

Self-management & social skills strategies to support student success

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Self-Management & Social Skills Strategies to Promote Student Success

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SOCIAL SKILLS & SOCIAL SKILLS INSTRUCTION

Social Skills Research Summary

Children who have difficulty in peer relations are more likely to:

- ▶ Have Behavioral Disorders / receive mental health services
- ▶ Drop out of school
- ▶ Become juvenile offenders / incarcerated
- ▶ Become substance abusers
- ▶ Commit Suicide

Social Skills Research Summary

Early Patterns of peer interaction and
acceptance
in peer group remain relatively stable
over time
(Ladd & Asher)

Social Skills Research Summary

- ▶ **Students who have behavioral challenges often exhibit internalizing characteristics (e.g., depression, anxiety) and/or excessive externalizing behaviors such as off-task, non compliance, and aggression (Kauffman, 2009; Walker, Colvin & Ramsey, 1995)**

Social Skills Research Summary

- ▶ Behavioral difficulties often compete with task engagement and can produce negative learning outcomes (Cook, Gresham, Kern, Barreras, Thornton, & Crews, 2008)
- ▶ “Disordered behavior” and academic underachievement can lead to a cycle of increasing behavioral problems and decreasing learning outcomes (Kauffman, 2009)

Social Skills



What are Social Skills?

Social Skills Definitions

“Social skills can be defined as the set of skills people use to interact and communicate with one another”

(socialskillstraining.org, 2007)

Social Skills Definitions

“Socially acceptable learned behaviors that enable a person to interact with others in a way that elicits positive responses and assist the person in avoiding negative responses”

Elliott, Racine, and Busse (1995)

Characteristics of Social Skills

- Interpersonal Interaction
- Behavioral Occurrence
- Referenced to Setting Demands
- Referenced to Societal Values/Norms
- Consistency over Time/Settings

Classes of Social Skills

- Basic Interactions
- Classroom Skills
- Initiation
- Responding
- Queries
- Coping
- Grooming as interactive

Social Skills Definitions

Social skills are often considered a subset of the broader notion of “social competence,” which consists of “appropriateness” and “effectiveness”

(Hundert, 1995)

1. The *appropriateness* of a social skill is generally situation specific, such as when to ask a question, and how to do it (e.g., raising hand).
2. *Effectiveness* can also be related to the functionality of the skill, or the result to which the skill enables the individual to access reinforcers (e.g., teacher praise, task completion; Clees, 2009) and avoid punishment and extinction conditions (Merrell, 2003)

Social Skills Definitions

Gresham (1986) has dichotomized social skills into:

- ▶ “skill deficits” (not having the skill in one’s repertoire, or not having exhibited it) that must be directly taught
- ▶ “performance deficits” (the skill is in one’s repertoire, but it is not performed at acceptable rates).

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Group Contingencies to Teach Social Skills

Group Contingencies

- ▶ The use of applied behavior analysis in the schools began to extend from individual intervention to group contingencies in the 1960s addressing economic feasibility and providing a method to include the peer group in behavior modification (Litow & Pumroy, 1975)
- ▶ Group contingencies refer to "the application of operant techniques to the group behavior management of children in the classroom" (Litow & Pumroy, 1975, p. 341).
- ▶ Litow & Pumroy (1975) identified three forms of group contingencies: Dependent, Independent, and Interdependent.

Dependent

- ▶ The same contingencies are in place for the entire group although are tied to the performance or only one member of the group. (Litow & Pumroy, 1975)
- ▶ Dependent contingencies are often put in place to provide peer mediation of one student's behavior.

Independent

- ▶ Contingencies are in place for the whole group, but access to the end goal is based on individual performance. (Litow & Pumroy, 1975)
- ▶ Independent group contingencies are used most often in the special education setting.

Interdependent

- ▶ The same contingencies are in place for the whole group and all members of the group must meet the goal for any member to earn the end reward. (Litow & Pumroy, 1975)

Common Forms of Group Contingencies

- ▶ Classwide token economy (Independent only) (Chazin & Ledford, 2016)
- ▶ Timely Transitions Game (TTG) (Campbell & Skinner, 2004)
- ▶ Keep Busy and Carry On (KBCO) (Hine, Ardoin, & Foster, 2015)
- ▶ Good Behavior Game (GBG) (Barrish, Saunders, & Wolf, 1969)
- ▶ Classwide - Function-related Intervention Teams (CW-FIT) (Wills et al., 2010)

Classwide Token Economy (Chazin &

Ledford, 2015)

- ▶ Three main components:
- ▶ There should be 2-3 target behaviors that are explicitly taught to the whole class daily. They must be achievable and based on data from the class.
- ▶ Tokens are delivered immediately following meeting the contingencies and are paired with specific verbal praise.
- ▶ All students should earn the terminal reinforcer at least once each day. Younger students, students new to classwide systems, and students with higher frequency behavior should earn more frequently.

Timely Transitions Game and Keep Busy and Carry On

- ▶ TTG (Campbell & Skinner, 2004) involves the random selection of a transition that is timed along with a set criterion for transition time. If students transition within the criterion time, they earn a letter of a word that spell their reward. The reward is earned when all letters are earned.
- ▶ KBCO is a computer automated program that warns of transitions, visual displays the timer for transition, and students earn points as a group to earn access to a reward. (Hine, Ardoin, & Foster, 2015).

