

# Rubric – HLP 9 Teach Social Behaviors

Pillar HLP: [HLP 7 Establish a Consistent, Organized & Responsive Learning Environment](https://ttaconline.org/Resource/JWHaEa5BS74ozkSjhgK7Pw/Resource-rubric--checklist--hlp-7-establish-a-consistent-organized-and-respectful-learning-environment)

| **Rating** | **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**

Aceves, T. C. & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition*. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

CEEDAR Center (2024). *High-leverage practices self-assessment tool*. Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

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

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