when accepting feedback (i.e., saying thank you).</p>
LEAD (Indicate how you will provide guided practice)
<p>The teacher will read and briefly act out each positive and negative example. All students will be asked to identify whether the example is positive or negative (by holding up a response card with a + or a – written on it). If the example is positive, individual students will be asked to identify how the example illustrated respectful classroom behavior. If the example is negative, the students will be asked to state how the student should have behaved in that situation.</p>
TEST (Indicate how you will check for the understanding of each student)
<p>Each student will be asked to write a brief skit that demonstrates respectful classroom behavior. Then, students will be given a blank script booklet that prompts them to write the definition of respectful classroom behavior on the front and then write the script for the skit inside. The teacher will review the scripts and choose the best skits for the class to act out the following day during a review session.</p>

FOLLOW UP ACTIVITIES (DURING AND AFTER THE LESSON)

PROMPTING EXPECTED BEHAVIOR

- Before each classroom activity, the teacher will provide a specific verbal prompt about how students can show respect during that activity (e.g., before teacher directed instruction, the teacher will say, "To show respect, remember to raise your hand to ask or answer a question.")
- Rules will also be posted within the classroom (a visual prompt).

REINFORCING APPROPRIATE BEHAVIOR

- When a student successfully demonstrates respectful classroom behavior, the teacher will provide specific and contingent praise (e.g., the teacher may say, "Thank you for showing respect by raising your hand.")
- Also, for each specified period of time students demonstrate respectful classroom behavior, students will earn points toward their class-wide token economy.

CORRECTING INAPPROPRIATE BEHAVIOR

- If a student does not demonstrate respect, the teacher will provide an error correction (e.g., "Before you share, please raise your hand and wait for me to call on you. Try again.")
- If a student continues to make the same behavioral error, the teacher will provide additional instruction in how to demonstrate respect.

MONITORING/SUPERVISING STUDENT BEHAVIOR

- The classroom teacher and staff will actively supervise students across classroom activities. They will take data to determine if students are meeting behavioral objectives.
 - For a period of five days following the lesson, the teacher will take data during a sample of teacher directed activities (by making a tally next to each student who raises his/her hand and calls out) to determine if students raise their hand on 90% of opportunities.
 - For five days following instruction, the teacher will take data during a sample of group activities and note which students participate (and provide specific feedback to students who are encouraging their peers to participate) to determine if all students are participating during 85% of opportunities.
 - For five days following instruction, the teacher will track how students respond each time they are presented with feedback to determine if students accept feedback appropriately (saying thank you and calmly asking questions) on 80% of opportunities.
- If needed, the teacher will assign staff to posts in the classroom and map out walking paths to ensure that staff are moving around, scanning the environment, and interacting with students (the three behaviors involved in active supervision).

COLLECTING AND EVALUATING STUDENT DATA

Data will be summarized across days and students. If students meet criteria specified in instructional objectives (as described in the previous section), the teacher will continue to actively supervise students and reinforce respectful behavior. If students do not meet criteria, the teacher will re-teach the lesson using different examples and increase reinforcement for respectful behavior.

GENERIC SOCIAL SKILLS LESSON PLAN
(Sugai, May 15, 2002)

Name of Skill:	
Teacher Wording	Examples
Cumulative Review:	
Introduction (Outcome):	
Skill Components/Variations (behaviors):	
Model/Show:	
Role Play/Practice:	
Review:	
Test:	
Homework:	
Next Lesson:	

GENERIC SOCIAL SKILLS LESSON PLAN: EXAMPLE
(Sugai, 5/15/02)

Name of Skill: <i>Conflict Management: Stop, Think, & Act</i>	
Teacher Wording	Examples
<p>Cumulative Review:</p> <p><i>Yesterday, we began to learn about a conflict management strategy called Stop, Think, & Act. Before we could learn the strategy we had to define "conflict." What is a conflict? (when two or more people disagree about something)</i></p>	<ul style="list-style-type: none"> + <i>Two students want to use the same computer.</i> + <i>Student and teacher have different answers.</i> + <i>Child and parent want to watch different tv shows.</i> + <i>Two students disagree about a game rule</i>
<p>Introduction (Outcome):</p> <p><i>Today, we are going to learn the first step in the Stop, Think, & Act strategy....Stop.</i></p>	
<p>Skill Components/Variations (behaviors):</p> <p><i>After you have determined that a conflict exists, there are many different ways to Stop...some of them are okay and others are not okay.</i></p> <p><i>Can you give some examples of correct ways to Stop?</i></p>	<ul style="list-style-type: none"> + <i>Take a deep breathe</i> + <i>Say "I think we don't agree."</i> - <i>Call the other person an arguer</i> + <i>Ask to discuss later</i> + <i>Ask an adult to help</i> - <i>Throw something</i> -/+ <i>Walk away without saying anything</i> + <i>Others?</i>
<p>Model/Show:</p> <p><i>Watch me. When I'm done, I'll ask you to tell me how I stopped when there was a conflict.</i></p>	<ul style="list-style-type: none"> + <i>Two students want to use the same computer (Say: We both want to use the same computer at the same time. We have a conflict.)</i> + <i>Student and teacher have different answers. Ask the teacher for correct answer.</i>

<p>Role Play/Practice:</p> <p><i>Now it's your turn to show how to Stop when you discover that a conflict exists. What was the conflict? How did you Stop?</i></p>	<ul style="list-style-type: none"> + Child and parent want to watch different tv shows. + One student accidentally bumps another students causing juice to spill on floor. Neither student wants to pay for the juice. + Two students disagree about whether a foul was committed during a game.
<p>Review:</p> <p><i>So, what have we learned so far?</i></p> <ul style="list-style-type: none"> + Three steps for managing a conflict are Stop, Think, & Act + A conflict is a disagreement between two people, + The first step is to Stop before you Act, and there are many ways to Stop. 	
<p>Test:</p> <p><i>Here are some new examples. Describe what the conflict is, and tell/show me how you would stop in each of these situations.</i></p>	<ul style="list-style-type: none"> + You and another student want the last desert in the cafeteria. + You say that you finished your assignment and the teacher says that you didn't. + You say that another student left the door unlocked. The other student says you left it unlocked.
<p>Homework:</p> <p><i>Read a story or watch a tv show. Identify when two people are having a conflict. If they stopped the correct way, describe how. If they didn't Stop the correct way, describe how they could have stopped correctly.</i></p>	<p>Worksheet</p>
<p>Next Lesson:</p> <p><i>The next time we meet, we will review your homework findings, and we will learn about how to Act after you Stop.</i></p>	



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