Good Behavior Game (GBG)

- ▶ The GBG has been in use since the late 1960s and is associated with decreased problem behavior and increased engagement in the classroom.
- ▶ It can be modified in a variety of ways to address the needs of the classroom.
- ▶ Longitudinal studies have displayed a correlation between the use of the GBG and reduced high-risk sexual behavior and drug dependence (Kellam et al., 2012), reduced use of cigarettes and alcohol (Kellam et al., 2008), and reduced rates of the development of anti-social personality disorder and rates of criminal activity and violence (Petras et al., 2008).

Complete a Preference Assessment with Your Class

- ▶ In order to have buy in from your students, you must have rewards that are desirable to them.
- ▶ Forced Choice
- ▶ Rank items
- ▶ Develop the list of highly preferred items from your classroom preference assessment.

Develop 3-5 positively stated behavioral expectations.

- ▶ You may choose to use your classroom rules. Other classes may target specific behaviors related to problem behaviors in the classroom.
- ▶ Example:
 - ▶ Stay in your seat.
 - ▶ Raise your hand to get the teacher's attention.
 - ▶ Ignore negative behavior.
 - ▶ Follow directions.

Teach the expectations to the class.

- ▶ Behavior skills training
 - ▶ Break each behavior into steps
 - ▶ Verbally explain each behavior
 - ▶ Model the behavior or have a student model
 - ▶ Provide opportunities for everyone to practice
 - ▶ Provide specific feedback

Create your teams.

- ▶ No more than 3 teams.
- ▶ Each team should:
 - ▶ Have the same amount of players
 - ▶ Be evenly distributed between students who are models and those who engage in problem behavior
 - ▶ Be easily distinguishable when playing the game in the classroom

Determine how you will assign points.

- ▶ Tallies on the board
- ▶ Online system through Great Behavior Game
- ▶ Class dojo with teams assigned in dojo

Determine how you will measure improvement.

- ▶ Track specific behavior of targeted students
- ▶ Track classwide behavior
- ▶ Academic improvement
- ▶ Time sampling of on-task behavior
- ▶ Collect data while you train the expectations for positive behavior and during the game when it is implemented.

Determine your targeted time period.

- ▶ When do your students need the most behavioral assistance?
- ▶ Prioritize the times
- ▶ Once you see behavioral change during one period, you can add another period of game use.

Prepare the game in your classroom.

- ▶ Point system set-up
- ▶ Data collection ready
- ▶ Expectations are posted
- ▶ Choose the reinforcer for meeting the goal prior to the game

Set a goal for points.

- ▶ The goal should be attainable and show an improvement in behavior.
- ▶ The goal will increase across time as you implement the game.

Playing the Game

- Begin with behavior skills training and review the rules daily and inform the teams of their goal.
- Actively supervise and provide points during assigned intervals. Provide verbal praise to the teams meeting expectations.
- At the end of the game, count the points to determine which teams earned the reward and provide it immediately to the winning teams.

CW-FIT (Wills et al., 2010)

- ▶ Tiered, function-based intervention
- ▶ Very similar to the GBG
- ▶ Minimize reinforcement of inappropriate behaviors, maximize reinforcement of appropriate
- ▶ Addresses most common functions of severe problem behavior
 - ▶ Attention
 - ▶ Escape

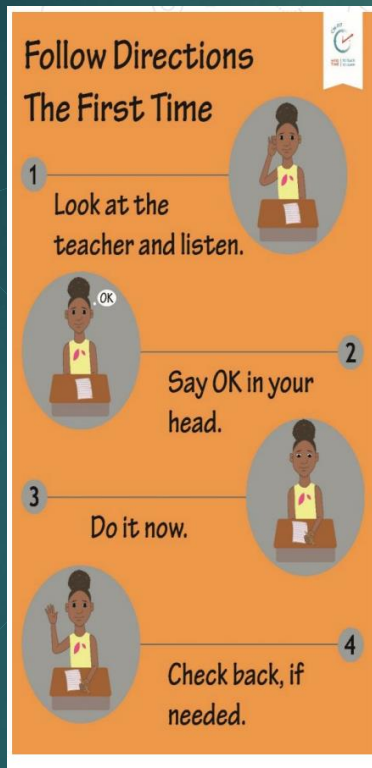
Steps for Implementation

- ▶ Skills are prominently displayed
- ▶ Point chart is prominently displayed
- ▶ BST of skills occurs at the beginning of the session
- ▶ Point goal for the day is determined and displayed
- ▶ Timer is set/reset for the appropriate interval on each occasion
- ▶ Points are awarded when the timer goes off
- ▶ Provide feedback when points are awarded
- ▶ Teacher praises appropriate behavior throughout the lesson
- ▶ Teacher ignores inappropriate behavior throughout the lesson
- ▶ Immediately determine which teams earn reward
- ▶ Rewards are delivered immediately after the lesson
- ▶ Take picture of board before erasing

