**Rubric – HLP #9 Teach Social Behaviors**

|  | **Identify Social Skills** | **Social Skills Instruction** | **Targeted Social Skills Instruction** | **Explicit Instruction** | **Feedback** | **Generalization** |
| --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom evaluate students’ social skills with a variety of data (classroom data, culture, family input, IEP data, disciplinary records, attendance records) to identify their strengths and needs. | Teachers seldom create and provide social skill instruction that considers the differentiated needs of students, setting, and context. | For students with specific social skills needs, teachers seldom collaborate with other school professionals (speech therapist, social worker, school psychologist, transition coordinator) or families to design, scaffold, and/or generalize targeted social skills instruction. | Teachers seldom use explicit instruction (task analyze and sequence skills, modeling, think alouds, examples, non-examples, guided practice, independent practice) to teach social skills. | Teachers seldom give immediate, specific, and positive feedback to encourage and reinforce social skill development. | Teachers seldom provide students with time to practice and generalize social skills across settings. |
| **Approaching**  **Effective** | Teachers sometimes evaluate students’ social skills with a variety of data (classroom data, culture, family input, IEP data, disciplinary records, attendance records) to identify their strengths and needs. | Teachers sometimes create and provide social skill instruction that considers the differentiated needs of students, setting, and context. | For students with specific social skills needs, teachers sometimes collaborate with other school professionals (speech therapist, social worker, school psychologist, transition coordinator) or families to design, scaffold, and/or generalize targeted social skills instruction. | Teachers sometimes use explicit instruction (task analyze and sequence skills, modeling, think alouds, examples, non-examples, guided practice, independent practice) to teach social skills. | Teachers sometimes give immediate, specific, and positive feedback to encourage and reinforce social skill development. | Teachers sometimes provide students with time to practice and generalize social skills across settings. |
| **Effective** | Teachers often evaluate students’ social skills with a variety of data (classroom data, culture, family input, IEP data, disciplinary records, attendance records) to identify their strengths and needs. | Teachers often create and provide social skill instruction that considers the differentiated needs of students, setting, and context. | For students with specific social skills needs, teachers often collaborate with other school professionals (speech therapist, social worker, school psychologist, transition coordinator) or families to design, scaffold, and/or generalize targeted social skills instruction. | Teachers often use explicit instruction (task analyze and sequence skills, modeling, think alouds, examples, non-examples, guided practice, independent practice) to teach social skills. | Teachers often give immediate, specific, and positive feedback to encourage and reinforce social skill development. | Teachers often provide students with time to practice and generalize social skills across settings. |
| **Highly Effective** | Teachers always evaluate students’ social skills with a variety of data (classroom data, culture, family input, IEP data, disciplinary records, attendance records) to identify their strengths and needs. | Teachers always create and provide social skill instruction that considers the differentiated needs of students, setting, and context. | For students with specific social skills needs, teachers always collaborate with other school professionals (speech therapist, social worker, school psychologist, transition coordinator) or families to design, scaffold, and/or generalize targeted social skills instruction. | Teachers always use explicit instruction (task analyze and sequence skills, modeling, think alouds, examples, non-examples, guided practice, independent practice) to teach social skills. | Teachers always give immediate, specific, and positive feedback to encourage and reinforce social skill development. | Teachers always provide students with time to practice and generalize social skills across settings. |

**References**

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McLeskey, J. (Ed.). (2019)*. High leverage practices for inclusive classrooms.* New York: Routledge.

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