

# 

# **HLP Highlight Tool**

# **HLPs 9: Teach Social Skills**

Embedded HLP under Pillars 7 & 16

## Here’s What It Is:

Social skills embody communication, problem solving, conflict resolution skills as well as social-emotional skills like self-awareness, self-management, and responsible decision making. They are essential life skills necessary for building relationships and collaboration. Teachers explicitly teach students how to interact with others and regulate behaviors and emotions, considerate of students’ diverse backgrounds and cultural inclusive pedagogies and practices. When students require generalization of skills, teachers collaborate with other educators and families to enhance the effects of specific interventions and wrap strategies between home and school.

Tools:  [HLP Self-Assessment Tool](https://highleveragepractices.org/assessment-tools-high-leverage-practices-students-disabilities)[HLP 9 Rubric](https://ttaconline.org/Resource/JWHaEa5BS75hftXeQ_-RJw/Resource-rubric--hlp-9-teach-social-behaviors-vdoe-ttac-at-gmu)

# **When Do I Use It?**

* Throughout all phases of explicit instruction (teacher modeling, guided practice, independent practice).
* In collaboration with other education professionals when students receive interventions and specially designed instruction in other learning environments.

## What to Teach – Selected Resources

### Literacy

* [LD Online: Using Children’s Literature to Teach Social Skills](https://www.ldonline.org/ld-topics/teaching-instruction/using-childrens-literature-teach-social-skills)
* [Edutopia: Using Read-Alouds to Support Social and Emotional Learning](https://www.edutopia.org/article/social-emotional-learning-read-alouds-can-support-literacy/)

### Mathematics

* University of Texas [Social & Emotional Learning in Mathematics](https://www.insidemathematics.org/common-core-resources/mathematical-practice-standards/social-and-emotional-mathematics-learning)
* Learner Variability Project (Mathematics) [Emotional & Relational Engagement Strategies](https://lvp.digitalpromiseglobal.org/my-workspaces/hQOJI7Apzb)
* Project for Education Research that Scales (PERTS) [Growth Mindset Curriculum for 9th Grade Students](https://www.perts.net/orientation/hg)  and Project for Education Research that Scales [(PERTS) resources](https://www.perts.net/resources)

### Self-determination Skills

* [I’m Determined](https://www.imdetermined.org/educators/)
* [Choice Maker: Self-Determination Curriculum](https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/choicemaker-curriculum)
* [ME! Lessons for Teaching Self-Awareness and Self-Advocacy](https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-resources/curriculum#6f67cac2-5838-4839-b64e-b8b30f5b2080_785257507c484c619e1f2dbbb81158af)
* [Strategies for Developing Student Transition Skills](http://ceedar.education.ufl.edu/wp-content/uploads/2017/02/FINALHandout-4.1_Strats-for-Develop-Trans-Skills.docx)

## How to Use It

* Use data to identify students’ area of need.
* Define target skills.
* Sequence and chunk social skills into teachable steps.
* Explicitly teach social skills to meet target skills’ goals by modeling and demonstrating appropriate skills with teacher think aloud, examples and non-examples, guided and independent practice.
* Give immediate, constructive, and positive feedback.
* Use data to differentiate social skills instruction and monitor student progress.
* Integrate feedback with PBIS or class incentives when appropriate.

## 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)
* [Teach social behaviors to students who are deaf and hard of hearing](https://youtu.be/fm74ZJ_peKI?si=PYClRoIsKssxHYda) (9:04)
* [Effectively Teaching Social Skills – ABA and Autism](https://howtoaba.com/teach-social-skills/) (10:44)

## Resources to Extend Learning

* CASEL [Social Skills Resources](https://www.cecweb.org/resources/)
* [National Center on Intensive Intervention](https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions#self)
* [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)
* VDOE [Diffusing Disruptive Behaviors](https://ttaconline.org/Resource/JWHaEa5BS77IPbZPzgIO_Q/Resource-defusing-disruptive-behavior-office-of-student-services-virginia-department-of-education-vdoe)
* OSEP Center on [Positive Behavior Intervention Supports](https://www.pbis.org/)
* LD@Schools [Supporting the Wellbeing & Mental Health of Students with Learning Disabilities Self-Paced Professional Learning](https://www.ldatschool.ca/learning-modules/mental-health-integra/overview/)
* Youcubed [Growth Mindset Self-Paced Professional Learning for Educators](https://ttaconline.org/Resource/JWHaEa5BS75naDRZcGVxMQ/Resource-online-courses-for-teachers---math-youcubed-stanford-graduate-school-of-education)
* [I’m Determined](https://www.imdetermined.org/educators/)

## 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.

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York: Guilford Press.

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

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). High-Leverage Practices in Special Education, Guide 4. Council for Exceptional Children.

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

## For additional HLP Highlight Tools, go to [TTAC](https://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) Online

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).