Examples of skills posters

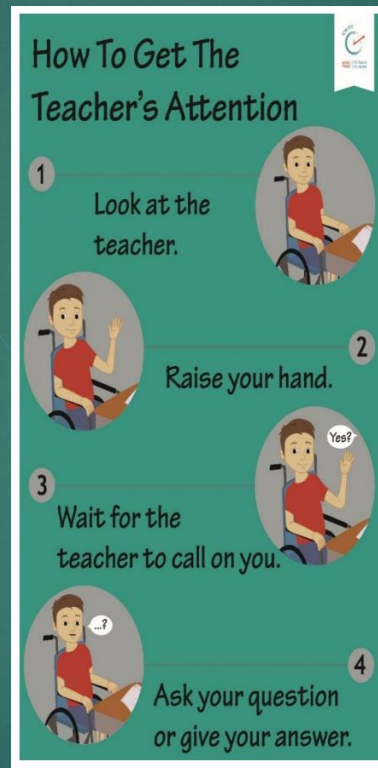
Follow Directions The First Time

- 1 Look at the teacher and listen.
- 2 Say OK in your head.
- 3 Do it now.
- 4 Check back, if needed.



How To Get The Teacher's Attention

- 1 Look at the teacher.
- 2 Raise your hand.
- 3 Wait for the teacher to call on you.
- 4 Ask your question or give your answer.



Ignore Inappropriate Behavior

- 1 Keep a nice face.
- 2 Look away from the person.
- 3 Keep a quiet mouth.
- 4 Follow directions and do your work.



► (Wills, Kamps, Wehby, & Caldarella, 2016)

Extinction

- ▶ Eliminate reinforcement for inappropriate behavior, while increasing reinforcement for appropriate alternative (replacement) behavior.
 - ▶ Minimize social attention for inappropriate behavior. Remember that your reprimand, or what you perceive to be “negative” attention, may actually result in more problem behavior.
 - ▶ Call on and praise students when they request attention appropriately - ATTENTION
 - ▶ Provide breaks or assistance when requested appropriately - ESCAPE
 - ▶ Reward students for ignoring the inappropriate behavior of peers

Goals, Timer, and Points

- ▶ Set a daily point goal
 - ▶ Display goal and progress towards goal
- ▶ Set a timer to go off every 2-3 minutes
 - ▶ Students must display the skills for the entire 2-3 minute interval in order to earn a point
- ▶ Award points at the beep
 - ▶ Praise appropriate behavior when points are awarded
 - ▶ Provide feedback to teams who did not earn a point

