VDOE Region 4
TTAC,Training and Technical Assistance Center at George Mason University
Banner and TTAC logo. 

**HLP Highlight Tool**

**HLP 9: Teach Social Behavior**

**Here’s What It Is:**

* Identifying areas of need in student social skills
* Implementing social skills interventions to meet students’ needs
* Breaking social skills into teachable steps
* Providing examples and non-examples of targeted social skills
* Giving immediate, consistent, and positive corrective feedback and support to apply self-management strategies
* Providing guided practice for student understanding and mastery

**When Do I Use It?**

* When planning for social skill instruction
* When students require direct instruction and reinforcement in social skills
* When students struggle to self-regulate and monitor emotions and behaviors
* When students have difficulty interacting with peers and adults

**Here’s What It Looks Like:**

These videos contain examples of types of social skills you may see with students:

* Self-Management: [Choosing a Tool to Stay Calm in Class](https://www.youtube.com/watch?app=desktop&v=NNwon3Drnn8) (3:03)
* Communication: [Having a Conversation Elementary](https://www.youtube.com/watch?app=desktop&v=z0iyGLNxI6U) (2:06)
* Communication:  [Joining, Interrupting and Ending a Conversation](https://www.youtube.com/watch?app=desktop&v=4r4O66MBtaM) (5:49)

**Resources to Extend Learning**

* [National Professional Development Center on Autism Spectrum Disorders](https://autismpdc.fpg.unc.edu/evidence-based-practices)
* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [National Center on Intensive Intervention](https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions#self)

**Here Are My Work Plans:**

* [Learn about Self-Monitoring of Student Non-Academic Behavior](https://ttaconline.org/Online-Training/MLbTE3FyBnEj-DeYNo4LcRDq65yo3oxI/vxVyLBrq5YM4zCBFTvbfCQ) (2:13) *Requires sign in to free* [*TTAC Online Account*](https://ttaconline.org/Account/Register)
* [Social Skills Instruction as Part of Class Instruction – Secondary](https://ttaconline.org/Online-Training/MLbTE3FyBnEj-DeYNo4LccY0_5VZpytr/E_VSEzwWcoSlh-D2esg8gw) (3:25) *Requires sign in to free* [*TTAC Online Account*](https://ttaconline.org/Account/Register)
* [Social Skills Instruction as Part of Class Instruction – Elementary](https://ttaconline.org/Online-Training/MLbTE3FyBnEj-DeYNo4LcR5gLLYserkN/auKaft4iedetTabtK_8cFA) (2:29) *Requires sign in to free* [*TTAC Online Account*](https://ttaconline.org/Account/Register)

**Suggested Activities:**

* Explicitly teach targeted social, communication, and self-management skills.
* Develop predictable routines and schedule with visual supports.
* Reinforce positive behavior when it is exhibited.
* Create chat opportunities for students to share positive behavior practices.
* Collaborate and share behavioral goals with stakeholders, including families.

**HLP 9 In Action!**

**Directions:** In preparation for teaching social behaviors, please refer to the 2 sample charts below. The first chart introduces a sample process to follow. The second chart can assist in monitoring student behavioral progress.

**Sample Procedure for Teaching Social Behaviors**

**Steps for Intervention**

1. **Identify student(s) who require skill instruction**

Example: Calling out during small and large group instruction

1. **Explicitly define the intended social skill**

Examples:

1. Inform student(s) that calling out is not acceptable behavior
2. Try taking a breath and counting to three
3. Raise your hand/signal to let teacher know you are ready to speak
4. **Provide examples/non-examples** (students may help create these)

Example: Raise your hand, use a signal, make eye-contact with the teacher

Non-Example: Interrupting the teacher and others, not raising hand

1. **Sequence instruction to meet intended corrected skill and provide opportunities for student to practice**

Example: Role-playing opportunities in small group instruction.

1. **Provide corrective feedback**

Example: Share feedback with student regarding when social skill was used correctly, incorrectly, and when student struggled; (See Sample Monitoring Checklist below)

1. **Promote new skill across contexts**

Example: Invite other teachers to help student practice new skill if applicable (music, art, P.E.)

**Sample Weekly Monitoring Checklist**

**Weekly Checklist for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Student Raised Hand and Showed Correct Use of Skill | Student Did Not Raise Hand and used inappropriate Skill | Time/Place/Comments: |
| Date: |  |  |
| Date: |  |  |
| Date: |  |  |

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For additional information about TTAC Region 4, go to <https://ttac.gmu.edu/>.

**References**

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide #3.* Council for Exceptional Children.

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