Examples of Rewards

- ▶ Good examples for individual groups

- ▶ Stickers

- ▶ Pencils/ Erasers

- ▶ Snack

- ▶ Show and Tell ticket

- ▶ Good examples for whole class

- ▶ Extra time at recess

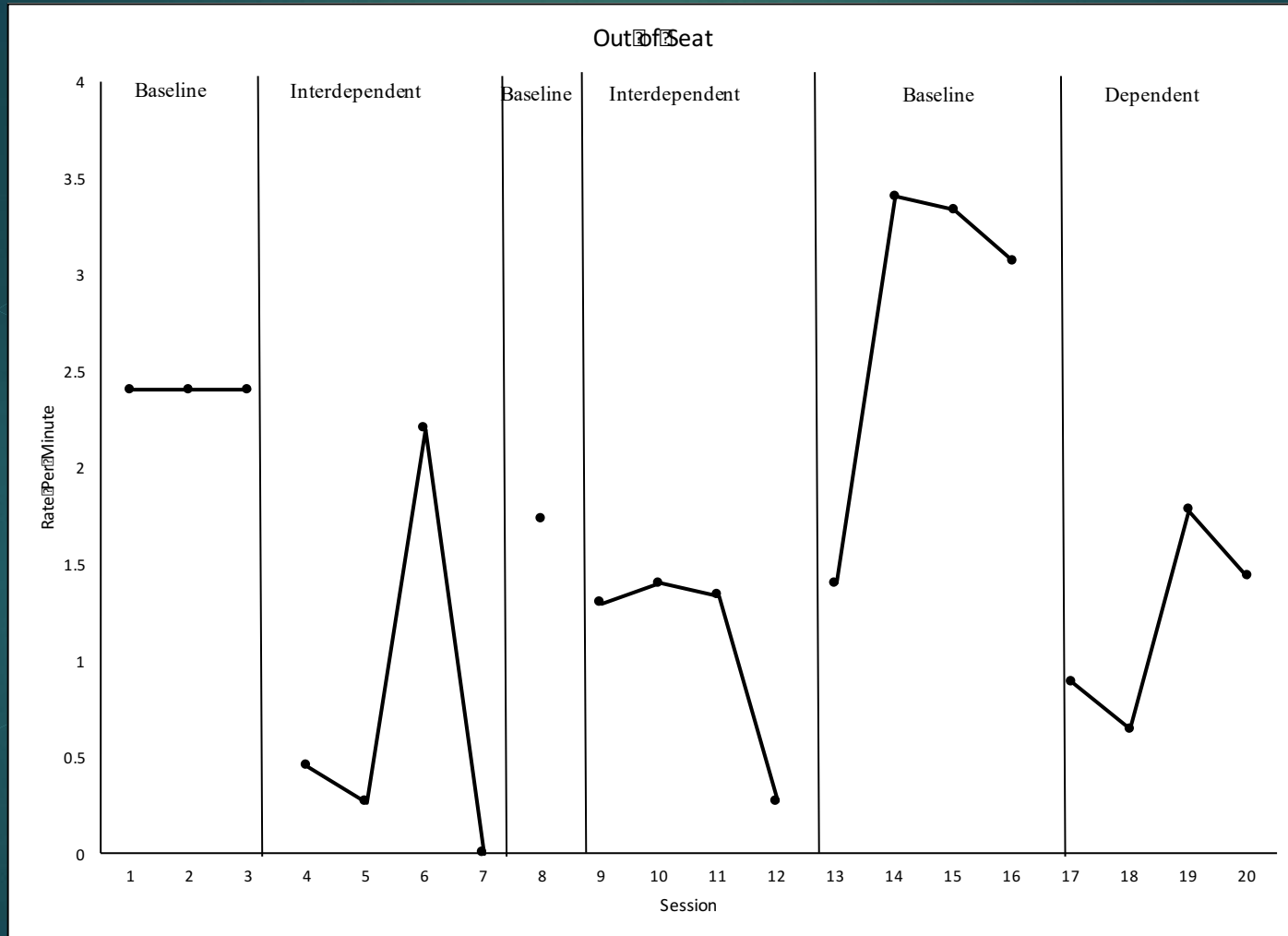
- ▶ Dance video on YouTube

- ▶ Extra read-aloud

Modifications for GBG and CW-FIT

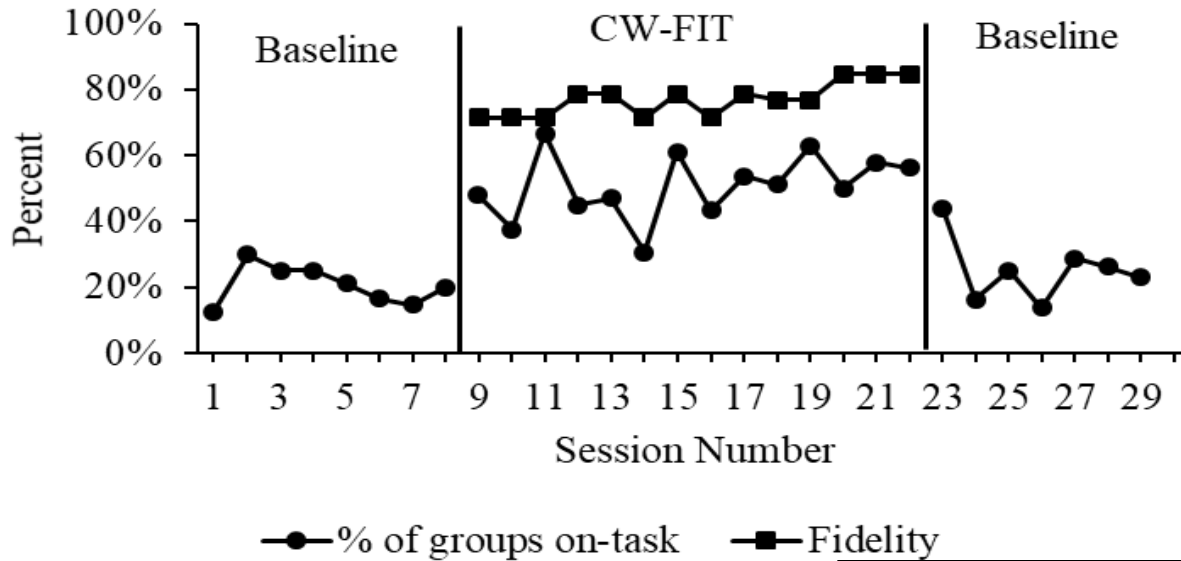
- ▶ Move to a dependent group contingency (Super Hero)
- ▶ Individual students on their own team
- ▶ Individual team reinforcers and whole group reinforcers
- ▶ Online data
- ▶ Extended intervals (this should progress from the 2-3 min intervals after success)
- ▶ Mystery reinforcers

Good Behavior Game

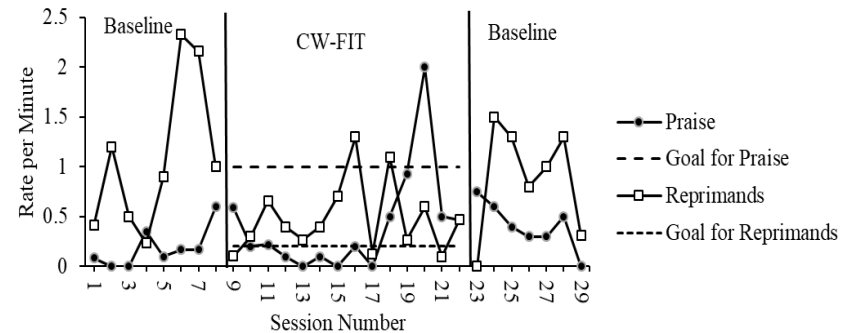


CW-FIT

Group On-Task Behavior



Teacher Rate of Praise and Reprimand



Concerns

- ▶ O'Leary and Drabman (1971) presented the following concerns with the use of group contingencies: "a. the possibility that a particular child cannot perform the requisite behavior; b. The resulting pressure of undue pressure on a particular individual; and c. The possibility that one or two children may find it reinforcing to subvert the program or "beat the system" (p. 390).

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SELF - MANAGEMENT

SELF - MANAGEMENT

- **Terminology & Historical Perspectives**
 - self-control
 - self-regulation
- **Definition**
- **Self-management Operations**
 - Self-evaluation
 - Goal Setting
 - Self-recording / Self-monitoring
 - Self-consequation (Self-reinforcement, Self-punishment)
 - Self-instruction / Self-prompting
- **Research-Based Examples**

SELF - MANAGEMENT

Historical Perspectives & Terminology

Self-control

- Inner Force
- Trait
- Delay of Gratification

Self-regulation

- Operant Constructs (reinforcement, punishment, cueing)

SELF – MANAGEMENT

Definition

**Functioning, to some degree, as the agent
of one's own treatment regimen**

SELF – MANAGEMENT

Operations

- **Self-evaluation**
- **Goal Setting**
- **Self-recording / Self-monitoring**
- **Self-consequation (Self-reinforcement, Self-punishment)**

Self-evaluation

Comparing one's own performance to some standard:

“I finished my math on time.”

“I completed more problems correctly today than yesterday.”

“ I was misbehaving when I teased.”

Goal – Setting

Pinpointing the desired strength of one's own behavior:

“I will correctly complete 9/10 of my arithmetic problems before my timer goes off.”

“I will have no more than 3 talk-outs for the next 10 minutes.”

“I will get more spelling words correct today than yesterday.”

Self-recording / Self-monitoring

The overt documentation of one's own performance

- Student checks the on-task or off-task box each time the bell rings
- Student marks each step on the addition checksheet
- Student self-graphs the number of problems correct each instructional session

Name Tej

Date 12/5

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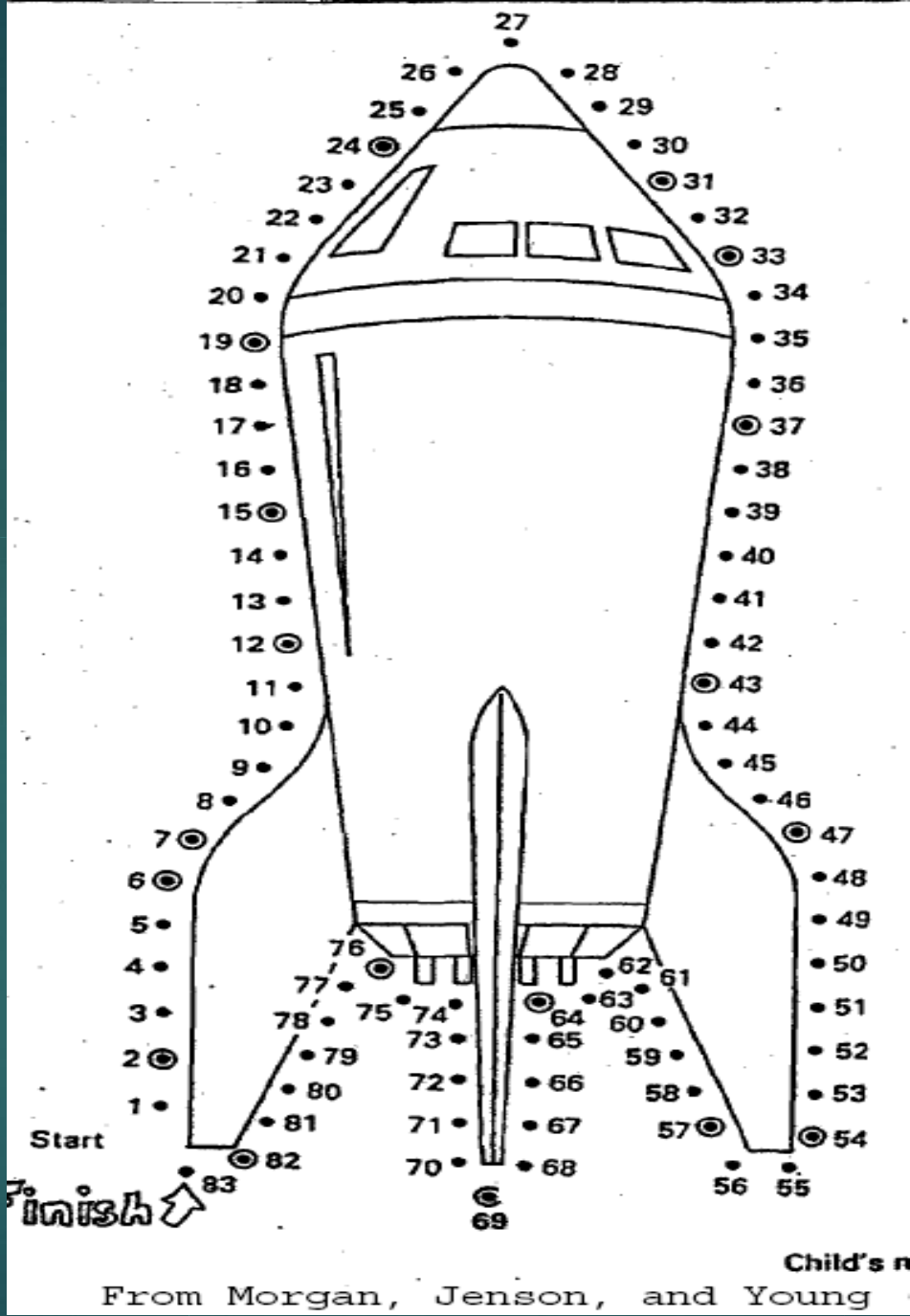
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Self-consequation

Self-consequation: The delivery or withdrawal of stimuli following behavior

- ▶ **Self-reinforcement: The delivery or withdrawal of stimuli following behavior that results in an increase in the future probability of the behavior**
- ▶ **Self-punishment: The delivery or withdrawal of stimuli following behavior that results in a decrease in the future probability of the behavior**

Advantages to Self-Management

- **Self-management is Portable**
- **Self-management Bridges Time and Settings**
- **Self-management Promotes Generalization**

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RESEARCH-BASED EXAMPLES

Goal Setting and Self-recording




Student: Todd

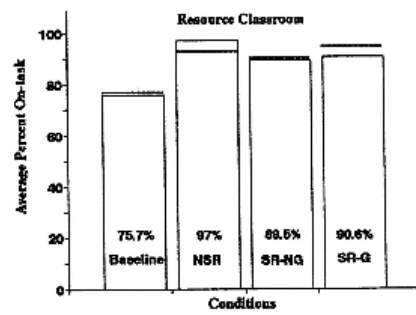
Eligibility: EBD, ADHD

Setting: 2nd grade special and general education classrooms

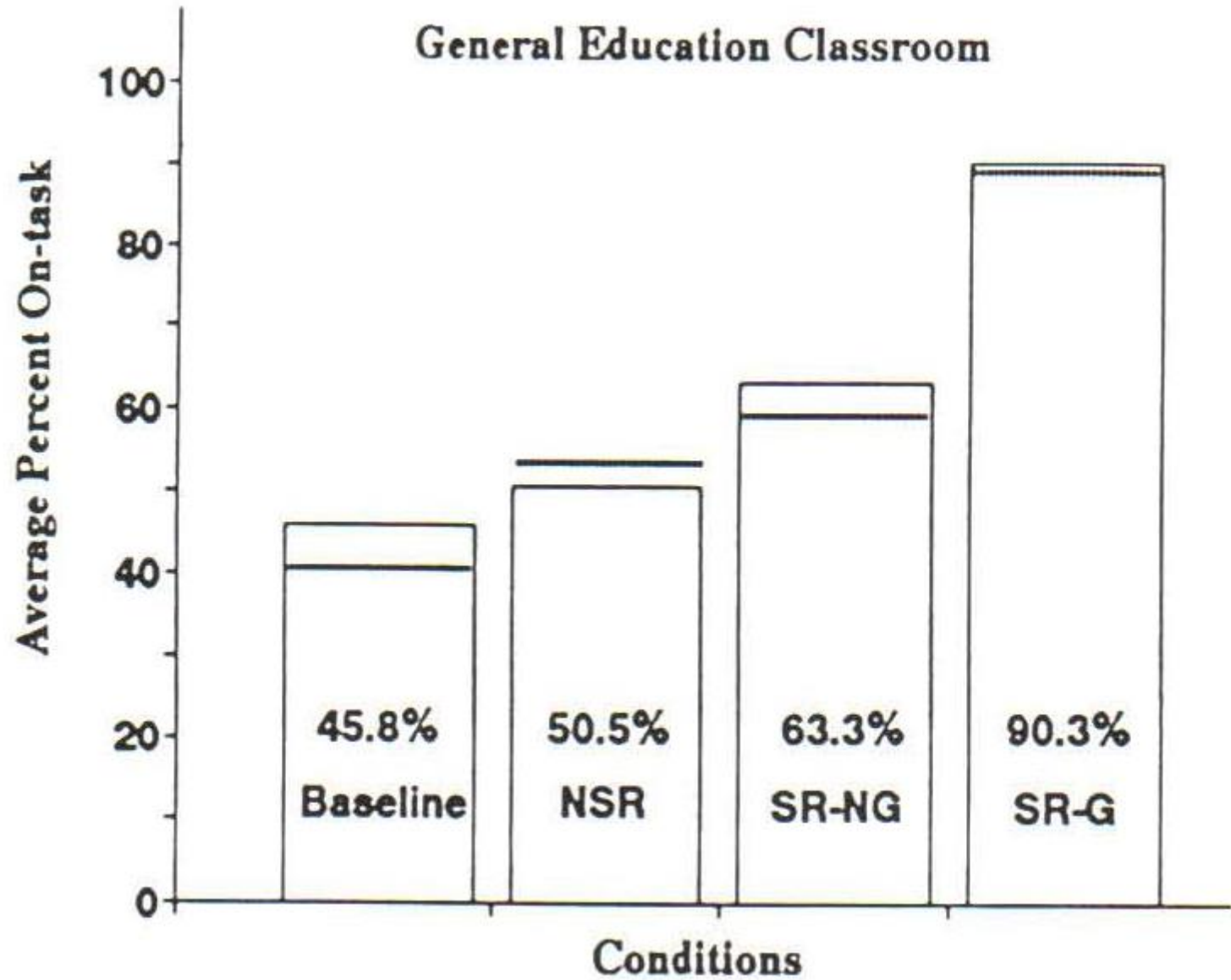
Presenting Issues: Out-of-seat, off-task, talking-out, low productivity

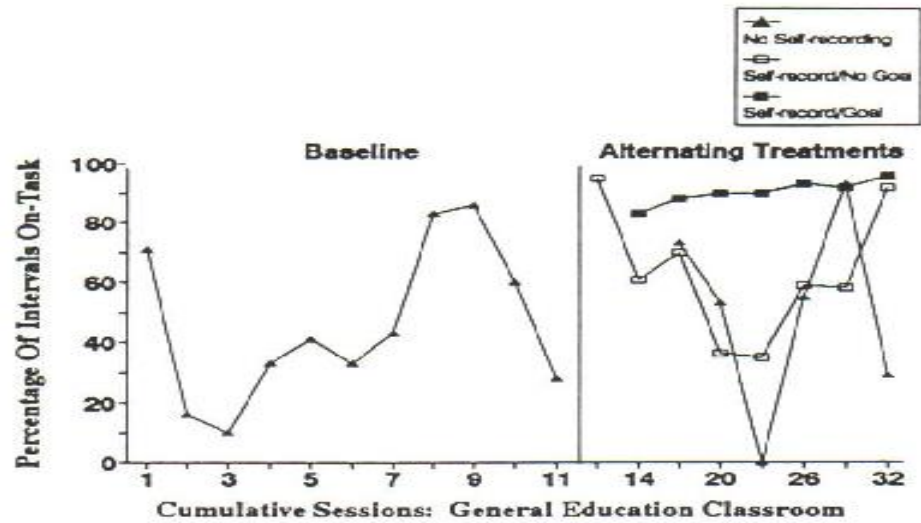
Name: TODD

	G-1 R Train #6	G-1 N Goal	G-1 M Goal	G-2 R Goal	G-2 M Goal	G-2 M Goal
Working 			⊙			
			✓			
			✓			
			✓			
			✓			⊙
			✓		⊙	
			✓		✓	
			✓		✓	✓
		✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓
Raising Hand 						
			⊙			
			✓			
			✓			
			✓		✓	
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			✓		✓	✓
			✓		✓	✓
			✓		✓	✓
		✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓



General Education Classroom





Participants:

- **4 Middle School Students**
- **Ages 10-13**
- **Served for Learning Disabilities & Attention Deficits**

Setting:

- **Middle School (grades 6-8) in GA, US**
- **Training in Special Education Resource Room**
- **Performance Data in General Ed. Classrooms**

Name: J M

Figur

Date:

Teacher:

Class: Science

Monday

- | | | | |
|-----|----|----|--|
| Yes | No | 1. | Brings necessary materials to class. |
| Yes | No | 2. | Begins class on-task. |
| Yes | No | 3. | Turns in completed homework. |
| Yes | No | 4. | Completes all classwork. |
| Yes | No | 5. | Writes homework assignment in assignment book. |

Tuesday

- | | | | |
|-----|----|----|--|
| Yes | No | 1. | Brings necessary materials to class. |
| Yes | No | 2. | Begins class on-task. |
| Yes | No | 3. | Turns in completed homework. |
| Yes | No | 4. | Completes all classwork. |
| Yes | No | 5. | Writes homework assignment in assignment book. |

Wednesday

- | | | | |
|-----|----|----|--|
| Yes | No | 1. | Brings necessary materials to class. |
| Yes | No | 2. | Begins class on-task. |
| Yes | No | 3. | Turns in completed homework. |
| Yes | No | 4. | Completes all classwork. |
| Yes | No | 5. | Writes homework assignment in assignment book. |

Thursday

- | | | | |
|-----|----|----|--|
| Yes | No | 1. | Brings necessary materials to class. |
| Yes | No | 2. | Begins class on-task. |
| Yes | No | 3. | Turns in completed homework. |
| Yes | No | 4. | Completes all classwork. |
| Yes | No | 5. | Writes homework assignment in assignment book. |

Friday

- | | | | |
|-----|----|----|--|
| Yes | No | 1. | Brings necessary materials to class. |
| Yes | No | 2. | Begins class on-task. |
| Yes | No | 3. | Turns in completed homework. |
| Yes | No | 4. | Completes all classwork. |
| Yes | No | 5. | Writes homework assignment in assignment book. |

Name: Jennifer

Date:

Homeroom (8:00-8:20)

- | | | |
|-----|----|--|
| Yes | No | 1. Gets books, paper, and pencils from your locker. Get everything you will need until the 11:30 locker break. |
| Yes | No | 2. Look at the classes you will have before the next locker break (first and second academic and first and second exploratory). Check to see that all homework due for today in those classes is in your notebook. |
| Yes | No | 3. Read the expectancies for those classes. |

Social Studies (8:30-9:10)

- | | | |
|-----|----|--|
| Yes | No | 1. Begin class on-task (not talking or daydreaming) |
| Yes | No | 2. Get out the homework due for today. |
| Yes | No | 3. Complete all classwork. |
| Yes | No | 4. Put all notes in the social studies section of your notebook. |
| Yes | No | 5. Write the homework assignment in the assignment book. Yes NO 6. Review the expectancies for the next class. |

Science (9:10-10:00)

- | | | |
|-----|----|---|
| Yes | No | 1. Begin class on-task (not talking or daydreaming). |
| Yes | No | 2. Get out the homework due for today. |
| Yes | No | 3. Complete all classwork, |
| Yes | No | 4. Put all notes in the science section of your notebook. |
| Yes | No | 5. Write the homework assignment in the assignment book. |

Locker Break (11:30-11:35)

- | | | |
|-----|----|---|
| Yes | No | 1. Get books, paper, and pencils from your locker. Get everything you will need until the end of the day. |
| Yes | No | 2. Look at classes you will have (language arts and third academic). Check to see that all homework due for today in those classes is in your notebook. |
| Yes | No | 3. Read the expectancies for those classes. |

Language Arts (12:35-1:35)

- | | | |
|-----|----|---|
| Yes | No | 1. Begin class on-task (not talking or daydreaming). |
| Yes | No | 2. Get out the homework due for today. |
| Yes | No | 3. Complete all classwork, |
| Yes | No | 4. Put all notes in the language arts section of your notebook. |
| Yes | No | 5. Write the homework assignments in the assignment book. Yes NO 6. Review the expectancies for the next class. |

Math (1:35-2:25)

- | | | |
|-----|----|--|
| Yes | No | 1. Begin class on-task (not talking or daydreaming). |
| Yes | No | 2. Get out the homework due for today. |
| Yes | No | 3. Complete all classwork. |
| Yes | No | 4. Put all notes in the math section of your notebook. |
| Yes | No | 5. Write the homework assignment in the assignment book. |

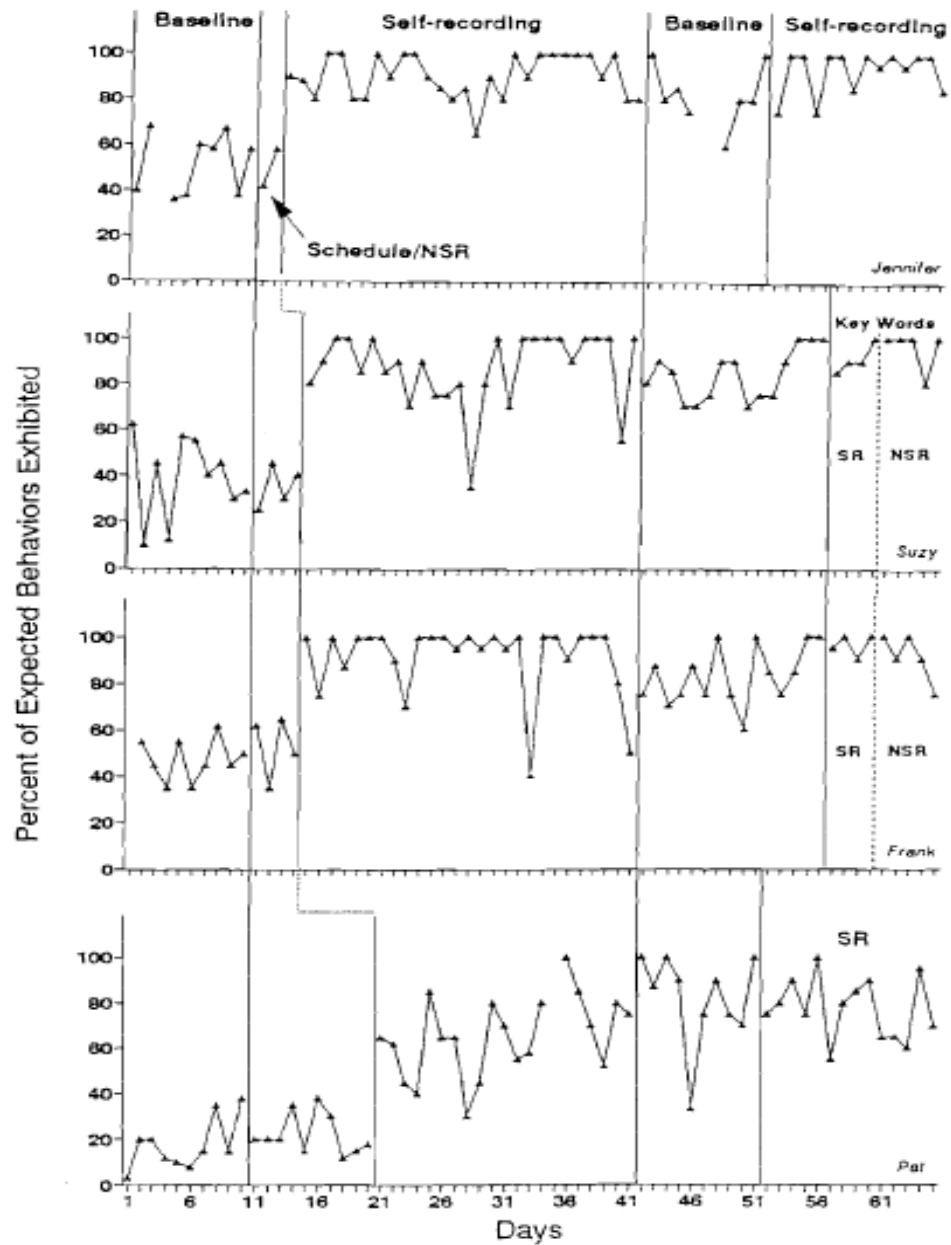


FIGURE 1 Each student's daily percentage of exhibited teachers' expectancies across baseline, schedule of expectancies with no self-recording (NSR), self-recording (SR), and key words (with and without self-recording) phases. Data path breaks indicate absences.



The Relationship Between Self-Recording & Stimulus Control

